

Chapter one

Introduction

1-0 Background:

Obviously English language is an international language, and the most dominant language all over the world. It is the first language in many countries and second or foreign in others.

Sudan deals with English as a foreign language, that's why University students and English learners in particular encounter many difficulties while dealing with English in general and precisely they find difficulties in creating new words from the stem (base form).

Moreover, they couldn't recognize which word class the derived one belong to, this study focuses on morphology of English and within morphology it concentrates on word formation.

Word formation has two sub-categories

(1) Compounding

(2) Derivation concerns with (1) **affixation** (2) **non affixation**.

- **Affixation** includes (a) **prefixation** (b) **suffixation**

- **Non affixation** concerns with (1) **conversion** (2) **Truncation** (3) **blending**.

So derivation is important in developing students knowledge to create new words and enhance capabilities to be productive.

1-1 Statement of the problem

The problem which the present study attempts to investigate is English derivational morphemes. It is observed that Sudanese undergraduate students have apparent difficulties with derivation. i.e difficulties on creating new words from the stem which would suits the context, also they have difficulties to distinguish the word class of the derived one.

1-2 Objectives of the study:

The study tries to realize the following objectives:

1. It helps students to have a complete reasonable knowledge of derivation.
2. It enables the students to recognize the parts of speech through derivation.
3. Students ability of expression is strongly enhanced if they apply what is taught at University about the basic principles and rules of word formation as for productive skills.

1-3 Research hypotheses:

The study has the following hypotheses:

1. Students have a little knowledge about deriving new words from the stem through affixation.
2. Students have some difficulties to recognize lexical category through derivation process.
3. Students encounter some difficulties in recognizing derivation through non affixation.

1-4 Methodology:

This study is descriptive in nature. It will adopt the descriptive approach in order to provide answers for research questions, and to verify the hypotheses.

The population of this study is the whole Sudanese Universities, the sample is SUST. A test was administered to 3rd students at SUST as a tool of data collection, the sample will consists of forty students of the third year faculty of languages.

1-5 Significance of the Study:

This study is considered significant for the following reasons:

Derivation is playing great role in forming the word class of English Language. That's why it's crucial to concentrate on derivational morphology that found among University students.

1-6 Research questions:

1. To what extent are students aware of derivational morphology concerning affixes?
2. To what extent could students recognize the word class through derivation?
3. To what percentage could students recognize derivation through non affixation processes?

1-7 Limits of the study:

This study is about English learners of Sudanese Universities particularly SUST Collage of Languages English Department.

The study will introduce a test to students of third level at Collage of Languages to represent the whole Universities.

Chapter Two

Literature Review and Previous Studies

2-0 Introduction:

This chapter deals with survey and review of related literature regarding the processes of word formation with special focus on the processes of derivational morphology.

It provides a theoretical framework of the previous studies of relevant literature; moreover it gives the background information and reviews of relevant literature researches and studies of concepts of word, word formation derivational morphology including Affixation- Non affixation. It is also explains the prominent problems that the learners might encounter of word formation and derivational morphology.

2-1 A brief Historical Background of the study of word formation:

“As the term word formation suggests we are dealing with formation of words, but what does that mean?

Let us look at a number of words that fall into the domain of word formation and word that do not:

A: employee	B: apartment building	C: a chair
Inventor	Green house	Neighbor
Inability	Team manager	Matter
Meaningless	Truck driver	Brow

Sadness	Black board	Great
Unhappy	Son in law	Promise
Decolonialization		Discuss

In columns (1a) and (1b) we find words that obviously composed by putting together smaller elements to form longer words with more complex meaning. So we are dealing with morphologically complex words, for example employee can be analyzed as being composed of the verb employ and the ending **ee**, the adjective unhappy can be analyzed as being derived from adjective happy by the attachment of element **un-** and decolonialization can be segmented into the smallest part **de,-colony,-al,-ize,-and ation**.

We can compose complex words into their smallest meaningful units these units are called morphemes.

In contrast the words in (1C) cannot be compose into smaller meaningful units, they are **mono-morphemic** because they consist of only one morpheme, e.g neighbor is not composed of **neighb** and **or**.

As we have seen above some morphemes can occur only if attached to some other morphemes, such morphemes are called bound-morphemes, in contrast free morphemes do occur on their own”.

Plag,(2002.pp: 13-14)

2-2 Definition of word formation:

“The whole field covered by Morphology, including both Inflection and Derivation.

