



Sudan University of Science and Technology
College of Graduate Studies



**Usage of Suffixes in English language as problem
Encounter Sudanese University Students- A case
Study at Elfasher University**

**إستعمال اللواحق اللواحق في اللغة الإنجليزية كمشكلة تواجه طلاب
الجامعات السودانية – دراسة حالة جامعة الفاشر**

**A Thesis Submitted in Partial Fulfillments of the Requirements of
M.A Degree in English Language**

Prepared by:

Mohammed Adam Mohammed Ali

Supervised by:

Dr. Yusuf Altiraifi Ahmed

2015

Dedication

To the souls of my parents, spouse and my children.

Acknowledgements

I am greatly indebted to Dr. Yusuf Altiraifi Ahmed for his unique scholarly supervision; a debt of gratitude is also due to the members of English Department (Graduate College). Faculty of languages, Sudan University of Science and Technology.

I am no less grateful to the staff and students in the University of Alfashir, who were involved in the process. I would like to thank all of my colleagues, too many names whose suggestions, criticism and tangible help have helped a lot in the process of the study .

Finally my thanks extend to everyone who supported me.

Abstract

This study has dealt with the problem that faced some Sudanese University students when adding affixes to English words. The study consists of five chapters; the first chapter is an introduction, statement of the problem, questions of the study, hypothesis, objectives, significant, limits and methodology of the study. The second chapter presents theoretical frame work and literature review; concentrated on affixes, the main rules associated with adding affixes to English words, as well as English inflectional and derivational morphology. The third chapter is devoted to the practical part of the study as introduction, subjects, instrument, data collection procedures, reliability, and validity. The fourth chapter reflects data analysis, results and discussion. The last chapter shows findings, recommendations, conclusion and further studies. The researcher concludes that there is a great variance in using affixes correctly. Therefore, the researcher recommends the upcoming researchers for further studies in order to investigate the topic from different views.

مستخلص البحث

تناولت هذه الدراسة المشكلات التي تواجه بعض الطلاب السودانيين في إضافة اللواحق للكلمات الانجليزية، تحتوى الدراسة على خمسة فصول حيث تناول الفصل الاول التمهيد ومشكلة الدراسة، وأسئلة الدراسة، وفرضياتها وأهدافها وأهميتها، وحدودها، كما يستعرض الفصل الثانى الأدب المنشور مركزاً على اللواحق والقواعد المرتبطة بإضافة اللواحق إلى الكلمات الانجليزية وكذلك الاشتقاق والإضافة. إنتقل الباحث فى الفصل الثالث إلى الجانب العملى من الدراسة متمثلاً فى مجتمع الدراسة، جمع المعلومات، وطريقة التحليل وفقاً للمصادقية والصلاحية. بينما عكس الفصل الرابع تحليل البيانات ومخرجات الدراسة. أما الفصل الأخير فقد تضمن النتائج والتوصيات والخاتمة بجانب الموضوعات المقترحة للدراسات المستقبلية. توصل الباحث إلى وجود تباين كبير فى الإستخدام الصحيح للألواح فى الكلمة الانجليزية، لذا يوصى الباحث الباحثين فى هذا المجال مستقبلاً بإجراء المزيد من الدراسات المتعلقة بالجوانب الاخرى للموضوع .

Table of Contents:

Statement	Page
Dedication	II
Acknowledgements	III
Abstract(English)	IV
Abstract(Arabic)	V
Table of Contents	VI - VIII
List of Tables	IX
List of Charts	X
Chapter One	
Introduction	
1.1 Introduction	1
1.2 The Statement of the problem	3
1.3 The Questions of the study	3
1.4 The hypotheses of the Study	3
1.5 The Objectives of the study	3
1.6The significance of the study	4
1.7 The Limits of the study	4
1.8The Methodology of the study	4
Chapter two	
The Theoretical Framework & Literature Review	
2.1 Introduction	5
2.2 Suffixes	5
2.3 Types of suffixes	6
2.4 English derivational morphology.	8

2.5 English inflectional morphology.	8
2.6 Lexical affixes (Semantic affixes)	9
2.7 The main rules associated with adding affixes.	10
2.8 Addition	14
2.9 Omission	14
2.10 Related previous studies	14
Chapter three	14
Methodology	
3.1 Introduction.	18
3.2 Population	18
3.3 Subjects	18
3.4 Instruments.	19
3.5 Objectivity.	19
3.6 Reliability	20
3.7 Validity	20
3.8 Procedures.	21
3.9 Method of data analysis.	22
3.10 Approaches of the discussion of the result.	22
3.11 Summary.	22
Chapter Four	
Data analysis, results and discussion.	
4.1 Introduction	24
4.2 General description of results of the subject performance.	24
4.3 Discussion of the test results.	24
4.3.1 Question one	25
4.3.2 Question two	26

4.3.3 Question three	27
4.3.4 Question four	28
4.3.5 Question five	29
4.3.6 Question six	30
4.3.7 Question seven	31
4.3.8 Question eight	32
4.3.9 Question nine	33
4.3.10 Question ten	34
4.3.11 Question eleven	35
4.3.12 Question twelve	36
4.3.13 Question thirteen	37
4.3.14 Question fourteen	38
4.3. 15 Question fifteen	39
4.3.16 Question sixteen	40
4.3.17 Question seventeen	41
4.3.18 Question eighteen	42
4.3.19 Question nineteen	43
4.3.20 Question twenty	44
4.4 Testing of the hypotheses	45
4.5 Conclusion	46
Chapter five	
Conclusion, Recommendations and further suggestions	
5.1 Introduction	47
5.2 Recommendations	47
5.3 Suggestions for further researcher.	49

List of Tables:

Chapter TWO		
Table 1	Shows a list of common affixes with their meaning and examples	7
Table 2	English derivational morphology	8
Chapter Four		
Table 1	The result of question one	25
Table 2	The result of question two	26
Table 3	The result of question three	27
Table4	The result of question four	28
Table5	The result of question five	29
Table6	The result of question six	30
Table7	The result of question seven	31
Table8	The result of question eight	32
Table9	The result of question nine	33
Table10	The result of question ten	34
Table11	The result of question eleven	35
Table12	The result of question twelve	36
Table13	The result of question thirteen	37
Table14	The result of question fourteen	38
Table15	The result of question fifteen	39
Table16	The result of question sixteen	40
Table17	The result of question seventeen	41
Table18	The result of question eighteen	42
Table19	The result of question nineteen	43
Table20	The result of question twenty	44

List of Charts:

Chart 1	Shows the result of question one	25
Chart 2	Shows the result of question two	26
Chart 3	Shows the result of question three	27
Chart 4	Shows the result of question four	28
Chart 5	Shows the result of question five	29
Chart 6	Shows the result of question six	30
Chart 7	Shows the result of question seven	31
Chart 8	Shows the result of question eight	32
Chart 9	Shows the result of question nine	33
Chart 10	Shows the result of question ten	34
Chart 11	Shows the result of question eleven	35
Chart 12	Shows the result of question twelve	36
Chart 13	Shows the result of question thirteen	37
Chart 14	Shows the result of question fourteen	38
Chart 15	Shows the result of question fifteen	39
Chart 16	Shows the result of question sixteen	40
Chart 17	Shows the result of question seventeen	41
Chart 18	Shows the result of question eighteen	42
Chart 19	Shows the result of question nineteen	43
Chart 20	Shows the result of question twenty	44

Chapter One

Introduction

Chapter One

1.1 Introduction

English language has become the world's lingua franca; it is the main language for international communication in different fields including commerce, industry, politics and education.

This is the main reason, why millions of language learners all over the world are striving to improve their English language proficiency. An essential component of this proficiency is improving one's ability to communicate via writing since it is crucial to effective communication and essential to employment in today's world.

One important factor to consider with writing competency is spelling, as a single misspelled word can change a word and alter the whole meaning of the sentence. In general, good spelling is regarded as a sign of good education whereas poor spelling is considered negative. In addition to looking ill, poor spelling can have drastic effects on reading and writing, as (Shane, T and Darrel, M 1999 p.103) put it. Orthographic or spelling knowledge is the engine that drives efficient reading as well as efficient writing.

Good spelling knowledge is extremely important for effective word recognition, which can greatly enhance or hinder reading, as for writing, poor spelling can make writing a labored activity with regular interruptions to the thought processed by excessive attention to spelling (Louisa, M 2000).

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

Despite its drastic effects, poor spelling is dramatically on the rise for different reasons i.e. the ability to write is always decreasing.

(Gill & Scharer 1993)(Griffiths 1998)(Templeton & Morris 1999). There is a general belief that good spelling reflects [an innate ability, not something to be acquired]. Thus, a number of poor spellers do not try to improve their spelling or join remedial programs.

However, this study mainly focuses on suffixes and investigates the problems that encountered students in using suffixes and the students deal with change of word – class when using suffixes. Moreover, the study also presents the most problematic areas of suffixes, the researcher prepares a test for the students to evaluate their answers and analyze it in order to find out the results.

1.2 The Statement of the Problem

Learners of English language at undergraduate level should know the rules that governed the addition of suffixes in order to avoid certain types of spelling mistakes. Unless learners master these rules accurately some kinds of spelling mistakes might be committed. Therefore, this study attempts to shed light on problems that are caused by the misuse of affixes.

1.3 The Questions of the Study

The researcher attempts to find answers to the following questions:

- 1- To what extent do students distinguish between word –stem and affixes?
- 2- Which is the most problematic area in using suffixes in English Language?
- 3- What are the impacts of vowels and consonants letters in adding suffixes to English words?

1.4The Hypotheses of the Study

- 1- Students might encounter some difficulties to differentiate between word-stem and affixes.
- 2- The most problematic area in using affixes is due to ignorance of some rules.
- 3-To know the different roles played by consonants and vowels letters help learners mastering affixes in a proper way.

1.5The Objectives of the Study

The main objectives of the study can be summarized as follows:

- 1- To enable students to know the difference part of speech.
- 2- To help students increase their vocabulary which helpthem in both (Speaking and Writing skills).
- 3- To identify the problems that encountersome Sudanese University students in using affixes.
- 4- Help undergraduate students in using affixes in a proper way.

