



Sudan University of Science and Technology

College of Graduate Studies

College of Education



**Investigating students Problems facing in using English
language Affixation at Sudanese Secondary schools**

تقصي المشكلات التي تواجه الطلاب في استخدام اللاحقات لتكوين الكلمات في
اللغة الإنجليزية بالمدارس الثانوية السودانية

(A Case Study of Secondary Schools in Omdurman Locality)

*A Thesis Submitted in Fulfillment of the Requirements of
PhD degree in Education (ELT)*

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Dedication

Thanks are due to Allah the almighty under whose will, this research has been prepared, and Prophet Mohammed "May peace and Blessings of Allah be upon him"

I would like to dedicate this work to the soul of my parents and to my family.

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Abstract

This study investigates the problems encountered of using affixation in English language that faces the students of secondary schools. It also contribute in solving the problems of the spelling mistakes which student make when use affixation. Also the study raise the point of the importance of teaching the spelling rules which help students in forming words and develop the language. The study takes on the descriptive analytic method and it incorporates one data gathering tools after checking their validity and reliability which are classroom examination. The sample included 80 students at Secondary School in Omdurman Locality.

The data has been statistically analyzed by (SPSS) program. The findings generally indicate that Secondary school's student is quite poor in using English language affixation. Student's ability in writing skill is weak. Teaching spelling rules help students to develop vocabulary, According to the findings of the study, the researcher recommends To promote the standards of learning and minimize the quantity of the errors the learners make: Teachers should encourage their learners to be serious enough and make the maximum use of their cognitive abilities during their learning process. This needs a friendly relationship between teachers and learners. Trainers and head teacher can help in creating the good conditions necessary for successful learning. Furthermore, teachers have to devise good instructive games which can create the sense of challenge in their learners. Besides such instructive games teachers can devote some of their lessons to remedial work in order to guide their learners towards to correct use of the target language.

Abstract

Arabic version

مستخلص البحث

تهدف هذه الدراسة الى التحقق من معرفة المشكلات التي يواجهها طلاب المرحلة الثانوية فى استخدام اللاحقات، وكذلك حل مشكلة الاخطاء الاملائية للطلاب فى كتابة الكلمات الانجليزية عند استخدام اللاحقات مع الإشارة لمعرفة اهمية تدريس قواعد كتابة اللغة الانجليزية فى كتابة الكلمات باللغة الانجليزية.

اعتمدت الدراسة المنهج الوصفي التحليلي وهى تتضمن اداة لجمع البيانات المتعلقة بالدراسة بعد التحقق من صحتها وموثوقيتها وهى الاختبار التحصيلي. اشتملت عينة الدراسة علي 80 طالبا وطالبة من مدرسة امدرمان النموذجية بمحلية امدرمان الى جانب خمسة عشر مدرسا في المرحلة الثانوية تم اختيارهم عشوائيا. وقد تم تحليل البيانات احصائيا بواسطة برنامج (SPSS). تشير النتائج الى ان طلاب المرحلة الثانوية يواجهون مشكلة فى استخدام اللاحقات فى اللغة الانجليزية، كما تشير الي ان قدرته في استخدام مهاره الكتابيه ضعيفة . توصلت الدراسة الي ان تدريس قواعد اللغة الانجليزية يساعد الطالب علي تكوين وتطوير الكلمات . وبناء على هذه النتائج قدم الباحث بعض التوصيات التى تؤدي الي تطوير مستوي الدراسة حتي يتمكن الطالب من الحد من الاخطاء اللغوية ، كما اوصت الدراسة الي اهمية تشجيع المعلم للطالب وحثه علي الجد والاهتمام حتى تتم الاستفادة من مقدراتهم العقلية وتطوير العملية التعليمية . هذا يعتمد على وجود علاقة حميمة بين الطالب والمعلم ، كما يمكن للمعلم خلق بيئة مناسبة تساعد على تطوير التعليم . كما يمكن للمعلم خلق طرق جاذبة للتعلم مثل استخدام الالعاب الالكترونية التي تخلق الشعور بالتنافس بين الطلاب مما يساعد على تشجيعهم . الى جانب ذلك على المعلم تخصيص جزء من وقته للمعالجات الاكاديمية حتي يدفع الطلاب الى استخدام اللغة الانجليزية .

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Chapter one

Introduction

1.0 Background of the study:

Morphology is the study of internal structure of words. Word formation deals with the creation of new words. Morpheme is the smallest unit required for grammatical and lexical analysis.

In linguistics affixation is the process of adding a morpheme to a word to create either a different form of that word. Or new word altogether. An affix is attachment to the root word that creates a new word; it can be either a suffix or a prefix.

Suffixation is the addition of one or more letters at the end of the word, it tends to be class – changing, when a suffix is added is illustrated by the shift from the adjective to a noun as in (Productive Production) or from verb to adjective as in (Produce Productive) and also from verb to a noun as in (Produce-Production).

Prefix is the addition of one or more letters at the beginning of a word, to create a new word, for example (re, un, over) can be added to a noun, verb or adjective as in rewrite, unhappy, overcrowded.

The research discusses the problems of the students at secondary schools in using affixation. They find some difficulties because their standard of English language is weak, and they have lack of the English vocabulary, more over they don't know how to write the word after using affixation correctly in the spelling.

1.1 The statement of the study problem:

The study aims to investigate the problems encountered of using affixation in English language at Sudanese secondary schools. Affixation is a way of word formation process that helps to increase the knowledge and develop the vocabulary of the students.

The students ability in writing skill is very weak and they make many spelling mistakes, so the study encourage them to practice writing skill by using affixation.

1.2 Questions of the study:

1. To what extent are secondary schools students poor in using affixation?
2. How do the spelling mistakes affect the vocabulary building?
3. What is the importance of teaching the spelling rules in affixation?

1.3 Hypotheses of the study:

1. Secondary school's student is quite poor in using English language affixation.
2. The student's ability in writing skill is weak.
3. Teaching spelling rules help students to develop vocabulary.

1.4 Objective of the study:

1. The study investigates the problem of using affixation in English language that faces the students of secondary schools.
2. It also contribute in solving the problems of the spelling mistakes which student make when use affixation.
3. Also the study raise the point of the importance of teaching the spelling rules which help students in forming words and develop the language.

1.5 Significance of the study:

The significant of the study arises from the fact that Sudanese English learners at secondary school level are not aware of using affixes properly, so the research is an attempt to help students to form new words by using affixation.

The study will be beneficial to both learners and teachers of English language and over all syllabus designers in the field of English affixation. The result of this study can be implemented to promote teaching and learning of using affixes as a source of a voiding spelling mistakes as well as building vocabulary.

1.6 Research Methodology

This study is descriptive in nature. It tries to investigate the problem caused by the wrong use of affixation that done by secondary school Learners. The population of the study will be students of third class in secondary school in Omdurman locality. The sample will be from the third class. In order to collect data needed for this study, the researcher is going to use a research tool so as to explore the into national errors that done by the participants in using affixation. The tool is a class room test to collect the data. Then data analyzed and discussed to provide answers to the study questions and to verify the hypotheses.

1.7Limits of the study:

The study is limited to the performance of the secondary students, third class in Omdurman locality in using affixation during the academic year (2019-2020).

Chapter two

Literature Review and Previous Studies

2.0 Over view:

This Chapter includes some literary contents as theoretical frame work and some related previous studies.

2.1 Introduction:

The purpose of this research which concerned with the problem of using affixation is to provide the students with general ideas which are about English suffixes and prefixes which are accessory to clarify and review hypotheses that relevant to the study. Below is a simple summary or background from different sources in the same field

Affixation according to (Sydney Greenbaum) 1996 English grammar main types word – formation, present day English language has four main process that result in the formation of new words;

Prefixes: the addition of a prefix in front of a base; for example: Pro-life, recycle, deselect.

Suffixation: the addition of a suffix at the end of a base, for example ageism, marginalize, additive.

Compounding:(or composition); the combination of two or more base, for example hands-on (as in hands-on experience), helpline, spin doctor.

conversion: the change of a base from one word class to another without any change in form; for example the verb email, fax and microwave drive from the nouns of the same form.

Also(Sydany): prefixes and suffixation are types of affixation (or derivation) that differ most obviously in positioning but also in other important respect. Typically prefixes is class maintaining in that it retains the word class of the base. Retention when a prefix is added is illustrated by the noun pair choice, prochoice, the adjective pair green, un green and the verb pair select, deselect.

Suffixation tends to be class – changing. Change when a suffix added is illustrated by the shift from the adjective(fat)to the noun (fatness). The verb (ing) to the adjective luggable, and the verb highlighter. There are exception in both directions. Prefixes brings about a shift from the adjective sure to the verb ensure, from the noun mask to the verb unmask. And from the noun friend to the verb be friend. Suffixation has no effect on the word class of the noun pairs martyr /martydem author/hor ships and host/ hostess, or the adjective pair kind / kindly and economic/economical, though there is a shift in sub class from concrete noun to abstract noun in the first two noun pairs.

Affixation, compounding and conversion may co- occur, the adjective red – handed (they were caught red – handed) is composed of the phrase red hand to which the suffix – ed has been added to form a compound; the adjective compounds user unfriendly and user unfriendliness have a prefix in their second segment as will; from the noun compound necklace in its metaphorical use (in the content killing by burning atyre around the victim’s neck) has been formed the verb compound necklace by conversion, and the verb in turn has become the base for the compound noun necklace by suffixation. Inflection – those suffixes that change the grammatical forms of words – generally come to the verb end of a compound or suffixed word.

Some prefixes and suffixes are part of our living language, in that people regularly use them to create new words, for modern products, concepts or situation.

In English there are two types of affixation:

Prefixes: in this morphological process words are formed by adding an affix to the front of a root, the type of affix used in this is referred to prefix, for example: un+ tidy =untidy.

Suffixation: in this morphological process: words are formed by adding on affix to the front of a root. The type of affix used in this process is formed to suffix. For example: fear + less = fearless.

Conversion is also called zero derivation or null derivation since the function change is brought about by supplementing an invisible affix. Sometimes it is also called functional shift. Typically conversion made from” noun to verb” and “ verb to a noun”. Less frequently, conversion is also done from” adjective to verb” and “ adjective to noun” for instance:

Noun to verb:

Access, email, film, name and shape.

Verb to noun:

Attack, alert, hope, increase, visit and cover>

Adjective to verb:

Brown, black and slow

Adjective to noun:

Crazy, mostly

2.2 The back formation:

Back formation is a morphological process in which new word is created by extracting affixes from another word.

In this way it is the reverse of affixation, in which affixes are added. Back – formation is also different from clipping since it brings a change in the part of speech or the word's meaning. For example: the noun insertion has been back-formed into verb insert by removing the suffix ion. That remind suffix as remind suffix derived from other noun, adjective and verb. Adjective suffix derived from noun adverb.

Adverbial suffix was adverb derived from adjective. Verb suffix was verb derived from adjective and noun. And the last of the prefix that were negative prefix and the prefix forming adjective.

The result shows on analysis at the affixation that used in the post discourses such as: in the nominal suffixes there are 71 words, adjective suffixes, there are 59 words, verb suffixes there are 5 words adverbial suffixes 31 words and for the prefixes there are 15 words. The word that attached by the affixes in the discourse dominated by the romeual suffix.

In English grammar and morphology, affixation is the process of adding morpheme – or affix – to a word to create either a different form of that word or a new word with a different meaning; affixation is the most common way of making new words in English.

The two primary words of affixation are preffixation, the addition of a prefix, and suffixation, the addition of the a suffix, while dustures of affixes can be used to form complex words. A large majority of new words in English language today are either a result of blending – mashing two words or partial words together to form a new one – or affixation.

2.3 Use of affixation:

An affix is a word element of English grammar used to alter the meaning or form and comes in the form of either a prefix or a suffix. Prefixes include examples like “un-“, “dis-“, and “re-“ while suffixes come in the form of ending elements like “- hood”, “ing” or “ed”.

While prefixes typically maintain the word class (such as nouns, verbs, or adjective) of the word it’s modifying.

Suffixes often times change the form entirely, as is the case with “expiration” compared to “explore” or highlighter compared to highlight.

2.4 Multiple Alterations:

You can use multiple iterations with the same affixation to modify a word like grandmother to mean an entirely different person. As in “great-great-grandmother” who would be mother’s mother – or are – re-re make of a film, where in this film would be the fourth iteration of its kind.

The same can be applied to different prefixes and suffixes being used on the same word. For instance the nation means a country, but “nationalization” of a nation”

Nationalize means “to make part of a nation, and denationalization means” the process of making something no longer part of a nation. “this can be continued nauseam but becomes increasingly so – especially in spoken rhetoric – the more affixes you use on the same base word.

2.5 Affixation vs. Blending:

One form of word alteration and invention that is commonly mistaken for affixation is the process of blending words to form new ones, most notably present in the example of the marketing term “cranappl”, where people naturally assume the root word “cran-”) “cranberry “ is being applied as an affix. However affix must be able to be universally attached to other morphemes and still make sense. This is not the case with the “cran- root, which is only seen attached to another morpheme in making examples of juices that also contain “cran apple”. Instead of being a stand morpheme which conveys “ofcranberry”, the prefix “ cran- can only make sense when applied to other juices cranberry,” and is therefore considered a blend of two reduced words (cran berry and apple).

Though some words and prefixes can be both stand – alone morphemes or parts of blended words, meaning the phrases aren’t necessarily mutually exclusive, most often words that are products of blending do not contain any actual productive affixes.

2.6 More about the prefixes:

Some come at the beginning of words. They can help you to understand what a word means. Here are some common prefixes.

Prefix	Meaning	Examples
Ex	Was, but not new	Ex- wife, ex –boss
In,im	Not	Informal, impossible
Mis	Wrong or badly	Misunderstand, misbehave
Non	Not	Non smoking, nonresident
Pre	Before	Pre school
Re	Again	Redo, rewrite
Un	Not	Unhappy, unsafe

An ex- wife is a wife who is now divorced from her husband. she is my ex-boss from my left job. informed //// clothes like feams and at-shirt. Formal clothes are things like a suit.

If some things is impossible, you can't do it. It is impossible to read with your eyes closed. If you misunderstand something (or someone) you understand know it, but you really don't. if someone behaves then he or she is behaving badly. Anon smoking room is a room where people may not smoke. preschool is a school for children who are too young to regular school. To redo some thing is to do it a second time, and to rewrite some thing is to write it a second time, unhappy means rewrite some thing is to write it a second time. Unhappy means sad the opposite of happy. Unsafe means dangerous, the opposite

Meaning of some commonly used prefixes:

Prefix	Meaning	Word example
Bi-	Two; twice, double	Biannual, bilingual
Co-	Together with	Co-author, co exist . co education
De-	Away from, down undoing	Deport
Ex-	Out	Extend, ex- president
Im-	In or into	Immobile, impossible
Ab-	Away from	Absent

Other examples are:

Root	derived word/stem	inflections
Paint	repaint	repaints, repainted, repainting
Computer	computerize	computerized, computerizing
Industry	industrial, Industrialize	industrialization, industrializations

Inflectional categories such as tense, voice and number play important role in syntax and are called morpho syntactic categories, since they affect both words around them and the word with in which they occur. They are very productive and are semantically more regular than the derivational ones; meaning will remain constant across a wide distributional range.

2.7 Derivational suffixes:

Derivation is the opposite of inflection. It consist of adding an affix or affixes to the root or stem of the word.

When this is done, new words are derived. Within derivation, the distinction is often made between class- meaning and class – changing processes. Class – chagrining produces a new word in different word class (e.g. gentle(adj) gentleness (noun) gently (adverbs); while class- maintaining produces a new word but does not change the class.

2.8 Vocabulary acquisition with affixation:

Suffixes came at the end of words. They can help you understand the meaning of new word. Here are some common suffixes:

Suffix	Meaning	Example
Er , or (noun)	Person	Worker, swimmer, instructor
Er , or (noun)	Machine, thing	Photo copier, word processor
Ful (adjective)	Full of	Useful, beautiful
Ology (noun)	Subject of study	Sociology, psychology
Ics (noun, singular)	Subject of study	Economics, politics
Less (adjective)	Without	Useless, endless
LY	Makes an adverb from an adjective	Happiness, sadness
Y	Make an adjective from a noun	Sandy, sunny

He's hard worker. He works 12 hours a day.

She's a very good swimmer. She was on the Olympic team.

Her tennis is much better now that she has a new instructor.

The new photocopier makes very clear copies.

I used a word processor to write all my letters.

Thanks for the information. It was very useful.

What a beautiful photo. I think it will win first prize in the contest.

Studying sociology teaches you about society.

Studying psychology teaches you about people.

Economic is the study about money and faience.

He is very good senator, though he has never studied politics.

This book is no help at all. It is useless.

I can't finish this book, it's endless.

He was late for work, so he walked quickly to the train station.

The little child ran happily across the grass.

The mother was smiling with happiness as she held her baby in her arms.

They said goodbye with great sadness.

That beach is very popular with tourists because it is long and sandy.

It's a beautiful, sunny day- let's go to the beach.

Word – formation in English (Ingo lag -2002)

The existence of words is usually taken for granted by the speakers of a language. To speak and understand the language means – among many other things – knowing the words of that language. The average speakers knows thousands of words, and new words enter our minds and our language in daily basis. This book is about words. More specifically, it deals with the internal structure of complex words, i.e. words that are composed at more than one meaning ful element. Take for example the very word (meaningful, which could be urged to consist of two elements, meaning and full or even three, mean-ing and . ful we will address the question of how such words are related to other words and how the language allows speakers to create new words. For example: meaningful seems to be clearly related to colorful. But perhaps less to awful or plentiful. And given that meaningful may be paraphrased as having (a definite) meaning: and colorful as having bright or many different)b colors, we could having coffee: under the assumption that language is a rule – governed system, it should be possible to find meaningful answers to such questions.

Morphologists usually agree that English has no infixes. However there is the possibility of inserting expletives in the middle of words to create new words expressing the strongly negative attitude of the speaker (e.g kanga –bloody – roo, abso – blooming – lutedy)

Thus we could say that English has a process of infixes of (certain) words, but there are no bound morphemes that qualify for infix status. Such forms raise two questions. The first is what structural properties these infixed derivatives have, and the second is whether we should consider this type of infixes as part

of the English word- formation component or not. We will deal with each question in turn.

From a phonological point of view these forms are completely regular. Hammond (1999) shows that the expletive is always inserted in the same prosodic position.

There are numerous affixation processes in English. we saw that it is not always easy to differentiate affixes from other morphological entities. We then explored different ways to obtain large amounts of data, introducing reverse dictionaries.

We then investigated some general characteristics of English affixation, showing that important generalizations can be state on the basis of the phonological make- up of affixes. Finally, survey of affixes was provided that exemplified the wide range of derivational patterns available in the language

We saw that affixation prefixes are very common. Where suffixation is a marginal and extremely restricted phenomena in English word – formation: (Halidaym2003) On language and linguistics, London continuum) argues that, all languages require new terms, or new combinations of words, to express new ideas . that is why, in this respective, morphological process, otherwise known as word formation processes are the major processes where by words are formed in language, moreover, the process that have probably added the largest number of words fall into two expressive categories, inflection and derivation. Inflection is driven by the requirement to form award with the appropriate form in particular grammatical content. Suffixes stand after the root word. Adding a suffix changes the spelling and the meaning of words. But also lead to further spelling complication. Example: it can be added to –able, but the resulting is –

ability (suitability); and when adverb are form by adding – ic- the result is usually – ically (e.g: frantically). Notice that the first of these complications can be guessed from pronunciation, but the second is not.

Learners of English need to know how suffixes are added to words and the spelling rules; this knowledge also helps learners to deepen their understanding of grammar and in particular of how morphology related to syntax and meaning.

Suffixation is a morphological process whereby about morpheme is attached to the end of the stem, about morpheme is a grammatical unit that never occurs by itself, but is always attached to some other morphemes, example, the plural morpheme "s" in dogs. The past "ed" in worked – laughed and opened. And the progressive "ing" in playing and waiting.

Inflectional suffixes and examples

Inflectional suffixes	Example
Regular. Plural – ce) s	Doors, boxes
Corepentive – er	Clearer, dearer
Superlative – est	Dearest, easiest
Possessive- ’	Play’s mother
3rd person singular – (e) s verbs in present tense	Play’s, teachers
Present participle – ing	Looking – doing
Regular past – (e) d	Watched, tried
Past participle – (en)	Taken, eaten

2.9 Type of suffixes:

The addition of suffix often changes a word from one form to another. There are several kinds of suffixes in English grammar. These suffixes help us very much in the formation of verbs, adverbs, nouns, adjective from just the root words. If we are able to recap the root words than, it is very easy to form several words using suffixes that enable learners to learn different kind of suffixes and how to use them properly to form new words. Actually there are four kind of suffixes:

1. Nominal suffixes; eg form – formation, mobile – mobility
2. Verb suffixes; eg modern – modernize, memory – memorize
3. Adjective suffixes; e.g laugh – laughable, educate – educational
4. Adverb suffixes; eg nice – nicely, quick – quickly)

(the study of affixes (prefixes and suffixes)

(msomathasan) international journal of applied research)

(oxfordbibliography)

(stelaManova, 2014)

Affixation is a morphological process where is abound morpheme, an affix, is attached to a morphological base. Diachronically, the English word affix was first used as a verb and has its origin in Latin: affixes, past participle of the verb affigere, ed- "to" figere to "fix". Affixation fall in the scope of morphology where bound morphemes are either roots or affixes. Prefixes (affixes that precede the root) and suffixes (affixes that follow the root)are the most common types of affixes cross- linguistically.

Affixes mark derivational (- er in teaches – er) and inflectional (-s in teaches-s) changes, and affixation is the most common strategy that human languages imply for derivation of new words form. However languages vary in the ways they express the same semantics, and if in English the noun biology – ist is derived from biology through the addition of the suffix – ist, in Russian (and others Slavic languages) the same derivation does not involve the addition of an affix but subtraction of form: biology – ija "biology"

Biology "biologist". Most languages make an extensive use of affixes (Stela Monova 2020) (Miranda Enesi, January 2017)

The word formation theory is often avoided in English Language course books and little research is conducted in the pedagogical status of word building process. However many researchers and lectures have realized the effect of teaching word formation theory in English language course books. English language lectures have noted that vocabulary is very important in various subject of English language branch curricula. For this reason, we must admit that the process of word – formation, through which every language vocabulary can be enriched, are very important in English language teaching and learning. Word formation components such as prefixes, suffixes, etymology, history of words and other required materials in composing the vocabulary of English language are tested in Aleksander Moisiu Sela Manova

But in linguistics that deals with words, their structure and how they are formed. Matthews (1974) adds that morphology is a Greek – based Paralled to the German from *enlehre* (the study of forms). What is clear is that although the term morphology was originally used in biology, it has been used since the middle of the nineteenth century, and has also been used to describe that type of

investigation which analyses all those basic elements, of form which are used in a language.

(Joshua Albair)(2010)

An affix is a type of morpheme, the smallest unit of a language that contain meaning. In English there are types of affixes:

Prefixes and suffixes. Prefixes attach to the beginning of a word, as seen in recharge, while suffixes attach to the end of a word, as in chargeable. Both charge and recharge share the same base but the prefix re – add the meaning "to the charge again" charge and chargeable are similar in meaning but different in category, with charge being a verb and chargeable been an adjective. When affixes attach to base they may change either the category, the meaning, or both.

According to (SidnyGeenbaum,1995) prefixes are grouped: semantically (suppetive, opposing), (reversative, derivative), (negative, pejorative),(size and twie).

Suffixes tend to be class (verb), (adjectives),(concrete nouns) (abstract nouns) and (adverbs). We know that the adjective unhappy consist of un- plus happy because happy occurs as a word by itself and un – is found with the some negative meaning. In other words (untidy, unwell, unkind). A different un reversative in meaning appears in the verbs " uncover, undress, unlook, untie".

Unhappy consists of the words happy to which the affix un- has been attached to, if the affix comes at the end(like- ly in happily, it is a suffix. Unhappy there for has both a prefix and a suffix.

English language has four main processes that result in the formation of new words. Prefixes and suffixation are types of affixation or derivation that differ most obviously in posting but also in another important respect. Typically prefixes is – class maintaining in that it retains the word class of the base.

According to " Geold Nelson " word class 2002"

We recognize the class of word by it's use in the context. Some words have suffixes (endings added to words to form new words) that help to signal the class they belong to. These suffixes are not necessarily sufficient. For example, - ly is atypical suffix for adverbs (slowly, proudly). But we also find this suffix in adjectives: cowardly, homoly and manly, and we can sometimes convert words one class to another even though they have suffixes that are typical of their original class, example, an engineer, to engineer. (Oxford Bibliographies in Linguistics / crystal Publisher/). The Cambridge encyclopedia of the English language (2014). Affixation falls in the scope of morphology where bound morphemes are either roots or affixes. Prefixes (affixes that precede the root) and suffixes (affixes that follow the root) are the most common types of affixes cross linguistically. Affixes mark derivational (-er in teach – er) and inflectional (-s in teache –s) changes, and affixation is the most common strategy that human language employ for derivational of new words and word forms. Our language vary in the way they express the same semantics, and if in English the noun biology – ist is derived from biology through the addition of the suffix – ist, in Russian (and other Slavic languages) the same derivation does not involve in the addition of an affix but subtraction of form; biology ija, biology – biology, biologist.

Most language make an extensive use of affixes.

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2.10 Word formation rule:

This section explores the word formation rules (WFRS) for the evaluation affixes. The following wfrs show the rule of attaching an affix to the base and the derivative, i.e(N)means the affix attaches to a ~~noun~~(N) to form a noun (N) , my (wfrs) also give a classification to distinguish which affixes are diminutives and which are augmentative, as well as providing for additional meanings encoded in each affix. The origin of the affix included , and it should be as fed that only the affixes –y and ling are native to English.

One of the keys to mastering English spelling is mastering the processes of word formation. The mode of word formation can influence the spelling. The study of the meaningful parts of a word is known as morphology. Linguistics have identified many ways in which English form its word which include borrowing from Latin and Greeks, dipping, supplication, affixation, conversion, acronym, uends, compounding and so on. The scope of this study is to look into affixation as a process of word formation, see the meaning of some these few letters added to the beginning or end of words, look into the changes words under go when affixes are added to them. Apart from mastering of spelling readers of this paper will learn to identify grammatical categories of words by more looking at the words and identifying the affixes added to them.

Most English words are made up of the base word known as not which contains the heart of the meaning of the word. To expand such words, appendages (affixes) are added to either the beginning or at the end of the word. It is the process of attaching these affixes that referred to as affixation. The affix added

at the beginning of the root is known as prefix while that at the end of a word is suffix. The root is central to the building of new words. For instance, advantage, help, forgive, measure are the core words (root) in disadvantageous, unhelpful, unforgivable immeasurable respectively. They can be analyzed as:

Prefix	root word	suffix	new word
dis-	advantage	ous	disadvantageous
un-	help	ful	unhelpful
un	forgive	able	unforgivable
im	measure	able	immeasurable

despite the fact that prefixes and suffixes are just a combination of two, three or four letters, they have meaning in English. They are therefore morphemes. A morpheme is the smallest meaningful unit of word. They change the meaning of the root word. In the above example, dis-, un-, and im- depict negative. The different approaches to identifying morphemes and the relationships between morphemes and words are reflections of the different trends in linguistics during the twentieth century, but most linguists are in agreement on the type of the phenomena morphology is concerned with.

Prefixes and suffixes added to words change the meaning of such words. This study will start with the examination of the meanings of some English prefixes and suffixes.

Suffixes are important in determining the meanings of words in English. They are either inflections added at the end of a word or they change the grammatical class of words they are attached to inflectional suffix / morpheme:

Inflection is a major category of morphology. When suffixes added to words to realize morphemes such as present. Past present participle, plural, they are said to be inflectional. They do not change the nature of the verb to which they are added. For instance :

Play plays playing played

Locate locates locating located

Sing singsingingsang

The suffixes –s, -ing, -ed did not change the word class of the verb. Bloom Field (1933) referred to inflection as the outer layer of the morphology of word forms. This because inflections are added when all derivational and compositional processes are already complete. This means that one can add inflection on a root and a stem .let us take for example the word " disinfectant". The root of the word is " infect". The prefix dis – show negative or opposite of while the newly derived word is "disinfectant', added to the stem "disinfectant's.inflections such as tense, number, person ,etc. will be added to really made – stems. By stem we mean the forms to which inflections may be added, but which may already have derivational affixes.

Learning English words based on prefixes and suffixes:

English has a large, rich vocabulary, with a large number of English lexical items having been assimilated from other languages during the complex history of the language. Vocabulary is one of the most essential parts of second language acquisition and can be broadly defined as knowledge of words and words meaning.

Ellis (1997) argues that vocabulary knowledge is a precondition for learners, discourse comprehension which allows grammatical rules to be patterned in the learners mind. Additionally Hudson (2007) says language is formed of words and learner's vocabulary is key in language and its acquisition. There are a variety of ways to effectively learn and teach vocabulary such as affixation practice, flash cards, intensive reading, and so on. Making students understand and then memorize a great deal of vocabulary is difficult for English teachers in Korea because the Korean language, Hangul, consist of simpler syllable structure and vowel harmony than English, which has complex syllable onsets and codas (Yoo, et al. 2002)

Because of the major emphases in the seventh national curriculum of Korea, English teachers in Korea have to cover many tasks related to reading translation, grammar, writing and listening with various levels of students. Also English teachers are evaluated through the results of their student's test. Therefore they tend to focus on how to improve student's ability to get higher scores. On certain tests such as mid – term, final term, or university entrance exams. As a result of following the national curriculum and policies of the Ministry of Education.

An emphasis on spelling rules and word meanings has been used widely in Korea because of this most English learners in Korea learn and memorize the English words with their meaning in Korea. However, if students of English can learn to use prefixes and suffixes effectively, this may help them understand and use vocabulary in reading comprehension and writing composition.

Direct effect of learning affixes, Graves(2004) argues that, in order to improve English, the most effective word – learning strategy is related to morphological

awareness. Hatch (1983) believe that affixes are organized in the human mind differently from lexical items. She suggests that some high frequency complex words may be stored in their whole forms in the mind, ready to be accessed at any time, but that some others tend to be constructed on the spot by applying morphological process such as derivation and inflections.(Sudana2006) provides one good example of this derivational affixations. (Sudana)says that the implementation of morphological competence in derivational affixation learning improves student's vocabulary acquisition. (Sudana) taught affixation in (Bahasa) Indonesia to English learners, in a way that resulted in significant improvement through mastery of several affixes caused in affixation process to create new words they would need.

(Wysocki and Tenkins 1987) investigated whether fifth, sixth, and eighth graders used the vocabulary strategy of morphological analysis to understand complex words in their li. Participants were given a training session two weeks before a test. They were tested on words they learned; one group studies the words related to morphological analysis and the other group did not. The researcher discovered that the students who studied vocabulary using the morphological strategy performed better, and participants understood new meaning by morphological generalization of those words sharing the same roots. Baumann et al . (2003) researched how effectively explicit instruction on affixes and roots helped elementary student speakers of English to unlock the meaning of newly encountered words that were unfamiliar. The results indicated that students who received instruction o affixes and roots outperformed the other students who were not taught them.

2.11 Affixation with morphological awareness:

Morphological awareness is consciousness of the meaning and structure of morphemes in relation to words (Corliss, 1995). (Wysocki and Jonkins 1987) have argued that the ability to perform morphological linguistic context. Knowledge of prefixes, such as the dis – in dislike, or the un – in unlock, suffixes such as the – (ness) in happiness or the – (tion) in connection or generation and compounds, are involved in derivational morphology and inflectional morphology and are related to grammatical inflections such as the – s in cars or the – ed in jumped. Morphological awareness is very flexible, and morphological awareness has a close relationship with vocabulary knowledge. Derivational morphology can change a word's lexical category such as sing singer or ed/ endless.

English has right headness, which means that the right morpheme modifies the meaning and identifies the sub category of words (Clark, Gelman, and Lane, 1985). Two examples class room and foot – ball illustrated this notion. The construction of class – room indicates that the dominant noun of the pair is room, and the class, while a noun itself, still modifies – room. In the same way foot – ball places emphasis on the – ball, rather than on the foot, indicating to the English speaker that object at hand is a ball, not a foot. An affix may attach to either side of the root or to either side of the initial segment or syllable of the lexical item. Affixations, such as head nouns are important for English vocabulary learners, and are possibly associated with effective vocabulary study strategies.

Clark, et al. (1985) also head nouns

Clark, et al. (1985) also emphasizes head noun knowledge by comparing how Chinese and English speakers acquire vocabulary. Both English speaking and Chinese speaking children acquire the head noun, which is the label of basic category; learners are then able to add a modifies to the head noun as a sub category. In both of these languages, children have learned the meaning of a head morpheme, which is the role a prefix plays in English and are therefore able to understand its role in compound words.