(More narrowly) the derivation of formation new words other than by compounding. In this model, inflection is handled as a part of syntax”.

Chalker & Wemer, (1994. P:427)

2-3 Award and its relatives: Derivation:

There are many way in which lexemes can be related. Our concern mainly with relationships involving affixation and grammatical and semantic tasks that such affixation can perform. Let’s introduce the term **base** for which an affix is attached so as to create either an inflected word form or new lexemes. The base for an affixation processes is what remains if the affix is removed, some bases are roots, whether bound (e.g wive-the base for wives) or free (e.g cat the base for cats)

Others, however contains a root and one or more affixes, such as help in its capacity as the base for helpfulness.

According to: Mc. Carthy, (2002. P: 45)

2-4-1 Derivational Morphology:

“Morphology deals with two areas of word structure, inflection and word formation. This is the processes of derivation that exist in English.

Derivation means the formation of new words; this can be achieved through such morphological processes as affixation, compounding and abbreviation, our concern here on affixation.

- **Affixation:**

Affixation is productive morphological processes in English, English derivation are either prefixes or suffixes, the former are bound morphemes that are attached to the beginning of words, where as the latter are attached at the end of a word.

- **Prefixes:**

English affixation (Quirk et.al 1985) English prefixes can be divided into two types on the basis of the effect prefixation has on class of words that receives the prefix.

Class maintaining prefixes and class changing ones.

- **Suffixes:**

Suffixes will be classified as grammatical ground since they change the grammatical function of the base”.

KHalil, (1999-pp: 62-63)

2-4-2 Derivation

“Derivation is the most common word formation process to be found in English which concerns with production of new English words. It is accomplished by means of a large number of small "bits" of the English

language which are not given separate listings in dictionaries. These small "bits" are generally describe as a fixes, some familiar examples are the elements **un-mis,- pre-ful-less-ish-ism-** and **ness** which appear in words like **unhappy, misrepresent,. Prejudge, joyful, carless, boyish, terrorism** and sadness prefixes and suffixes

Looking more closely at the preceding group of words we can see that some affixes have to be added to the beginning of the word (**e.g un-mis**). These are called prefixes other affixes have to be add to the end of the word (**e.g – less-ish**) and are called suffixed. All English words formed by this derivational process have either prefixes or suffixes, or both. Thus mislead has prefixes disrespectful has both a prefixe and suffixe and foolishness has two suffixes”.

According to: Yule, (2010-pp: 58-59)

2.4-3 Derivational morphology:

“Words can be created by using prefixes, suffixes or both

Unreal, redraft (prefixes)

Sadly, boyish (suffixes)

Unacceptable, sub consciously (affixes)

Although it is always important to look closely at words in context, it is still possible make some generalization about the words created by prefixation, suffixation and affixation.

- **Prefixes**

Prefixes alter the meaning of a word, but they don't always change the word class.

Prefixes	Word class of free morpheme	Word class of created morpheme
Hyper -	Tension (N)	Hypertension (N)
Be -	Devil (N)	Bedevil (N)
Re-	Style (N)	Restyle (N)

- **Suffixes**

Suffixes usually but not always, change the class of free morphemes to which they are attached.

Word class of free morphemes	Suffixes	Word class of created words
Exploit (V)	-ation	Exploitation (N)
Joy (N)	-ful	Joyful (Adj)
Friend (N)	-ship	Friendship (N)

Thorne, (1997. P:23)

2-4-4 Suffixes associated with nouns:

“Words ending with bound morphemes **-acy, -ation, -er/or-ess, -ity, -ment, -ness** and **-ship** are usually nouns **diplomacy-similarity-jubilation-compartment-conductor-relationship-poetess-writer-sadness**

Suffixes associated with adjectives

Words with suffixes like, **able,-ful, ical,-less,- like-ous** and **-Y** are usually adjectives.

A profitable account	An animal-like noise	A gloomy day
A courageous child	A theatrical show	A godless society

Suffixes associated with verbs

Words with suffixes – **ise** or **ize** are usually verbs. Dramatize
democratize

Suffixes associated with adverbs:

Words with suffixed **LY** are usually adverbs

The bus moved off slowly – the dog ate eagerly”

According to: Thorne, (1997.p:24)

2-5 Derivation without affixation:

“We deal with non-affixation processes. Apart from more obvious possibility to derive word with help of affixes there are a number of other ways to create new words on the basis of already existing one.