1.6The Significance of the Study

The significance of the study arises from the fact that SudaneseEnglish learners at University level are not aware of using affixes properly, so the researcher tries to provide the Sudanese English learners with some rules that govern affixes usage. This study will be beneficial to both learners and teachers of English and over all syllabus designers in the field of English affixes. The results of this study can be implemented to promote teaching and learning of using affixes as source of avoiding spelling mistakes as well as building vocabulary.

1.7The Limits of the Study

The study is confined to very specific type of learners; undergraduate second level of Alfashir University English students. The scope of this study is specified by the morphological process (word, formation, and building)

1.8The Methodology of the Study

The population of the study are Alfashir University students, Faculty of Arts, English department especially second year, the researcher will follow the analytical descriptive method for the test in this study; the sample will be thirty five students, in written suffixes to collect data. The researcher will adopt the applied statistical method in order to find out the results.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.1 Introduction

The purpose of this research, which is concerned with the problem of using affixes, is to provide the students with general ideas about English suffixes, which is necessary to clarify and review hypotheses relevant to the study.

(Halliday 2003, p.73) argues that, “all Languages require new terms, or new combinations of words, to express new ideas”. That is why, in this respect, morphological processes, otherwise known as word formation processes are the major processes whereby words are formed in Language, moreover, the processes that have probably added the largest number of words fall into two expansive categories, inflection and derivation. Inflection is driven by the requirement to form a word with the appropriate form in a particular grammatical context (Katamba 2005, p.45).

Learners need to be able to recall their knowledge of patterns and conventions to support their spelling. They also need arrangement of learning strategies, knowledge and skills to spell words they want to use, but have not seen it in print before.

2.2 Suffixes

Suffixes stand after the root word. Adding a suffix changes the spelling and the meaning of words. But also lead to further spelling complications. e.g. –ity can be added to –able, but the result is –ability (suitability); and when adverbs are formed

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 relates to syntax and meaning.

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

2.3 Types of Suffixes

The addition of a suffix often changes a word from one word class to another. In the table which shows the existing word, the verb move becomes the adjective movable, the noun idol becomes the verb idolize the noun child becomes the adjective childish.

There are several kinds of suffixes in English grammar. These suffixes help us very much in the formation of verbs, adverbs, nouns, adjectives from just the root words. If we are able to recap the root words then, it is very easy to form several words using suffixes that enable learners to learn different kinds of suffixes and how to use them properly to form new words. Actually there are four kinds of suffixes:

- 1- Nominal suffixes: e.g. form – formation, mobile – mobility
- 2- Verbal suffixes: e.g. modern- modernize, memory – memorize
- 3- Adjectival suffixes: e.g. laugh –laughable, educate –educational
- 4- Adverbial suffixes: e.g. nice – nicely, quick – quickly.

Table No1: Shows a List of Common Suffixes with their Meanings and Examples:

Suffix	Meaning	Example
-able –ible	Can be done	Comfortable passable
-al –ial	Having the characteristics of	Personal
-ed	Past tense verb (weak verbs)	Danced, jumped
-en	Made of	Golden wooden
-er	comparative	Tider/ nicer
-er, or	One who	Actor, narrator, worker
-est	Superlative	Nicest - greatest
-ful	Full or full of	Cupful/careful
ly	Having characteristics of	Linguistic, sarcastic
-ing	Verb form (present participle and gerund)	Dancing/singing
-ion/-tion/-ation/-ition	Act or process	Attraction, attrition
-ity – ty	State of	Humility, infinity
-ive/-ative/-lative	Adjective form of a noun	Expensive/ plaintive
-less	without	Topless/fearless
-ly	Adverb ending	Nicely/quickly
-ment	Action or process	Enjoyment/entrenchment
-ness	State of, condition of	Eagerness/kindness
-ous/eous	Possessing the qualities	Erroneous, joyous

-s/-es	Plural	Tables/Foxes
-y	Characterized by	Fatty, happy, jumpy

2.4 English Derivational Morphology

This is used to make new words in the language and is often used to make words of different grammatical category from the stem. Thus, the addition of the derivational morpheme – ness changes the adjective good to noun goodness.

Table No 2:English Derivational Morphology

Suffix	Stem Word	The New Word
- Ness	Good	Goodness
- Ness	Kind	Kindness
- Full	Joy	Joyful
- Ment	Amaze	Amazement
- Er	Speak	Speaker
- Al	Nation	National

2.5 English Inflectional Morphology

The English inflectional morphemes relate different forms of the same word. In this example, Book – Books.

The suffix "s" relates the plural books to the singular form of the same word.

There are very few inflectional suffixes, but they are extremely frequent and important so it is essential for learners to have a good understanding of their

spelling as well as of their grammatical function. The followings are the regular inflection suffixes, they are given here with their grammatical functions in order to stress their importance in grammar as well as in spelling; notice how most of them give a relatively unambiguous clue to the word class of the word containing them.

- "s" marks a noun as plural, but a present tense verb as (third person singular) e.g. the books look interesting but the book looks interesting; "s" changes to "es" after hissing sound (e.g. hiss – hisses)
- "ed" marks a verb as either a past tense or past participle: e.g. she walked or she has walked.
- "ing" marks a verb as a present participle e.g. she was walking.
- "er" marks an adjective or adverb as comparative e.g. quicker / sooner.
- "est" marks an adjective or adverb as superlative e.g. quickest, soonest.

This list is complete as far as regular inflections are concerned. Irregular inflections either lack the suffix entirely (e.g. took) or have an exceptional suffix whose spelling must be learned. (kept).

2.6 Lexical Affixes (Semantic Affixes)

Lexical affixes (or semantic affixes) are bound elements that appear as affixes, but function as nouns within verbs as elements of compound nouns. In other words, they are similar to word roots/stems in function but similar to affixes in form. Although similar to incorporated nouns, lexical affixes differ in that they never occurs as free standing nouns, (i.e) they always appear as affixes.

Lexical suffixes when compared with free nouns have a more generic or general meaning. For instance, one of these languages may have a lexical suffix that means "water" in general sense but it may not have noun equivalent referring to "water" in general and instead have several nouns with a more specific meaning (such as “salt

water” white water...etc). In other cases, the lexical suffixes have become grammaticalized to various degrees.

Some linguists have claimed that these lexical suffixes provide only adverbial or adjectival notions to verbs. Other linguists disagree arguing that they may additionally be syntactic arguments just as free nouns are thus equating lexical suffixes with incorporated nouns.

2.7 The Main Rules Associated with Adding Suffixes

Adding a suffix to some root word will change the spelling of the new word.

The following are the endings spelling rules in English, with their exceptions to help students learn why and when this happens:

- 1- For verbs that end in a consonant and (e), we need to drop the (e) if we want to add “ing” e.g : Hope –hoping. Date –dating, injure –injuring.
- 2- For verbs that end in a vowel and consonant we have two rules:
 - a- For one syllable verbs which consist of one vowel there must be two consonant: e.g.
 - 1- Stop - Stopping - Stopped
 - 2- Rob - Robbing - Robbed
 - 3- Beg - Begging - Begged
 - b- For one syllable verbs which consist of two vowels no addition is required.e.g.
 - 1- Rain- Raining - Rained
 - 2- Fool- Fooling - Fooled
 - 3- Dream- Dreaming - Dreamed.

3-For longer (more than one syllable) words in which the second syllable is stressed we need to double the final letter when we add the suffix e.g.

- 1- Begin – Beginning – (Began)
- 2- Prefer – Preferring – Preferred
- 3- Control – Controlling – Controlled

4-For two syllable verbs in which the first syllable is stressed, one consonant is required:e.g

- 1- Listen – Listening –Listened
- 2- Offer – Offering – Offered
- 3- Open – Opening – Opened

5-For verbs that end in two consonant, we just add the ending e.g.

- 1- Start - Starting – Started
- 2- Fold – Folding – Folded
- 3- Demand – Demanding –Demanded

6-For verbs that end in “y” we have two rules:

a- For verbs that end with “y” if “y” is preceded by a vowel “y” must be retained: e.g.

- 1- Enjoy – Enjoying – Enjoyed
- 2- Pray – Praying – Prayed
- 3- Buy –Buying – (Bought)

b- If “y” preceded by a consonant : for “ing” “y” is retained : e.g.

- 1- Study – Studying
- 2- Try – Trying

c- For “ed” if “y” is preceded by a consonant change “y” into “i” e.g

1- Study – Studied

2- Try –Tried

7- Verbs that end with “ie” when adding “ing” “ie” is changed into “y” and when adding “ed” we just add “d” e.g.

1- Die –Dying –Died

2- Lie –Lying – Lie

8- Final “e” when words ending with silent “e” generally retain the “e” before adding a suffix beginning with consonant (ment- ly- some - ness) but drop the “e” before additions beginning with a vowel (-ing –able – ous - ary)

a- “e” retained before a consonant : e.g.

1- Arrange – Arrangement

2- Awe – Awesome

3- Spite – Spiteful

4- Nine – Ninety

Exceptions:

Argument- awful- duly- ninth – truly.

b- “e” dropped before another vowel :

1- Argue – Arguing.

2- Arrive– Arrival.

3- Conceive – Conceivable.

4- Grieve – Grievous

5- Imagine – Imaginary.

Exceptions

In a few words silent “e” is retained before a vowel to avoid confusion with other forms: e.g

- 1- Dye – Dyeing
- 2- Singe – Singeing

9- With words of more than one syllable ending in the same way an accented on the last syllable for example we double the final consonant: e.g.

- 1- Commit – Committing – Committed
- 2- Occur – Occurrence – Occurring

10- Most words ending with “our” drop the “u” when the suffix “ous” is added: e.g.

- 1- Humor – Humours
- 2- Labour- Laborious
- 3- Volour – Volours

11- Most words ending with double “ll” drop one “l” when combined with other words e.g.

- 1- Cup + full = Cupful
- 2- Skill+ full= Skillful

12.a- Words ending with “ce” or “ge” retained “e” before a suffix beginning with “o” or “a” e.g.