2.12 Experimental Vocabulary:

Vocabulary is largely classified into three groups: high frequency words, academic words and technical words (Ortega, 2009). High frequency words are those that are the most common and are uttered or written most often in all uses of the language. High frequency words can also be labeled as general – service vocabulary. (Coxhed 2000) states that approximately 2,000 English words (such as clock, birth, admire, popular) make up about 76 percent of all word used. Academic vocabulary can be defined as words that commonly used in academic text, rather than being used in general language. There have been many attempts to classify and categorize academic words into lists for teaching and learning purpose, but the main focus has been to prepare learners for the understanding of academic reading. Two such attempts are xue and nation's university word list (UWL; 1984), and cox head's academic word list (AWL; 2000). The UWL provides about 8.5 percent of text coverage, and AWL include 570 word families whose words account for about 10 percent of the word appearing in academic corpus. Finally, (ching and nation 2003) estimate that technical words account for as many as one in three words in a science text they analyzed. Technical words are those occurring frequently in asingle subject area such as accounting, nursing, or chemistry.

2.13 Useful vocabulary acquisition strategies:

Schmitt (2008) says vocabulary acquisition is the most essential part of second language acquisition for enhancing L2 learners language development. The use of learning Affixes is explored in this study, which will show how students can effectively use the strategy to increase their body of vocabulary knowledge.

Teaching vocabulary is crucial for improving L2 learner's language ability to understand reading, writing , speaking and listening. Nation (2001) suggests four stands of vocabulary teaching. They are: (a) meaning. Focused in put, (b) meaning – focused output, (c) language – focused learning, and (d) fluency development.

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2.14 The Morphology and Semantics of Expressive Affixes:

This dissertation focuses on two aspects of expressive; their morphological / typological properties and their semantics. With regard to the former, it shows that the expressive morphology of many languages (including Bantu, west Atlantic, walman, Sanskrit, English , romance, Slavic, and others), has the following properties: it is systematically anomalous when compared to plain morphology, or the ordinary processes of word – formation and inflection. For this, it follows that many familiar morphological arguments that adduce the data of expressive morphology ought to be reconsidered; and 2) it is far more pervasive than has been traditionally thought. For example, the Sanskrit reverb, and the indo- European aspectual prefix/ particle generally are shown to have systematically expressive functions. With respect to the semantics of expressive affixes it develops anevel multidimensional account, in the sense of pots (2005,2007), of Spanish " cannot active affixes, which can simultaneously

convey descriptive meaning is that of a gradable adjective, viewed as a degree relation which includes a measure function, in the sense of (kenhedy 1997).the expressive meaning of connotative affixes, and expressive generally, arise as they manipulate the middle coordinate.1, of expressive indicates which, it is proposed, is the inherently specified on all lexical items and canonically set to neutral it introduces a new mechanism, AFF, which is an algebraic operation for manipulating, and which account for the well- known, and seemingly "contradictory" range of meanings that expressive affixes can express. Whereas prior work assumes that expressive affixes are inherently poly sermons, this approach derives their many attested meanings and functions (e.g "small" young, bad, deprecation, appreciation, hypocorism, intensification/ exactness, and attenuation/ approximation, as well as pragmatic effects like illocutionary, mitigations) compositionally, form the interactions of their multidimensionality with the meanings of the roots to which they attach.

Definition of affixation: according to Byrd and Mints (2010) affixation, also known as affixes, as a word formation process is described as most common way in forming new words. Thus, it can be defined as one or more letters attached to the beginning or the end of a root word or stem word which can change the meaning or the grammatical functional of a word. There are two main types of affixation which are called as prefixes and suffixes. However there are actually. Four types of affixations in English which are called as prefixes, suffixes, infixes and circumfixes. The attachment of a letter or more at the beginning of the root word is called as prefixes, while the attachment of a letter or more at the end of the root word called as suffixes. In some cases, the attachment of suffixes or prefixes might be hyphenated, for example, pre word- wore. In another case, a root word can be added by both prefix and suffix to

make a new word which later called as circumfixes or the affixes that added in the root word which later called as infixes that mostly added – s into the root word. In this case, although infixes do not completely change the meaning of the root word, the quantity of the root word is change from singular to plural, for example "passer" by becomes passers – by:

2.15 Main Difficulties of Using Affixation:

Some students who learn to master English are still confused about using the correct affixation that leads them to use the in appropriate affixation and cause misunderstanding case. It can be said t*hat students may have problems or difficulties in using the affixation: (Lieber and Stekauer 2014) assumed that the rules that are used in affixation probably confuse those who learn it. Because in some cases students cannot differentiate the affixation that occurs in a word or they do not recognize the function of the affixation that occurs in the word. More over some affixes, mostly prefixes, have more than one meaning or have the same meaning but used differently, for example, the prefix – in can be interpreted as "not". More over the other major problem related to the difficulties in using the correct affixation is that students are difficult to claim a morpheme as a free morpheme. Besides, it has no evidence that strongly proves a word as a root or an affixation, for example: education – less, both education and less can be called as root words. In this case students are probably confused in recognizing the affixation since they seem similar to the root words in common (ploy,2018).

Furthermore, the most serious problem that students have in using an appropriate affixation is that the students have the phonological dyslexia. As Proposed by(Caplan1998), it is assumed that those people who have

phonological dyslexia namely alexia which is caused by the damage to some one's brain that causes some one loses his or her ability to read. Those students who have the phonological alexia are usually difficult to read the affixation due to they are difficult to recognize the written word specifically. However, it only occurs to the word with the affixation while the word that is not attached the affixation is not matter for them. For example, corner, the letters – er that is attached at the end of the word "corner" is not called as affixes but it is the part at the word and cannot be separated. In this case, it is concluded that those Who have alexia known which word is attached by affixes and which has the some letters like affixes in it.

In conclusion, there are several problems that might be faced by student that cause them difficult is understanding and using affixation since it has many rules that confuse students, it is difficult to claim whether a word is a free or bound morpheme, and it is difficult to be recognized by students who have phonological dyslexia.

Affixation:\ affixation is the process of deriving new works on the basis of the exciting words by the help of affixes(plag,2003). There are two kinds of affixes, inflectional affixes and derivational affixes.

In contrast, an inflectional affix does not change the word class and the meaning. Inflection affix does not change the word class and the meaning. Inflection modifies award's form in order to mark the grammatical sub class to which belongs. There are explanations about inflectional affixes according to Todd (1987) where as derivational affixes often involve a change of class – such as the verb ‘attract’ becoming the adjective “ attractive”, inflectional suffixes never involve a change of class. Inflectional morphology occurs with

nouns, pronouns and verb. In nouns, inflections plurality in regular noun, for examples:

Book books

Chair chairs

And the possessive of all nouns:

John John's book/books

The man the man's book / books

Irregular nouns often form their plurals by vowel change:

Foot feet

Man men

Mouse mice

With regard to verbs in English, inflectional suffixes are used to indicate present tense agreement:

I, you , we, they \longrightarrow look / sing

But

He/she/it \longrightarrow look + s/sing +s

And the present participle: look + ing / sing + ing

For regular verbs the past tense and the past participle formed by the suffix ‘ – ed ‘

In this case, affixes refer to derivational affixes, which changed part of speech, the characteristics of this kind of affix are: encodes lexical meaning, is not syntactically relevant, can occur inside derivation, often changes the part of speech, is often semantically unclear, is often restricted in its productivity, and is not restricted to suffixation.

The affixes can be categorized into three: suffixes, prefixes and infixes.

2.16 Spelling errors with L2 users:

In a discussion about spelling errors, it is important to distinguish between errors and mistakes. Spelling errors are when a learner consistently makes the same misspellings over and over again, because they do not know what is correct. Spelling mistakes, on the other hands, are when a learner only occasionally misspells a word which they most of the time spell correctly (Ellis, 1997)> in this section, I will use the term “error” for example, but they might as well be seen as common spelling mistakes for most L2 users that have reached a certain degree of proficiency. It is worth noting that some of the examples in this section were taken from a study by Gook (1997), which was done using participants with varying L1, such as French, Japanese, Greek, Spanish, Russian, Hebrew , Urdu, Chinese and Arabic. To name a few. The examples of misspellings provided by Swan and Smith (2001) were of Scandinavian (in some cases specifically Swedish) learners of English.

The spelling errors that people make can be divided into two types; typographic errors and cognitive errors. The former includes errors such as letter, insertions , letter omissions, letter substitutions and transpositions, whereas the letter stems from phonetics similarities such as writing, academy, instead of academy (Yanyan, 2015.p. 1629)

Letter insertions are spelling errors where one additional letter is included in the spelling of words. One of the most common one additional letter is include in spelling of words. One of the most common insertions are known as constant doublings, which include errors such are (99) in agreement, (FF) in professional or (II) as in already or carful, and are considered one of the most common example area of the English spelling system” (Cook, 1997. P483). Other common insertions for L2users include the insertion of (e) after (i) (as in (ie)) for sounds corresponding to/ ai/ in misspellings such as primary or direct (Cook, 1997,p,484)

Letter omissions are spelling errors where one letter in a word is not spelled out. According to Cook (1997), the most common letter omit by L2 users is (n) when it is used with in constant clusters, such as with the misspelling designs. Other such as the omission of © from the constant pairs (cq) in misspelling such as “scohorship or “ thought. Rother common omission by L2 users is the silent word final (e), in misspelling such as “morpheme and “software, as well as when it precedes (ly) in “ unfortunately or (completely (cook 1997).

Letter substitution is one of the most common errors that both L1 and L@ users make. According to Cook (1997), these errors are divided into either substitutions of single letters, or as grapheme substations of single letters, or as grapheme substitutions of multiple related changes, for example writing* short instead of thought Cook (1997) argues that the most common vowel substitutions occur with the letters (a), (e) and (i) for example, (a) may be replace by (e) and (i) resulting in “ persuaded and “ imaginative, (e) can be replaced by (a) and (i) resulting in machinery and “convenient, and (i) can be replaced by (a) and (e) resulting in ‘ linguistics and “ definitely. One of the reasons why these vowels substitutions are so common among L2 users of

English is because nearly half of them can be pronounced as schwo /2/ Cook (1996) constant substitution are more common for L2 users than L1 users, and the most common errors involve the consonants (s), (c), (z) and (l), resulting in misspelling such as “ immense, “ influential oramassing (Cook 1to

to How teach ESL Vocabulary, BY:LORENA SIEGEL,NOVEMBER 25,2020

Vocabulary is crucial to students language development and communication skills. After all, without adequate words,it,s difficult to relate thoughts, ideas, and feelings about who we are and how we interpret the word around us. But how do we achieve this goal without making students memorize lists of ESL vocabulary that will be forgotten after the next pop quiz? Learn teaching strategies(some from bridge TEFEL/TESOL courses) for introducing new vocabulary, making it available for recall in your students mind,s, and practicing it in a relevant and engaging way -whether you are giving class to your students, live and can be easily applied to their word outside of the class room. Consider your students age, if you are teaching English to young learners, remember that they are innately curious and love to learn about the things that class room lessons or teaching English on line.

What is the best way to teach ESL vocabulary?

Create a context around words you teach. It is a good idea to think about how students will recall a word when sitting for an exam and use this as your starting point to determine how you want your students to remember what you have taught them. In other words, do not teach new words in a vacuum. You want to create a contextual experience (an interesting story, a serise of images, a dialouge) that leaves a deep impression so when the time comes for your class

impression so when the time comes for your class to recall a particular list of words, they will be able to access more words with little trouble.

Teach relevant ESL vocabulary, Be aware that if you focus on vocabulary that you cannot put to immediate and repetitive use in your student, day-to-day lives, it will be related to the quicksand of short term memory and soon forgotten, thus rendering all your hard work useless. Choose vocabulary that is connected to their lives. Teens, on the other hand, need vocabulary to help them understand the books they read, the music they listen to, or the shows they watch, as well as words that can help them express their feelings. Adults need the appropriate English vocabulary to help them relate on both a personal and business level, and they rely on you to give them the best and most common words and phrases that will help them improve their communication skills.

What are the techniques for introducing and teaching new ESL vocabulary? Show images or drawings because drawings and photos are fairly universal and understood by most people, this is perhaps the best way to present new vocabulary. The internet is chockfull of photos and pictures, and there are a variety of photo-stock websites to choose from. If you have a knack for drawing, you can make your own pictures, but make sure that these are large enough for everyone to see clearly if you do not have access to a smart board. Keep the composition of your photos or drawing simple, as too many things happening at once can confuse students. Or create your own characters. If you are teaching online, you can make use of Skype or Zoom's share screen function to show the images. These platforms also have whiteboard features and annotation tools, which you can use for making simple drawings on screen.

Pro Tip: if you like you can also create a couple of characters that your students can relate to and use them throughout your course to present new ideas. When use consistently, students from attachments to the characters and will rely on them when learning new concepts.

Present vocabulary with realia: Realia is essential to the learning of ESL vocabulary. For a lesson on how to describe the flavor of different foods, for example, there is nothing better than to have taste a variety of foods, condiments, herbs and spices. As you give your class a taste of each ingredients, announce what it is, and give them accompanying statement there incorporates the vocabulary you are teaching. Example: This is sugar, sugar is sweet

. These are potato chips , potato chips are salty . This is mustard. Mustard is sour. The existence of words is usually taken for granted by the speakers of a language. To speak and understand the language means – among many other things – knowing the words of that language. The average speakers knows thousands of words, and new words enter our minds and our language in daily basis. This book is about words. More specifically, it deals with the internal structure of complex words, i.e. words that are composed at more than one meaning ful element. Take for example the very word (meaningful, which could be urged to consist of two elements, meaning and full or even three, mean-ing and . ful we will address the question of how such words are related to other words and how the language allows speakers to create new words. For example: meaningful seems to be clearly related to colorful. But perhaps less to awful or plentiful. And given that meaningful may be paraphrased as having (a definite) meaning: and colorful as having bright or many different)b colors, we

could having coffee: under the assumption that language is a rule – governed system, it should be possible to find meaningful answers to such questions.

How to use suffixes to create nouns from adjectives and verbs, by Phil Williams/ Nov3,2015/Vocabulary words. Many words in English can be adapted to be from different grammatical functions. We often use prefixes and suffixes (extra parts of the word added at the beginning or the end) to change the meaning of a word for a variety of purposes. Adjectives and verbs can be turned into nouns, for example happy become the feeling of happiness, run becomes the doer of the verb, runner. There are many different ways to do this that sometimes have individual quirks- but there are also some general rules to help know how to create nouns from other word. 1/ Add(-ness)to form nouns from adjective son , The suffix-ness form nouns from adjectives. Not all adjective can have -ness added to them, but it is acommon form-specially with adjectives ending in y (though notice the spelling change, to -ness), hard consonant sounds like d,and many adjectives ending in full. Common examples are: .ready- They questioned her readiness for the test. . happy- it is important to create happiness for everyone . . weak eating too much cake was a major weakness of his. . sad- The closure of the post office brought sadness to the community. . mad- The decision to drive in the snow was pure madness. .forgetful- forgetfulness comes with old age.

2/Add -ity to form nouns from adjectives: The suffix -ity forms nouns from adjectives- Again, this is only for certain adjectives, though it is common adjectives ending in-able or with soft-s sounds. To form nouns with -ity, changes in spelling often occur, such as replacing the last few letters of the adjectives. Common examples are: .responsible- your children are not my responsibility. .possible- nuclear war seemed like areal possibility. scare- The

scarcity of drinks became problematic during the party. .hilarious- They reacted to the joke with much hilarity. .probable- It is hard to guess the probability of her passing the test.

3/ Add- ance or- ence to form nouns from adjectives or verbs: The suffix -anceor(-ence) can be added either to adjectives or verbs to form nouns. This is particularly used for adjectives for adjectives ends in -ent or -ant (where the spelling changes to replace t with ce) and various verbs . Common examples include: .independent- having a car has improved my independence. important- Never underestimate the importance of studying. . silent- enjoy the silence while the children are away. .appear- the appearance of a second singer improved the concert. .resist- The home team put up a strong resistance against their opponents.

4/ Add(-ment)to form nouns from adjectives or verbs: The suffix -ment can be added to either adjectives or verbs to form nouns. It is mostly used with verbs with verbs, of many kinds, but occasionally also with adjectives with soft endings (such as y endings). This suffix normally does not change the spelling of the core word (though y may change to i). common examples include: . appoint- I need to make an appointment with my doctor. .assign- The final essay was a very big assignment. . enjoy- Do not let the rain affect your enjoyment of this walk. . merry- The children found a lot of merriment in the clowns antice. . replace- Our replacement teacher was much better than the first one.

5/ Add- tion or - sion to form nouns from verbs: The suffix -tion or (-sion) can be added to verbs to form nouns. They follow many different verb forms, and often change spellings to fit comfortably (for example adding an additional

vowel or changing a consonant to sound more natural). . inform- There is not enough information about foxes in our area. . decide- The committee will make a formal decision this Friday . .describe- The police have a good description for the thief. . multiply- I like addition and subtraction but multiplication is difficult. .admit- The criminal,s admission of guilt got him in trouble. Note that a lot of the changes from adjective or verb to noun will need to be learned individually, and spelling rules will help to choose the right suffix, the spelling to connect it the core word may not be simple. Admit is a good example of this, as it can be used as a verb with two different meanings , and each one forms a noun with a different suffix : Admit- to confess - Admittance to the top floor is prohibited.

6/ Use -ship or hood to form nouns from other nouns: The suffix -ship and -hood can be used to create nouns from other nouns . Nouns with -ship added to the end create an abstract noun that shows a relationship (relationship itself is an example) . . friend- our friend ship is very strong. . partner- We are in partnership with a major organizational Nouns with-hood added to the end are abstract nouns to show groupings, which can refer to grouped people, areas or, more abstractly, periods of time: .priest- Entering the priesthood is a very serious commitment. .neighbor- Our neighborhood is thankfully very quiet. .child- My childhood was a fun and productive time. (Lennox Morrison 2017)

Modern business is often conducted via quick-fire typing on tiny screens. But your bad spelling is likely making you look less credible and intelligent than you areGone are the days of secretarial typing pools and hardback desk dictionaries. Now, we conduct much of our daily business by quick-fire finger-jabbing on tiny screens. But ever-smaller technology, and an increasing pressure for ever-quicker response times with the advent of email, means it's

likely a typo will creep into our written communication, or worse, autocorrect will insert an inappropriate word.

We've all been there. Websites and online publications are littered with typos and even world leaders sometimes don't pause to check tweets before pressing 'send'. Who can forget President Trump's infamous covfefe tweet?

Poor spelling can even affect your dating chances. A Match.com survey found that 39% of singles judged the suitability of candidates by their grammar (Credit: Getty Images)

Poor spelling can even affect your dating chances. A Match.com survey found that 39% of singles judged the suitability of candidates by their grammar (Credit: Getty Images)

While some spelling mistakes are harmless and funny, many aren't. The humble typo not only has the power to make us appear less intelligent than we are. Poor spelling can also create confusion, a loss of clarity and meaning and in extreme cases it can cost millions in missed sales and job opportunities. It has the potential to wreck customer relationships and even ruin your chance of finding love online.

But if no-one is immune and technology is tending to make bad spelling commonplace – take the rise of 'text speak' abbreviations for example – is perfect orthography no longer of value? And, is it OK to misspell words?

Spell-check: part of the problem

Spell-checking tools may seem like the answer, but they also create a new problem, warns Anne Trubek, an expert in new writing technologies and founder of Belt Publishing in the US state of Ohio.

A long-term comparison of errors in university students' essays in the US found that spelling used to be the most common mistake. But the new number one error in student writing is now using the 'wrong word', explains Trubek. "Spell-check, as most of us know, sometimes corrects spelling to a different word than intended; if the writing is not later proofread, this computer-created error goes unnoticed."

New technologies, such as Apple's Siri function, also contribute to the rising apathy toward correct spelling. "If you look at the development of technologies, whether it's quill pens to fountain pens to ball point pens to keyboards, the goal is to go faster because you want to match the pace of the ideas in your head," says Trubek. "Siri does that the best."

An official White House press statement recently called for 'peach' in the Middle East

Auto correction is probably why an official White House press statement recently called for 'peach' in the Middle East, rather than 'peace', says Simon Horobin, professor of English language and literature at the University of Oxford. "There are all sorts of problems that are going to come up if you think you've got a completely fail-safe method. You've still got to learn how to spell," he says.

Previously, written material went through a process of copy-editing and proofreading to strip out errors, but now online content goes up very quickly and there are often mistakes, says Horobin, author of *Does Spelling Matter?* and *How English Became English*. "People see their short-term messages as ephemeral, but in fact, part of the function of the internet is that it's always there so years later people are still reading it," he warns.

Yes, you're being judged

A survey of 5,500 American singles in 2016 by online dating site Match.com found that 39% judged the suitability of candidates by their grasp of grammar – ranking that more important than their smile, dress sense or even the state of their teeth.

Nothing can make you lose credibility more quickly and seem uneducated than a spelling mistake

And research shows that as soon as people spot a spelling mistake on a website they'll often leave it because they fear it's fraudulent.

Corporations are aware that a portion of their image rests upon correct writing and spelling, says Roslyn Petelin, associate professor in writing at the University of Queensland in Australia. “Nothing can make you lose credibility more quickly and seem uneducated than a spelling mistake, and that includes apostrophes,” she says.

There have been several court cases revolving around spelling issues, she says, including the recently settled case of Taylor & Sons in the UK – where a multimillion-pound legal battle was waged over a mistake involving a single missing letter.

President Trump's now infamous 'covfefe' gaffe caused him to be the butt of many jokes and memes around the world (Credit: Getty Images)

President Trump's now infamous 'covfefe' gaffe caused him to be the butt of many jokes and memes around the world (Credit: Getty Images)

Indeed, a lack of a certain level of proficiency may be a barrier to getting a job at all. A lot of employers in Australia now ask candidates to take writing tests, says Petelin. “Young people coming out of university may have all the right interpersonal skills, but if they can’t write coherently, employers won’t give them a job.”

It would be a mistake to tell young people that spelling doesn’t matter

A 2015 survey of UK bosses employing collectively more than 1.2 million people, conducted for business lobby group CBI, found that 37% of employers were dissatisfied with standards of literacy and use of English among university and school leavers.

“It would be a mistake to tell young people that spelling doesn’t matter in this industry, or in this occupation, because those basic skills are a real gateway to other roles or to developing other skills,” says Pippa Morgan, the CBI’s head of education and skills.

Spelling skills are required more than ever, she says. “If you’re dealing with customer service enquiries via Twitter, that might be the one interaction customers have with that company and so the quality of that message, the use of language, is really, really important. It might be just as important as a friendly face in a store or voice over a phone,” says Morgan.

When it’s OK to vary spelling

Sometimes though, incorrect spelling, abbreviations or shortening of words is OK. “We for example use ‘biz’ in our tweeting as shorthand for business,” Morgan says.

And in some contexts, informal language is required. “If you send an email to a 21-year-old vice president that says ‘Dear Mr Jones’ and you’re using overly formal diction, that could be a problem,” says Trubek.

Time to triple-check your CV: 37% of UK employers were dissatisfied with standards of literacy and use of English among college and school leavers (Credit: Getty Images)

Time to triple-check your CV: 37% of UK employers were dissatisfied with standards of literacy and use of English among college and school leavers (Credit: Getty Images)

But even – or perhaps, especially – in the world of social media, self-proclaimed ‘grammar Nazis’ will call out spelling mistakes. Others try to cover themselves when emailing from their smartphone by adding a rider such as, ‘Sent on the fly by iphone. Please excuse any typos.’

Where once there were agreed conventions for letter writing, the online environment has created a new in-between form of discourse where we don’t quite know what the rules are, says Horobin. While relaxing the rules of spelling, grammar and punctuation might be acceptable on Twitter or in a Facebook post, email is trickier to gauge, he says. “Email can sometimes sit between the formal and the informal.”

Just as we adapt our speech depending on whether we’re giving a lecture, taking a job interview, or chatting to friends, we need to modify our usage in the digital world, says Horobin.

So what’s the best approach to adopt in the meantime?

People will judge you on it. That is the harsh reality

“Err on using the traditional conventions and making sure that your spelling is up to scratch. Otherwise people will judge you on it. That is the harsh reality,” says Horobin.

“It’s better to be right and to seem slightly fussy and fusty than it is to try and come across as more relaxed and end up upsetting somebody because you’ve made some sort of basic error that they feel extremely strongly about.”

(Matthews, 1991)

Affixation is a morphological process that adds phonological material to a word in order to change its meaning, syntactic properties, or both. The phonological material added in affixation is called the affix.

The affix is attached to the base. Let's throw the light on some examples of affixation in English e.g (a) sad sadness (b) start restart (c) bookbooks (d) able enable (e) short shorten.

In linguistics, affixation is, the process of adding a morpheme or affix to a word to create either a different form of that word for example bird → birds or a new word with a different meaning e.g [bird → birder]. (Nordquist, 1996)

The two primary kinds of affixation are prefixes (the addition of a prefix) and suffixation (the addition of suffix). Cluster of affixes can be used to form complex words.

Affixation is, thus, the linguistics process speakers use to form different words by adding morphemes. (Ibid)

An affix is a morpheme that is attached to a word stem to form a new word. Affixes may be derivational, like English – ness and pre -inflection, like English plurals and past tense – ed. They are bound morphemes by definition, prefixes and suffixes may be separable affixes. Affixation is thus, the linguistics process the speakers use to form different words by adding morphemes (affixes)

at the beginning (prefixes), the middle (in fixation) or the end (suffixation) of words.

The definition of affixation is the result of adding an affix to a rootword. It is the morphological process of changing the word structure. It is forming a new word by adding a morphological process of changing the word structure. It is forming a new word by adding a morpheme to an already existing word.

There are different types of affixation can be distinguished on the basis of the position of the affix with respect to the basis of the base or on the basis of how affixation affects the meaning of the base. (Ibid)

In the coming section the researcher is going to cast shadows on the types of affixation.

Suffixation is the most common type of affixation. In suffixation, the affix is added to the end of the base. For example the suffix – s is added to the noun book to produce the plural books. In most languages, suffixation is the most wide spread form of affixation. In languages such as Turkish, it is the only type of affixation. (Ibid)

Prefixes is adding the affix to the beginning of the base. An example is the prefix is added to the base start restart. Prefixes is less wide spread than suffixation, but some languages only have prefixes.

In languages that have both suffixation and prefixes, the former usually has a larger range of functions. Thus, in English, all inflection is expressed by suffixation. In word formation, we find both, but prefixes only rarely changes the syntactic category of the base, as when the verbs enrich, enable are formed from the adjectives rich and able. (Ibid)

In most languages, affixation only involves suffixes and prefixes.

In fixation, in which the affix is attached inside the base, is much rarer.

The infix in is used to express the past tense of the verb. It attaches itself after the first consonant or cluster of consonants of the base. This is its anchor point. In general, the anchor point of an infix is at most one syllable removed from the left or right boundary of the base. (Ibid)

Whether other types of affixation exist depends on the theoretical frame work adopted thus, circumfixation is the simultaneous addition of a prefix and a suffix. The mere observation of a form such as enrichment is not sufficient evidence for the existence of circumfix in English because the form can be analyzed transparently as a result of suffixation of -ment to the verbal base enrich, which is in turn the result of prefixation of en- to the adjective rich.

Derivation is type of word formation that involves affixation. It forms new lexemes marked by different syntactic category and or a different lexical meaning. (Bauer, 1983)

2.17 Reasons of Teaching English Affixes:

There are many important reasons for teaching English affixes and vocabulary. First English is an international language and it is used as the medium of communication almost throughout the whole world. It's the language of science, technology, internet, computer and so on. So the students have to be exposed to English vocabulary and affixes in order to be able to use words effectively and productively to attain mastery and command of the language for interaction, communication, and academic requirement. Secondly affixes are problematic for students in recognizing and producing. So, students have to be trained to practice and drill to recognize, perceive, produce, and use affixes properly and appropriately to improve their vocabulary. Thirdly, the competence and proficiency of the students level are less than required. They have poor background and knowledge of the language. They have inadequate and insufficient acquisition of English vocabulary and affixes. So students, vocabulary and

acquisition of affixes have to be reinforced in learning EFL to have competence proficiency and knowledge of the language.

Finally students in Sudan particularly, in Atbara town have perceived the importance necessity of English language. It is studied by a large number of students in private school, institutes and colleges in the state.

Students in Atbara want to improve their English language competence, proficiency, and knowledge in order to meet the massive need in the present life. They are looking forward to getting Jobs as English teachers they want Jobs in the companies which invade River Nile State in search of investment.

2.18 Prefixes in English Word Formation:-

This section deals with several related issues involving English words formed with certain prefixes. First of all, what are the relationship and constraints on full lexemes and semantic units smaller than lexemes,?

Traditionally, lexical semantics has concentrated on lexemes, devoting relatively little attention to semantic units that are smaller or larger than words. Secondly, among morphologists, there is a controversy concerning the nature of affixes; namely whether they are ordinary signs, for example, like lexemes, or whether they are rather different.

The third topic, and the one that most of this section deals with is a description of semantics of English prefixes. Most English prefixes have two interesting properties; they are iterative and they combine freely.

Finally, a recent paper by (Key - ser and Roper) on the prefix re- is discussed.

For this research, the researcher assumes a model of word formation as presented in (Aronoff, 1976), in which a word formation rule specifies a base as an input (specifying the syntax and semantics along with sub categorization and selection restriction, where appropriate) and phonology. Although traditional

literature in word formation. g. (Marchand, 1966), has attended to the semantics of the base, in contemporary morphology and word-formation much more attention has been given to the syntactic and phonological aspects than to the semantics.

Affixes as signs, within morphological theory two diametrically opposed views on the status sub lexemic units (e.g. bound morphemes) are found. (Baker, 1988:97), and (Lieber, 1992: 45), on one hand, claim that bound morphemes are signs, no different from free words (lexemes) whereas (Bead, 1988: 119) argues that affixes (and also function words) are quite different from lexemes. My position on this point is that it is a false dichotomy. Rather there is a whole scale from affixes that are very lexeme like to those that are very different. For example, if one selects a set of nominalizing suffixes (ance- ence- ce- cy- ity- ness) one can present a convincing case that these are not word-like since their meaning and distribution cannot be easily stated, as it can with full content words.

This may indeed be one end aspect, and perhaps some things we might expect with affixes that function mostly as grammatical morphemes. However many affixes have definite lexeme-like meaning and it is these the researcher will investigate in this section.

In the recent theoretical morphological literature on English there has been more attention paid to suffixes than to prefixes.

One reason is these works often reflect a greater interest in the phonological and syntactic aspects of affixation, and in English, suffixes are more likely than prefixes to change the stress assignment and to change the argument structure of the base. Moreover, suffixes are more likely than prefixes to be heads. There are a few exceptions, of course there has been considerable discussion of the English

prefixes be- en- de which appear to be heads, in that they can change category. But be- is no longer productive, and the other are no longer highly productive. However, prefixes have two very interesting properties one they are iterative and two they can combine freely.

Word formation rules must pay attention, not only to the syntactic category of the base and to the meaning of the affixes, but also to the meaning of the base, a concern in the traditional word-formation literature (e.g. Marchand, 1966).

The semantic compatibility of the affix and the base is not a simple matter of matching features, rather, it requires a semantic-pragmatic assessment- for example if an affix must be attached to a noun that denotes an event, the speaker must decide which noun can be constructed as event. In other words, considerable inference is necessary.

Each affix has a range of senses, not all of which are currently productive. The list of words a given affix may reveal the diachronic of that item- carrying with it earlier productive processes that are no longer productive. Also, many English words were borrowed from Latin and Greek, and the bound morphemes contained in these words were never productive in English. The approach the researcher take, which follows that of Bauer (1983) is not to seek a single abstract general sense that might underlay all uses.

Rather, the focus will be on the contemporary productive senses.

2.19 Affixation and Words Memorizing:-

It is generally accepted as truism most students already know that memorizing English words is a very useful way to accomplish a variety of English learning acts. Examination is the best way to learn words has created a large body of research investigating how attention paid to the uses of affixes morphemes can improve overall growth in the affective vocabulary that students has. Several important ideas have emerged from discussion of the importance of affixes

learning in language acquisition: the direct effect of learning affixes; affixation with morphological awareness; experimental vocabulary used; and finally useful acquisition strategies.

2.20 Direct Effect of Learning Affixes:

(Graves, 2004) argues that, in order to improve English the most effective words-learning strategy is related to morphological awareness. (Hatch 1983) believes that affixes are organized in the human mind differently from lexical items. She suggests that some high-frequency complex words may be stored in their whole forms in the mind, ready to be accessed at any time, but that some others tend to be constructed on the spot by applying morphological processes such as derivation and inflections. (Sudana, 2006) provides one good example of this derivational affixation. Sudana : say that implementation of morphological competence in derivational affixation learning improves students' vocabulary acquisition. Sudana taught affixation in Bahasa.

Indonesia to English learners, in a way that resulted in significant improvement through mastery of several affixes used in affixation processes to create new words they would need (WYsocki and Jenkins, 1987: 57) investigated whether fifth, sixth, and eighth graders use the vocabulary strategy of morphological analysis to understand complex words in their L1. Participants were given a training session two weeks before a test. They were tested on words they learned' one group studied the words related morphological analysis and the other group did not.

The researchers discovered that the students who studied vocabulary using the morphological strategy performed better, and participants understood new meaning by morphological generalization of those sharing the same roots. Bauman et al. (2003) researched how effectively explicit instruction on affixes and roots helped elementary students speakers of English to unlock meaning of

newly encountered words that were unfamiliar. The results indicated students who received instruction on affixes and roots outperformed the other students who were not taught them.