- 1- Courage – Courageous
- 2- Manage – Manageable
- 3- Peace – Peaceably

Exception: This is done to avoid changes in pronunciation because “c” and “g” are generally pronounced soft before “e” and “i” but hard before “a” or “o”

12.b- In words ending in “ce” change the “e” to “i” before the “ous” e.g

- 1- Grace – Gracious
- 2- Malice – Malicious
- 3- Space – Spacious
- 4- Vice Vicious

2.8 Addition

In this process some redundant elements are used in a word. e.g: write – writing.

2.9 Omission

Is the omission of some required linguistic elements usually involves the deletion of function words e.g (prepositions and articles) morphemes and third person singular (morphemes, past and past participle) e.g “ed” and auxiliary: e.g. I am learn --- English well.

2.10 Related Previous Studies

In this section the light will be shed particularly on the studies related to problems of suffixes. Many studies exist in this domain handling the topic from different approaches. Thus this section will be organized according to the importance of each approach for the purposes of this study. (Saleem,T 2008) The effect of using affixes on enhancing vocabulary building the study of first year college students at Riyadh University, unpublished PHD thesis of Sudan University of Science and Technology.

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

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

(Awatif M A1999) Examining Learners' Errors. A study of two groups of English foreign language learners (EFL). Unpublished MA Thesis of Omdurman Islamic University. The aim of the study is to identify, classify and describe errors at the levels of morphology, syntax and lexis. The study traces and detects the causes and sources of errors under study. The subjects were Sudanese majority in English at third level, Faculty of Arts, University of Omdurman. The findings arrived at in this study were as follows:

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

(Abdel-Magid E 2009)Mal Production of Inflectional Morphemes. A Study of Third year English Language students. Unpublished MA Thesis of Al Neelain University. The study aims to explain the reason or causes behind the occurrence of the errors of inflectional morpheme. This can be achieved via describing problems, analyzing them and find good remedial solutions. The importance of this study lies behind the crucial rule of words and different types of morpheme in the

composition of language. The result showed that students were confused to distinguish between the rule of inflectional and derivation morpheme, because they did not have enough practice. Some of these deficiencies are due to variations in the standards of the students and their understanding capabilities.

(Ahmed M 2013) The problem of using affixes. MA Thesis of Al Neelain University. The study concentrate on the importance of being aware of how to use English affixes and its impact in improving the learners spelling as well as increasing vocabulary, the study comes out with the following results:

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

Conclusion

The above literature shows the different ideas of different researchers about the reasons behind spelling mistakes which encountered students. The researcher agree with Abdel-Magid 2009 who mentioned out that, "the crucial rule of words and difference of morpheme in the composition of language, the students were confused to distinguish between the rules inflectional and derivation morpheme , because they lack practice". Also I do agree with Awatif 1999 when she said, that

“syntax and morphology are the major areas of difficulty for the learners and most of the morphological errors involved inflection and derivation”.

However, the current study is an attempt to shed more light on the reasons behind spelling mistakes committed by some Sudanese Universities students in the root words when derivational suffixes are added.

Chapter Three

Research Methodology and Procedures

Chapter Three

Research Methodology and Procedures

3.1- Introduction

This chapter provides an account of how the research has been conducted. In order to achieve the aims, and tests the hypotheses of the study. Since the study attempts to investigate the problem facing Sudanese University students in using suffixes in writing, this chapter gives a description of the methods adopted by the researcher to find out such problems.

3.2- Population

AlfasherUniversity Faculty of Arts, Department of English.

3.3- Subjects

Thirty five students from AlfasherUniversity, Faculty of Art, Department of English, second year (fourth semester) male and female, have been chosen randomly during the academic yearn 2015 – 2016 to sit for the test.

One can argue that it was sufficient time for English language learners to become good at English, as a language composed of many elements. They are also expected to be more capable of forming words and improving their way of writing different issues as well as distinguishing between word classes. The samples above share some important characteristics, these are:

Age: The majority of the students ranging between (19 and 25)whereas mature students found among them their age is above 30 years.

Background: All subjects have the same education background, but they have different Linguistic competence.

The total number of the samples is thirty five students (Brown 1988 p, 113) argues that, the size of the sample depends on the situation and statistics that are involved.

3.4- Instruments

Since this study is an attempt to investigate the problem of using suffixes, a test was prepared to assess this problematic area. In order to assess the students of suffixes, thirty five items were compiled to constitute the test. The material of the test was drawn from different Linguistics books and references hoping to be effective in pointing out the position of the problematic areas.

The material of the test was considered suitable by the experts (Dr. Almntasir, Dr. Alfateh Bala and Ustaz Altayeb Altuhami). The test investigates the area of the study. It is somehow simple and direct where the sentences are short. It is all concerned with suffixes.

3.5-Objectivity

Objectivity defined by (Selger 1989, p 73)

“As the degree to which a test can be marked in consistent way”

An objective test is the one which will produce the same kind of result if it marked by different people. The methods used for measuring the objectivity of this research were to mark and check the result.

3.6- Reliability

The test as mentioned before was concern suffixes. After scoring criteria and distribution of marks on the test paper was necessary to evaluate the data of the study. Statistical analysis is followed. Reliability is defined by (Seliger 1989, p 73) as “The degree to which the same kind of the result will be obtained if the test was taken again”

He stated that; there are three types of reliability:

- Alpha cornopach reliability: That assesses the internal consistency of the items of each part of the test.
- Split half reliability: Where the items of the test are divided into two equal groups.
- Parallel reliability: Is a random selection of small sample and comparing its result to those of the other sample. The standard model of the test was done in a simple way to let students deal with it unlike difficult.

Afterwards the test was marked by the researcher himself.

3.7- Validity

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

Validity could be divided into two types:

Content validity and face validity. (Tyler 1979 p, 71)elaborates that content validity is connected with whether or not the test covers the material that it claimed to cover. Face validity according to(Allen and Yen 1979 p, 113) is that (the test has face validity if an examination of the items leads to the conclusion that they are measuring what they are suppose to measure)

Following the collection of the test material it was exposed to a group of three experts to list its validity and if it carry out the objectives of the study. The expert was selected on the basis of their specialization and experience. The expertise agreed that, the test items were appropriate to measure the purpose they were designed for, except some modifications and advice which were taken into consideration in the present version of the test.

3.8- Procedures

As shown in (3.4) the data of this study was collected from the answers of the subjects for the test distributed to them. Data collection took one day .The test was offered to the subjects on 01/09/2015 at 4:00 pm at AlfasherUniversity.The nature of the test and aims of the study were explainedto the subjects.

The condition where the test was held was somehow good, the weather was moderate in the class, the light was also good and the place is wide enough to accommodate the students. The students' competence and performance were evaluated according to their answers to the test paper. So, they were given scores according to their answers only. The test papers were marked out of 20. The scoring criteria and marking scheme was not an easy one because of the validity of

answers. After identifying and classifying students tests the researcher has tried to assess their influence in the process of using suffixes.

3.9- Method of Data Analysis

The data were analyzed by means of statistical test. In analyzing the data the researcher followed the following steps:-

Every tester's paper was carefully marked to identify the problem encountered in that area.

Statistically, the statistic package for social science(SPSS) program was adopted to analyze the data in order to accept or refuse the assumption of the study.

Percentage system is used to calculate the percentage and frequency.

3.10- Approaches to the Discussion of the Results

The method used for data collection in this study is the test paper. The result obtained in the test paper will be analyzed quantitatively.

Quantitative analysis emphasizes the use of statistical methods when analyzing the data (Brown 1996 p, 21) the reliability and validity are of great importance for this approach as they mainly depend on statistical approaches. This approach is largely used nowadays in such studies, because it analyzes the data on the ground of scores obtained.

3.11- Summary

This chapter has been concerned with the methodology of the study. So far it has described the subject of the study (the sample), the test material collection used in eliciting the data, objectivity, reliability, validity, data collection, method of data

analysis and approaches to the discussion of result. Next chapter will present the results obtained by means of statistical method. It will also analyze, discuss and interpret the results quantitatively.

Chapter Four

Data analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.1. Introduction

This chapter presents the questions raised in the study and their answers, and the interpretation of the results. Also it contains a complete analysis of statistical results of the subject in suffixes. These statistical results will be discussed in the light of the following process.

1. General description of the result of the subject performance.
2. Discussion of the results.
3. Testing of the hypotheses.
4. Conclusion.

4.2. General Description of the Result of the Subject Performance

The data of the study aims to investigate the problem encountered (EFL) learners. It has been shown in section (3-3, 3-4) that the test marked out (20 of 20). The statistical analysis of data was carried out of using the statistical package for social sciences (SPSS) programmed. Below are the descriptive statistics of group and graphs.

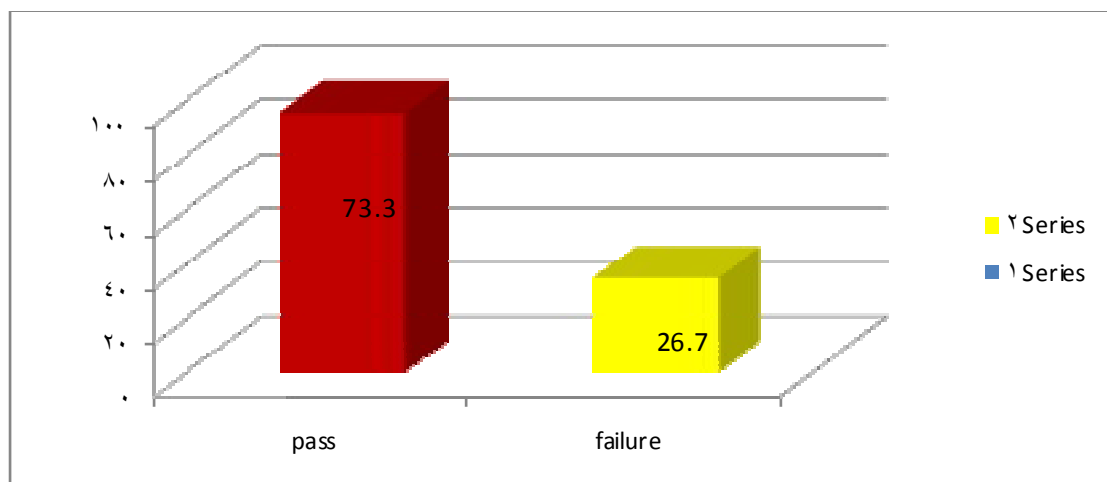
4.3. Discussion of Test Results

4-3.1- Question One: Forgetting to feed the cat was a thoughtless mistake.

Table 1: The result of question one:

Valid		Frequency	Percentage
	Pass	22	073.3
	Failure	08	026.7
	Total	30	100.0

Chart 1 shows the result of question one.



The result in the above table points to the answers of the samples studies of question one, shows pass percentage (73.3) and failures (26.7%). Therefore, the (73.3)percentage is going to the positive direction of this question. This explains that the majority of the students were able to answer the question correctly

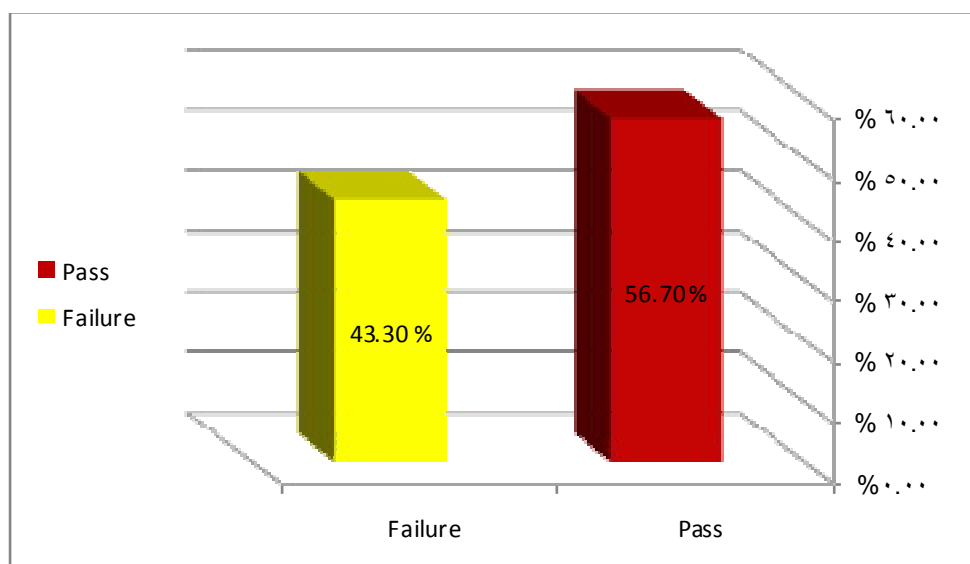
by doubling the consonant letter at the end of the word, which is preceded by vowel letter.

4-3.2- Question Two: Planning the truck's route is part of MR. Smith's job.

Table 2: The result of question two:

Valid		Frequency	Percentage
	Pass	17	056.7
	Failure	13	043.3
	Total	30	100.0

Chart 2 shows the result of question two



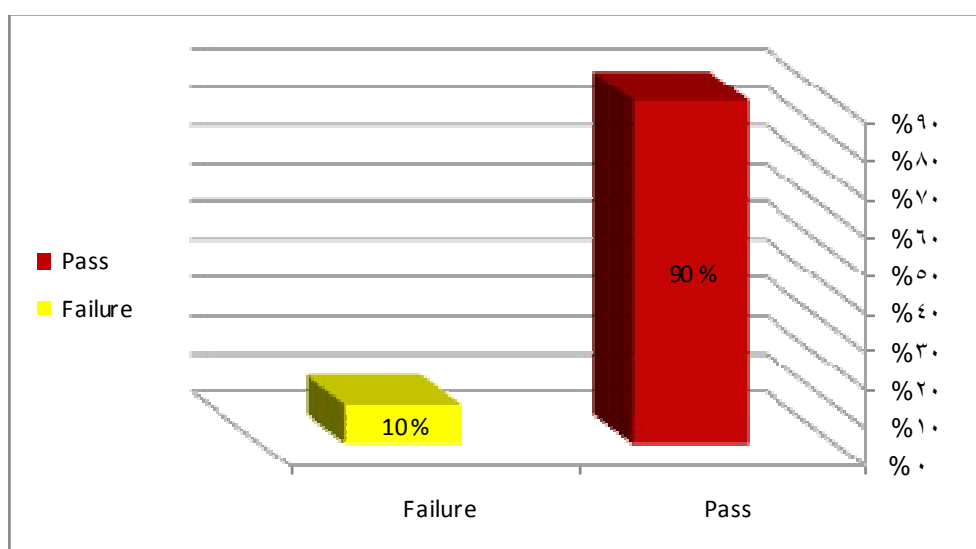
The result in the above table points to the answers of the samples study of question two shows the pass percentage (56.7) and failures (43.3%). Therefore, the percentage (56.7) is going to positive direction of questiontwo. Thisimplies that most of the samples were able to use (ing) form at the end of the word correctly.

4-3.3 Question Three: The injured solider died before our arrival.

Table 3: The result of question three:

Valid		Frequency	Percentage
	Pass	27	090.0
	Failure	03	010.0
	Total	30	100.0

Chart 3 shows the result of question three.



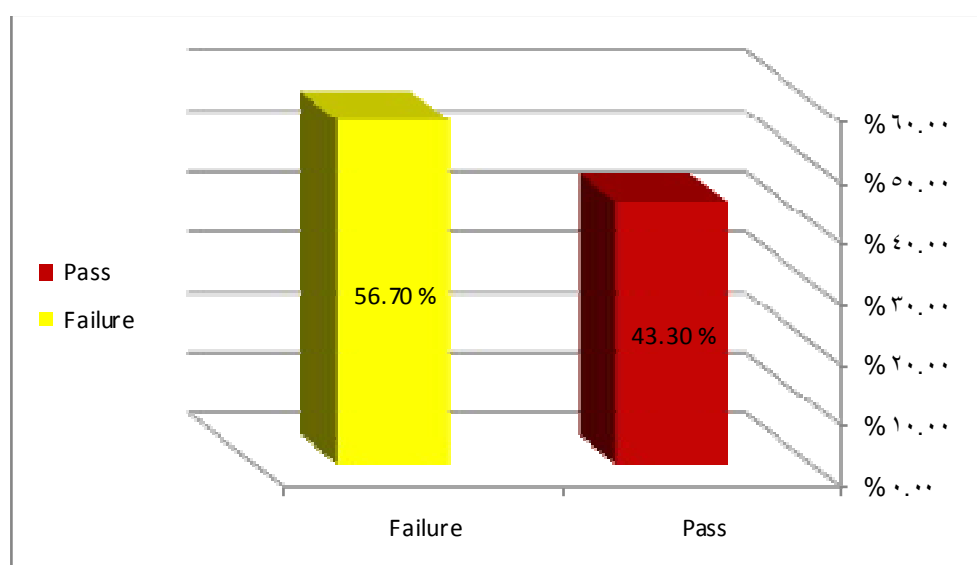
The result in the above table points to the answers of the samples study of question three shows (90)percentage in pass, and (10%) failures. Therefore, (90) percentage is showing that a great number of students are aware of howto use the suffix (ed) at the end of English word correctly.

4-3.4- Question Four: Jenni's grandfather took her on a pleasant canoe trip down the river.

Table 4: The result of question four.

Valid		Frequency	Percentage
	Pass	13	043.3
	Failure	17	056.7
	Total	30	100.0

Chart 4 shows the result of question four.



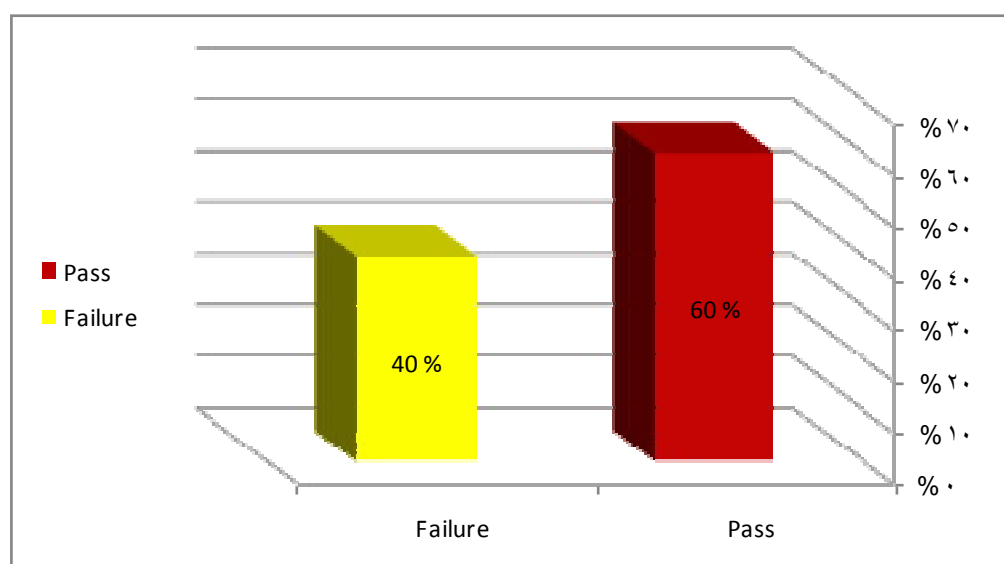
The result in the above table points to the answers of the samples study of question four which, shows the percentage in pass (43.3) and failures (56.7%). Therefore, the (56.7)percentage is going to the negative direction of questionfour, because most of the students are not able to use the suffix (ant) correctly.

4-3.5- Question Five: It was a sunny day yesterday.

Table 5: The result of question five.

Valid		Frequency	Percentage
	Pass	18	060.0
	Failure	12	040.0
	Total	30	100.0

Chart 5 shows the result of question five.