2.21 Affixation and Experiment Vocabulary:-

Vocabulary is largely classified into three groups: high-frequency words, academic words, and technical words (Ortega, 2009: 119). High-frequency words are those that are the most common and are uttered or written most often in all uses of the language. High-frequency words can also be labeled as general-service vocabulary. (Oxford, 2000: 34) states that approximately 2,000 English words (such as clock, birth, admire, popular) make about 76 percent of all words used. Academic vocabulary can be defined as words that are commonly used in academic texts, rather than being used in general language. There have been many attempts to classify and categorize academic words into lists for teaching and learning purposes, but the main focus has been to prepare learners for the understanding of academic reading.

Two such attempts are Xue and Nation's university word list (UWL; 1984). And Cox heads Academic word list (AWL; 2000: 97). The UWL provides about 8.5 percent of text coverage, and AWL includes 570 word families whose words account for about 10 percent of the words appearing in an academic corpus. Finally, (Chung and Nation, 2003: 156) estimate that technical words account for as many as one in three words in a science text they analyzed. Technical words are those occurring frequently in a single subject area such as accounting, nursing, or chemistry.

2.22 Vocabulary Acquisition Strategies:-

(Schmitt, 2008: 122-139) says vocabulary acquisition is the most essential part of second language acquisition for enhancing L2 learners' language development. The use of learning affixes is explored in this study, which will show how

students can effectively use the strategy to increase their body of vocabulary knowledge. Teaching vocabulary is crucial for improving L2 learners, language ability to understand reading, writing, speaking, and listening. (Nation, 2001: 141) suggests four strands of vocabulary teaching. Each of them involves meaning, which Nation regards as significant when learning. They are: (a) meaning- focused input (b) meaning- focused output (c) language- focused learning, and (d) fluency development.

All affixes are bound morphemes originating from Latin, Greek and native English (Yule, 2006: 84). They have to be attached to words. One exception is the prefix *dis-* English has grammatical and lexical affixation. The grammatical affixations are all suffixes and they are inflectional. Their number is limited to eight according to (Yule, 2006:76) and nine according to (Ken Worthy, 1991: 65). They change the grammatical form of a word (*Listened, Listens*) listening. The lexical affixations are all derivational. They can be suffixes, which usually change the part of speech (*friendly, friendship*) or prefixes which usually change meaning of word (*unfriendly, bicycle, anti- bacterial, post- war*).

2.23 Teaching The Meaning and Use of Prefixes:-

One of the ways that native speakers enlarge their vocabulary is through knowledge of word building devices like affixes. Gaining control over affixes helps understand new words " by relating them to known words or prefixes and suffixes" and helps us build new words (Nation, 2001: 141). In fact affixation is 'the most common way of forming new words. (Yule, 2006: 86) .An important study related to my focus on this essay is, as mentioned in Nation, that of White, (power and White, 1989:75) . It focused on the four prefixes *un, re, in, dis,-* the result was that (with help of some other prefixes could be understood by knowing their meaning, which is remarkable and good reason to spend a little to class time on teaching prefixes. Students need to be able to guess from

context (thorn bury, 2002: 92) if they want to become independent and efficient learners and users of English. As a learner of English myself, I can say that knowing the meaning of the parts of words definitely helped me in becoming more proficient in English.

From the above-mentioned factors we observe that teaching the meaning and use of prefixes is very important and help to enlarge our vocabulary.

2.24 Affixes Classification:-

There are different ways of classifying these affixes. The most obvious way is according to their position with regard to the base, i.e. whether they are prefixes, suffixes, infixes, and we will follow this practice here, too. More fine-grained classification run in to numerous problems. Thus, affixes are often classified according to the syntactic category of their base words, but, as we have seen already this does not always work properly because affixes may take more than one type of base. Another possible basis of classification could be the affixes, semantic properties, but this has the disadvantage that many affixes can express a whole range of meanings, so it would often be clear under which category an affix should be listed. Yet another criterion could be whether an affix changes the syntactic category of its base word. Again, this is problematic because certain suffixes some time do change the category of the base and sometimes do change the category of the base and sometimes do not. Consider, for example, *ee*, which is category-changing in *employee*, but not so in *pick pocket*.

There is, however, one criterion that is rather unproblematic at least with suffixes, namely the syntactic category of derived form. Any given English suffix derives words of any one category (the only exception to this generalization seems to be *-ish*). For example, *-ness* only derives nouns, *-able* only adjectives, *-ize* only verbs. Prefixes are more problematic in this respect,

because they not only attach to bases of different categories, but also often derive different categories. In the following sections, only a selection of affixes are described, and even these description will be rather brief and sketchy. The purpose of this overview is to illustrate the variety of affixation processes available in English giving basic information on their semantics, phonology and structural restriction. For more detailed information, the reader is referred to standard sources like (Marchand, 1969:78) or (Adams, 2001:154). Although English is probably the best-described language in the world, the exact properties of many affixes are still not sufficiently well determined and there is certainly a need for more and more detailed investigation.

2.25 Affixation and Word Formation :-

It has been estimated that average speakers of language know from 45,000 to 60,000 words. This means that speakers must have stored these words somewhere in their heads the so-called mental lexicon. But what exactly is that we have stored. What do we mean when we speak of words? (Ibid)

In non-technical every-day talk, we speak about words, without ever thinking that this could be problematic notion. In this section we will see that the word, as a linguistic unit deserves some attention, because it is not as straightforward as one might expect. If you had to define what a word is, you might first think of the word as a unit in the writing system, the so-called orthographic words.

You could say, for example, that a word is an uninterrupted string of letters which is preceded by a blank space and followed either by a blank space or a punctuation mark. At first sight, this looks like a good definition that can be easily applied, as we can see in the sentence in example (1): linguistics is a fascinating subject we count 5 orthographic words: there are five uninterrupted strings of letters, all of which are preceded by a blank space, four of which are also followed by a blank space, one of which is followed by a period. This count is also in accordance with our intuitive feeling of what a word is. Even with out

this somewhat formal technical definition, you might want to argue, you could have told that the sentence in (1) contains five words. However, things are not always as straight forward. The notion of what a word is, should, after all, not depend on the fancies of individual writers or the arbitrariness of the English spelling system.

Word can be defined as a unit in speech surrounded by pauses. However, if you carefully listen to naturally occurring speech you will realize that speakers do not make pauses before or after each words. Perhaps we could say that words can be surrounded by potential pauses in speech. (Ibid)

2.26 Affixation and Word Generating:-

Affixation creates new English words by modifying or changing the meaning of a root words. one thing that students, teachers, materials writers, and researchers can all agree up on is that learning vocabulary is an essential part of mastering a second language. However, the best means of achieving good vocabulary learning is still uncertain, partly because it depends on a wide variety of factors (Groot, 2006: 91). The ease or difficulty of acquiring another language is closely related to the target language's, similarity with the learners language. (Shin and Milroy, 2000: 127) argued that the absence or presence of morphemes in English. According to (Stockwell and Donka, 2001: 82), well over 80 percent of the total vocabulary of English is borrowed and most of its words can be used with affixation. Therefore, studying vocabulary with affix systems or patterns would seem to be much more effective language learners than just memorizing words. Furthermore, using affixation strategies has other benefit, which is that it helps learners naturally expand their knowledge of meaning or grammatical categories. Thus, teachers and learners of English should seriously consider using affixation- based instruction and learning of vocabulary.

2.27 Word Formation :-

In linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning. The boundary between word formation and semantic change can be difficult to define: a new use of an old word can be seen as a new word derived from an old one and identical to its form. Word formation can also be contrasted with the formation of idiomatic expressions, although words can be formed from multi-word phrases. (Bauer, 1983:17)

There are a number of word formation in the coming lines the researcher is going to throw the light on them let's begin with.

2.28 Morphological Word Formation :-

In linguistics, morphology is the identification, analysis, and description of the structure of a given language's morphemes and other linguistic units, such as root words, affixes, parts of speech, intonation and stresses, or implied context in contrast, morphological typology is the classification of languages according to their use of morphemes, while lexicology is the study of those words forming a language's wordstock while words, long with clinics, are generally accepted as being the smallest units of syntax, it is clear that in most language, if not all, words can be related to other words by rules that collectively describe the grammar for that language for example, English speakers recognize that the words dog and dogs are closely related, differentiated only by the plurality morpheme "s" only found bound to nouns. Speakers of English, a fissional.

2.28 Word Formation Process :

Word formation Process include different types which run as follows .

Compounding:-

In linguistics the process of combining two words (free morphemes) to create a new word (commonly a noun, verb, or adjective). Compound are written

sometimes as one word (sunglass) sometimes as two hyphenated words (life-threatening) and sometimes as two separate words (foo ball stadium). (Ibid).

Derivation:

Derivation is the process of forming new words from existing ones by adding affixes to them like shame + less + ness → homelessness. In case in which there is one-to-one correspondence between affixes and syntactically categories, this is known as agglutination. Derivational morphology often involves the addition of a derivational suffix or one affix. Such an affix usually applies to words of one lexical category (part of speech) and change them into words of another such category. For example, the English derivational suffix -ly changes adjectives into adverbs (slow - slowly), (quick - quickly). (Ibid)

Clipping:

Clipping is a type of abbreviation of a word in which one part is clipped off the rest, and the remaining word now means essentially the same thing as what the whole word means or meant. For example the word rifle is a fairly modern clipping of an earlier compound rifle gun meaning a rifled gun with rifled barrel. Another clipping is burger formed by clipping off the beginning of the word ham burger (Ibid)

Acronyms:

Acronyms are formed by taking the initial letters of a phrase and making a word out of it. The classical acronym is also pronounced as a word. For example, Scuba was formed from self-contained underwater breathing apparatus. (Ibid).

Coinage:

Coinage is the act of creating a new word or phrase that other people begin to use a word that someone has created language recognizes these relations from their tacit knowledge of English's rules of word formation.

They infer intuitively that dog is to dogs as cat is to cats, and in a similar fashion, dog is to dog catcher as dish is to dish washer. In this way, morphology is the branch of linguistics that studies patterns of word formation within and across language and attempts to formulate rules that model the knowledge of the speakers. (Ibid).

2.29 Derivation and Inflection:

Derivation can be contrasted with inflection, in that derivation produces a new word (distinct lexeme) whereas inflection produces grammatical variants of the same word. Generally speaking, inflection applies in more or less regular patterns to all members of a part of speech (for example, nearly every English verb adds -s for the third person singular (present tense) while Derivation follows less consistent patterns (for example the normalizing suffix -ly can be used with the adjectives modern and dense, but not with open or strong). However, it is important to note that derivation and inflections can share homonyms, that being morphemes that have the same sound, but not the same meaning. For example, when the affix -er is added to an adjective, as in smaller it acts as an inflection, but when added to a verb as in cook -er it acts as a derivation (Procedia Computer Science 70 (2015) 99 – 106). Spell Checker is used to identify and correct mistakes made by users while writing text and the mistakes are generally spelling mistakes. An intelligent spelling correction system SMC is proposed to automatically correct spelling mistakes in text-editor or text documents using contextual information of the confused words. The system is capable to correct words belonging to the set of confused words fed into it if they are contextually wrong. In this technique, an algorithm to identify and correct real-word errors is proposed. One phase of algorithm uses trigram approach to correct spelling mistakes and the other phase of

algorithm uses Bayesian approach to correct spelling mistakes. Brown corpus is used as a training set and a set of commonly confused words is used in this case. Selection of words in other phase of algorithm uses synonyms derived from dictionary in the scenario when words are not found in the corpus. Comparative analysis of the proposed approach with tribayes has also been performed to identify the accuracy of SMC. The results indicate that SMC gives higher accuracy for spelling mistakes identification and correction for the commonly confused words as compared to other spelling correction algorithms 100 *Sumit Sharma and Swadha Gupta / Procedia Computer Science 70 (2015) 99 – 106*

The scalability of writing text has increased, due to which many issues such as spelling mistakes also evolved. Not every person is proficient in representing language. Some carry out the task of formal writing and others do freewriting, depending on their respective goals. Free writing is a task where writer writes while ignoring grammatical and spelling mistakes, which means the chances of making mistakes, is very high. As mistakes can sidetrack readers from the efforts, the writer has put in his writing. Therefore, it becomes indispensable to remove these mistakes. Hence, it prompted the need to use spelling checker so that errors can be minimized while writing. SpellCheckers are either part of large applications, for instance search engines, email-clients etc or stand-alone application that is efficient of performing correction on a piece of text.

Nearly all word processors have a built-in Spelling checker that flags the spelling mistakes. It also provides the solution to correct these spelling mistakes by choosing a possible alternative from a given list. For identification of spelling mistakes, most spellcheckers checks each word drawn separately from the written text against the dictionary-stored words. If the word is found while searching the dictionary, it is considered as correct word regardless of its context. This approach is efficient for identifying the non-word spelling

mistakes but other mistakes cannot be identified using this method. The other mistakes such as real-word spelling mistakes i.e. words that are correctly spelled but are not intended by the user. Mistakes falling under this category go unrecognized by most spellcheckers because they handle non-word spelling mistakes by checking against the dictionary word list only.

This technique is effective to identify the non-word spelling mistakes but not the real-word spelling mistakes. To identify the real-word spelling mistakes, there is a need to utilize the neighboring contextual information of the target word. An example of such sentence is “I want to eat a piece of cake” and the confused word set in this case is (piece, peace), to identify that ‘peace’ cannot be used in this case, we utilize the neighboring contextual information ‘cake’ for word ‘piece’.

This paper is organized as follows: first, the work in the field of real-word correction is described. Then proposed framework along with the experimental results is presented. This paper closes with a discussion of the choices made in formulating this methodology and plans for future work.

The need of real-word correction became prominent in the mid of 90’s. This gained attention of researchers to usher in the field of real-word error correction. James L. Peterson [3] discussed the errors which spelling checker computer program could not detect. Spell checker works efficiently for identifying and correcting non-word errors but fails to identify and correct context-sensitive errors. For a non-word spell checker, it checks the word against the list of the given words. If the word exists in the list, then it is considered as correct otherwise flagged as incorrect word. The addition of extra word in the word list is the solution to this problem. The researchers have tried to increase the list to detect the undetected errors but they found that the percentage of undetected errors increase by increasing the list size. The new large list contains not only

words but also the code which gives the information regarding the misspelling of a word. The percentage of undetected errors also increased because of new increased list size. It is concluded that word from the word list should be adopted according to the topic and situation for which it is to be used. In addition to it, there is need of intelligent spell checker that detects and corrects both syntax and semantic errors in a sentence.

Eric Mays [4] introduced a statistical approach to deal with the problem of context-spelling error efficiently. In this, the sum of 100 sentences is taken arbitrarily considering that it contains words from our vocabulary, fifty sentences from the documentations of the Parliament of Canada and remaining fifty from the APnewswire. A list of 20000 words is employed from speech recognition project of IBM along with their respective trigram probabilities. The correct sentences are transformed into misspelled sentences. A list of correct sentences and list of 20,000 words are considered as training set and manually transformed incorrect sentences are considered as test sets. The probability of sentences is calculated by using the maximum likelihood estimation of probability.

Spelling correction is an application used to identify and correct the spelling mistakes in the text written by the user.

Conventional spell checker fix only non-word errors and the real-word errors that gives valid words but are not intended by the user goes undetected. Correcting this kind of problem requires a totally different approach from those used in the conventional spell checker. Considering this problem, SMC method is proposed, which is based on trigram, and Bayesian approaches but used both in different ways unlike used in other algorithms. This method is able to solve the problem to a certain extent by using all the features of the sentences unlike

other methods that use only 2 or 3 features. The approach also aims at retrieving the synonyms of the words, which is not available in the corpus by extracting synonyms from the dictionary of their corresponding words.

2.30 Previous studies:

1. AbdAlazim Osman Mohammed Ahmed: investigating spelling and punctuation problems, the study investigates the study and punctuation problem that face the second year students at secondary school. The spelling mistakes regarded big problem in English language, it affect the standards of students in all levels. Both studies (affixation problem) and (spelling problem) ,discuss the same problems which affect the students acquire of English language.

2. Asaad (2016) conducted a study entitled (investigating the use of English language affixes as problem facing third year secondary school students). As mentioned the study investigates the using of English language affixes as problem facing third year secondary schools students.

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

3. Mohammed Adam Mohammed Ali (2015).(usage of suffixes in English language as problem encounter Sudanese universities). Case study El Fasher university. He study that learners of English language at undergraduate

level should know the rules that governed the addition of suffixes in order to avoid certain types of spelling mistakes might be committed.

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

- a. Word structure: student should learn to break words into syllables and other consistent parts. Breaking words is one of best strategies for seeing if a word is in the learners listing or reading vocabularies. It also helps those examining affixes, rereading words hidden in other words. However, by breaking words into syllables, the learner will be able to identify the meaning of unfamiliar words that contains these parts and their spelling.
- b. Phonological aspects: good spelling require phonological awareness to cope with regular spelling patterns, so teachers should tell students how these phonological aspects affect words pronunciation and spelling
- c. Proofread carefully: most students make carless spelling mistakes when writing rapidly, but this conscience write eliminate by proof reading. Therefore, students should be instructed to check their writing before handing it.
- d. Dictionaries: students should also know how to use dictionaries, as far as spelling concern the following dictionary skills are essential and must be taught: an understanding of alphabetical order, familiarity with lay-out of dictionaries (including the use of guiding words) and how to look – up words derived by adding affixes or by stem change.

- e. Learn the basic spelling words: students sometimes discover that many of their spelling errors occur, because they do not understand the basic rules, for example: the frequently misspell words which include (e) or forget to double the final constant where necessary. So, spelling rules must be taught to students. Learning rules will help to eliminate errors many words. Even though, there are some exceptions to the rules, mastering them saves time worry
- f. Wall chart / words wall: wall charts are lists and, or words walls compiled to along with a particular topic, theme rules generalization etc. these lists are specially useful in the primary grades where students don't yet have a large core of words they can spell. Other rules are taught or generated through amini – lesson chat may be started; after the chart if posted students can be encouraged to continue adding words they find.
- g. Spelling games: spelling games whether they are commercial, be used to reinforced and develop standard spelling in an informal spelling way.

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

- Students should extend their knowledge in derivational morphemes.

- ELF students should need practice to master derivational morphemes.
- Teaching of derivational morphemes should be integrated in early stages ELF students studies

5. Emman Mohammed (SUST – 2014) investigating affixation awareness among English learning/ Sudan university students: in which the researcher came out with the following findings:

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

6. Abdelrahim (2016) – investigating derivational morphology awareness among ELF learners at SUST a case study of college language English department. Third year level, it was conducted in the field of word formation (derivational morphology) in which he found out that:

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

7. Adam (2014), English moreme (ed) at Omdurman Islamic university. The study stated the Sudanese learners make morphological when they use morpheme (ed) to indicate the past tense and they mis pronounce the morpheme (ed). As students experience the problem of mispronunciation of the morpheme (ed) which indicate the past tense. Students mispronounce the morpheme(ed).

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

8. Abdel Azim Osman Mohammed Ahemed: investigating spelling and punctuation problems, the study investigates the study and punctuation problem that face the second year students at secondary schools, the result: secondary schools second year were measured by written test on spelling and punctuation marks, the finding is that: many students failed to answer the spelling test. The student knowledge about spelling rules and punctuation mark is less than the second level required. The second year students do not know how to write correct shape of a word when they were dictated. The researcher discuss the same problem of (affixation problem) in spelling, the spelling mistakes regards big problem in English language, it affects the standard of English language among all student basic and secondary students.

9. Zahir A.A: investigating writing problems among second year students at high secondary school, secondary schools students have difficulties or problems in (spelling and punctuation), the results are:

- Students are affected by Arabic language.
- Students are not interested in writing and never pay attention to writing.
- Students have negative attitudes towards writing

- The study (writing problem) faced students in different level basic, secondary and even university

10. Nuha Mohammed: implementing some rules to a void spelling errors. The result:

- young learner were not sufficiently exposed to spell rules and exercise in their text books.

- she points out that teachers of young learners should teach spelling by using visual aids

- painting on the board or papers and using digarames and pictures to show new words. The effect of affixation in learning English language. University ofking Fahad, faculty of Education. The study was constructed by Nawaf,(2004). It aimed at showing the effect of affixation in learning English,and a questionnaire was used in data gathering. The data was calculatedstatistically. So the most important results could be concluded in thataffixations have great effect on learning English words. Similarly thepresent study revealed some problems of affixation at 3rd level secondaryschool students in Atbara area. The Impact of Affixation on learningEnglish vocabulary, University of Cairo. College of language. The studywas constructed by RadyGabir, 2000. The data gathering tools was aquestionnaire. The study aimed at investigating the effect of affixation on learning English. Eventually, the researcher found out that students inmost cases face difficulties in dealing with suffixes and prefixes.

Similarly, the present study stressed the same point and nearly came upwith the same result.

Chapter three

Methodology

3.0 Introduction:

Methodology is an essential part of presenting the findings. It is the detailed description of the research process.

This chapter provides a brief look on the methodology adopted to carry out the study. It gives information about the population, the sample and the selection of participants. It also describes the validity and reliability of the instruments and finally it shows the steps and stages used in the study and it concludes with data analysis.

3.1 The Methodology:

The research investigates the problem of wrong uses of affixation in English language among the secondary school students. Researcher used descriptive research method (observational research method) which refers to research questions and data analysis. Descriptive research is a quantitative research which is an attempt to collect quantifiable information for statistical analysis of the population sample.

Researcher used descriptive research method because it has many advantages, it drives data collection method, it provides thorough information and provides high quantity data, also it is quick and cheap and it forms the basis decision making.

3.2/ Data collection: The researcher conducted descriptive research, he used a case study method to cover the data. There is pre and post test prepared for 80 students from two different schools, forty males and forty females from Omdurman locality. The test was controlled by experienced teachers from secondary schools. The test is formed from six questions all of them aim to test the ability of students in using affixation. The performance of the students in the

test show the different mistakes which done by students. The mistakes reveal that the students knowledge about vocabulary is very weak. so the test answer the question (to what extent are secondary students poor in using affixation?).Also the result of the test show many different spelling mistakes which means that students lack of the spelling rules.this point answer the research question(how the spelling mistakes are affect the vocabulary building?) Also the research question(what is the importance of teaching the spelling rules when using affixation?) raise an important point which refers to the importance of teaching the spelling rule.

3.2Data analysis:

After the class room test, the data were collected. The data were classified and tabulated, then analyzed statistically by the statistical packagefor social studies program(SPSS).

3.3 Research procedure:

The research procedure began with a review of theoretical and empirical studies related to the topic of investigation for purpose of establishing the tools of the current study and to set the research procedures. The researcher obtained a letter of permission from Sudan University of Science and Technology registering office to facilitate the process of researching.

The researcher constructed the student test and checked their validity and reliability by a group of experts.The researcher selected the sample to apply on the tools of the study. After the data were collected, the items of students were analyzed and described. Results were discussed and recommendations were suggested.

3.4 Population and Sampling

The population of this study consisted of 80 students, 40males and 40 female, selected randomly from Omdurman secondary schools.

3.5 Validity and reliability of the Classroom test:

The class room examination was reviewed by some experts in the field of English whose participation was valuable and requested for establishing the content validity of the class room examination. The experts commented on the content of the exam items and the researcher modified and updated them upon their request.

The test was piloted to check its reliability. Thirty students who were not part of the main samples were selected to respond to the test. After one week, it was administrated again for the second time and the results showed stability in the answers.

3.6 Conclusion:

The aim of this chapter is to give a clear description of methodology and design of the present study and how data was collected and analyzed in fulfilling the research purpose. Besides that, this chapter gives a description of testing the validity and reliability of tools used. Finally, the chapter displays the procedures followed in conducting the study. In the next two chapters, data will be analyzed and discussed and findings of the research will be provided and followed by further discussion and conclusion to the study.

Chapter four

Data Analysis, Results and Discussions

4.0 Introduction

After presenting a detailed description of the subjects and the tools of collecting and classifying the data in chapter three, this chapter presents the researcher's analysis of the data collected with the student exam.

The purpose of this chapter is to find answers to the three questions raised by the study which are:

1. To what extent are secondary school's students poor in using affixation?
2. How the spelling mistakes are affect the vocabulary building?
3. What is the important of teaching the spelling rules when use affixation?

4.1 Data analysis:

The data collected through the classroom testing will be tabulated and treated statistically by the (SPSS) program.

4.2 Results Related to Question One:

This section answers the researcher's first questions which are mentioned above. In order to provide supportive answers to this question, the researcher used a classroom testing tool, through which the following results were obtained.

The question state: To what extent are secondary school's students poor in using affixation?

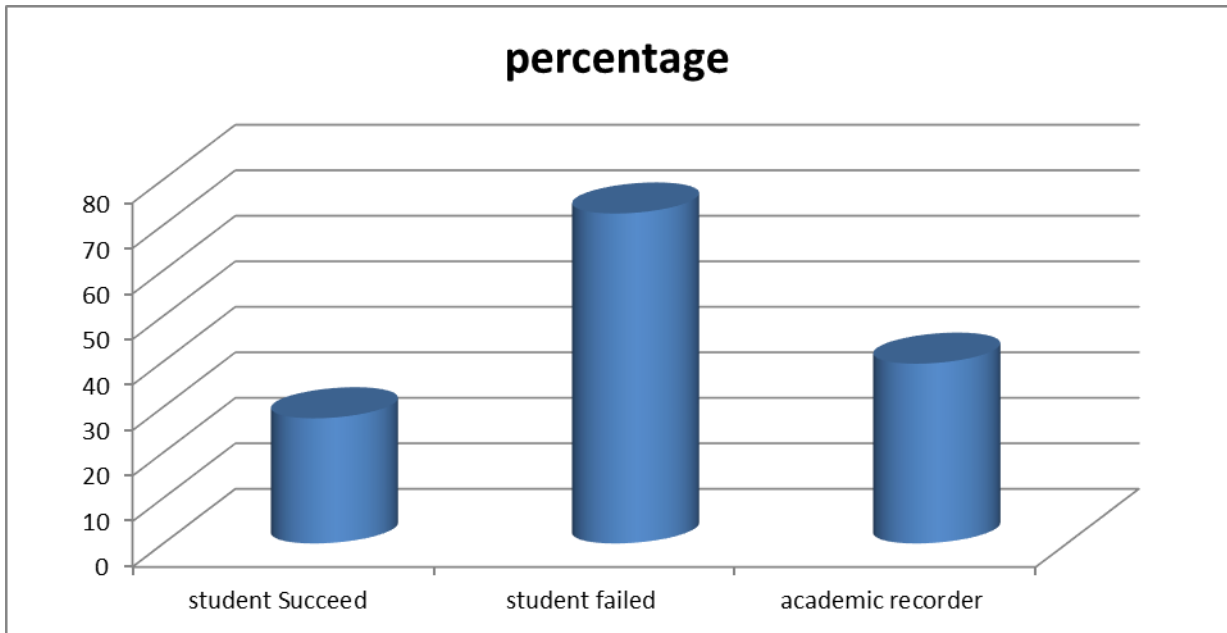
The result of this question is listed in the table number (3-1) and shown in the figure number (4-1)

Table (4-1) explain the result of question one

Comment	number	percentage
total of student	80	100%
student attended	80	100%
student absent	0	0%
student Succeed	22	27.5
student failed	58	72.5
academic recorder	39.50%	

The table shows that only 22 candidates out of 80 were passed the test. This proves that most of the students are poor in using affixation. The study is an attempt to find the reasons of the weakness and try to find the solutions so as to guide the students to develop the English language standard. The study found out that the major problem of the weakness in English language is the lack of the English vocabulary, which make it difficult for the students to form new words by using affixations.

And this table can be mentioned in the figure number (4-1)



From the table number (4-1) explain that the total number of the student that attended the exam were 80 student by the percentage equal 100% and no one of the student is absent. And the number of the student succeeds was 22 student with percentage 27.5% while the number of the student failed was 58 student with the percentage 72.5% , were the total academic record was 39.5% and this record is very week.

Result of the first hypotheses:

The first hypotheses state that” Secondary school’s student is quite poor in using English language affixation” and according to the final academic recorder of the student which is 39.5% so the final comment for this hypotheses is true and then this mean that Secondary school’s student is quite poor in using

English language affixation. This low obtained percentage provides a negative answer to question one.

4.3 Results Related to Question two:

This section answers the researcher's second questions which are mentioned above.

In order to provide supportive answers to this question, the researcher used a classroom testing tool, through which the following results were obtained.

The question state: How the spelling mistakes are affect the vocabulary building?

The result of this question is listed in the table number (4-2)

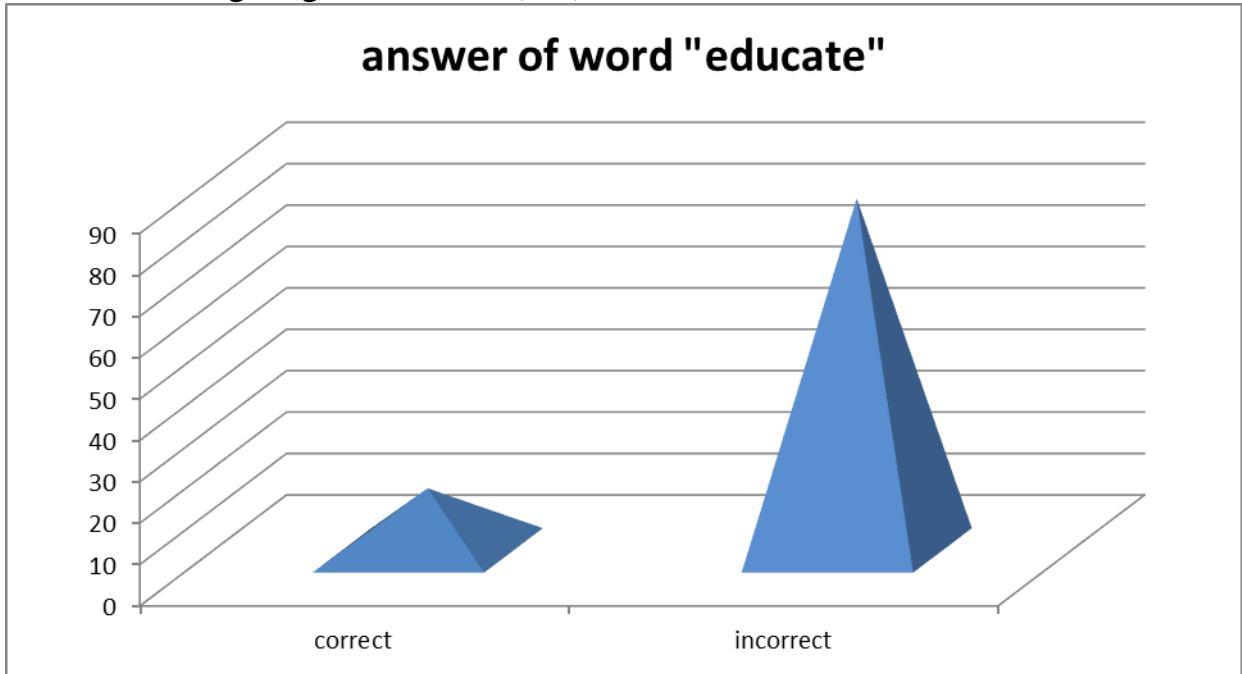
Table (4-2) explain the result of question two

Number	word	correct answer		incorrect answer		average	k ²	Comment
		number	percentage	number	percentage			
1	educate	12	15.0	68	85.0	1.15	39.2	Negative
2	develop	15	18.8	65	81.3	1.19	31.3	Negative
3	crow	14	17.5	66	82.5	1.18	33.8	Negative
4	televisе	13	16.3	67	83.8	1.16	36.5	Negative
5	collect	45	56.3	35	43.8	1.56	1.3	Negative
6	organ	12	15.0	68	85.0	1.15	39.2	Negative
7	dark	18	22.5	62	77.5	1.23	24.2	Negative
8	beauty	52	65.0	28	35.0	1.65	7.2	Negative
9	modern	20	25.0	60	75.0	1.25	20.0	Negative
10	different	21	26.3	59	73.8	1.26	18.1	Negative
11	suite	24	30.0	56	70.0	1.30	12.8	Negative
12	tradition	22	27.5	58	72.5	1.28	16.2	Negative
13	fool	25	31.3	55	68.8	1.31	11.3	Negative
14	hope	24	30.0	56	70.0	1.30	12.8	Negative
15	attract	28	35.0	52	65.0	1.35	7.2	Negative
16	formal	26	32.5	54	67.5	1.33	9.8	Negative