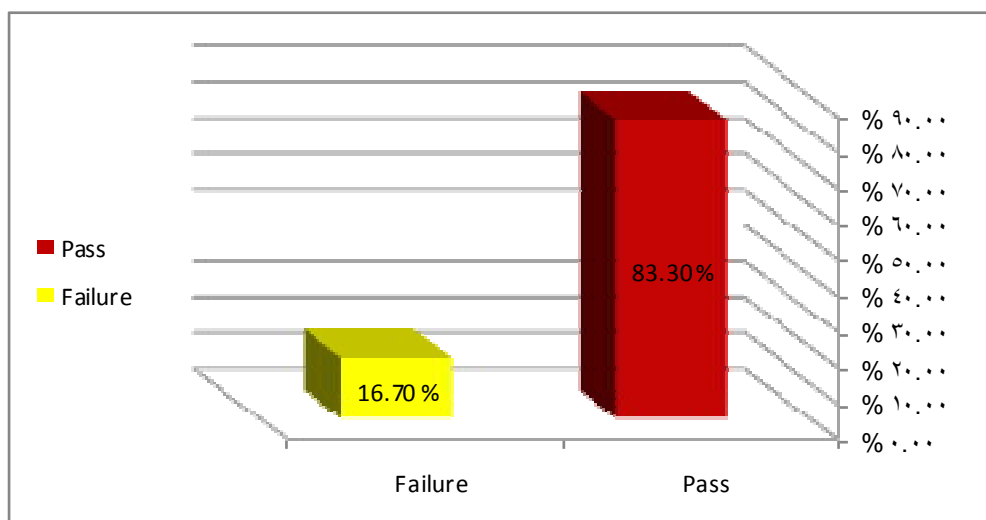
The result in the above table points to the answers of the samples study of question five which, shows (60) percentage in pass and (40) percentage failures. This result implies that considerable numbers of students are aware, that doubling the consonant letter which, is preceded by vowel letter before adding the suffix (y) is spelling essential.

4-3.6- Question Six: John is the most reliable and industrious student in the new nursing class at the hospital.

Table 6: The result of question six.

Valid		Frequency	Percentage
	Pass	25	083.3
	Failure	05	016.7
	Total	30	100.0

Chart 6 shows the result of question six.



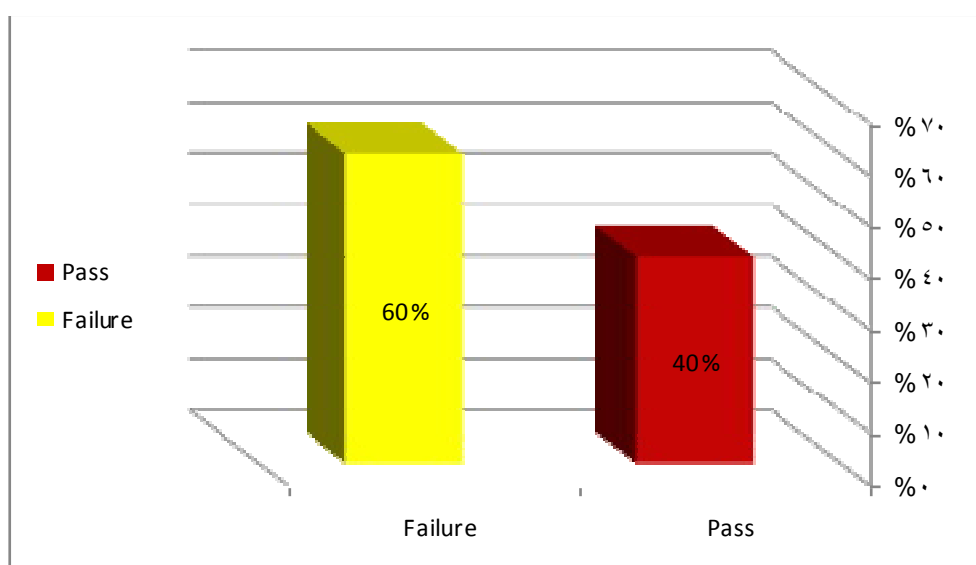
The result in the above table points to the answers of the samples study of question six which, shows (83.3%) as pass percentage and (16.7%) as failure percentage. Therefore, the (83.3%) is going to positive direction of question six, which implies the students' abilities to use the suffixes (able) and (ious) at the end of the word correctly.

4-3.7- Question Seven: Worrying is not a solution to the problem.

Table 7: The result of question seven.

Valid		Frequency	Percentage
	Pass	12	040.0
	Failure	18	060.0
	Total	30	100.0

Chart 7 shows the result of question seven.



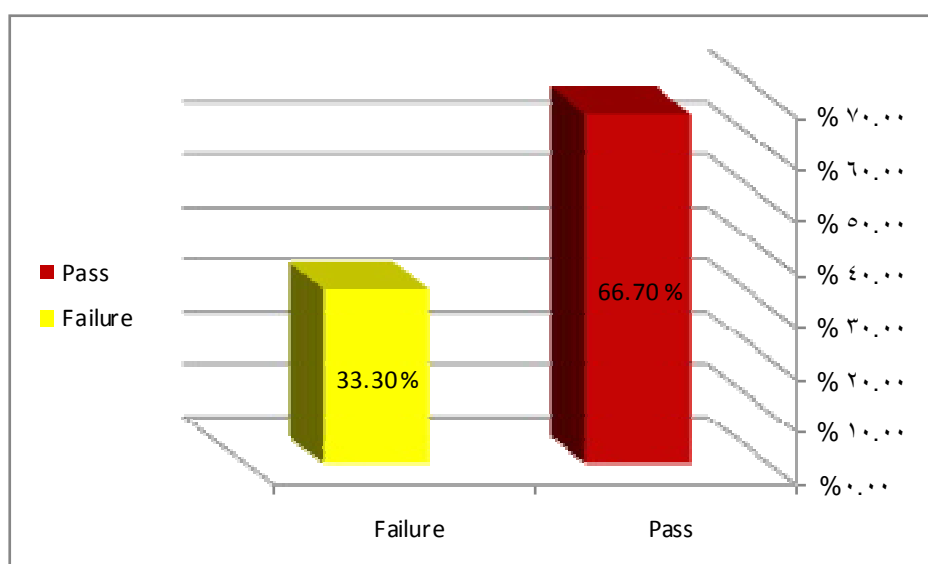
The result in the above table points to the answers of the samples study of question seven, which shows (40) percentage in pass and (60) percentage failures. Therefore, the (60%) is going to the negative direction of the question seven, which shows the students weak knowledge of how to use the suffix (ing) at the end of the word that end in (y) and proceeded by consonant.

4-3.8 - Question Eight: If you shop hastily you will not shop wisely.

Table 8: The result of question eight.

Valid		Frequency	Percentage
	Pass	20	66.7
	Failure	10	33.3
	Total	30	100.0

Chart 8 shows the result of question eight.



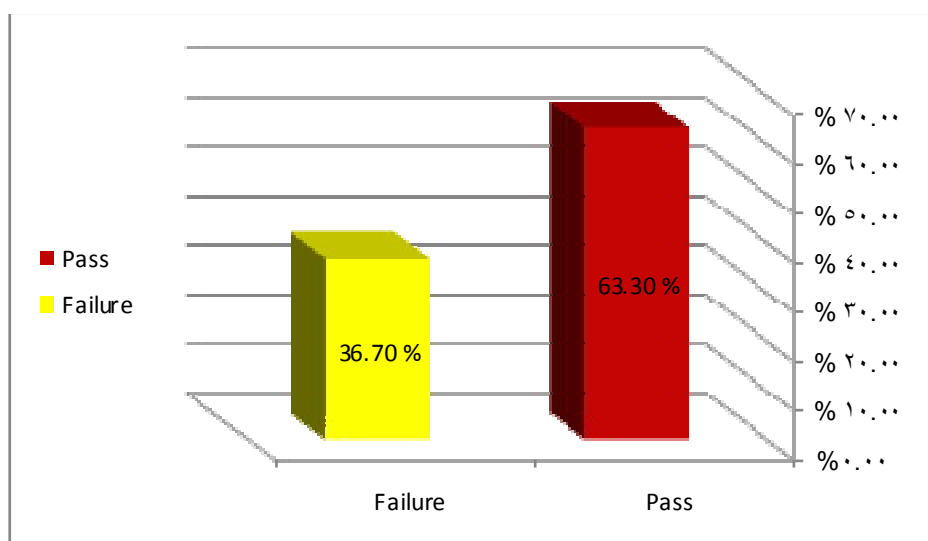
The result in the above table points to the answers of the samples study of question eight which, shows (66.7) percentage in pass and (33.30%)failures Therefore, the (66.70%) is going to the positive direction of question eight which shows that most of the students were able to use the suffix (ly) at the end of the words that, end in (y) and preceded by consonant.

4-3.9 Question Nine: They offered me the job

Table 9: The result of question nine.

Valid		Frequency	Percentage
	Pass	19	063.3
	Failure	11	036.7
	Total	30	100.0

Chart 9 shows the result of question nine.



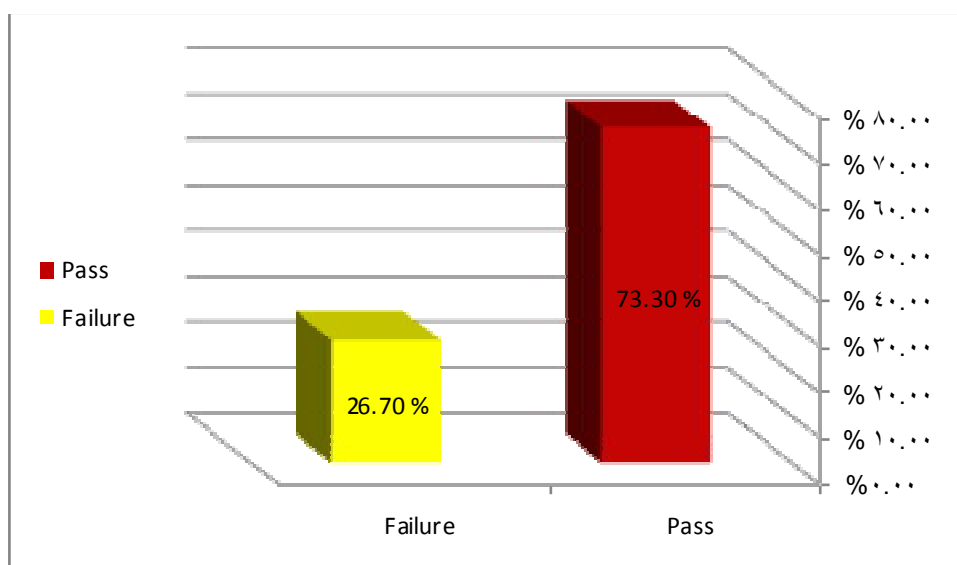
The result in the above table points to the answers of the samples study of questionnaire that shows the percentage in pass (63.3%) and failures (36.70%). Therefore, the (63.30%) as pass percentage is going to the positive direction of the questionnaire which investigates the students' abilities to use the suffix (ed) after consonant letter preceding by vowel letter at the end of the word.

4-3.10- Question Ten: She preferred not to talk to him.

Table 10: The result of question ten.

Valid		Frequency	Percentage
	Pass	22	73.3
	Failure	08	26.7
	Total	30	100.0

Chart 10 shows the result of question ten.



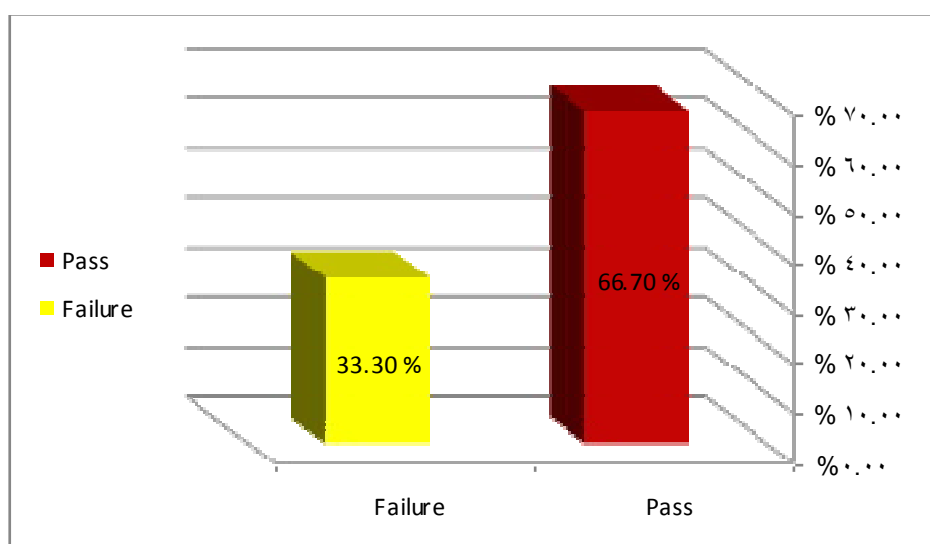
The result in the above table points to the answers of the samples study of question ten which shows (73.30) percentage in pass and (26.70%) failure. Therefore, the (73.30%) is going to the positive direction of question ten which investigates the students' abilities to use the suffix (ed) at the end of the word.

4-3. 11- Question Eleven: I'm dying to see you darling.

Table 11: The result of question eleven.

Valid		Frequency	Percentage
	Pass	20	66.7
	Failure	10	33.3
	Total	30	100.0

Chart 11 shows the result of question eleven.



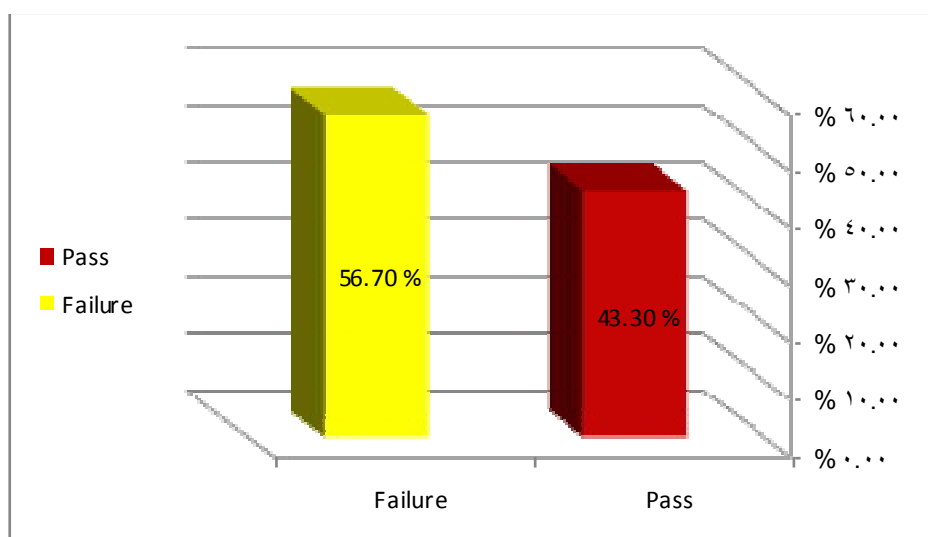
The result in the above table points to the answers of the samples study of question eleven that, shows (66.70) percentage in pass and (33.30%)failures Therefore, the (66.70%) is going to positive direction of question eleven which investigates the students' knowledge about one of the very odd spelling rules that we need to change the (ie) in die to (y)before adding the suffix (ing).

4-3.12 Question Twelve: It was an awesome sight.

Table 12: The result of question twelve.

Valid		Frequency	Percentage
	Pass	13	043.3
	Failure	17	056.7
	Total	30	100.0

Chart 12 shows the result of question twelve.



The result in the above table points to the answers of the samples study of question twelve which, shows(43.30) percentage in pass and (56.70) percentage failures. Therefore, the (56.7%) is going to negative direction of question twelve. This tests the students' knowledge of using (some) at the end of the words ending in (e).

4-3.13- Question Thirteen: Oh that is awful.

Table 13: The result of question thirteen.

Valid		Frequency	Percentage
	Pass	19	063.3
	Failure	11	036.7
	Total	30	100.0

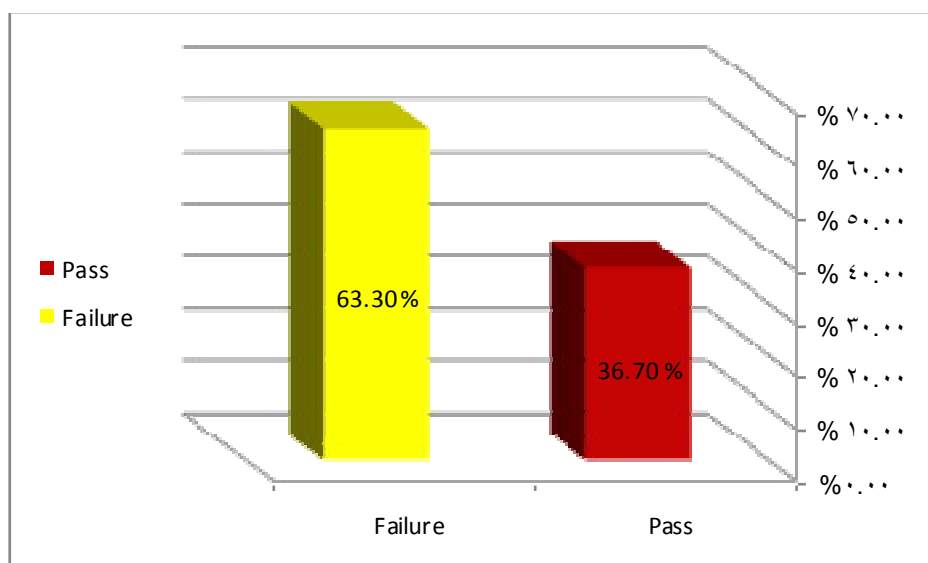
The result in the above table points to the answers of the samples study of question thirteen which, shows (63.3) percentage in pass and(36.70)percentage failures. Therefore, the (63.3%) is going to the positive direction of question thirteen which investigates the students' knowledge of using the suffix (full) at the end of the word?

4-3.14- Question fourteen: He had been the victim of grievous injustice.

Table 14: The result of question fourteen.

Valid		Frequency	Percentage
	Pass	11	036.7
	Failure	19	063.3
	Total	30	100.0

Chart 14: Shows the result of question fourteen.

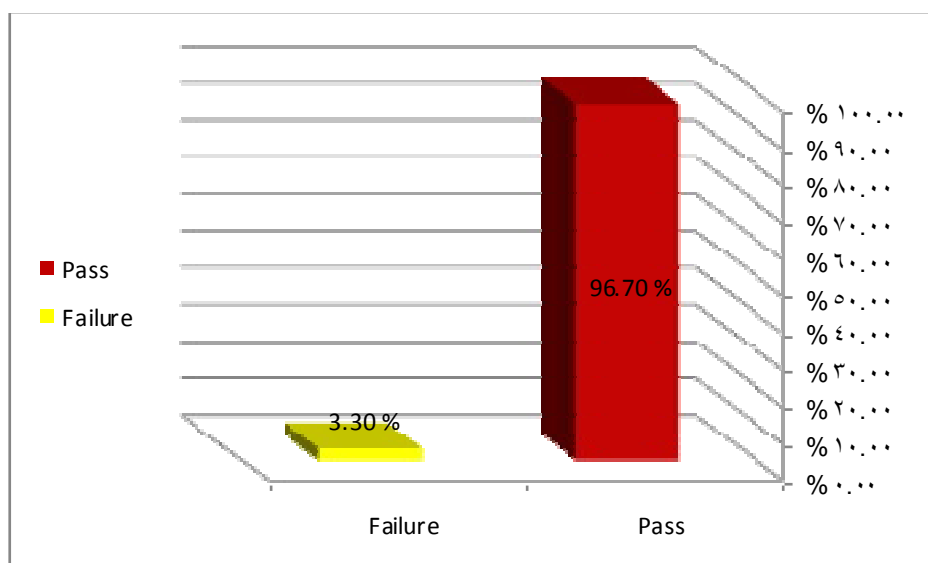


The result in the above table points to the answers of the samples study of question fourteen which, shows (36.70) percentage in pass and (63.30) percentage failures. Therefore, the (63.30 %) is going to the negative direction of question fourteen, because a considerable number of students are not able to use the suffix(ous) at the end of the word properly.