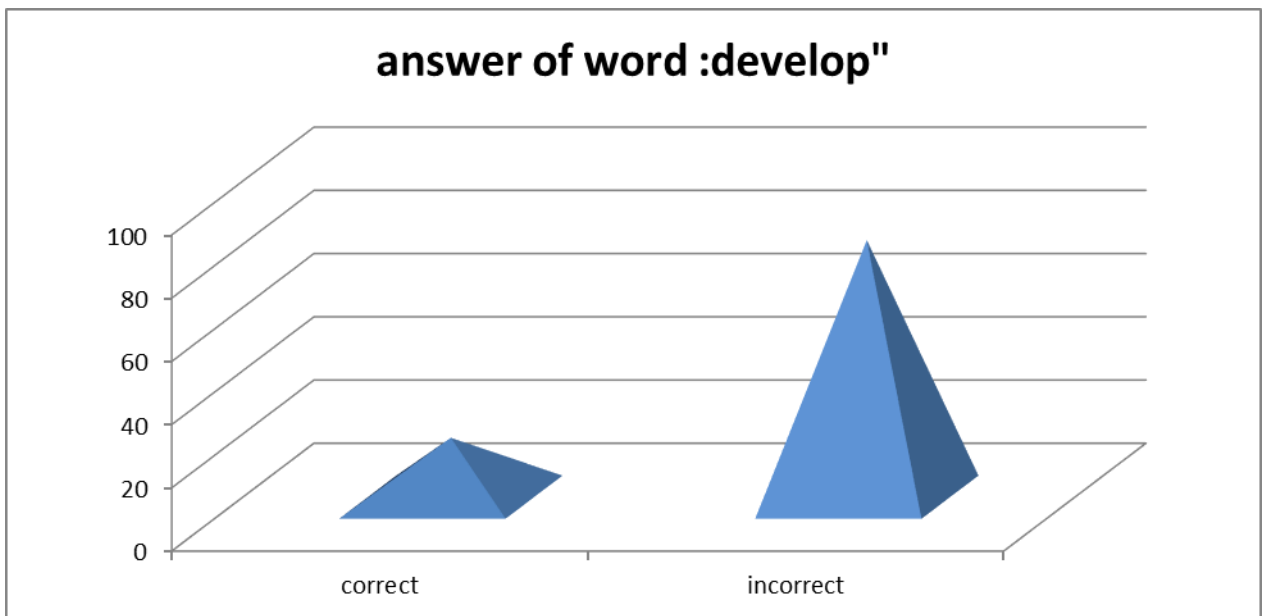
17	possible	27	33.8	53	66.3	1.34	8.5	Negative
18	regular	28	35.0	52	65.0	1.35	7.2	Negative
19	obey	23	28.8	57	71.3	1.29	14.5	Negative
20	kind	12	15.0	68	85.0	1.15	39.2	Negative
21	build	15	18.8	65	81.3	1.19	31.3	Negative
22	school	24	30.0	56	70.0	1.30	12.8	Negative
23	operative	23	28.8	57	71.3	1.29	14.5	Negative
24	see	35	43.8	45	56.3	1.44	1.3	Negative
25	crowded	46	57.5	34	42.5	1.58	1.8	Negative
26	self	36	45.0	44	55.0	1.45	0.8	Negative
27	mis	35	43.8	45	56.3	1.44	1.3	Negative
28	im	44	55.0	36	45.0	1.55	0.8	negative
29	ir	52	65.0	28	35.0	1.65	7.2	negative
30	multi	56	70.0	24	30.0	1.70	12.8	negative
31	ing	57	71.3	23	28.8	1.71	14.5	negative
32	sion	58	72.5	22	27.5	1.73	16.2	negative
33	ive	21	26.3	59	73.8	1.26	18.1	negative
34	less	22	27.5	58	72.5	1.28	16.2	negative
35	ly	23	28.8	57	71.3	1.29	14.5	negative

From table number (4-2) the results of the second question exam item which indicate that “How the spelling mistakes are affect the vocabulary building?”The above table shows the weak results of the test which prepared to know the ability of the students in using affixations in English language. The table show and confirmed that the spelling mistakes are affect the building of the vocabulary. The study researcher provide some recommendations and suggestions to help the students. According to the following:

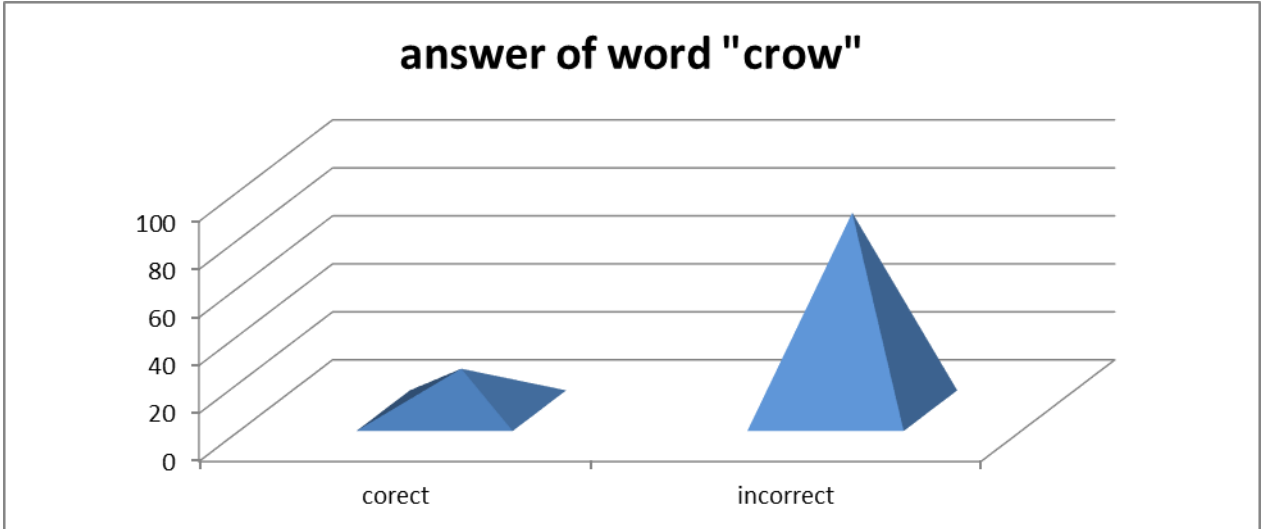
1. The word (educate) 15% of the answer correct and 85% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-2)



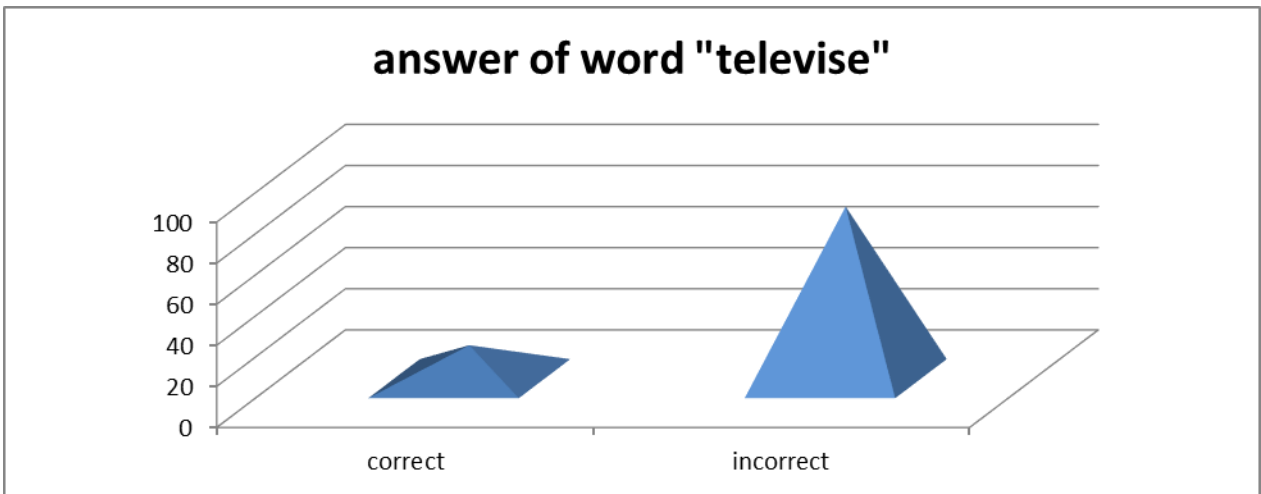
The word (develop) 18.8% of the answer correct and 81.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-3)



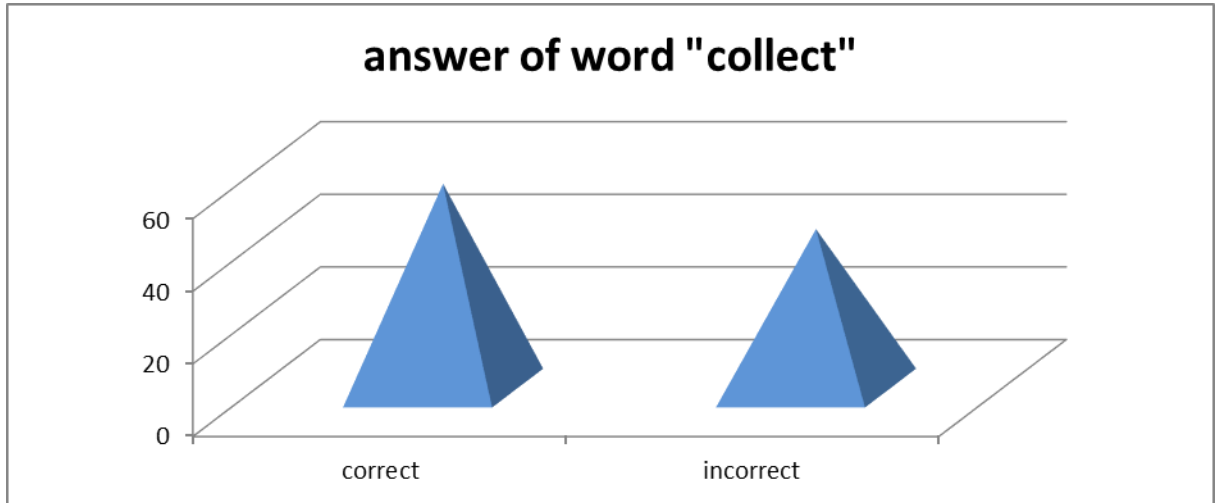
The word (crow) 17.5% of the answer correct and 82.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-4)



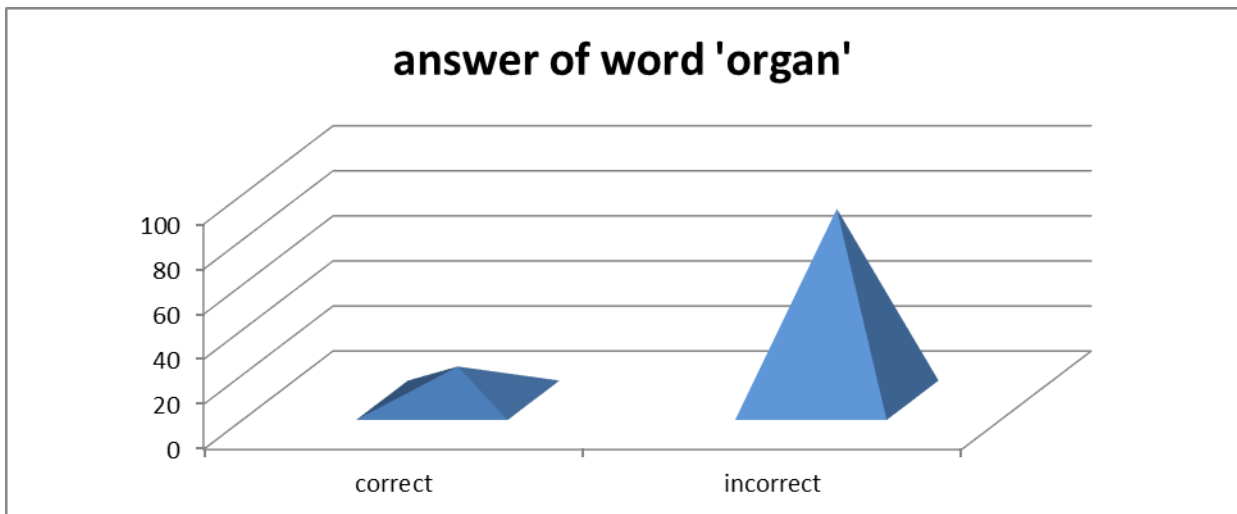
2. The word (televise) 16.3% of the answer correct and 83.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-5)



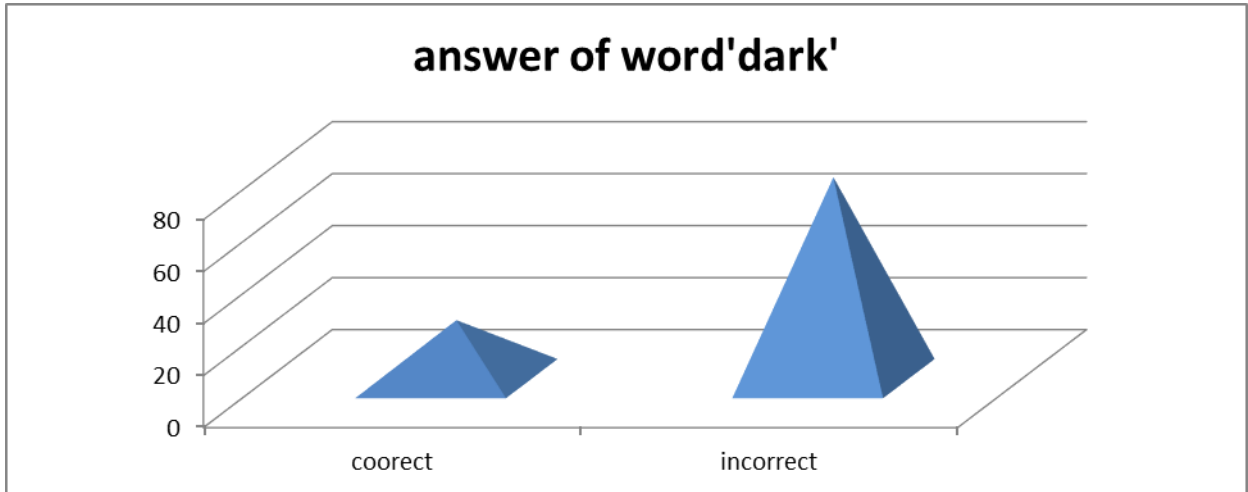
3. The word (collect) 56.3% of the answer correct and 43.8% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-6)



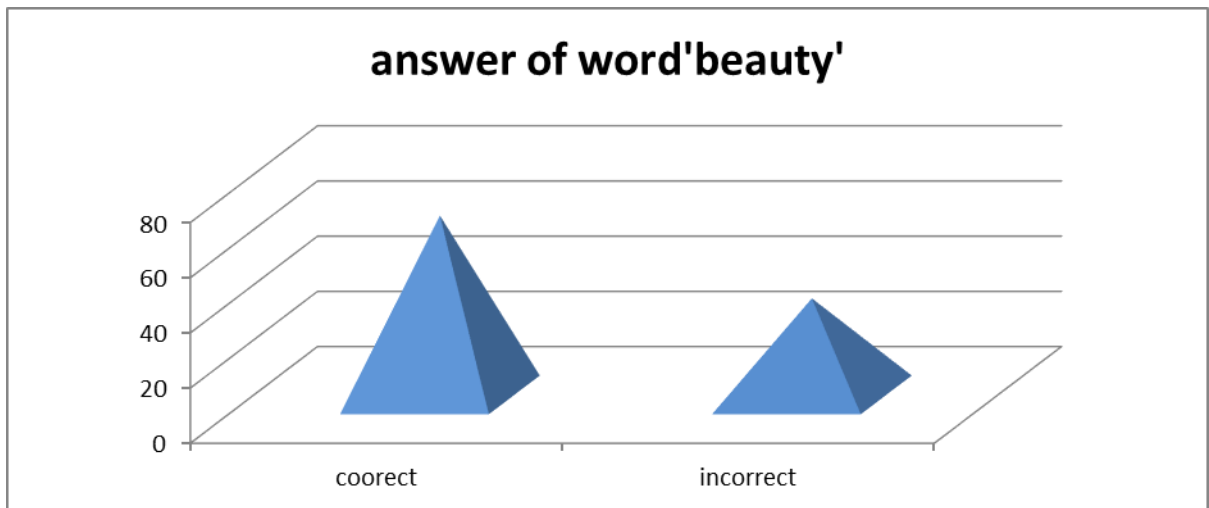
4. The word (organ) 15% of the answer correct and 85% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-7)



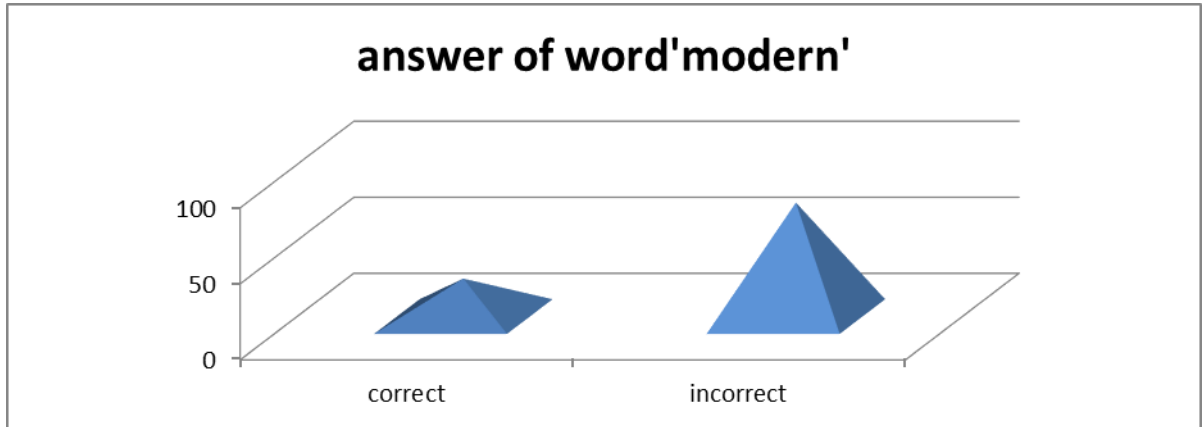
5. The word (dark) 22.5% of the answer correct and 77.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-8)



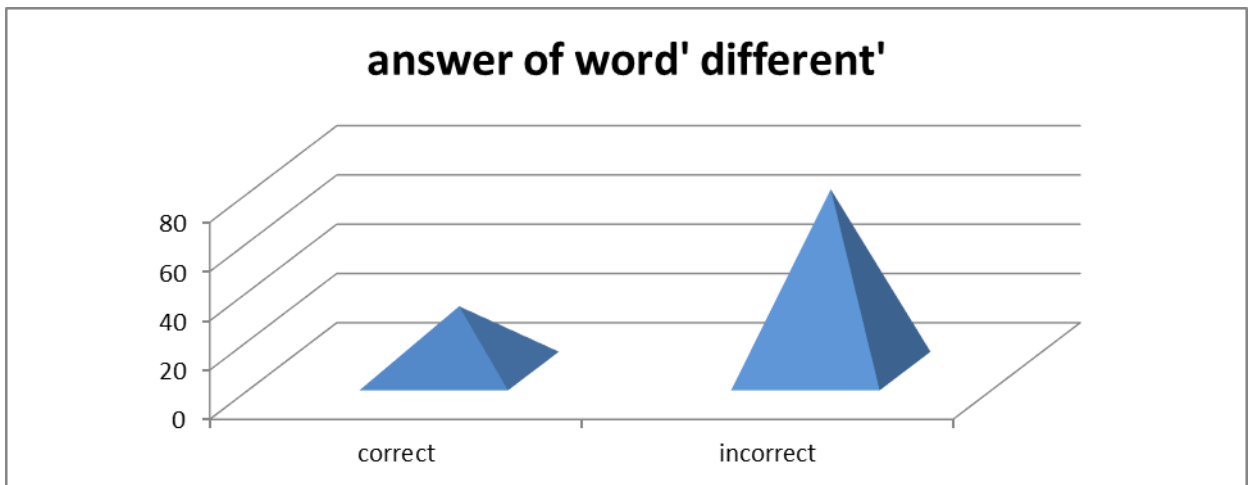
6. The word (beauty) 65% of the answer correct and 35% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-9).



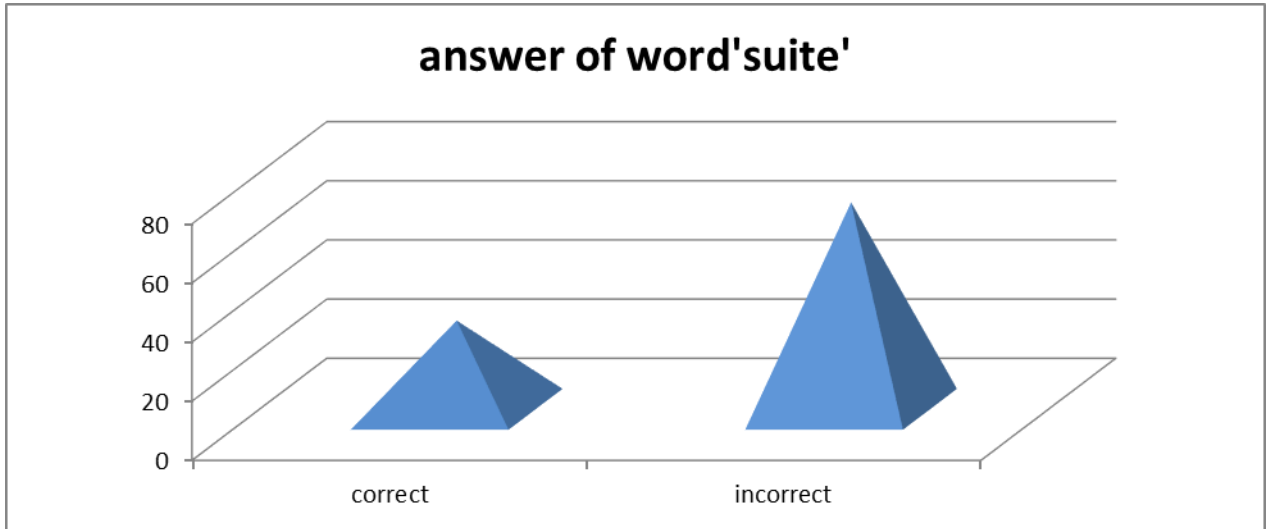
7. The word (modern) 25% of the answer correct and 75% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-10)



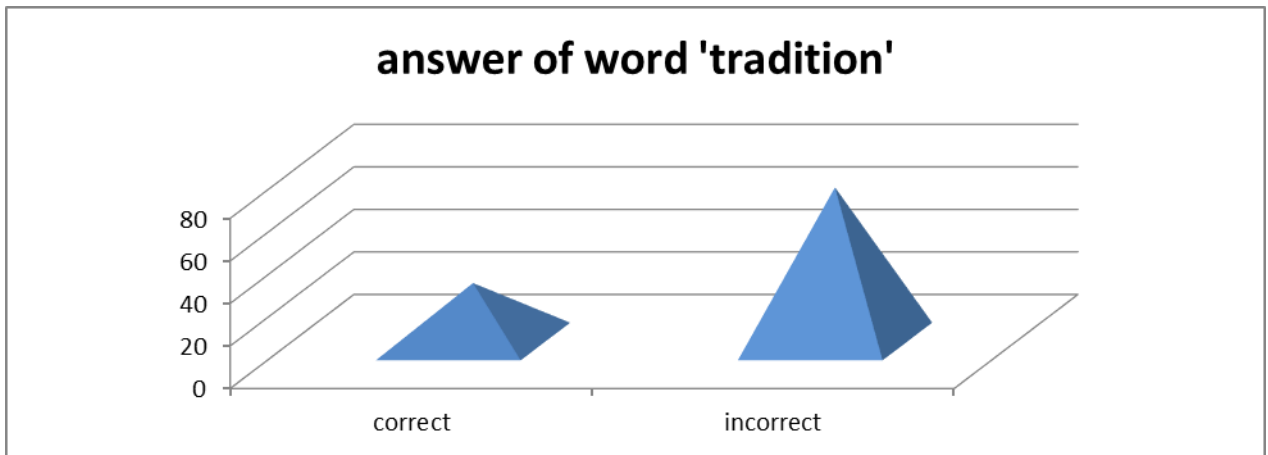
8. The word (different) 26.3% of the answer correct and 73.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-11)



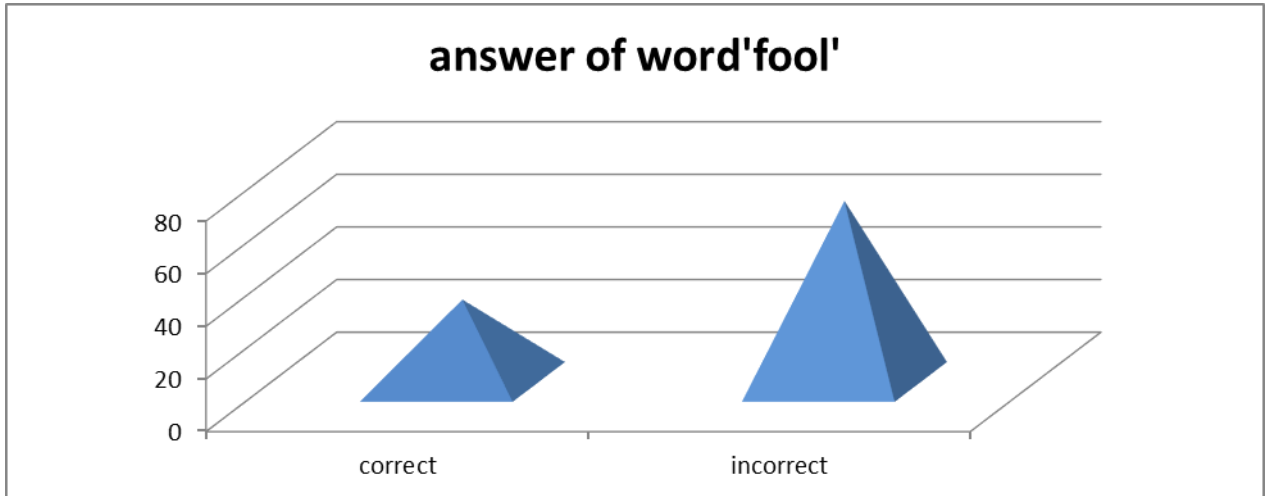
9. The word (suite) 30% of the answer correct and 70% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-12)



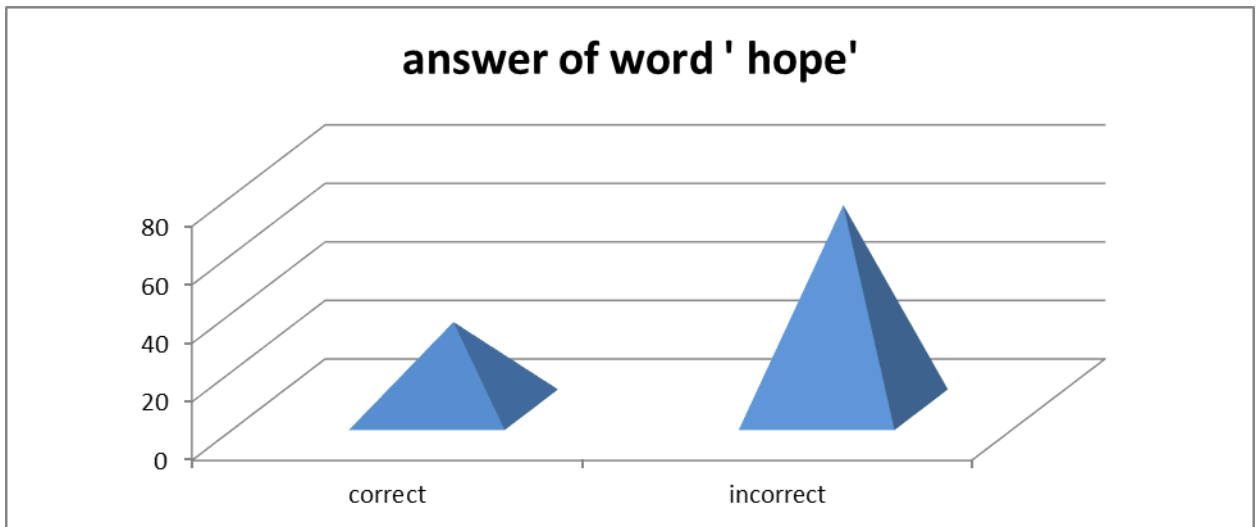
10. The word (tradition) 27.5% of the answer correct and 72.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-13)



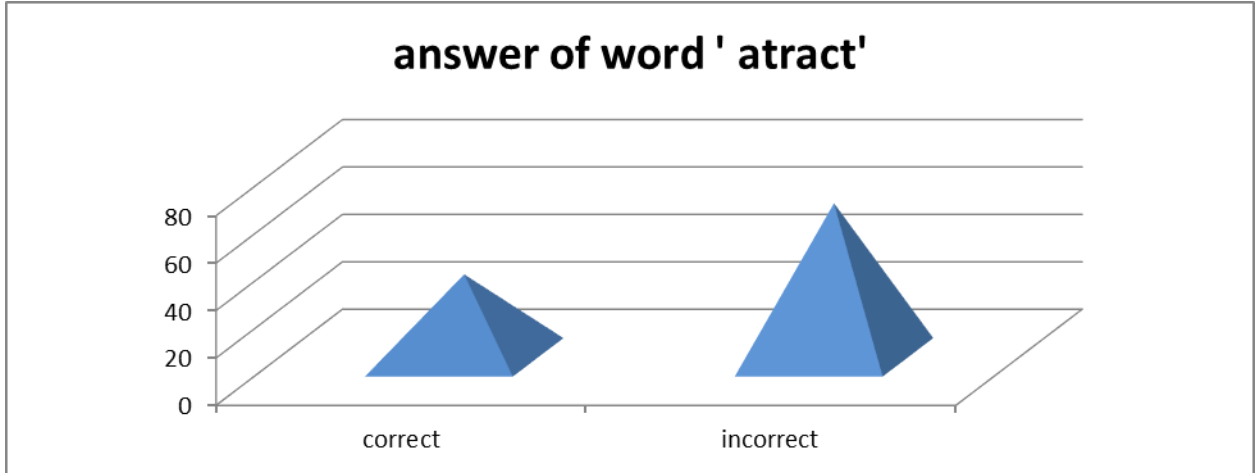
11. The word (fool) 31.3% of the answer correct and 68.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-14)



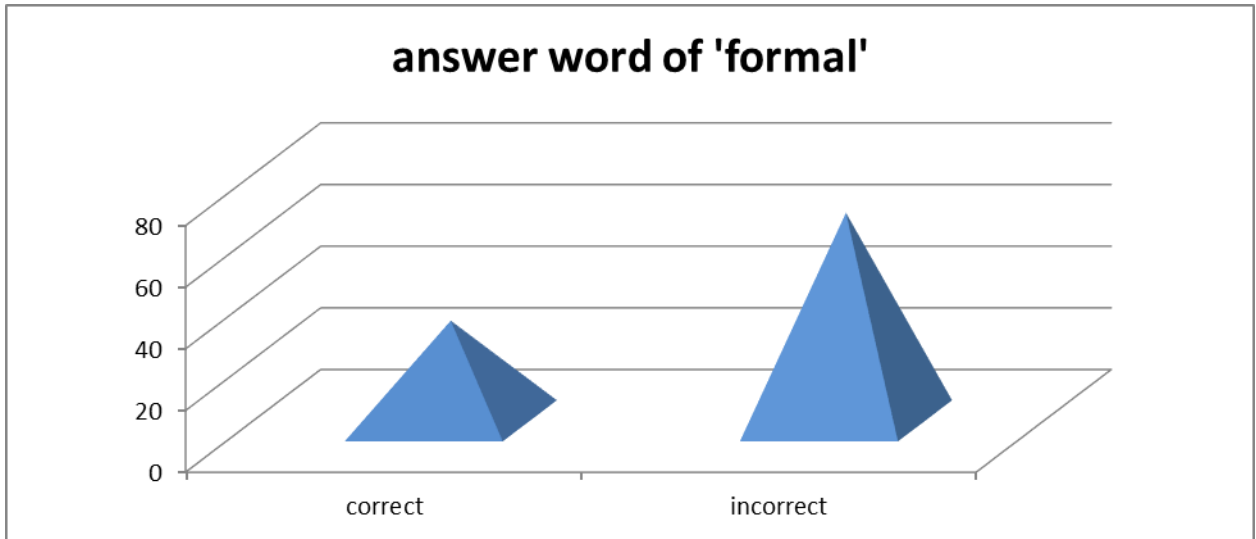
12. The word (hope) 30% of the answer correct and 70% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-15)



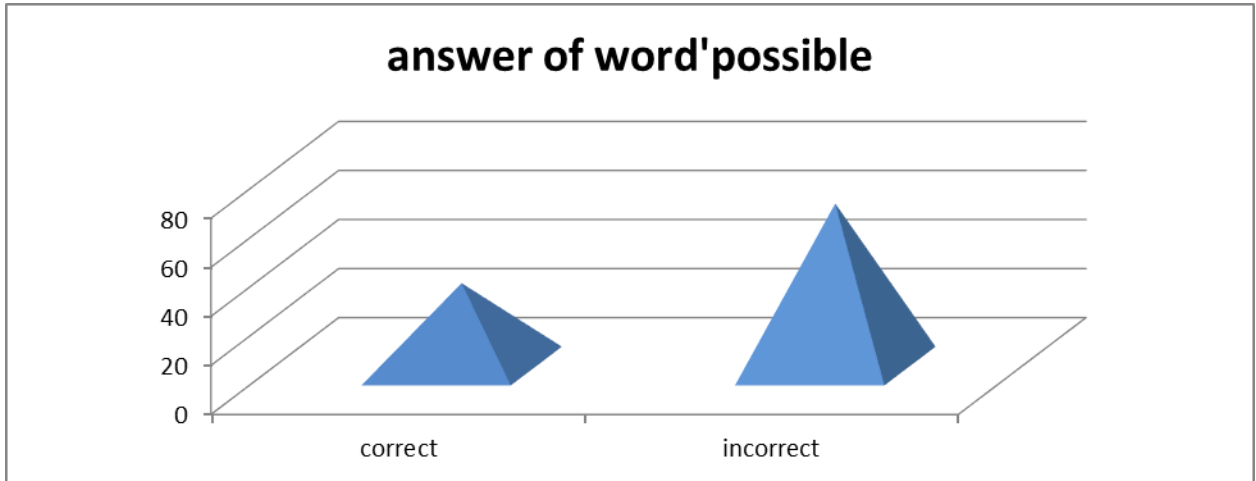
13. The word (attract) 35% of the answer correct and 65% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-16)



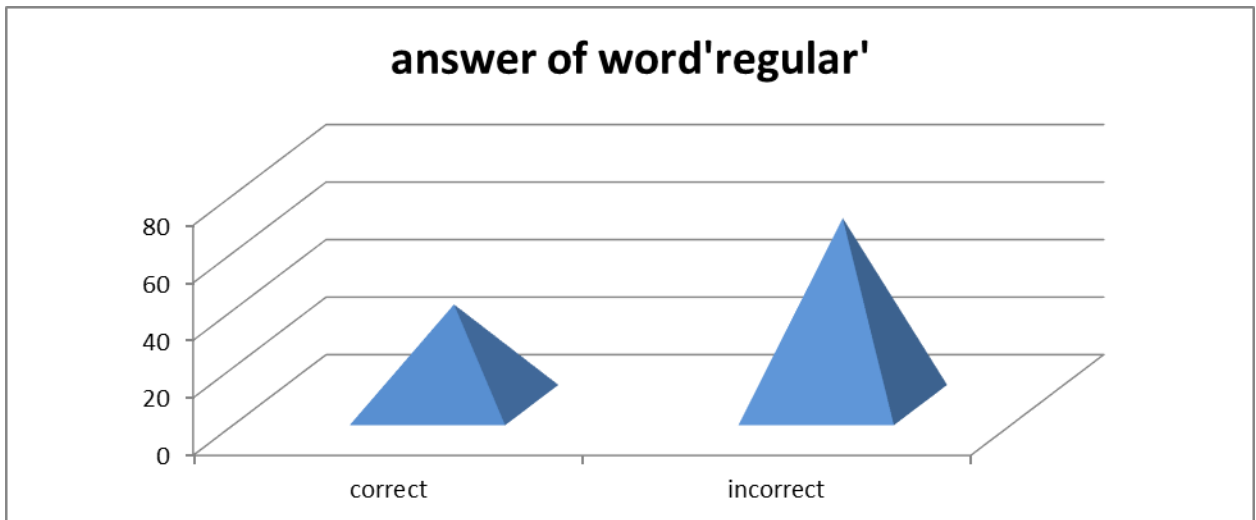
14. The word (formal) 32.5% of the answer correct and 67.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-17)



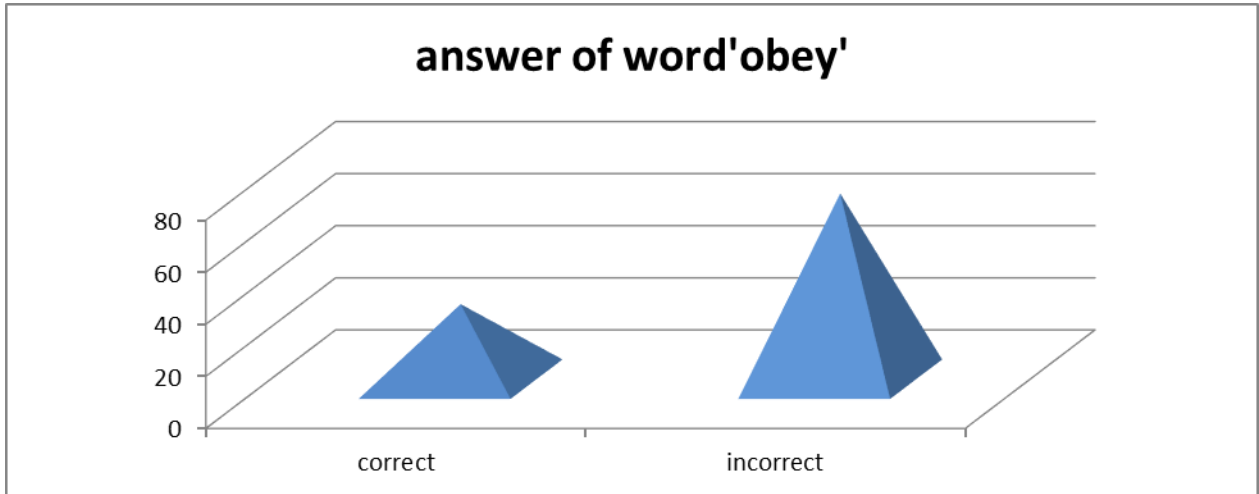
15. The word (possible) 33.8% of the answer correct and 66.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-18).



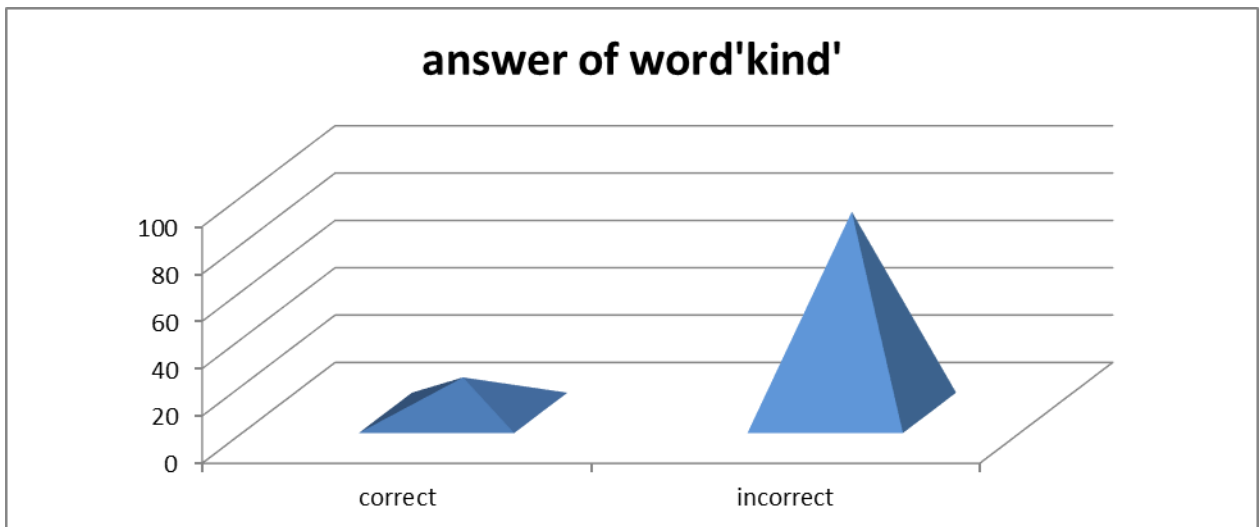
16. The word (regular) 35% of the answer correct and 65% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-19)



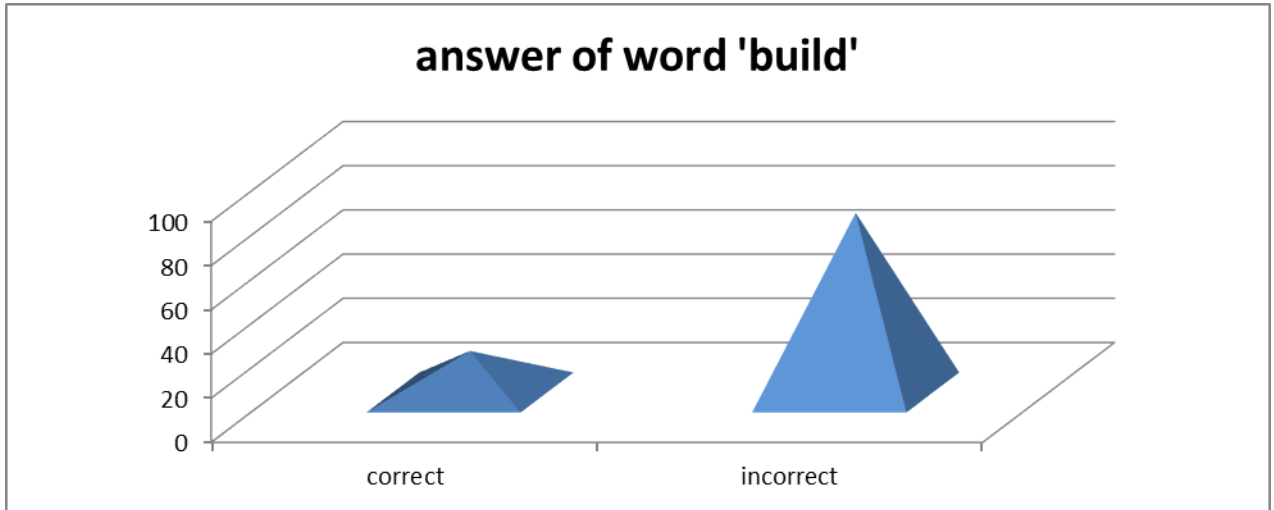
17. The word (obey) 28.8% of the answer correct and 71.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-20)



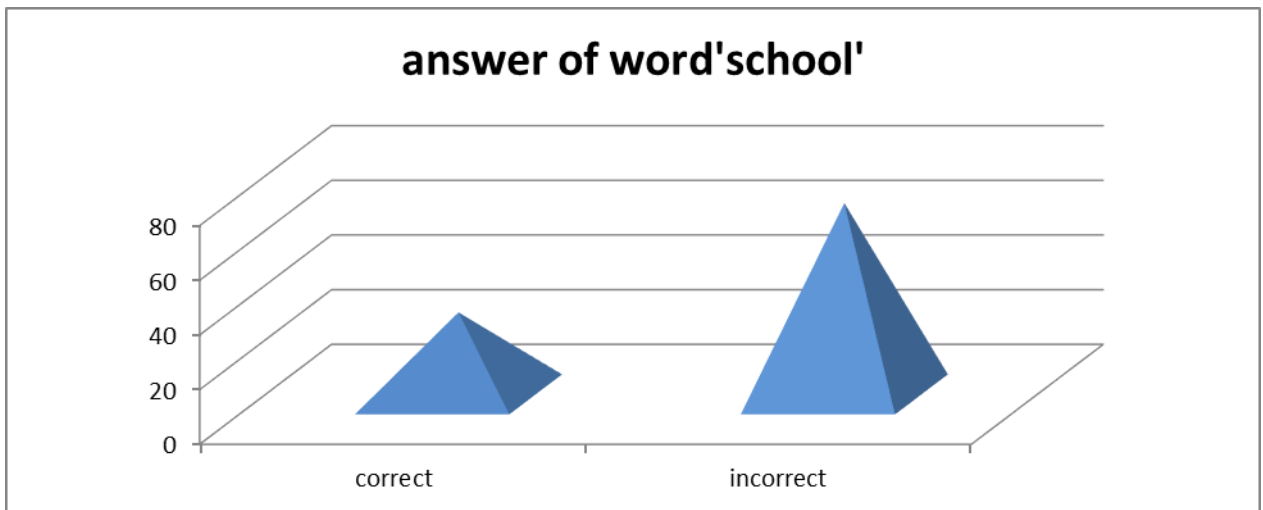
18. The word (kind) 15% of the answer correct and 85% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-21)



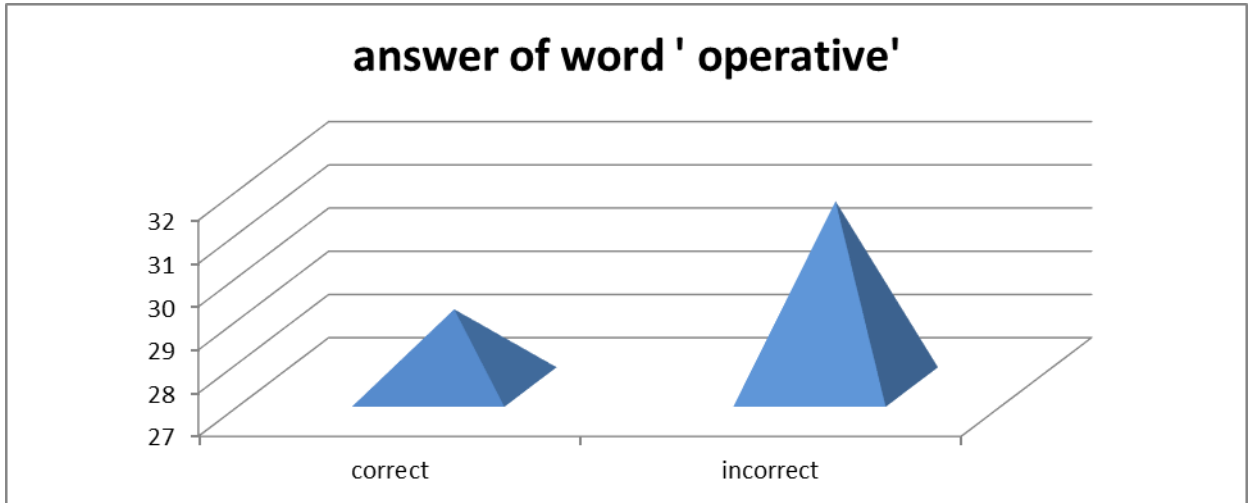
19. The word (build) 18.8% of the answer correct and 81.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-22)



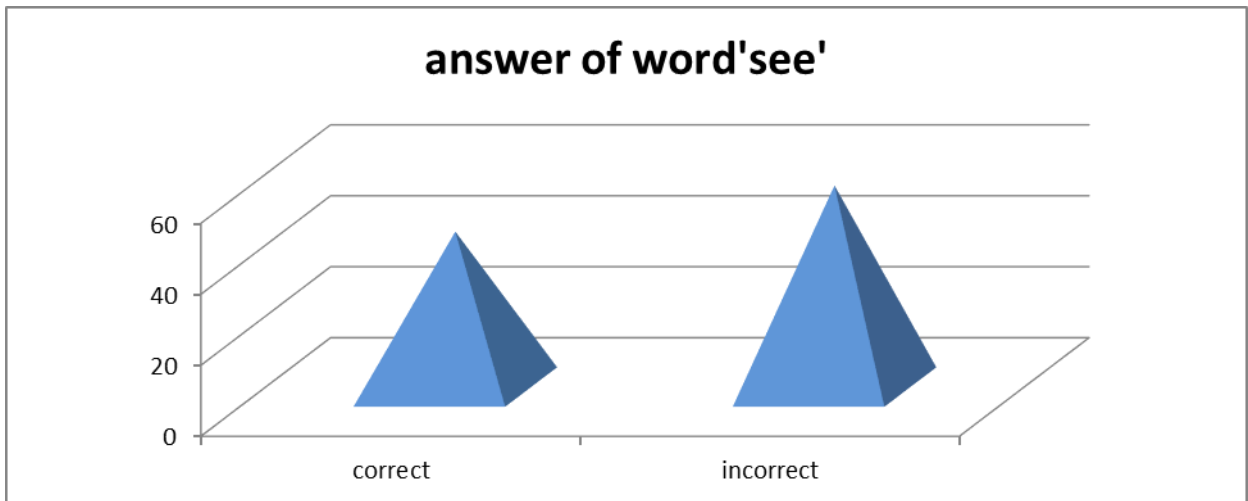
20. The word (school) 30% of the answer correct and 70% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-23)



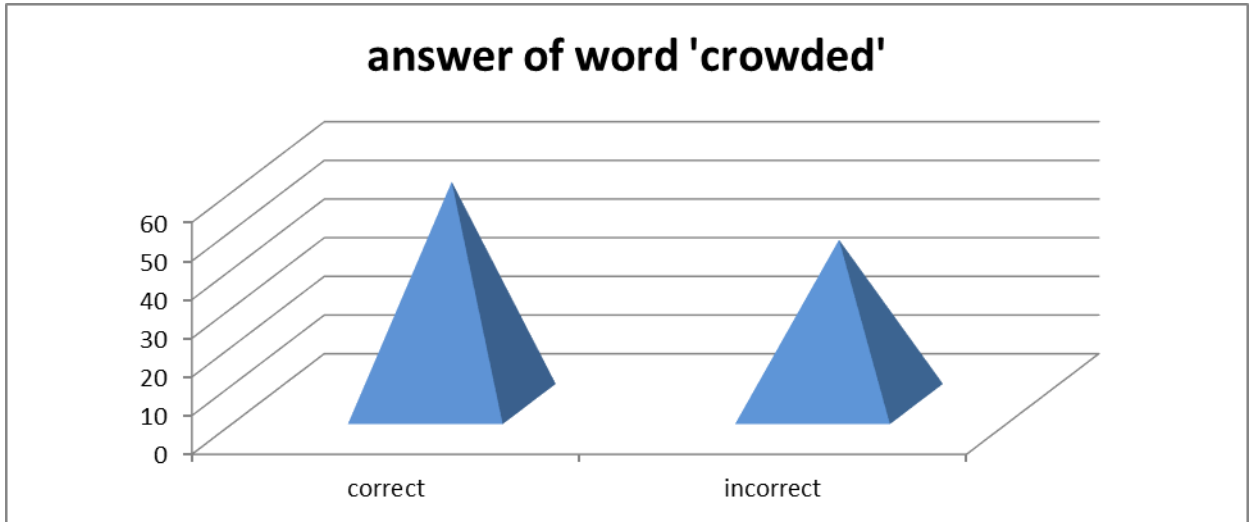
21. The word (operative) 28.8% of the answer correct and 71.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-24)



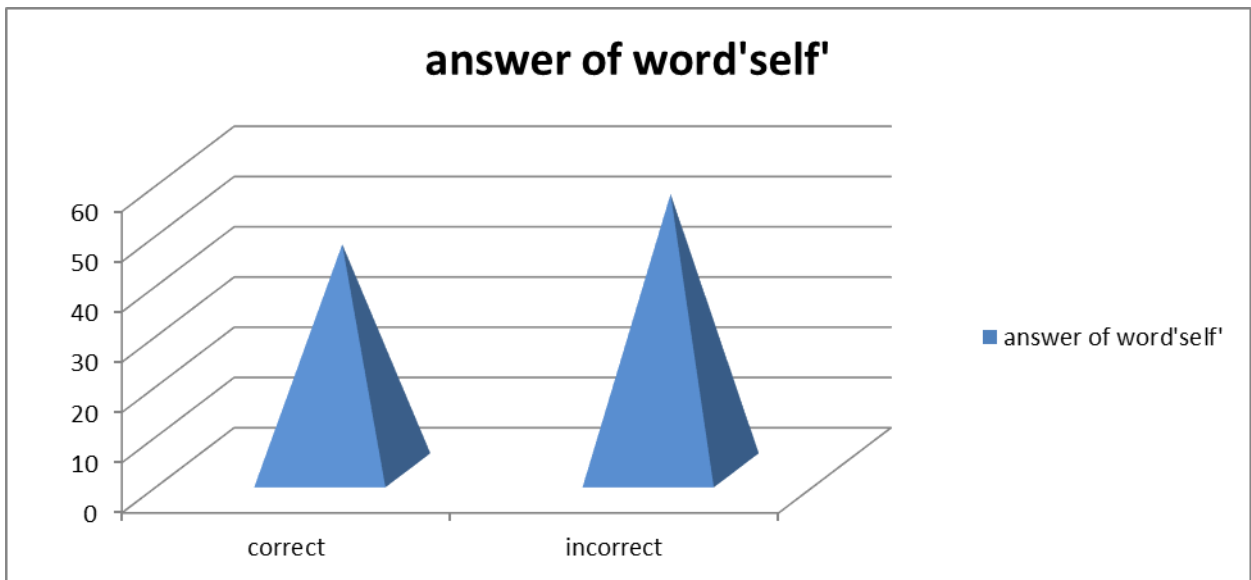
22. The word (see) 43.8% of the answer correct and 56.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-25)



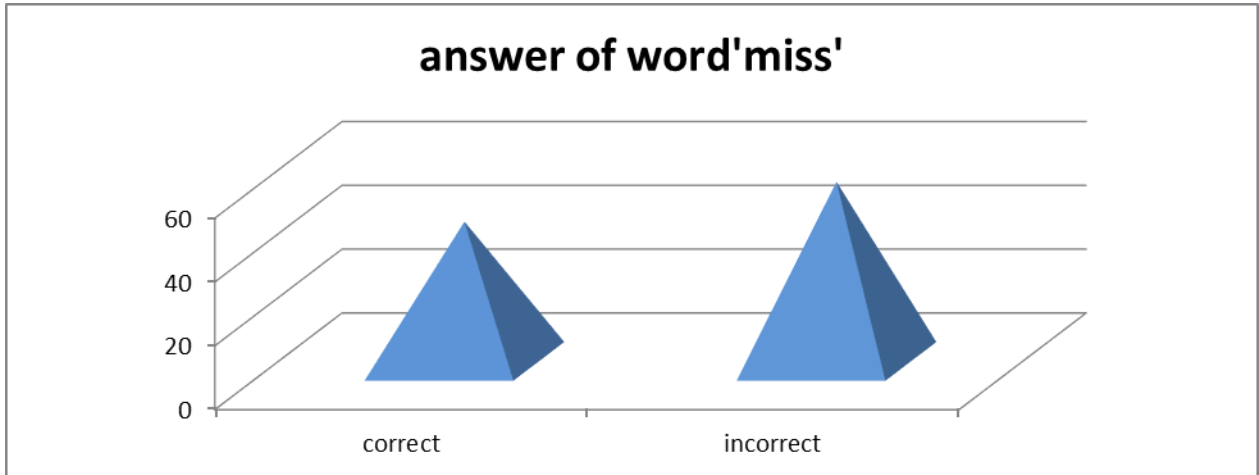
23. The word (crowded) 57.5% of the answer correct and 42.5% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-26)



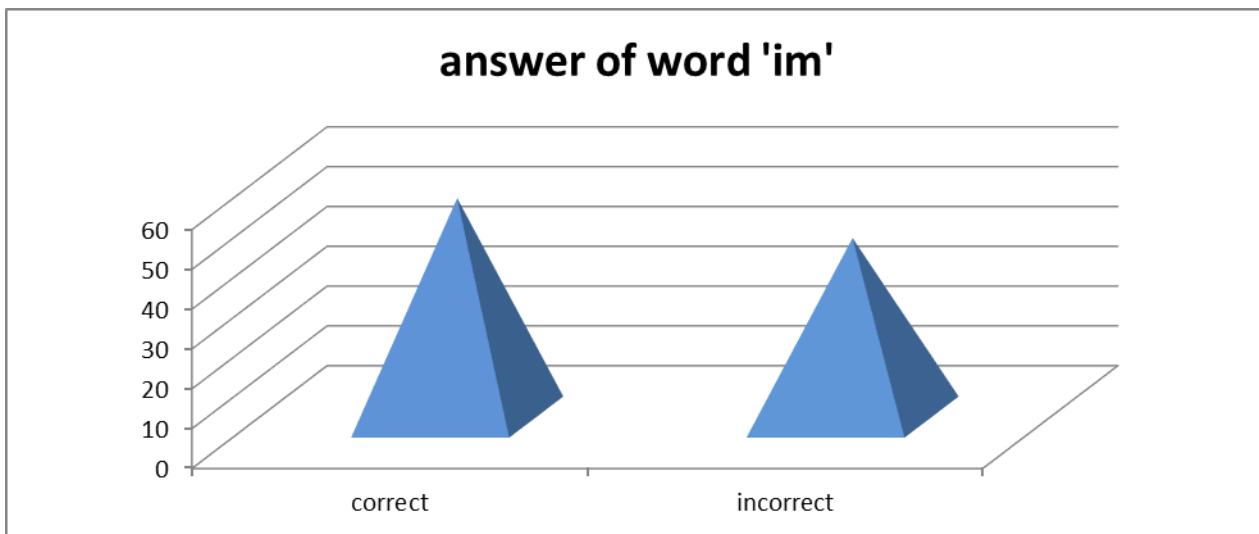
24. The word (self) 45% of the answer correct and 55% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-27)



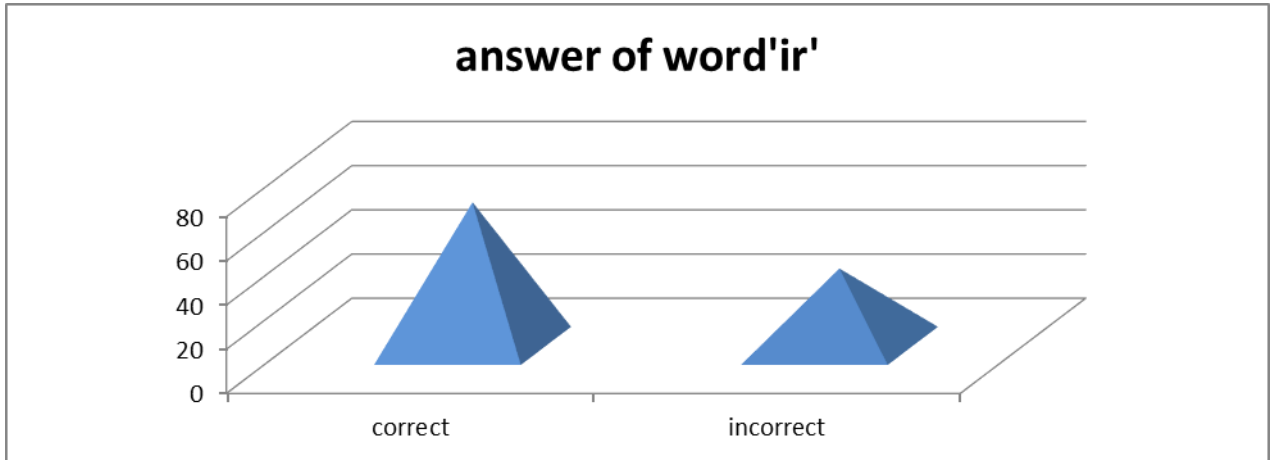
25. The word (miss) 43.8% of the answer correct and 56.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-28)



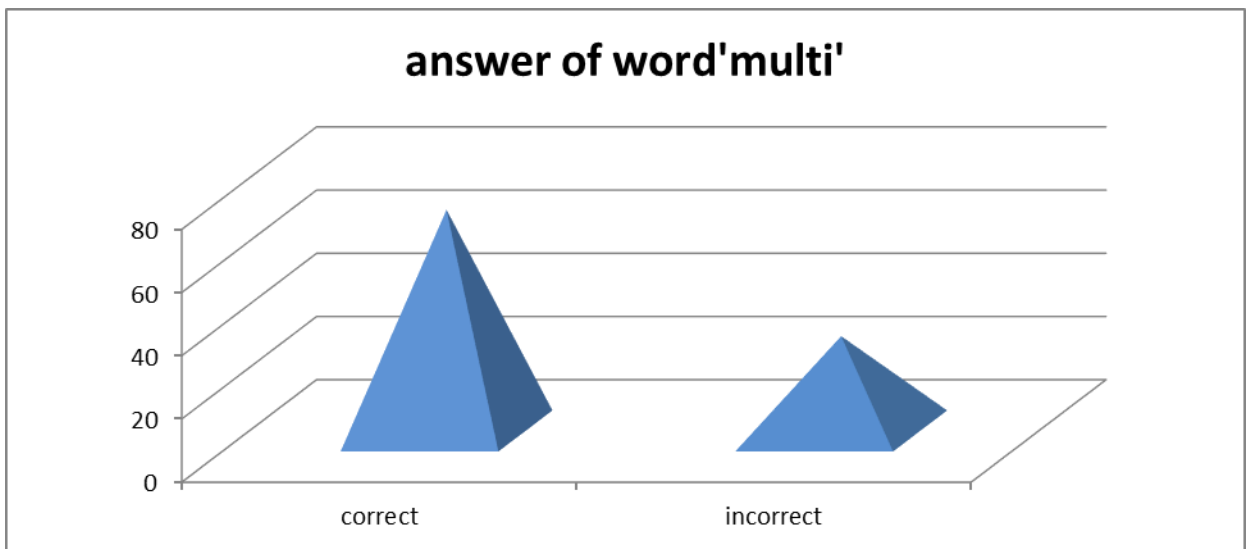
26. The word (im) 55% of the answer correct and 45% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-29)



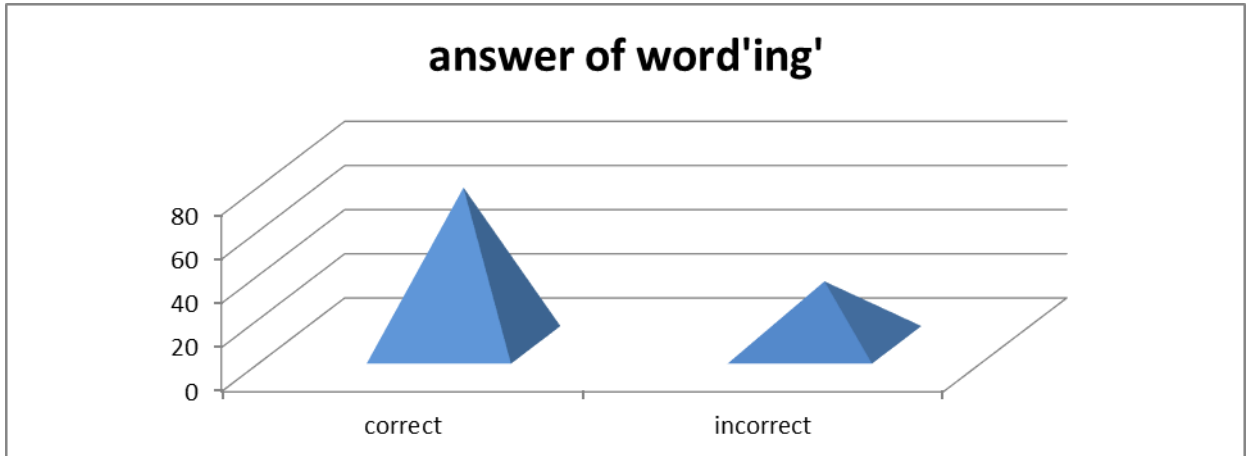
27. The word (ir) 65% of the answer correct and 35% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-30)



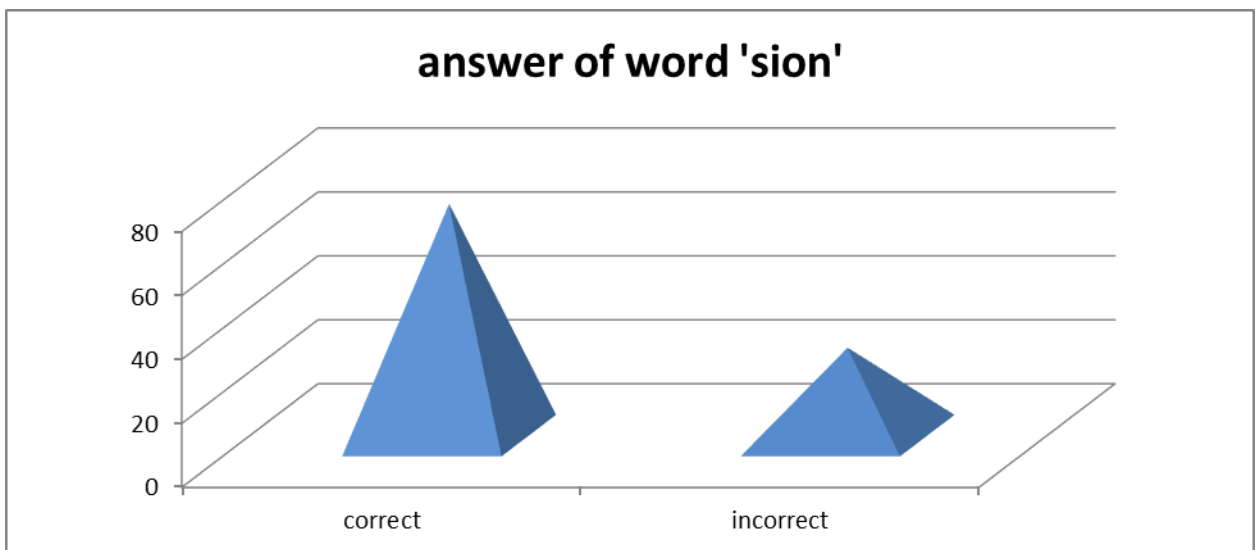
28. The word (multi) 70% of the answer correct and 30% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-31)



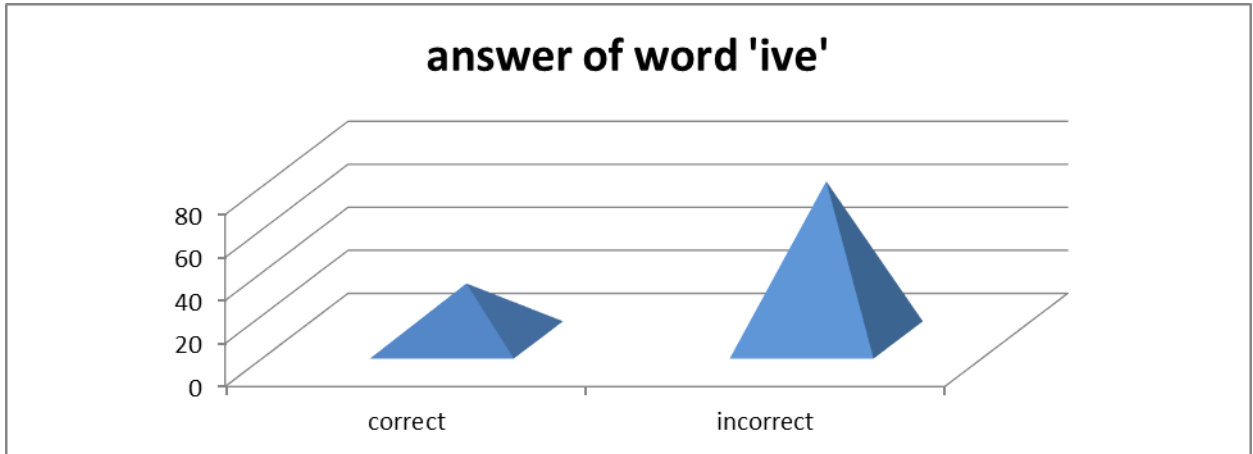
29. The word (ing) 15% of the answer correct and 85% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-32)