4-3.15- Question Fifteen: Most of our boards are movable

Valid		Frequency	Percentage
	Pass	29	96.7
	Failure	01	3.3
	Total	30	100.0

Chart 15: Shows the result of question fifteen.



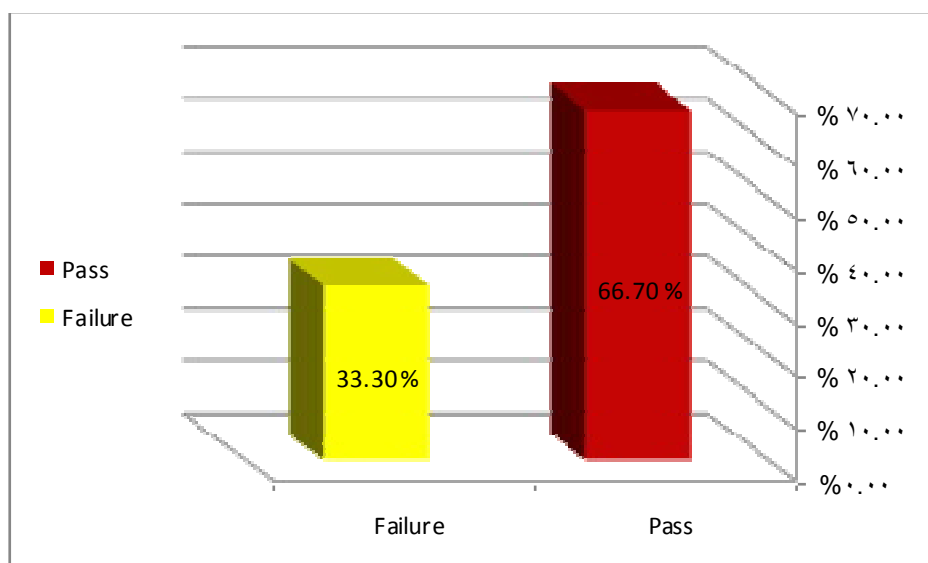
The result in the above table points to the answers of the samples study of question fifteen which, shows (96.70) percentage in pass and (3.30) percentage failures, the (63.3%) is going to the positive direction of question fifteen. That test students' awareness of using the suffix (able) at the end of the words that are ending in (e)

4-3.16- Question Sixteen: He took malicious pleasure in telling me what she had said.

Table 16: The result of question sixteen.

Valid		Frequency	Percentage
	Pass	20	066.7
	Failure	10	033.3
	Total	30	100.0

Chart 16: Shows the result of question sixteen.



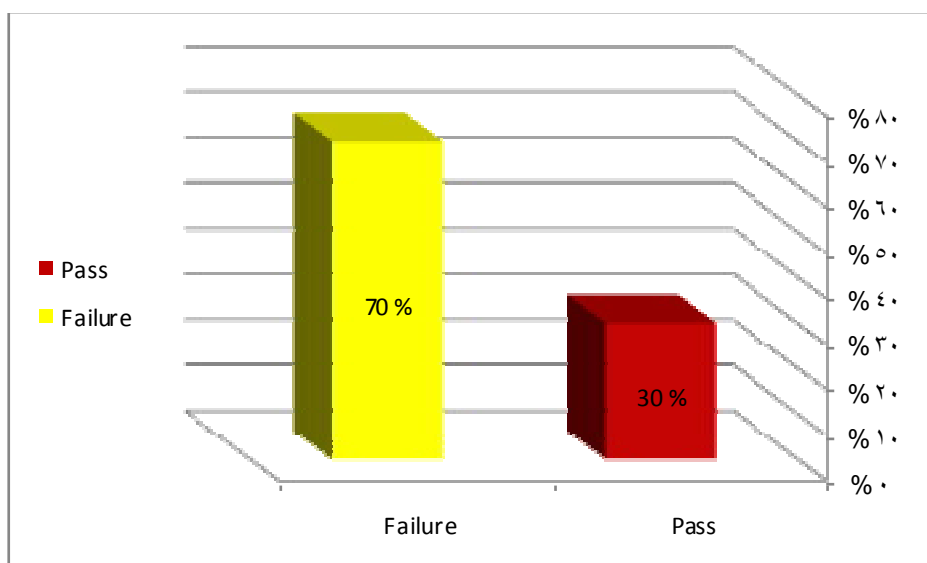
The result in the above table points to the answers of the samples study of question sixteen which shows (66.70) percentage in pass and (33.3) percentage failures. Therefore, the (66.70 %) is going to positive direction of question sixteen. That investigates the students' abilities in using the suffix (ious) at the end of the word.

4-3.17-Question seventeen: He had a wide mouth and humorous grey eyes.

Table 17: The result of question seventeen.

Valid		Frequency	Percentage
	Pass	09	030.0
	Failure	21	070.0
	Total	30	100.0

Chart 17: Shows the result of question seventeen.



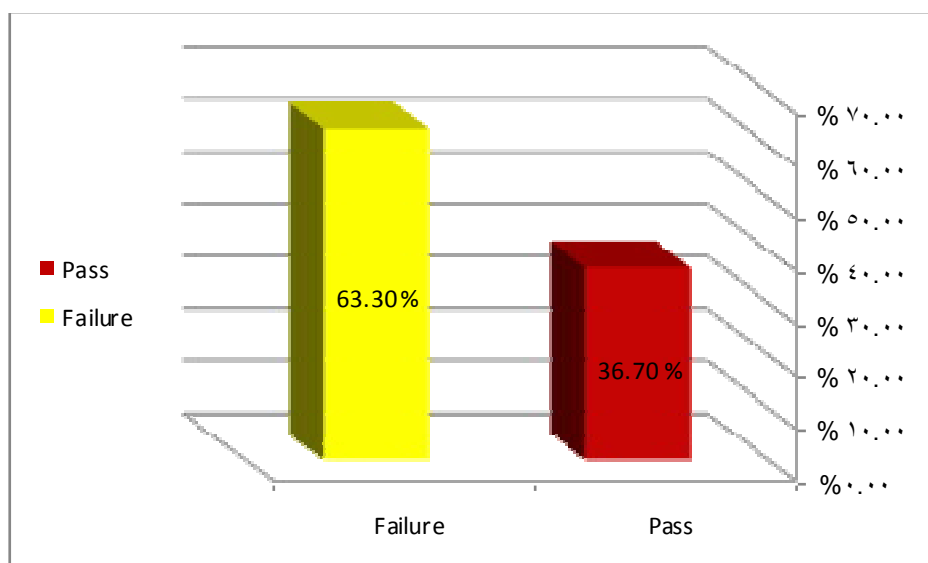
The result in the above table points to the answers of the samples study of question seventeen which shows (30) percentage in pass and (70) percentage failures. Therefore, the (70%) is going to the negative direction of question seventeen which investigate the using of the suffix (ous) at the end of the word.

4-3.18- Question Eighteen: You are a skillful player.

Table 18: The result of question eighteen.

Valid		Frequency	Percentage
	Pass	11	036.7
	Failure	19	063.3
	Total	30	100.0

Chart 18 shows the result of question eighteen.



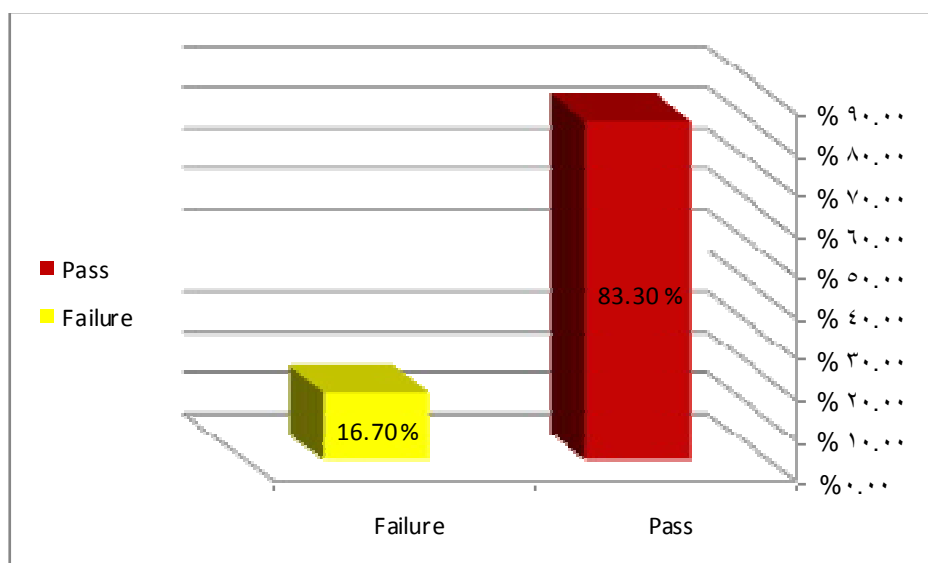
The result in the above table points to the answers of the samples study of question eighteen which shows (36.70) percentage in pass and (63.30) percentage failures. Therefore, the (63.3%) is going to the negative direction of question eighteen. This investigates the students' knowledge of using the suffix (full) at the end of the word.

4-3.19- Question Nineteen: Who gave the permission to go out.

Table 19: The result of question nineteen.

Valid		Frequency	Percentage
	Pass	25	083.3
	Failure	05	016.7
	Total	30	100.0

Chart 19 shows the result of question nineteen.