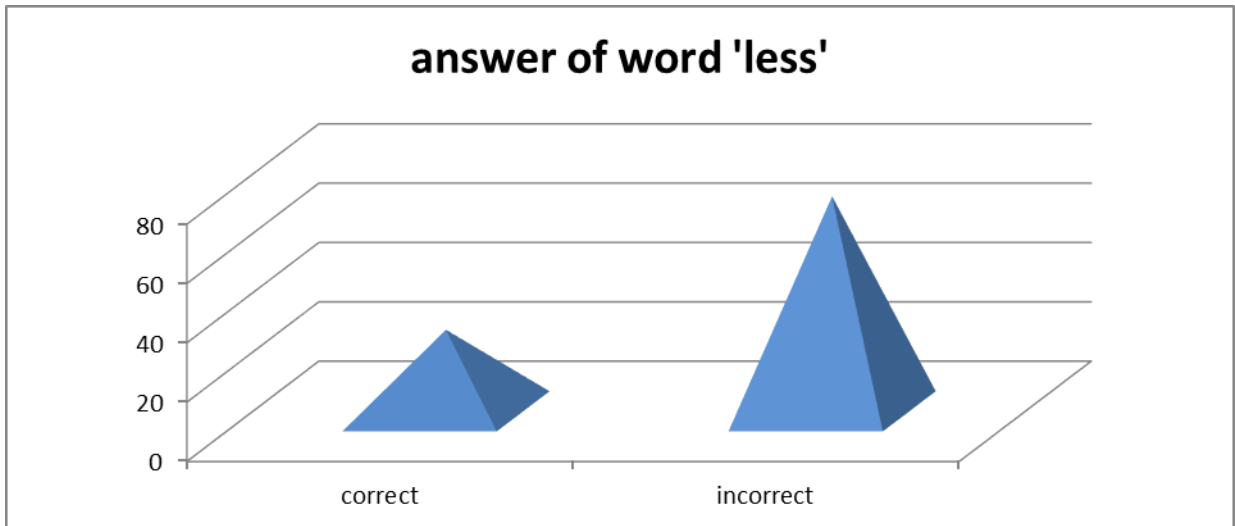
30. The word (sion) 72.5% of the answer correct and 27.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-33)



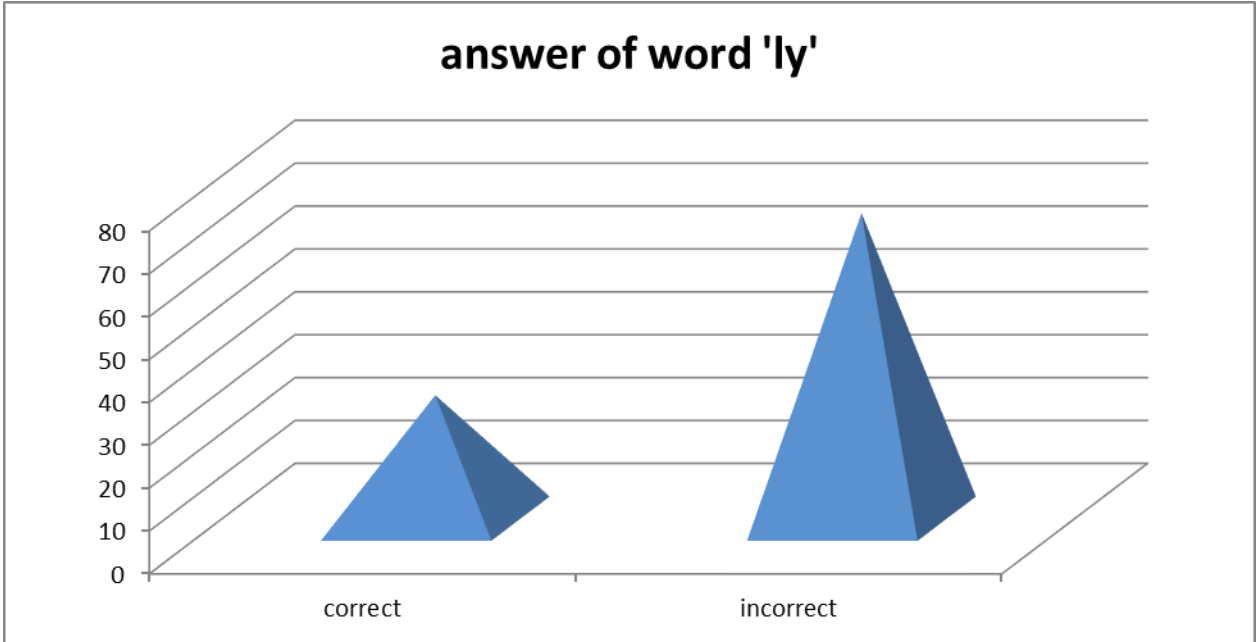
31.The word (ive) 26.3% of the answer correct and 73.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-34)



32.The word (less) 27.5% of the answer correct and 72.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-35)



33. The word (ly) 28.8% of the answer correct and 71.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-36)



Result of the second hypotheses:

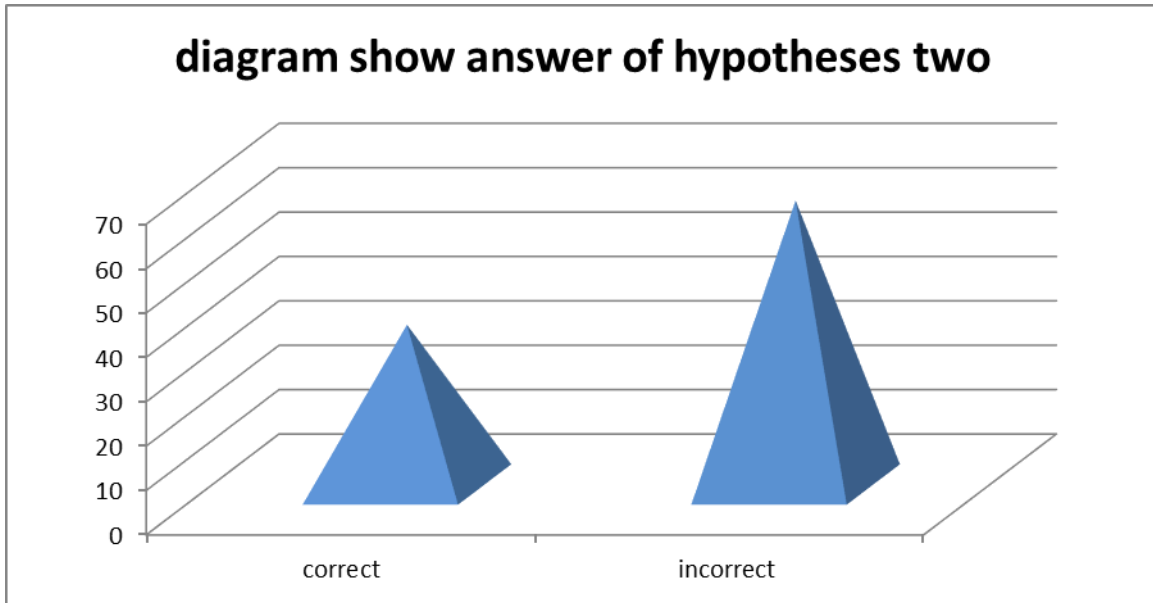
The first hypotheses state that "The student's ability in writing skill is weak".

The table number (4-3) explain the result of this hypotheses

Table (4-3) explain the result of hypotheses two

hypotheses	correct answer		incorrect answer		average	k ²	comment
	number	percentage	number	percentage			
second	1008	36%	1792	64%	1.36	15.8	negative

The above result can be represented in the diagram number (4-37) as shown below.



And according to the final result of the student for all the word mistake or writing mistake, the number of correct answer is 1008 with percentage 36% and the number of correct answer is 1792 with percentage 64% so the final comment for this hypotheses is true and then this mean that student's ability in writing skill is weak. This low obtained percentage provides a negative answer to question two.

4.3 Results Related to Question three:

This section answers the researcher's third questions which are mentioned above.

In order to provide supportive answers to this question, the researcher used a classroom testing tool, through which the following results were obtained.

The question state: What is the importance of teaching the spelling rules when using affixation?. Teaching spelling rules help students to develop vocabulary. Words in English are not always spelled as they are pronounced . spelling in

English follows some basic rules and the majority of English words follow these rules. Students can learn the rules but there are always exceptions to the rules that need to be learned too.

The result of this question is listed in the table number (4-4) and shown in the figure number (4-38,4-73)

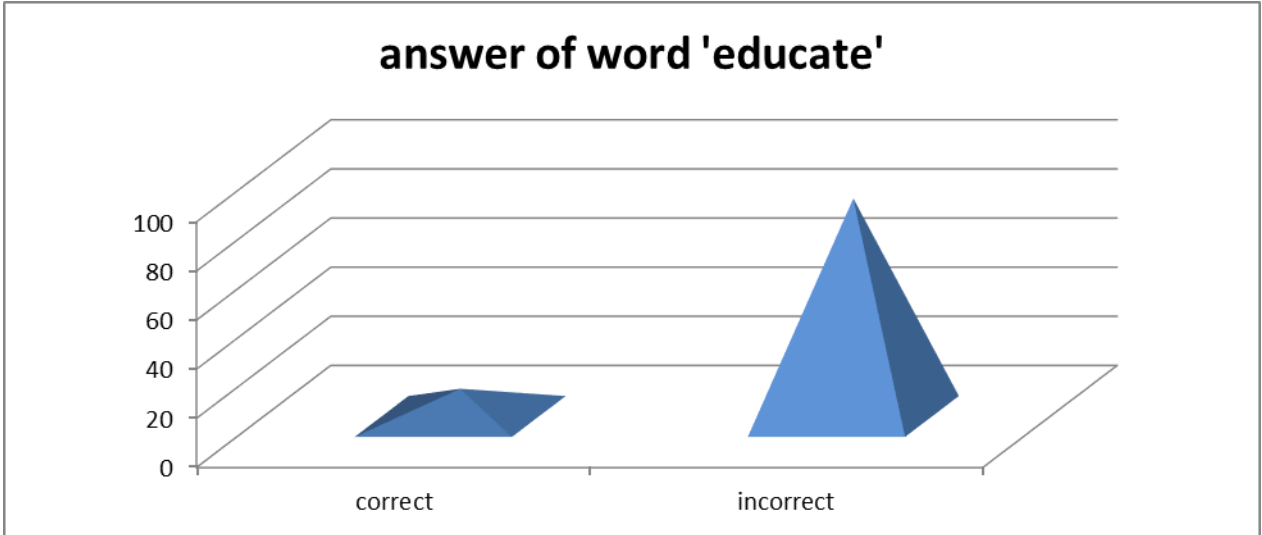
Table (4-4) explain the result of question three

Number	word	correct answer		incorrect answer		average	k2	comment
		number	percentage	number	percentage			
1	educate	9	11.3	71	88.8	1.11	48.1	negative
2	devolp	11	13.8	69	86.3	1.14	42.1	negative
3	crow	15	18.8	65	81.3	1.19	31.3	negative
4	teevise	12	15.0	68	85.0	1.15	39.2	negative
5	collect	33	41.3	47	58.8	1.41	2.5	negative
6	Organ	25	31.3	55	68.8	1.31	11.3	negative
7	Dark	15	18.8	65	81.3	1.19	31.3	negative
8	Beaty	26	32.5	54	67.5	1.33	9.8	negative
9	modern	28	35.0	52	65.0	1.35	7.2	negative
10	different	12	15.0	68	85.0	1.15	39.2	negative
11	suite	14	17.5	66	82.5	1.18	33.8	negative
12	tadition	17	21.3	63	78.8	1.21	26.5	negative
13	fool	18	22.5	62	77.5	1.23	24.2	negative
14	Hope	9	11.3	71	88.8	1.11	48.1	negative
15	attract	24	30.0	56	70.0	1.30	12.8	negative
16	formal	15	18.8	65	81.3	1.19	31.3	negative
17	possible	16	20.0	64	80.0	1.20	28.8	negative

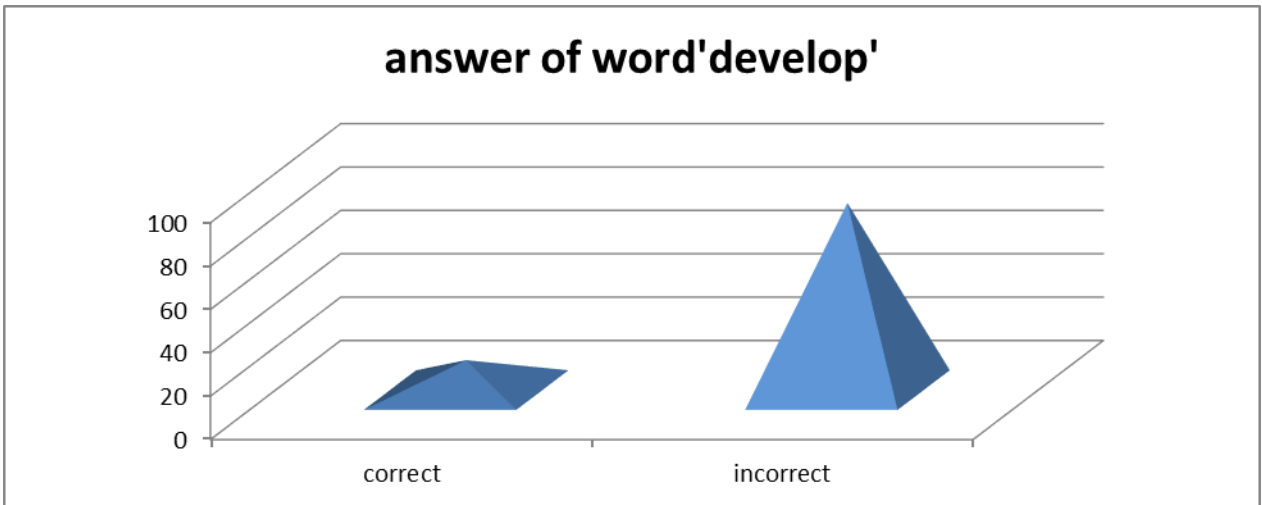
18	regular	14	17.5	66	82.5	1.18	33.8	negative
19	Obey	15	18.8	65	81.3	1.19	31.3	negative
20	kind	12	15.0	68	85.0	1.15	39.2	negative
21	Build	25	31.3	55	68.8	1.31	11.3	negative
22	school	26	32.5	54	67.5	1.33	9.8	negative
23	operative	28	35.0	52	65.0	1.35	7.2	negative
24	See	29	36.3	51	63.8	1.36	6.1	negative
25	crowded	24	30.0	56	70.0	1.30	12.8	negative
26	Self	25	31.3	55	68.8	1.31	11.3	negative
27	Mis	23	28.8	57	71.3	1.29	14.5	negative
28	Im	25	31.3	55	68.8	1.31	11.3	negative
29	Ir	22	27.5	58	72.5	1.28	16.2	negative
30	Multi	29	36.3	51	63.8	1.36	6.1	negative
31	Ing	34	42.5	46	57.5	1.43	1.8	negative
32	Sion	35	43.8	45	56.3	1.44	1.3	negative
33	Ive	32	40.0	48	60.0	1.40	3.2	negative
34	Less	33	41.3	47	58.8	1.41	2.5	negative
35	Ly	32	40.0	48	60.0	1.40	3.2	Negative

From table number (4-4) the results of the second question exam item which indicate that “What is the important of teaching the spelling rules when use affixation?” according to the following:

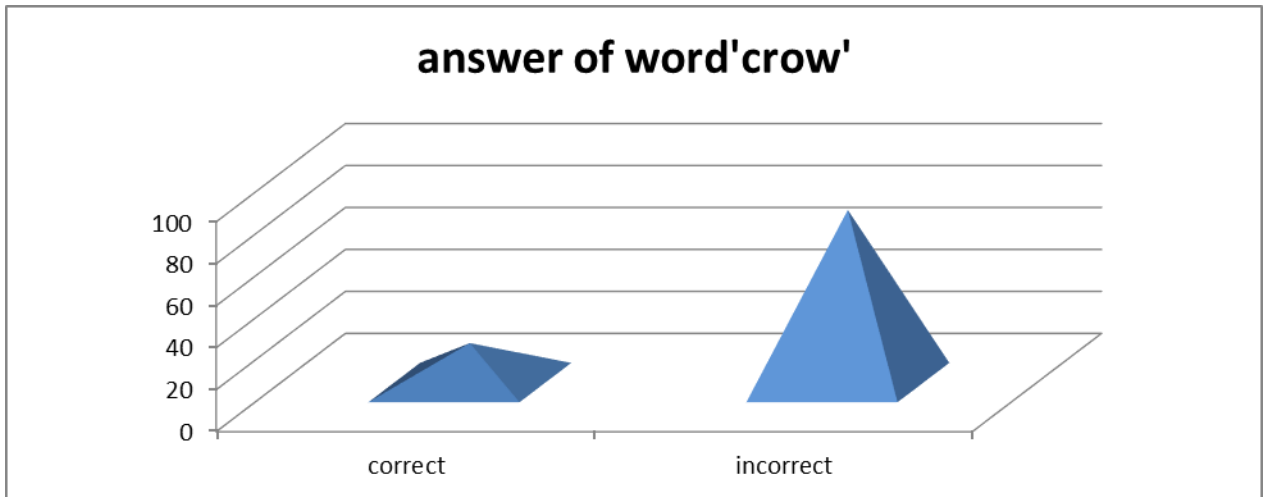
1. The word (educate) 11.3% of the answer correct and 88.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-38)



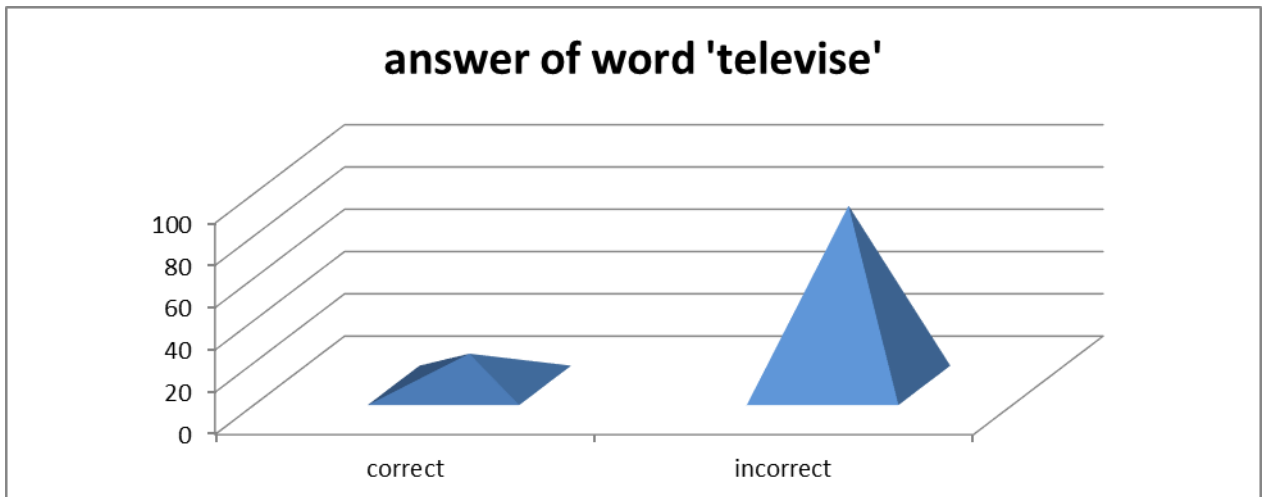
2. The word (develop) 13.8% of the answer correct and 86.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-39)



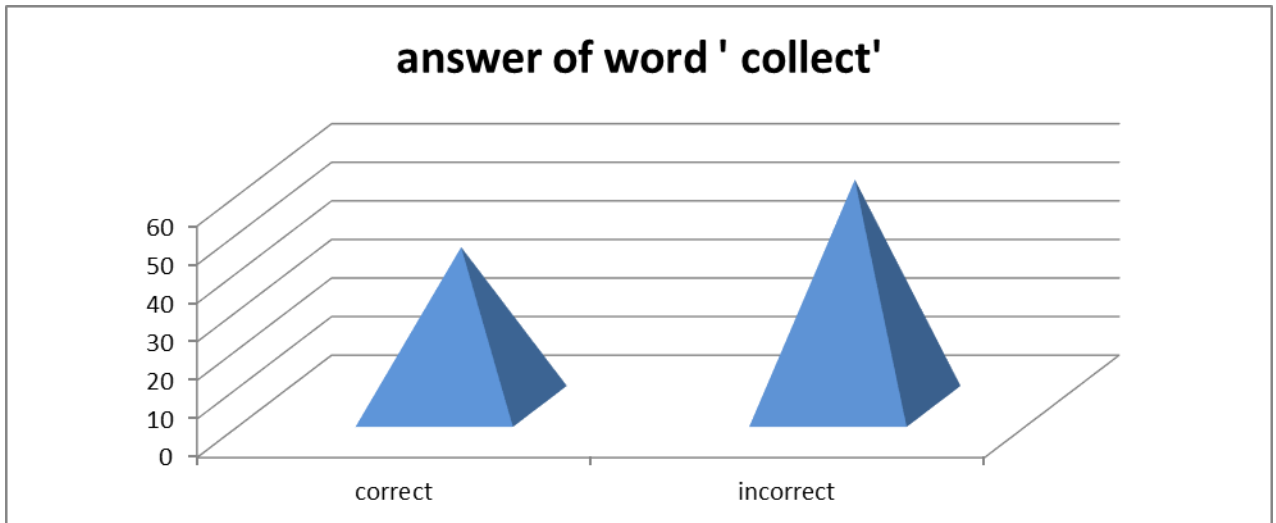
3. The word (crow) 18.8% of the answer correct and 81.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-40)



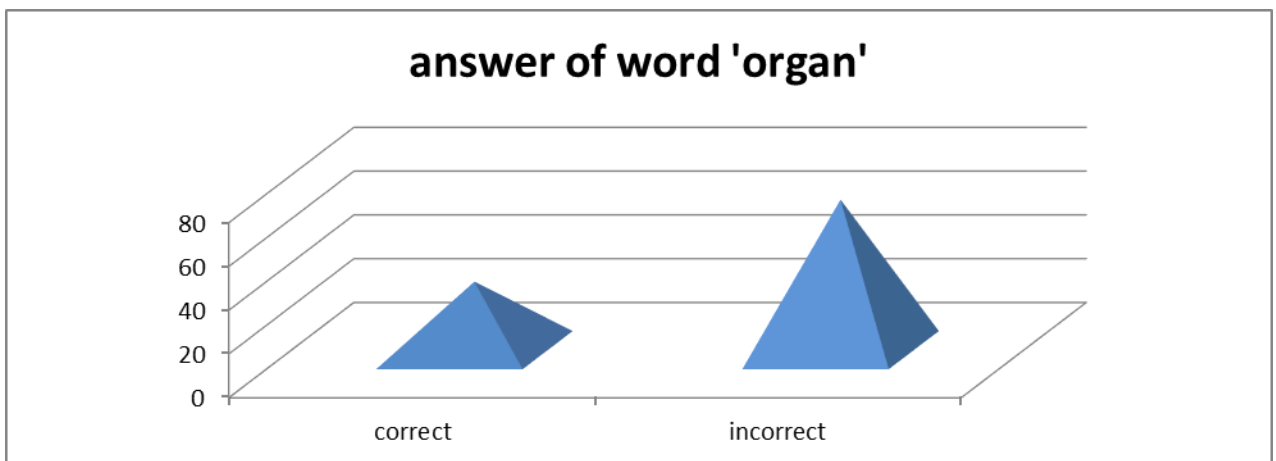
4. The word (televise) 15% of the answer correct and 85% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-41)



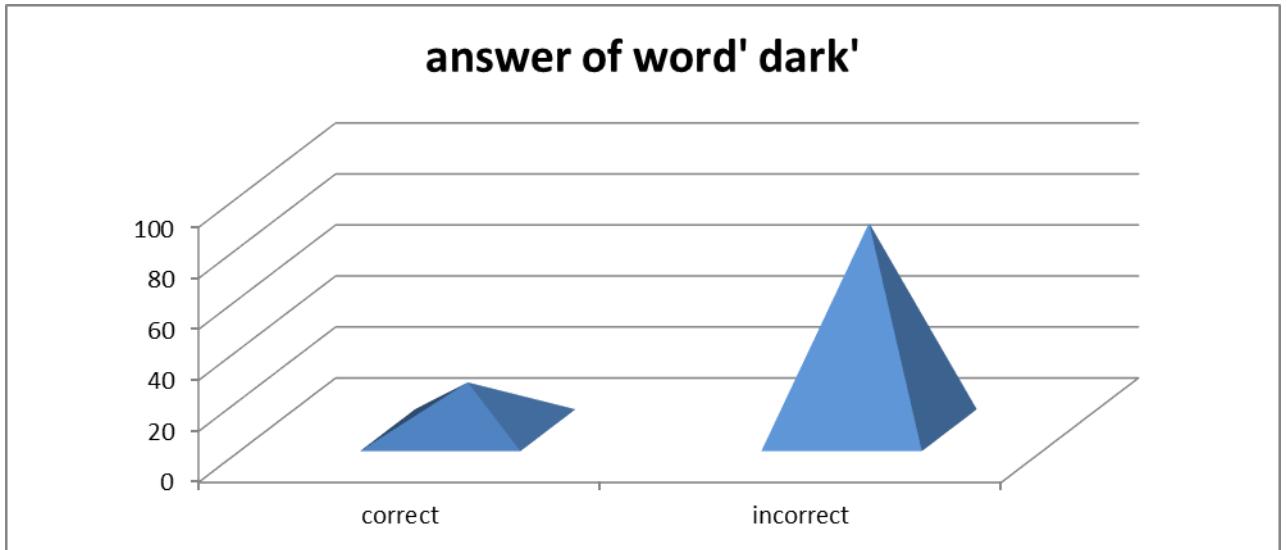
5. The word (collect) 41.3% of the answer correct and 58.8% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-42)



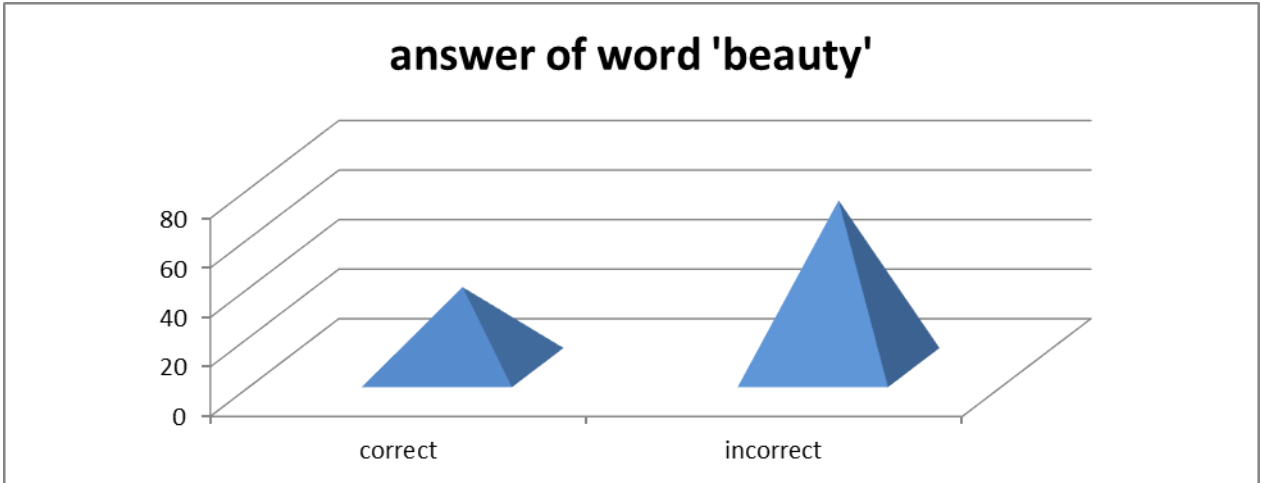
6. The word (organ) 31.3% of the answer correct and 68.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-43)



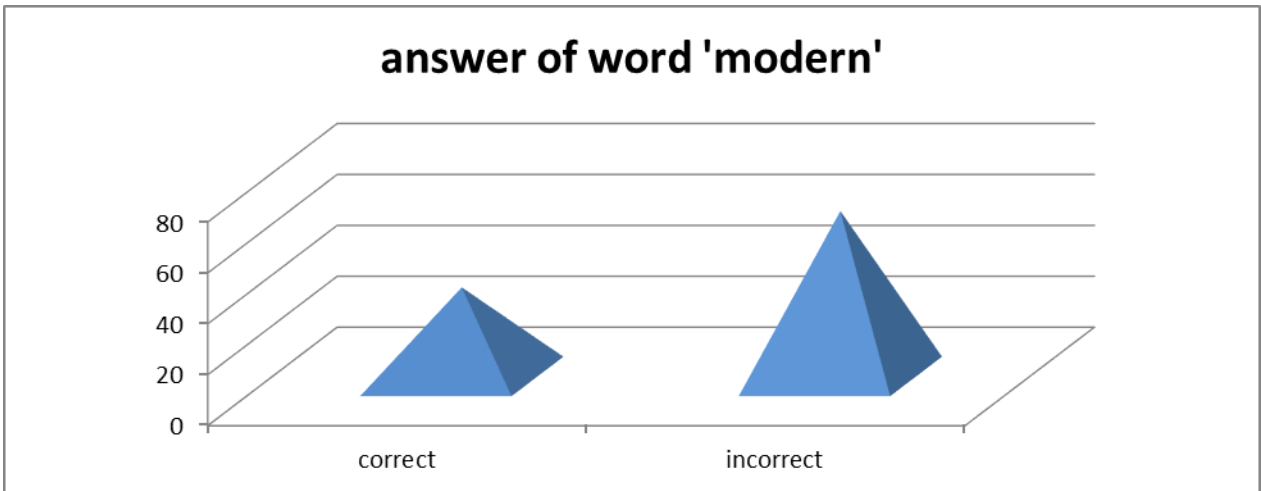
7. The word (dark) 18.8% of the answer correct and 81.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-44)



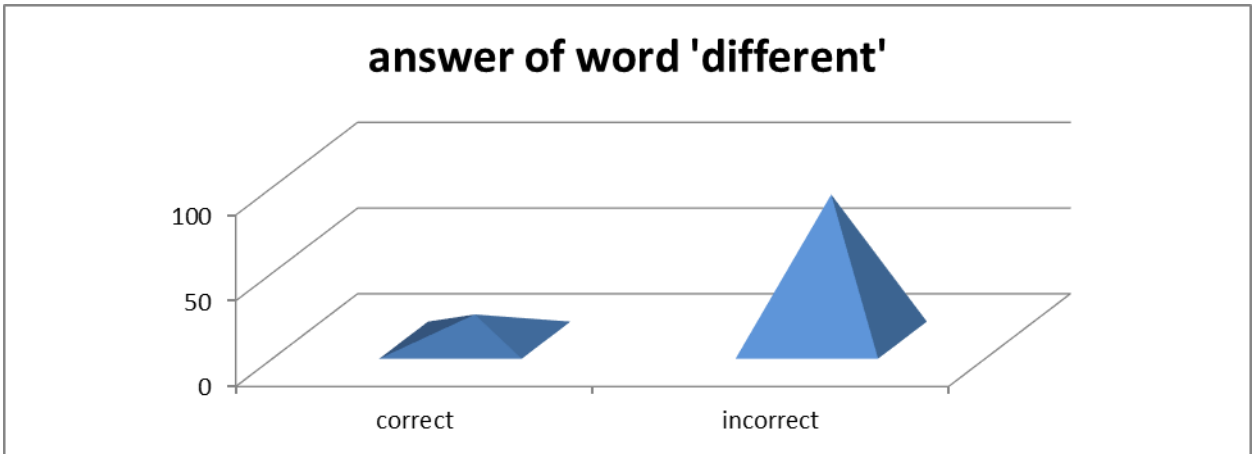
8. The word (beauty) 32.5% of the answer correct and 67.5% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-45).