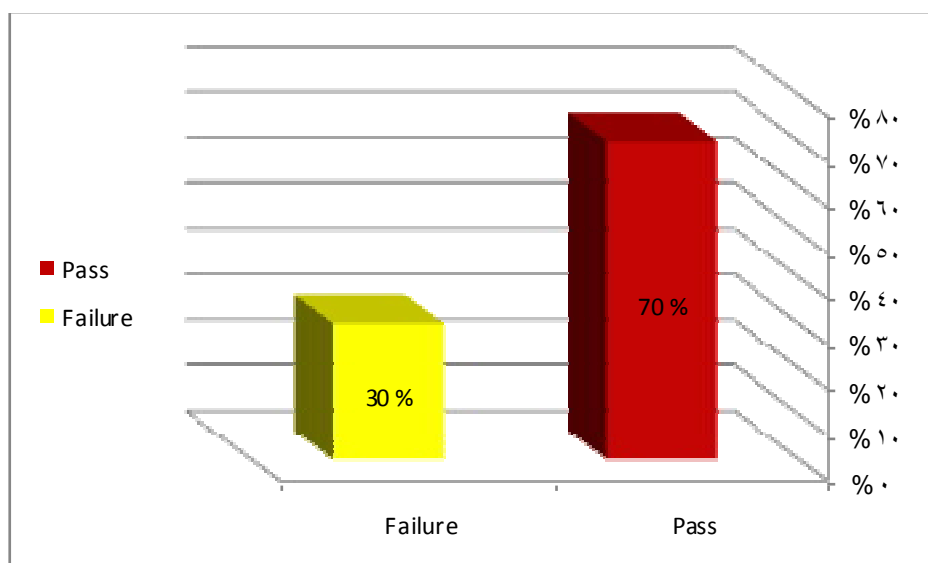
The result in the above table points to the answers of the samples study of question nineteen which shows(83.30) percentage in pass and(16.70) percentage failures. Therefore, the (83.3%) is going to positive direction of question nineteen which investigates the students' knowledge in using the suffix(ssion) at the end of the word.

4-3.20- Question Twenty: She made a good decision.

Table 20: The result of question twenty.

Valid		Frequency	PercentageS
	Pass	21	070.0
	Failure	09	030.0
	Total	30	100.0

Chart 20 shows the result of question twenty.



The result in the above table points to the answers of the samples study of question twenty which shows (70%) percentage in pass and (30%) failures. Therefore, the (70%) is going to the positive direction of question twenty which investigates the students' abilities of using the suffix (sion) at the end of the words.

4.4 Testing of the Hypotheses

The first hypothesis which attempts to answer the question to what extent students distinguish between word –stem and suffixes? The performance of the samples shows that (70%) of the students use different types of suffixes in the wrong position and that is for so many reasons, but the main and vital reasons are the lack of vocabulary and their ignorance of the difference between the suffix and the word- stem for example, most of the samples ignore the meanings of the following words as well as they are not able to distinguish between the word- stem

and the suffix at the end of each word [humorous - permission-malicious and sunny].

The second hypothesis which tries to answer the question: Why is it important for the students to be aware of spelling rules? It is very clear from the students performance that most of them ignores some spelling rules which leads to their spelling mistakes and the following words implies that obviously [hastily - worrying - dying and reliable]

The third hypothesis attempts to answer the question: How far are students able to distinguish between consonants and vowels in terms of the suffix that follow them at the end of the word? Here also students' performance implies that most of them ignore these rules like [planning, hastily and sunny].

4.5 Conclusion

The results seems to support the fact that some students have done better than others, but at this point, is it clear that the findings of the research did confirm the research hypothesis? Thus the research clearly carried out its objectives.

To sum up, the researcher is quite certain that some students have obtained high grades because, they have benefited from the means of their education. Whereas, poor performance of the subjects can be attributed to the lacking of vocabulary and inadequate teaching of morphology with focus on words formation (affixes).

Chapter Five

Conclusion, Recommendations and Suggestionsfor Further Studies

Chapter Five

Conclusion, Recommendations and further suggestions

5.1- Conclusion

The study was conducted to detect and analyze the spelling mistakes that occur at the end of some root words when derivational suffixes are added.

The findings of the study show that the participants under study commit spelling mistakes, because of the arbitrary nature of English spelling system. For example, in English there is no one to one correspondence, i.e. Letter to sound and sound to letter. The findings also show that spelling mistakes were committed by the participant because of the differences between Arabic (which is the first language of the participants under study) and English in the syllables structure, placement of stress and the vowels system. It was also noticed that some of the spelling mistakes were committed by the participant because of the carelessness, ignorance and the lesser degrees of exposure to the English language and its spelling rules.

5.2-Recommendations

The findings of the research have evidently proved the fact that spelling mistakes are unavoidable; hence teachers must be tolerant with them. However, in the light of the findings, the researcher may suggest the following points to help students in reducing spelling mistakes:

- **Words structure:**

Students should learn how to break words into syllables and other consistent parts. Breaking words into syllables is one of the best strategies for seeing if

a word is in the learners listing or reading vocabularies. It also helps those examining affixes, revealing words hidden in other words. However, by breaking words into syllables the learner will be able to identify the meaning of unfamiliar words that contains these words parts and their spellings.

- **Phonological aspects:**

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

- **Proofread carefully:**

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

- **Dictionaries:**

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

- **Learning the basic spelling rules:**

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

- **Wall charts/words walls:**

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

- **Spelling games:**

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

5.3 Suggestions for Further Researches:

The researcher suggests the following for further studies:

- The usage of affixes and the problem that encounter students.
- Students through practice must make a distinction between word root and affixes.
- Teachers must bear in mind that, the students must master all the significant word- formation processes.
- The education system in Sudanese Universities is faced with many challenges and problems such as the one handled in this study.

For this reason, an ongoing research on the field of morphology and material presented has to be carried out to test the effectiveness of the existing syllabus, taking into account the different viewpoint of students and teachers through researchers and interviews. Optimistically, this can provide valuable feedback to

course instructors and syllable designers. These researches can overcome many unforeseen problems and provide remedial actions and possible solution.

References

- Abdul Magid, E** (2009). Mal Production of Inflectional Morphemes. A Study of Third Year English Language Students. Unpublished MA Thesis of Alneelain University.
- Ahmed, M**(2013). The Problem of Using Affixes. Unpublished MA Thesis of Alneelain University.
- Awatif, M- A**(1999). Examining Learners Efforts. A Study of Two of English Foreign Language (EFL). Unpublished MA Thesis of Omdurman Islamic University.
- Francis, K**(2005). Analyzing Grammar: An Introduction. New York. Gill and Scharer 1993, Spelling Errors. Academia Education.
- Halliday, M**(2003). On Language and Linguistics, London Continuum.
- Hamid, S**(2008). Analytic Study of the Spelling Mistakes Committed by Sudanese Learners of English When Adding Suffixes to the Root Words, A Study of Secondary Schools of Omdrman. Unpublished MA Thesis of Juba University.
- Louisa, M**(2000). How Spelling Supports Reading , America.
- Saleem, T**(2008). The Effect of Using the Suffixes on Enhancing

Vocabulary Building. A Study of First Year College Students at Riyadh University. Unpublished PHD Thesis of Sudan University of Science and Technology.

Seliger, H & Shohamy, E (1989). Second Language Research Methods. Oxford, Oxford University Press.

Sitton. (1995). How Morphology or Meaning is Presented in the Spelling System. London.

Templeton & Morris. (1999) Spelling Features and Patterns Operate.

www.https://en.wikipedia.org/wiki/Design_Patterns.

Appendixes

Test

Read the following sentences carefully, then draw a circle round the correct answer.

Male.....Age.....

Female.....

1-.....to feed the cat was a thoughtless mistake.

a- forgeting.

c- forgetting

b- forgtng

d- fortting

2- the truck's route is part of MR. Smith's job.

a- planing

c- plaing

b- Planning

d- plannig

3- Thesolider died before our arrival.

a- injured.

b- injureed.

c- injueed

d- injuerd

4- Jenni's grandfather took her on a..... Canoe trip down the river.

a- pleaseant.

c- pleasant.

b- Pleasent

d- pleasnt

5- It was a.....day yesterday.

a- sunny.

c- suny

b- sunnay

d- suney

6- Joun is the mostand.....student in the new nursing class at the hospital.

a- Reliable - industrious.

c- relyable- industrious

b- reliable - industrious

d- relyble- industrious

7-is not a solution to the problem.

a- worrying

c- worring.

b- worrng

d- worrnig

8- If you shopyou will not shop wisely.

- | | |
|-------------|-------------|
| a- hastyly. | c- hastily. |
| b- hastely | d- hastialy |

9-Theyme the job.

- | | |
|-------------|-------------|
| a- offered. | c- offered. |
| b- offerd | d- offerrad |

10- Shenot to talk to him.

- | | |
|--------------|--------------|
| a- Prefered. | b- preferred |
| c- Preferad | d- prefreed |

11- I'm.....to see you darling.

- | | |
|----------|-----------|
| a- dying | c- dieing |
| b- deing | d- diaing |

12- It was an.....sight

- | | |
|------------|------------|
| a- awsome | c- awesome |
| b- awesome | d- awsom |

13- Oh that is.....

- | | |
|-----------|-----------|
| a- awful | c- awful |
| b- awfull | d- awaful |

14- He had been the victim ofinjustice.

- | | |
|-------------|--------------|
| a- grievous | c- grievous |
| b- grievous | d- grieveous |

15-most of our boards are.....

- | | |
|------------|------------|
| a- mova | c- movable |
| b- mavoble | d-moeble |

16- He tookpleasure in telling me what she had said.

- | | |
|---------------|---------------|
| a- malicious. | c- maliceous. |
| b- malicice | d- malicuos |

17- He had a wide mouth andgrey eyes.

- | | |
|---------------|--------------|
| a- humourous. | c- humorous. |
| b- humerous | d-hummorous |

18- You are a.....player.

- | | |
|---------------|-------------|
| a- skillfull. | c- skillful |
| b- skilful | d- skellful |

19- Who gave theto go out.

- | | |
|------------------|----------------|
| a- permitission. | c- permission. |
| b- permission | d- pirmission |

20- She made a good.....

- | | |
|--------------|----------------|
| a- decision. | c- decidesion. |
| b- decission | d- dication |