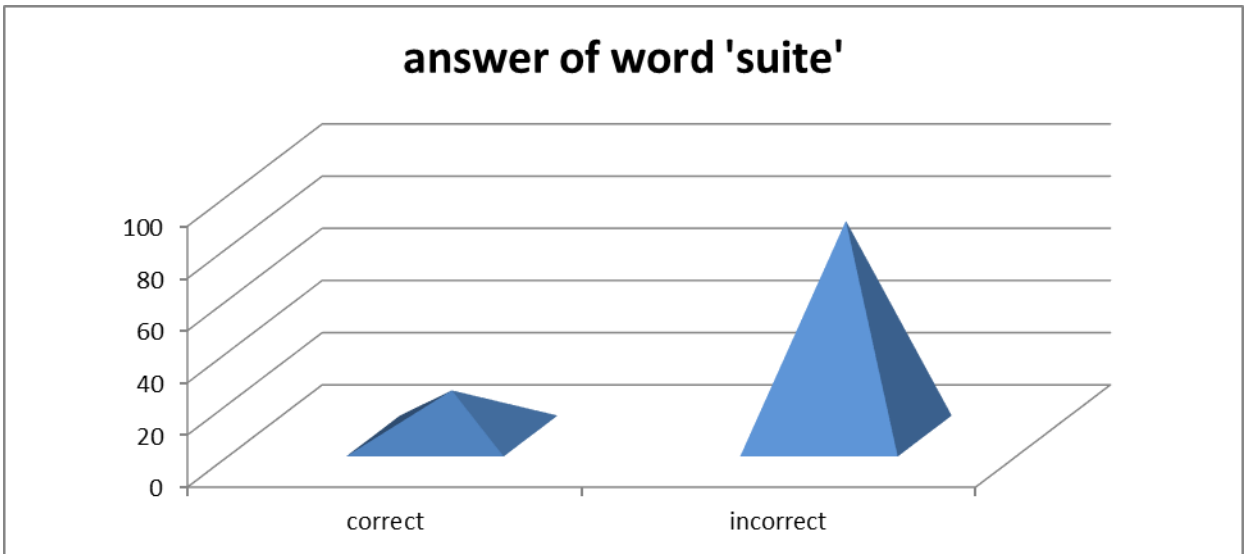
9. The word (modern) 35% of the answer correct and 65% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-46)



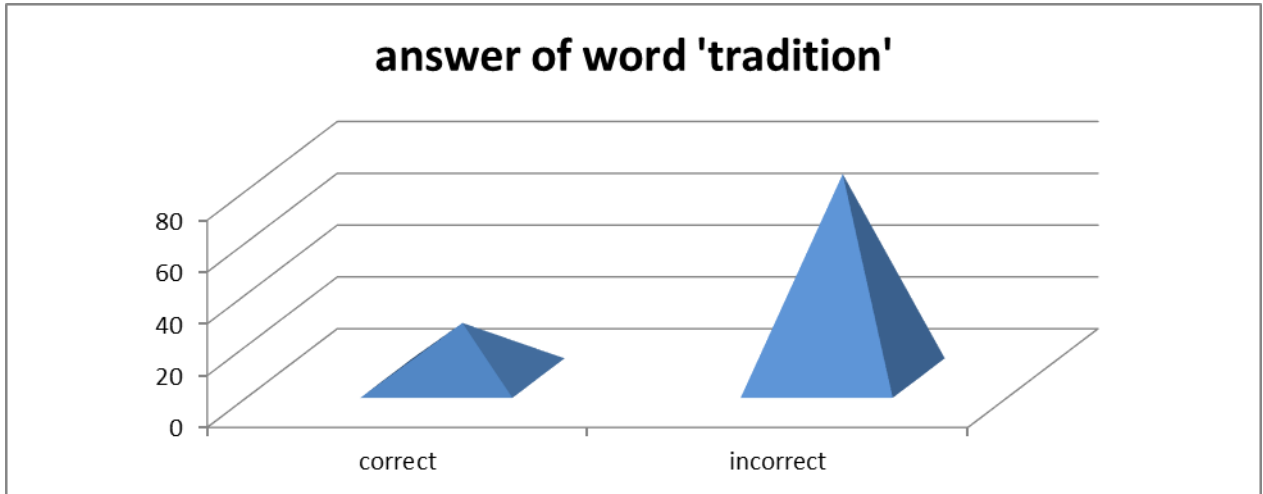
10. The word (different) 15% of the answer correct and 85% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-47)



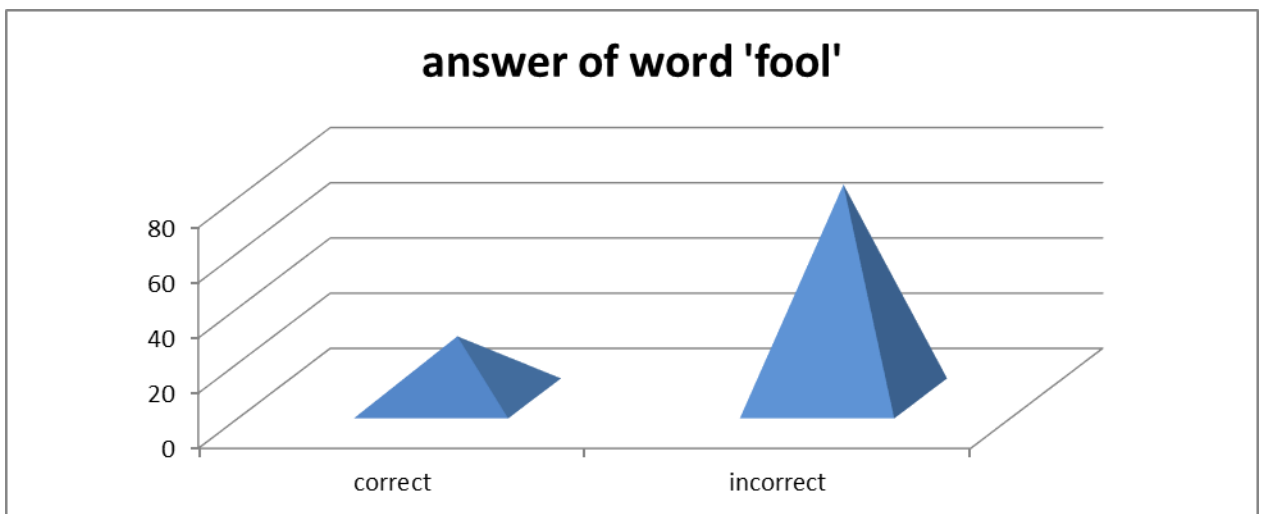
11. The word (suite) 17.5% of the answer correct and 82.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-48)



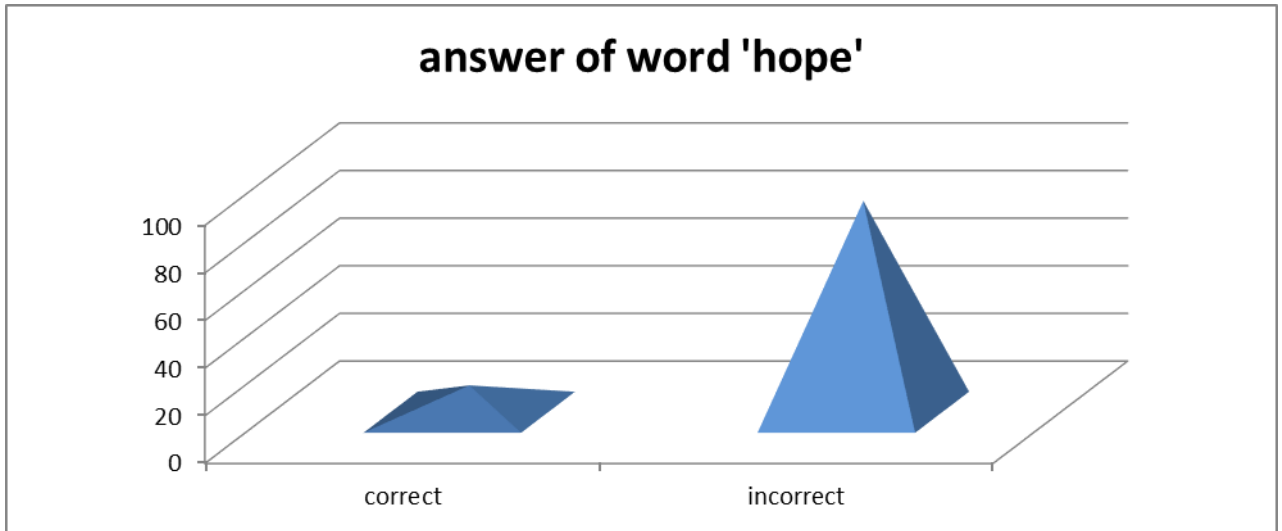
12. The word (tradition) 21.3% of the answer correct and 78.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-49)



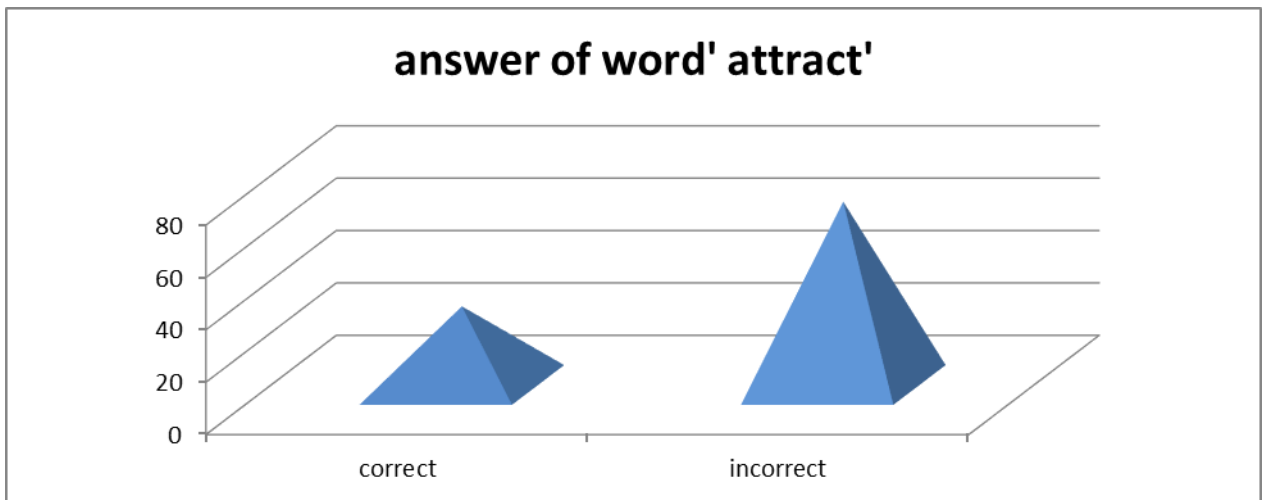
13. The word (fool) 22.5% of the answer correct and 77.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-50)



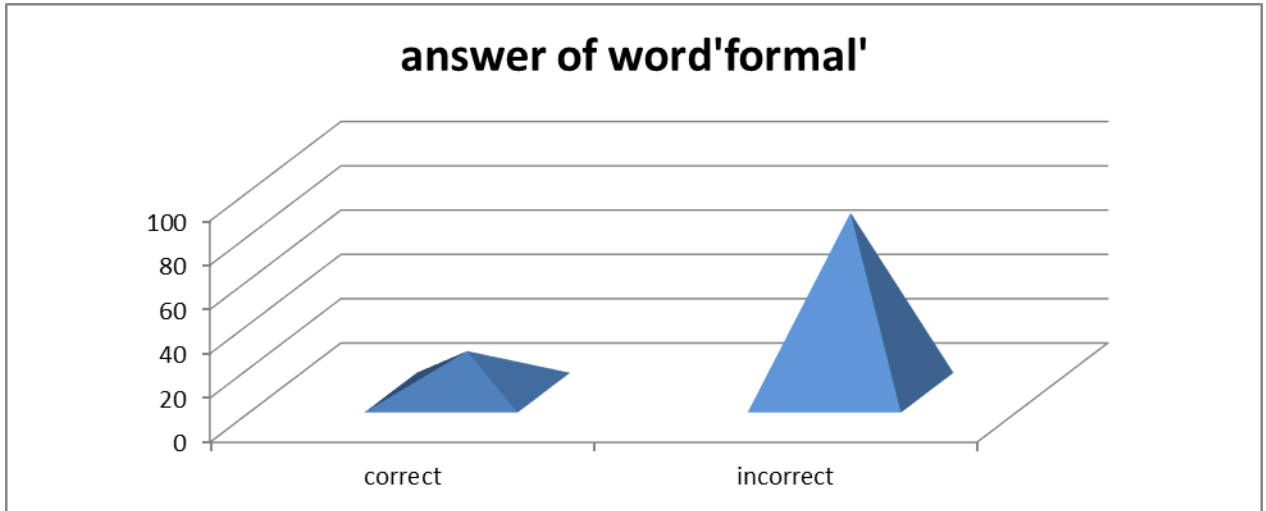
14. The word (hope) 11.3% of the answer correct and 88.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-51)



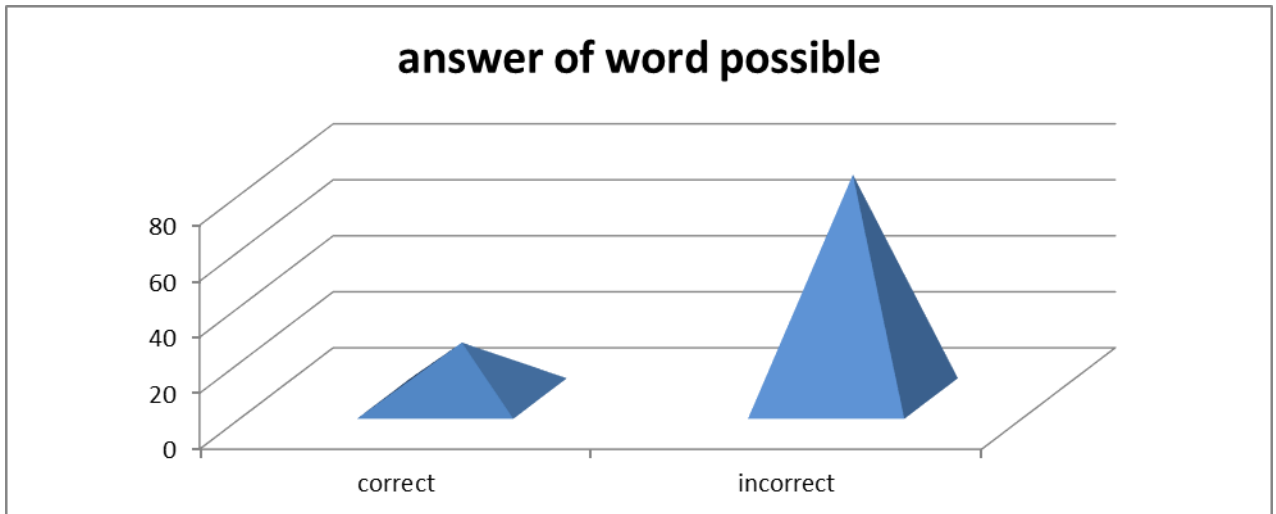
15. The word (attract) 30% of the answer correct and 70% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-52)



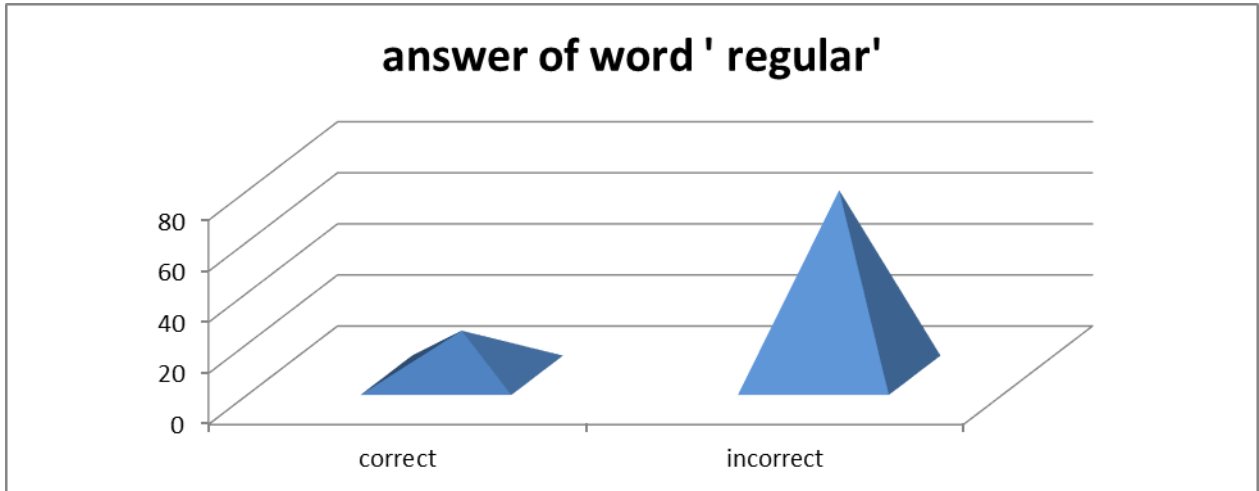
16. The word (formal) 18.8% of the answer correct and 81.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-52)



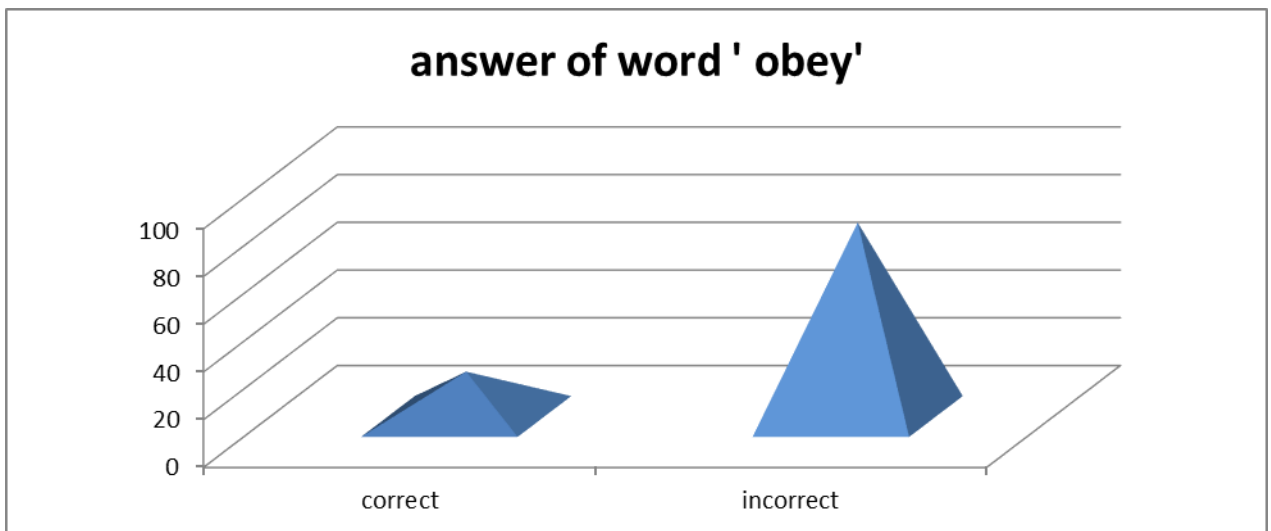
17. The word (possible) 20% of the answer correct and 80% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-53).



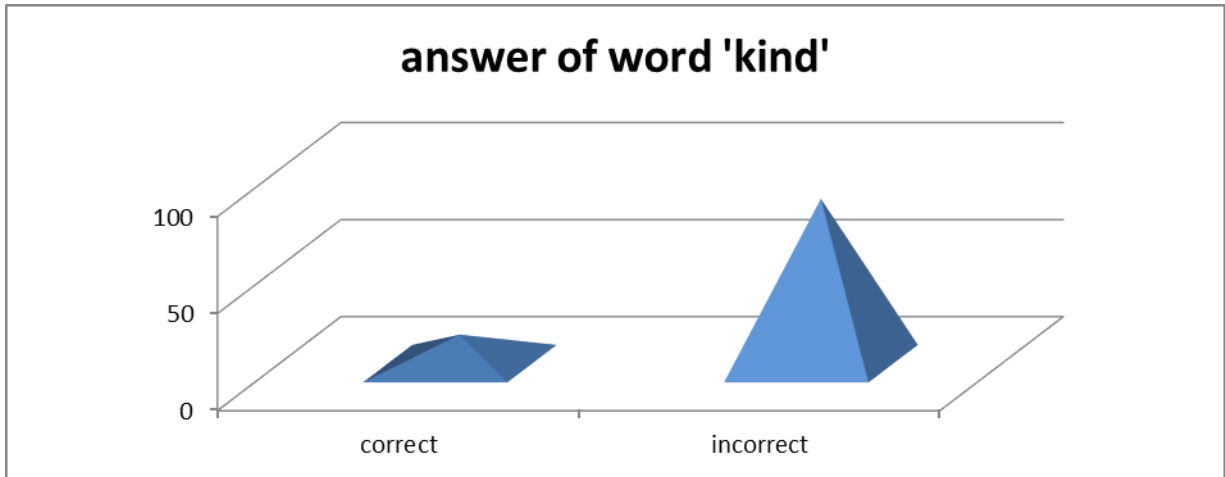
18. The word (regular) 17.5% of the answer correct and 82.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-54)



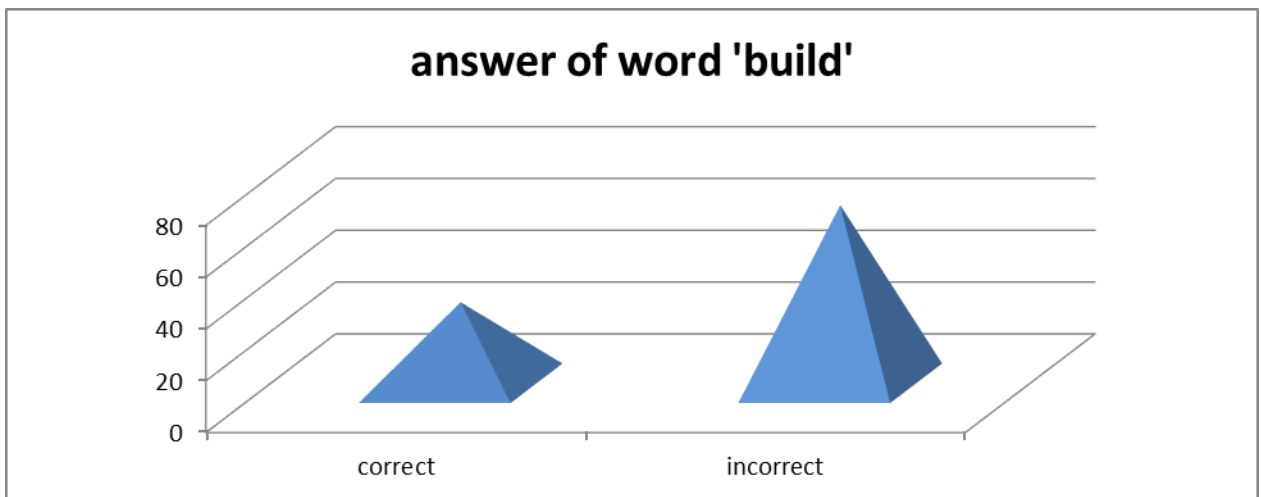
19. The word (obey) 18.8% of the answer correct and 81.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-55)



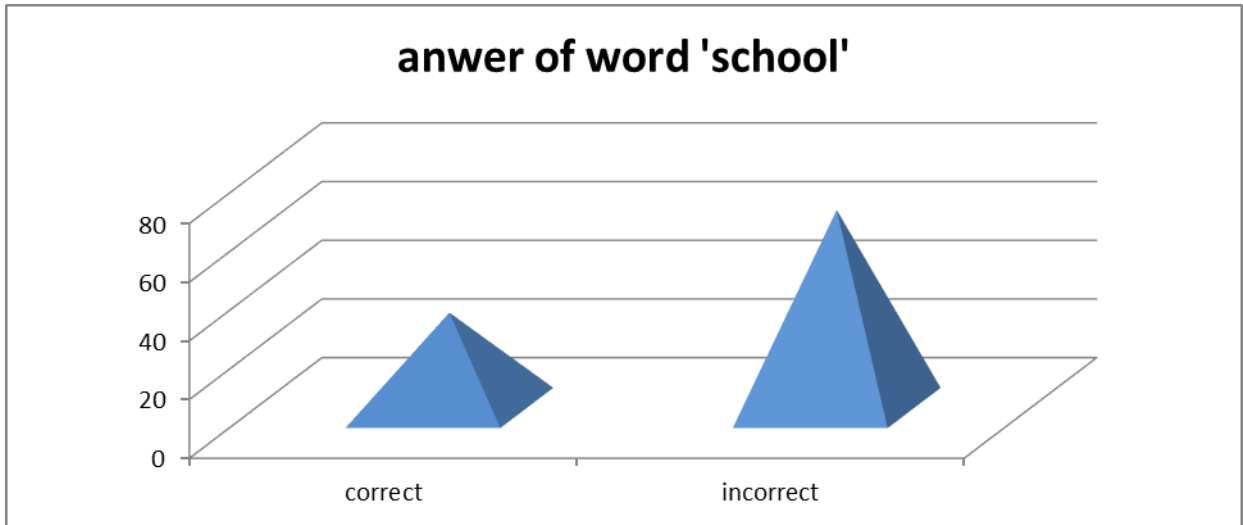
20. The word (kind) 15% of the answer correct and 85% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-56)



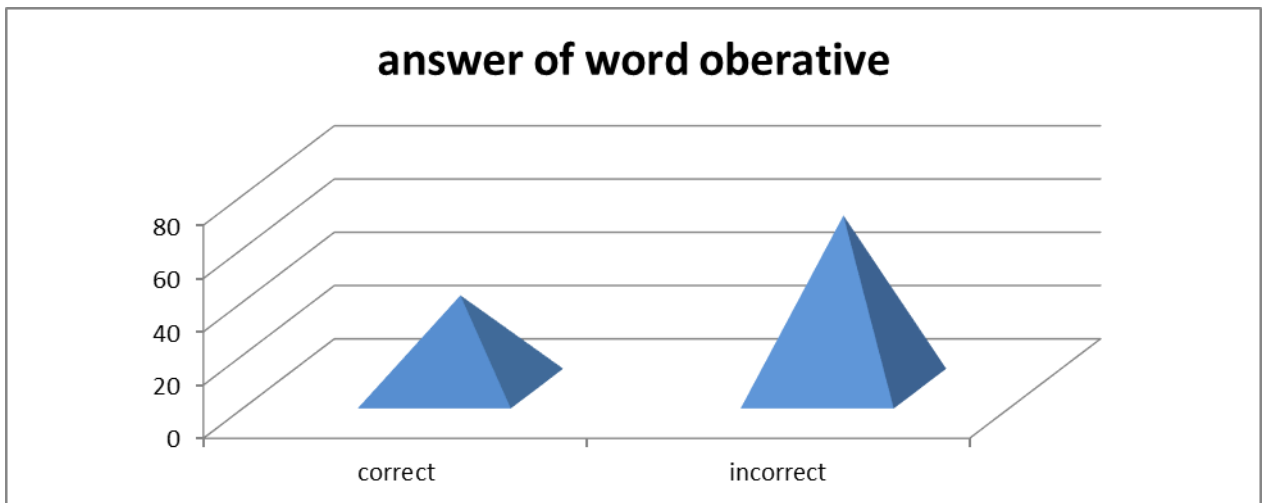
21. The word (build) 31.3% of the answer correct and 68.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-57)



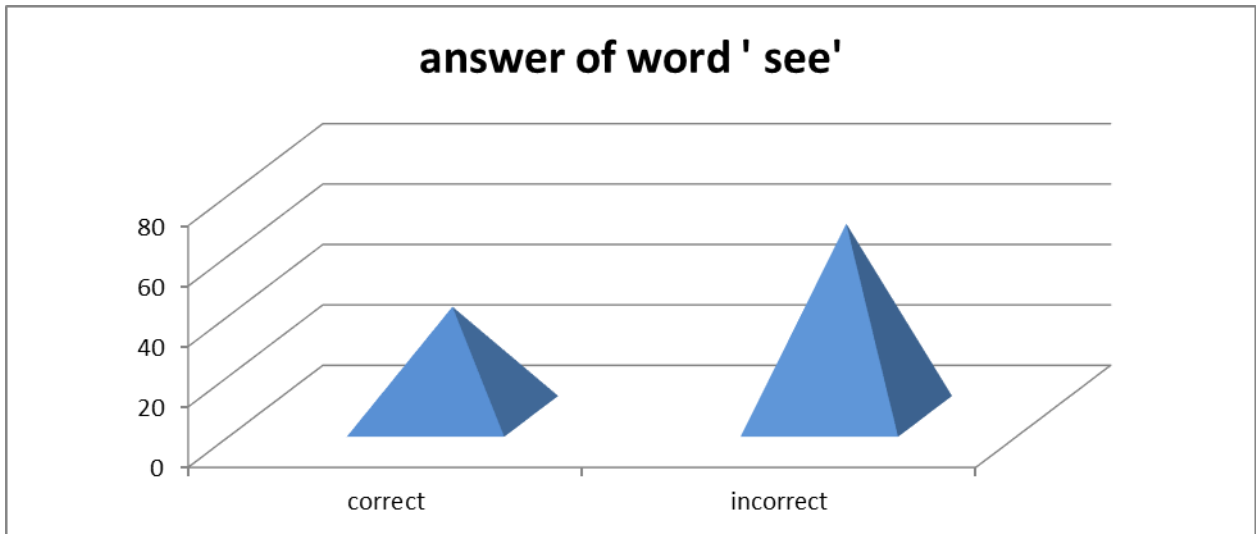
22. The word (school) 32.5% of the answer correct and 67.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-58)



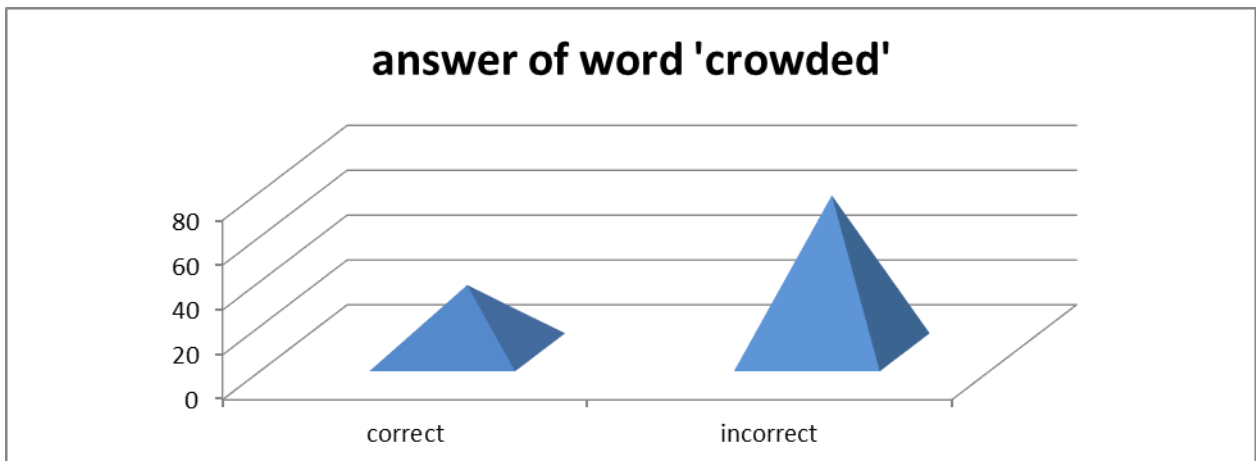
23. The word (operative) 35% of the answer correct and 65% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-59)



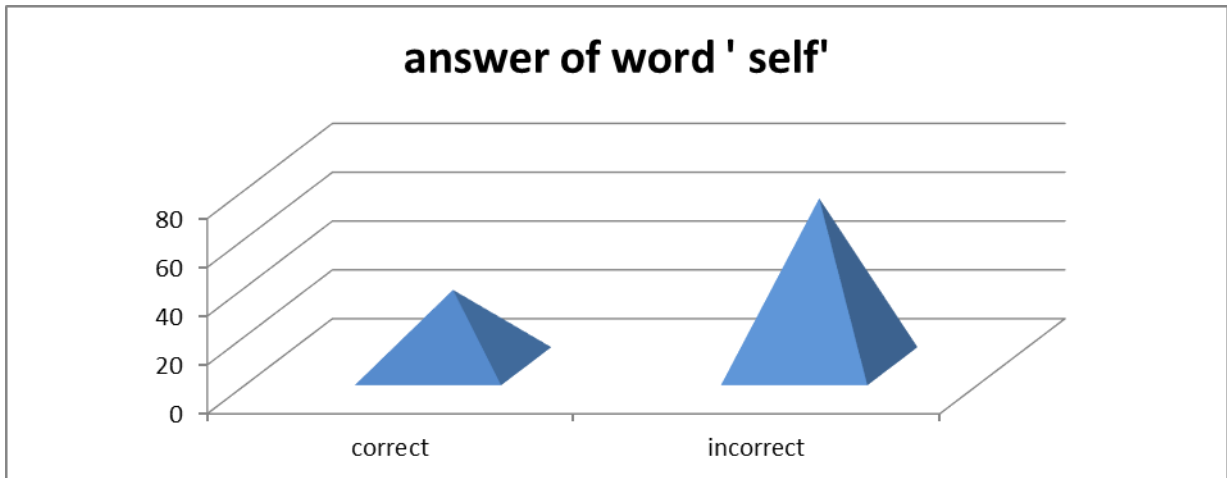
24. The word (see) 36.3% of the answer correct and 63.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-60)



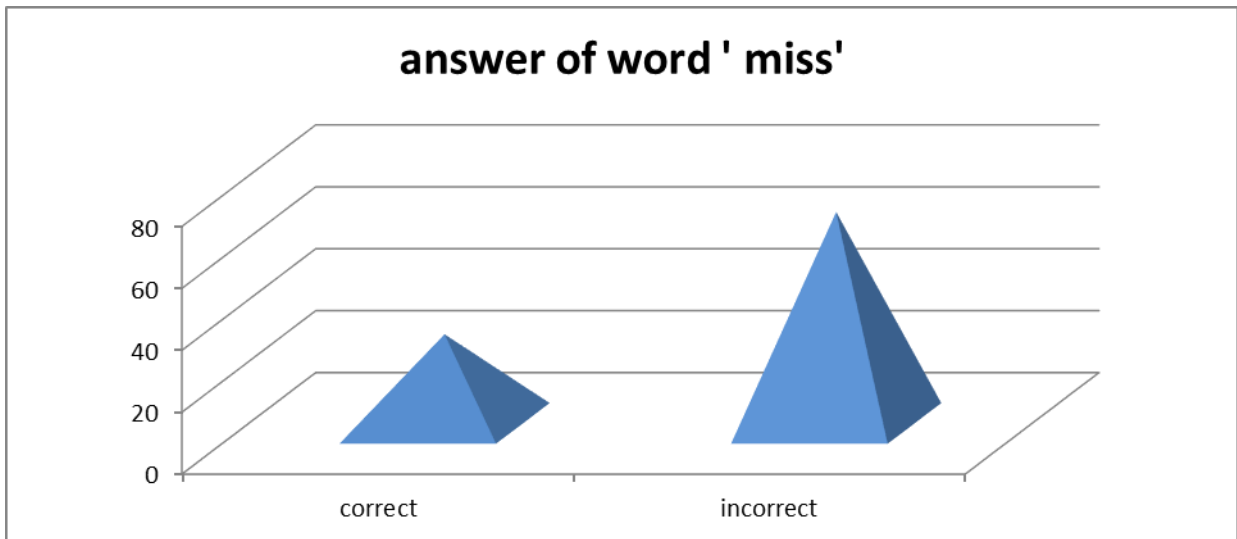
25. The word (crowded) 30% of the answer correct and 70% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-61)



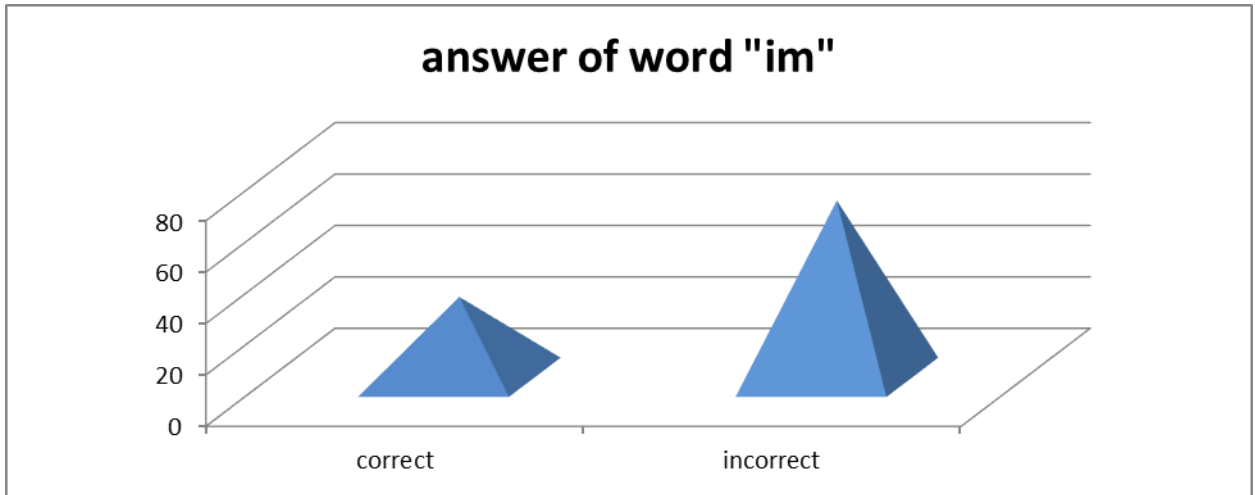
26. The word (self) 31.3% of the answer correct and 68.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-62)



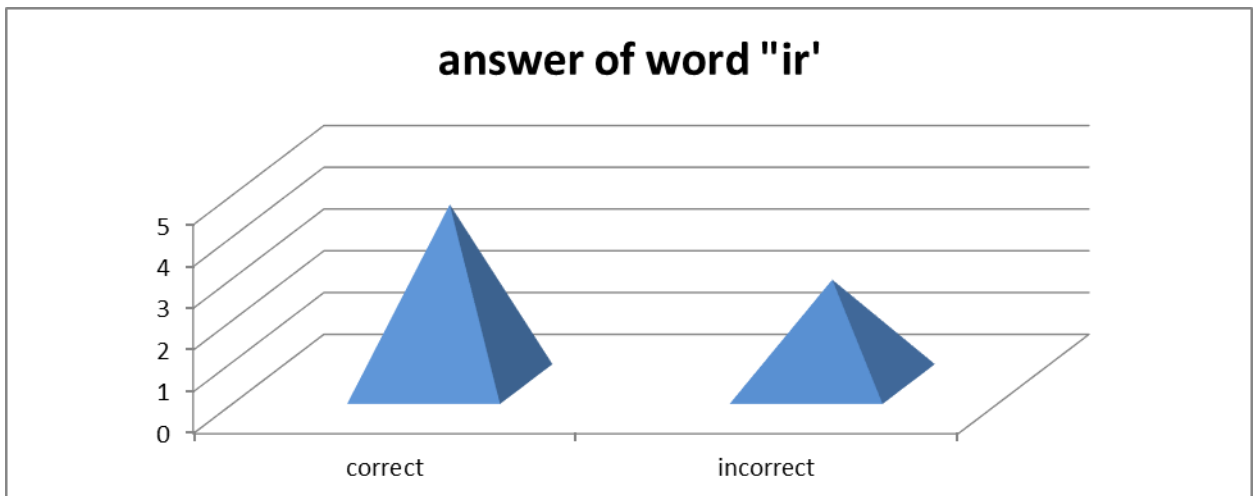
27. The word (miss) 28.8% of the answer correct and 71.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-63)



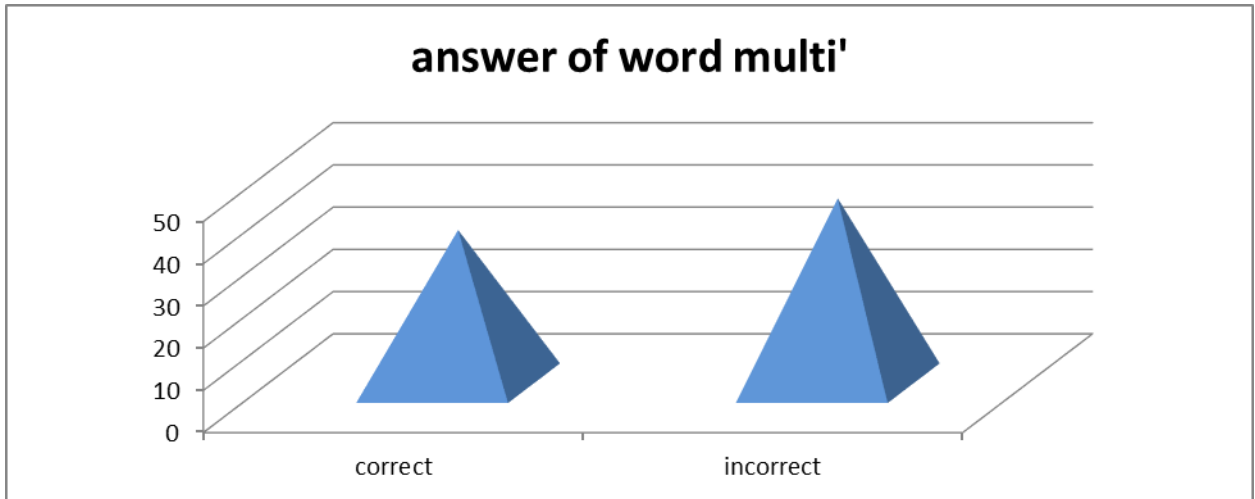
28. The word (im) 31.3% of the answer correct and 68.8% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-64)



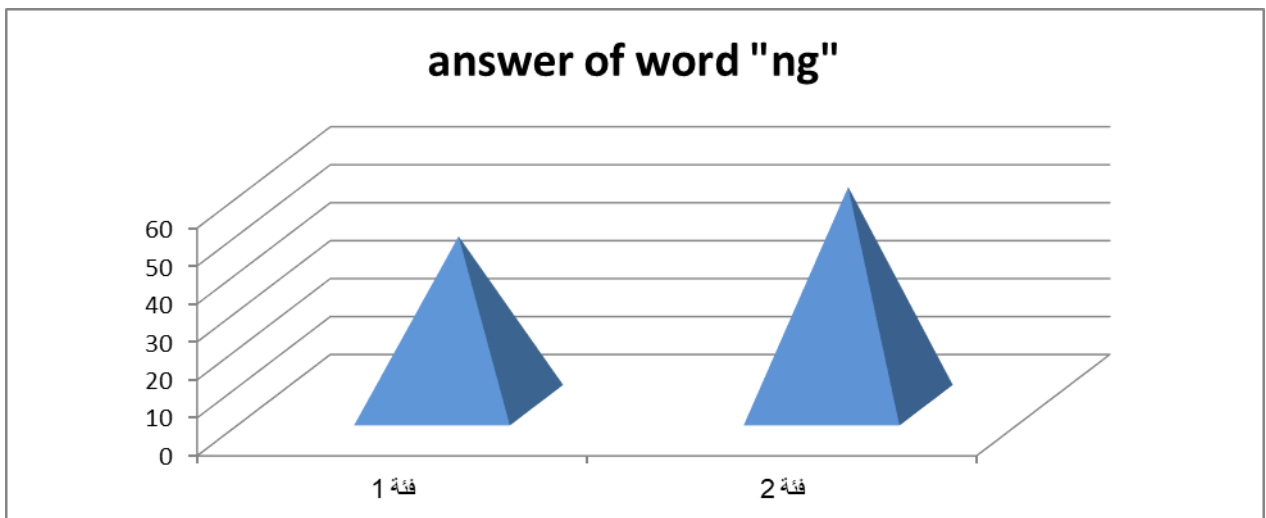
29. The word (ir) 27.5% of the answer correct and 72.5% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-65)



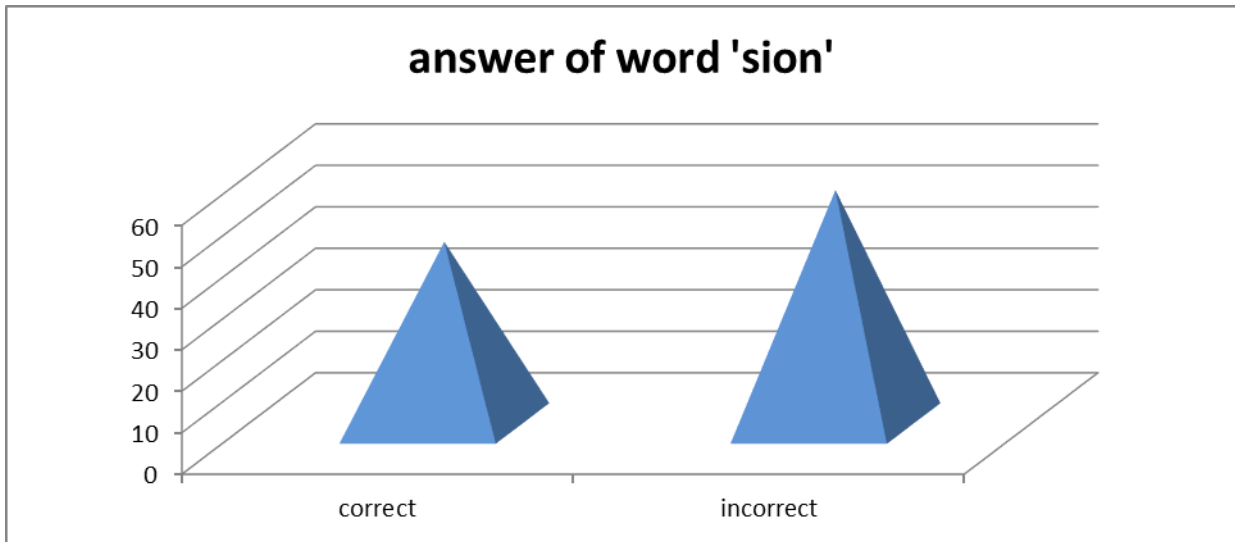
30.The word (multi) 36.3% of the answer correct and 63.8% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-66)



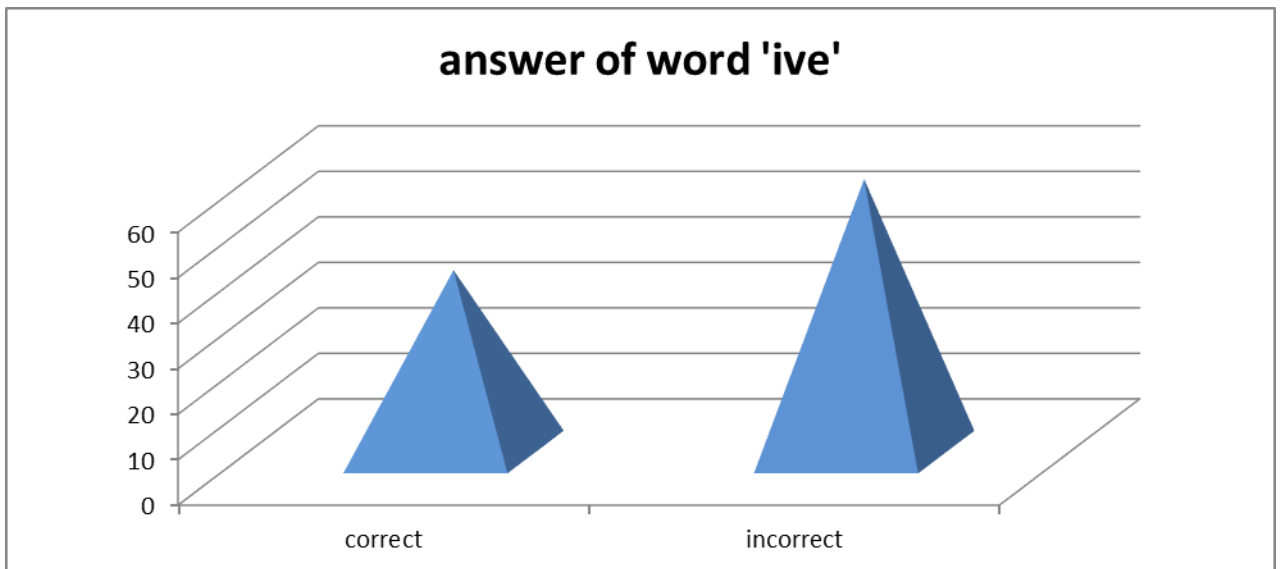
31.The word (ing) 44.5% of the answer correct and 57.5% incorrect, the final comment is positive, and this result can be represented by the following diagram number (4-67)



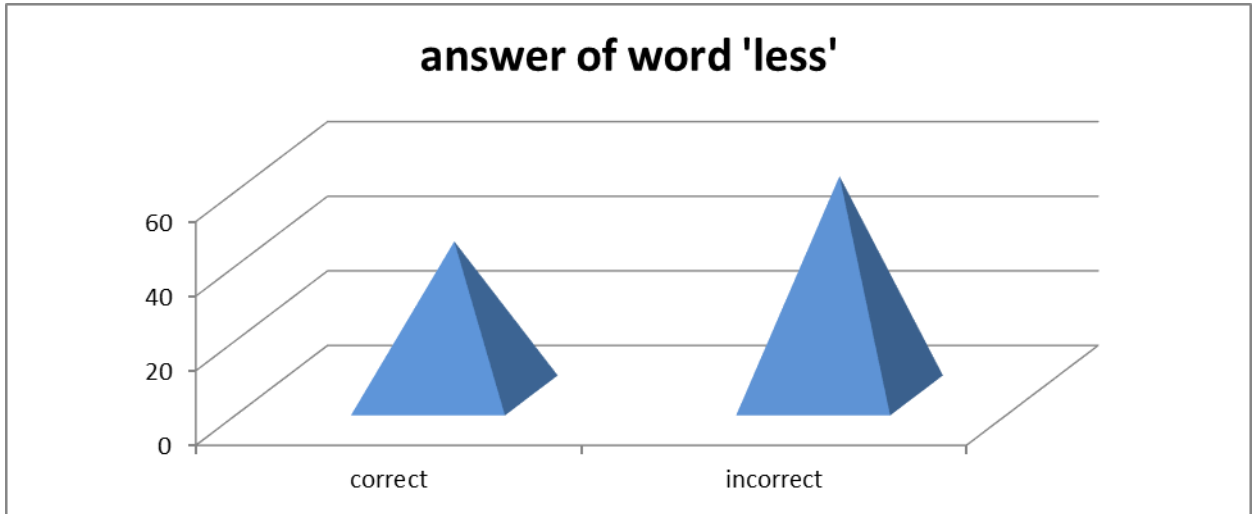
32.The word (sion) 43.8% of the answer correct and 56.3% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-68)



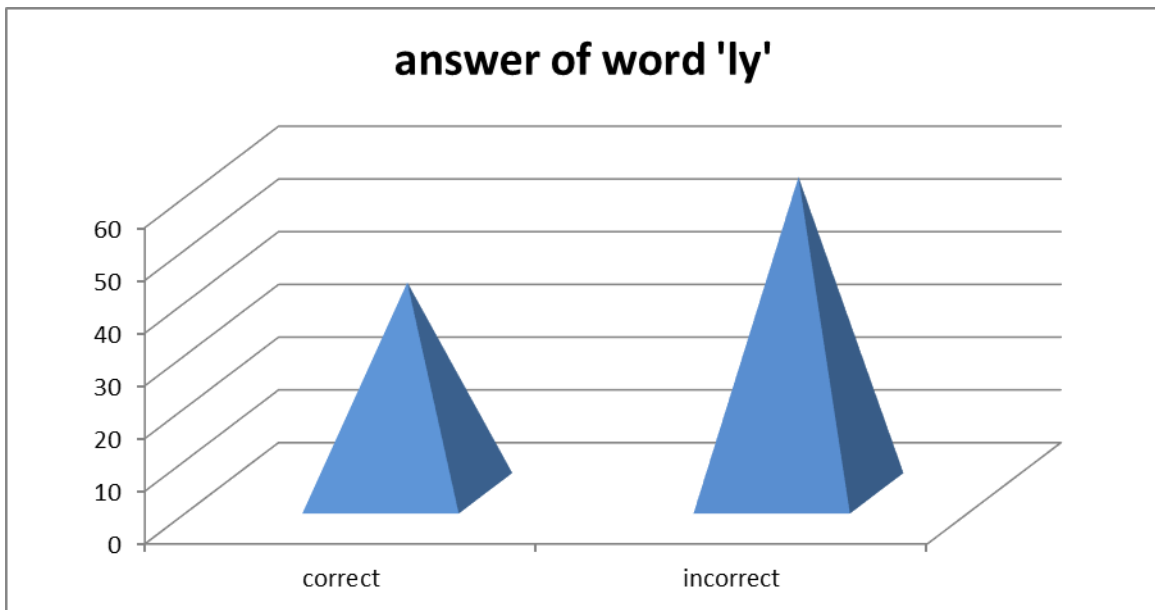
33.The word (ive) 40% of the answer correct and 60% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-69)



34.The word (less) 41.3% of the answer correct and 58.8% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-70)



35.The word (ly) 40% of the answer correct and 60% incorrect, the final comment is negative, and this result can be represented by the following diagram number (4-71)



Result of the second hypotheses:

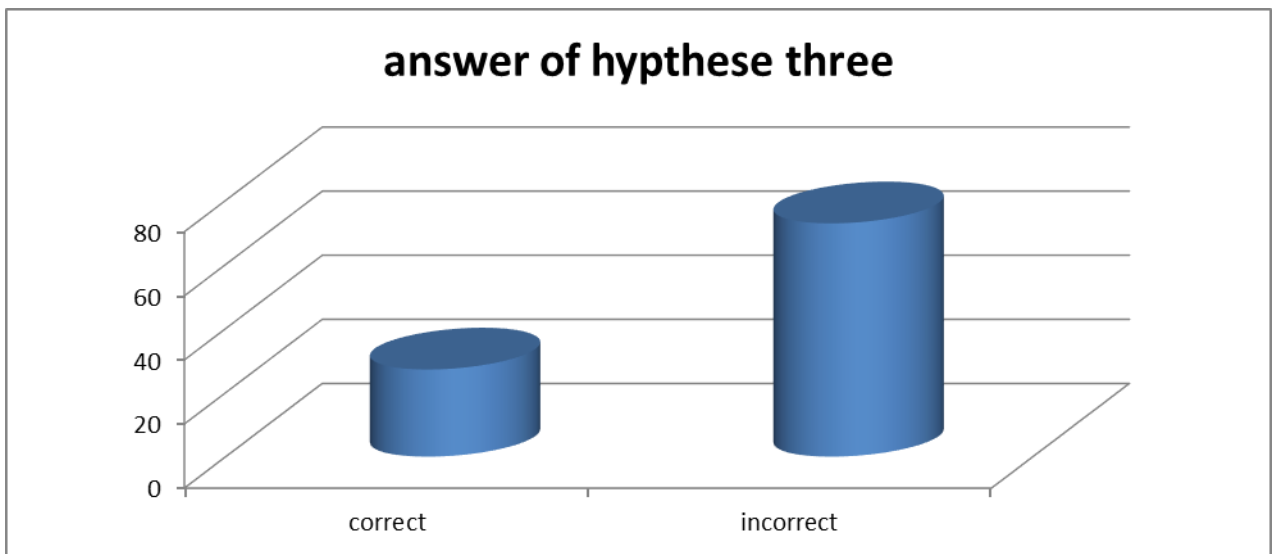
The first hypotheses state that” The student’s ability in writing skill is weak”. The table number (4-3) explain the result of this hypotheses

Table (4-5) explain the result of hypotheses two

table number (4-5)

hypotheses	correct answer		incorrect answer		average	k ²	comment
	number	percentage	number	percentage			
second	762	27.2	2547	72.8	1.27	19.7	negative

The above result can be represented in the diagram number (4-72) as shown bellow.



and according to the final result of the student for all the word mistake in use spelling rules when use affixation, the number of correct answer is 762 with percentage 27.2% and the number of correct answer is 2547 with percentage 72.8% so the final comment for this hypotheses is true and then this mean that

student's ability in writing skill spelling rules when use affixation is weak. This low obtained percentage provides a negative answer to question three.

4.5 Conclusion

The pedagogical role of using affixation in bridging the writing correct spelling or writing skills target language evidently observed from the data and was defined in this chapter. The findings examined in this chapter will be supported with discussions and explanation in the next chapter while recommendations for future research topics will be given as a conclusion to this study.

4.6 Confirmation of the hypotheses

The first hypotheses which says that secondary school students are quite poor in using affixation in English language, confirmed that the standard of secondary students is very weak in English language. Forming words by using affixation depends on the knowledge of vocabulary . Students need vocabulary to help them understand the books they read, the music they listen to, or the shows they watch , as well as words that can help them to express their feelings. The problem of The students is that they lack the vocabulary knowledge so they find difficulties to use affixation. students who have poor vocabulary knowledge are at risk of wider language weaknesses and reading comprehension difficulties which will impact upon their educational achievement. The best ways that help students to acquire the vocabulary is by reading, vocabulary is developed alongside the development of reading . So students have to read more and more to develop their English language. Also the best way of teaching vocabulary is that the teacher have to think of how students will recall a word when sitting for an exam and use this as his starting point to determine how he want his students to remember what he have taught

them , in other words teacher must not teach new words in a vacuum. He have to create a contextual experience that leaves a deep impression so when the time comes for his class to recall a particular list of words, they will be able to access these words with little trouble.

The second hypotheses which says that the students ability in writing is weak, confirmed that students have problems in writing skill. The rate of poor performance in English language has been attributed to the spelling mistakes among secondary students. Students were measured by written test on affixation so as to form new words by adding suffix or prefix. The result show that there are many spelling mistakes after the addition of affixation. The students knowledge about spelling rules is very weak they do not know how to write correct shape of the word. ,English is a language which many rules, oddities and exceptions in its spelling. Many English words are not pronounced the way they are spelt and this has constituted a huge problem of learners of the language. . Also, certain words sound alike in English language and this can lead to error while learners are writing them .Examples of such words are Seize/ cease, scene/sin, right/write, suit/ sooth among others. Spelling is a complex cognitive activity in which several mental processes are involved. learning to spell correctly is not usually easy for many people but it is very important for all those who are learning the language. Also, certain words sound alike in English language and this can lead to error while learners are writing them .Examples of such words are Seize/ cease, scene/sin, right/write, suit/ sooth among others. Spelling is a complex cognitive activity in which several mental processes are involved. learning to spell correctly is not usually easy for many people but it is very important for all those who are learning the language. Spelling mistakes regards a barrier which hence the language acquisition. It makes students hesitate a lot in writing and also affect the understanding of the meaning of the words. Spelling problem make it difficult for students to express their ideas in writing composition or any other common participation . English language writing has always been a challenge for secondary students to master . Developing students ability in writing is one of the major challenge faced by

ESL. teachers in most schools now a days. A teacher needs to be aware of the challenges faced by other English in teaching writing skills and ESL students challenge in learning to write.

Confirmation of the third hypotheses, teaching spelling rules help students to develop vocabulary. Words in English are not always spelled as they are pronounced . spelling in English follows some basic rules and the majority of English words follow these rules. Students can learn the rules but there are always exceptions to the rules that need to be learned too. The main basic spelling rules of English relate to : prefixes and suffixes, spelling and plurals, doubling letters, dropping and adding letters, verb forms. For instance , spelling prefixes: when there is a prefix, we do not normally add or take away more letters, like dis+obey_ disobey, mis+spell_ misspell. Prefixes il-, im-, ir- are commonly changed in-to il-, im-,or ir- when the first letter of a word is l, m,p,or r, in becomes il- before l like illegible, illiterate. Also in becomes im- before m or p like immoral, impossible. and in becomes ir- before r like irrelevant, irresponsible. There are rules for plurals of regular nouns and the -s forms of regular verbs. The general rule is add -s, like bring- brings day- days ear. If a word ends in an -e , we add -s like face-faces,judge-judges. If a word ends in a consonant plus -y, we change -y to i and add -es like baby- babies, reply- replies. The teacher should have take the above examples of the spelling rules to guide the students to develop the English language. And also There are many ways to improve students penmanship through writing exercises , students may use different writing methods at a time .There are various teaching writing strategies for example , pre-writing, writing warm-up, collaboratively write, using sentence starters, and guided writing . All the teaching of writing strategies cannot be used at the same time as they may have different teaching objectives. Employing various teaching techniques to

teach writing will help the students to improve their writing skills in English. As the students have interest and became active participant in learning, the learning process will fall on the right track. Besides, using various writing strategies will make the students think creatively. Students may use what they know by combing opinions and facts, thus, making a new piece of writing.

Chapter five

Main findings, conclusions, recommendations and suggestions for further studies .

5.0 Introduction:

There search investigates the problem of using affixation in English language that faces the students of secondary schools. It also contribute in solving the problems of the spelling mistakes which student make when use affixation. Also the study raise the point of the importance of teaching the spelling rules which help students in forming words and develop the language. The researcher used descriptive method and form a test as a tool to collect the data.

5.1. Main findings:

The study of the errors committed by the sample of the study in the area of rule restrictions has revealed the following:

1. Secondary school's student is quite poor in using English language affixation.
2. student's ability in writing skill is weak.
3. Students knowledge about vocabulary is limited.
4. Teaching spelling rules help students to develop vocabulary
5. Spelling mistakes cause difficulties in writing skills among secondary studen

This study is intended to investigate the difficulties that face students in using affixation in English language. The researcher has designed a test which contains of six questions to form words by using suffixes and prefixes. Throughout the test, the researcher, noticed that secondary students are very weak in English language, so they face difficulties in forming correct words. The researcher found that the problem of using affixation refers to different reasons for example some students do not know the meaning of the words so

they choose a suffix or a prefix randomly. Also some students do not ware about the changes in spelling after they add a suffix or prefix.

5.3 Recommendation:

1-To promote the standards of learning and minimize the quantity of the errors the learners make. 2-

2-Teachers should encourage their learners to be serious enough and make the maximum use of their cognitive abilities during their learning process. This needs a friendly relationship between teachers and students.

3-Also students should get audio materials so they can hear the correct pronunciation of sounds and words.

4-Students should not be too dependent on the teacher, if they do so, they will never be able to learn the language on their own. If students insist that they do not know how to read or write on their own, they need to be reassured that they actually can with positive feedback and encouragement.

5-Teachers can help in creating the good conditions necessary for successful learning. Furthermore, teachers have to devise good instructive games which can create the sense of challenge in their learners. Besides such instructive games teachers can devote some of their lessons to remedial work in order to guide their learners to correct the use of the target language.

6-Learners also have to be serious in their study and make sure that they have thoroughly learned a particular item or structure. Learners' being serious and active encourages teachers to do their best towards their learners and devote their time and effort to successful and effective teaching

.7- Also learners must be extra careful to be sure to use correct materials recommended by a reliable teacher of English and they must make a deliberate and conscious effort to learn with or without a class teacher.

5.4 Suggestions for Further Studies

The investigation of the written skills by the learners under study has revealed so many of the errors that reflect the learners' ignorance of spelling.

Ability of modern method teaching English to minimize the difficulty of using affixation .

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APPENDIX 1

The test class (3-1)

Test 3rd class

Question One:

Use the following suffixes to form nouns from the verbs below:

Sion –th-tion -ssion-ment

1	Educate	
2	Develop	
3	Grow	
4	Televis	
5	Permit	

Question Two:

Add the following suffixes to the nouns or adjective to form verbs:

En –iate-ify -ize-ise

1	Organ	
2	Dark	
3	Beauty	
4	Modern	
5	Different	

Question Three:

Add the following suffixes to the words below to form adjective

Al –full-able -ive- ish

1	Suite	
2	Tradition	
3	Fool	
4	Hope	
5	Attract	

Question Four:

Use the following prefixes to form to form the opposite of each word below:

Dis –in-un -ir-im

1	Formal	
2	Possible	
3	Regular	
4	Obey	
5	Kind	

Question Five:

Form new words by adding the following prefixes to the words below:

Co –over-pre -re-fore

1	Build	
2	School	
3	operative	
4	See	
5	Crowded	

Question Six:

Add affixes to the words between the brackets at the end of each sentence to form words which fit in the given spaces below:

Self – mis – ir – multi –ing- sion – ive- less – ly- im

1. You are careless and (responsible)
2. It is wrong to (use)
3. My parents always treat me (kind)
4. The Nafeer or work is widely used by people in the Sudan. (collect)
5. Sorry, your idea is completely (practical)
6. Sudan has become agricultural product on (sufficient)
7. Civil wars left many people (home)
8. This child needs..... or good health.(vitamins)
9. Great efforts are made to fight (erode)
- 10.The Nile provides us with sweet, pure water (drink)

APPENDIX 2

The test class (3-2)

Test 3rd class

Question One: Use the following suffixes to form nouns from the verbs

below: Sion –th-tion -ssion-ment

1	Educate	
2	Develop	
3	Grow	
4	Televise	
5	Permit	

Question Two: Add the following suffixes to the nouns or adjective to form

verbs: En –iate-ify -ize-ise

1	Organ	
2	Dark	
3	Beauty	
4	Modern	
5	Different	

Question Three: Add the following suffixes to the words below to form adjective: Al –full-able -ive-ish

1	Suite	
2	Tradition	
3	Fool	
4	Hope	
5	Attract	

Question Four: Use the following prefixes to form to form the opposite of each word below: Dis –in-un -ir-im

1	Formal	
2	Possible	
3	Regular	
4	Obey	
5	Kind	

Question Five: From new words by adding the following prefixes to the words below: Co –over-pre -re-fore

1	Build	
2	School	
3	Operative	
4	See	
5	Crowded	

Question Six: Add affixes to the words between the brackets at the end of each sentence to form words which fit in the given spaces below: Self – mis – ir – multi –ing- sion – ive- less – ly - im

1. You are careless and (responsible)
2. It is wrong to (use)
3. My parents always treat me (kind)
4. The Nafeer or work is widely used by people in the Sudan. (collect)
5. Sorry, your idea is completely (practical)
6. Sudan has become agricultural product on (sufficient)
7. Civil wars left many people (home)
8. This child needs..... for good health.(vitamins)
9. Great efforts are made to fight (erode)
10. The Nile provides us with sweet, pure water (drink)

Validity Jury Committee number(3-3)

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Dr. AbdelmajedHarron	PHD holder - a teacher	Omdurman Locality
Dr. Montasir Ahmed	University teacher	Sudan university