We briefly introduced the notion of **Conversion, truncation, clippings** and **blends** we will have closer look at these non concatenative process, we will begin with conversion.

- **Conversion:**

Conversion can be defined as the derivation of new words without any overt making. In order to find cases of conversion we have to look for pairs of words that are derivationally related and completely identical in their phonetic realization. Such cases are not hard to find, and some are listed in (1)

(1) a. the bottle	To bottle	b. to call	Acall
The hammer	To hamer	To dump	Adump
The file	To file	To guess	A guess
c. empty	To empty	d.poor	The poor
Open	To open	Rich	The rich

As can be seen from organization of the data.

Different types of conversion can be distingguihed, inparticular noun to verbs (Ia) verb to noun (Ib) adjective to verb (Ic)”

According to: Plag, (2002-pp:134-135)

2-6 Prosodic morphology:

Prosodic morphology deals with interaction of morphological and prosodic information in determine the structure of complex words. Let us discuss cases of phonology- morphology interaction that involved affixation for example the attachment of certain suffix can be responsible for specific stress pattern that holds for all members of the

pertinent morphological category for instance all nouns in -ity carry primary stress on the penult, and all nouns in -ee have stress on the suffix.

In other words, even in suffixation we find that the structure of derivative is determined by an interaction of morphology and prosody. The term prosodic morphology is however usually reserved for these cases where the relevant category is expressed predominantly or exclusively through prosody, which is certainly not the case with the suffixes just mentioned. We will discuss two kinds of word formation processes in English where prosody plays a prominent role, truncations and Blends”.

According to: Plag (2002, p:146)

2.7 Truncation:

“We will discuss each type of truncation in detail, truncated names can distinguished from -y diminutive both semantically and formally. Truncated names and [clippings like lab] are used to express familiarity. Thus truncations are normally used by people who feel familiar with person referred to and who want to express the familiarity overtly. Diminutive such as sweetie or frannie express not only familiarity, but also [usually positive] affection towards the person or thing referred to let us turn to the form of name truncation consider the following data and take a moment to think about their prosodic properties, both in

terms of their own structure, but also interns of how this structure is related to that respective base words.

The data analysis are taken from lappe (2003)

Base		truncated names		bas		truxcated
Aron	→	Ron	→	Alonso	→	Lon
Abigcial	→	Cail	→	Alonso	→	Lon
Abraham	→	Abe	→	Amelia	→	Mel
Adelbert	→	Bert	→	Antonitette	→	Net
Adolphus	→	Dolph	→	Arabella	→	Belle

Taking only the truncate form into consideration, we see that all truncations are monosyllabic, no matter how long the base word is Even afour syllable name is turuncated to form amonosyllabic truncated name”.

According to: Plag (2002, p:148)

2-8 Blending:

Nelson points out

“Blending is similar to compounding, except that only part of existing are combined to create anew word for example, the word camcorder is formed by combining cam from (camera) with corder (from recorder).

Other examples of blending include:

Bionic = biological + electronic.6+

Biopic = biographical + picture.

Bitpop = British pop music.

Docudrama = documentary + drama.

Docusoap = documentary + soap opera.

Ecoterrorism = ecology + terrorism.

Edutainment = education + entertainment.

Eurovision = European + television.

e-zine = electronic magazine.

heliport = helicopter + airport.

infotainment = information + entertainment.

motel = motor + hotel.

etiquette = internet + etiquette.

citizen = internet + citizen.

paratroopers = parachute + troopers.

pulsar = pulsating + star.

smog = smoke + fog “.

(2001, p:132)

2-9 The problem: word- based versus morpheme – based morphology:

There is an important distinction to be drawn in the study of morphology (and language in general), and this is the distinction between syntagmatic and the paradigmatic axis, on the syntagmatic axis, we look at how linguistic elements are combined in string of elements to form larger units. Thus under the syntagmatic view a word like helpless is analyzed as concatenation of help-and-less, the derivative decolonization as the concatenation of offixes **de-,ize-ation** and the root colony in particular sequential order under a paradigmatic approach, helpless is analyzed as a word belonging to a long set of morphemically related words, such as boneless, careless, fruitless, penniless, sleepless, speechless, all containing-less as their second element and all sharing important aspects of meaning. Sets of morphologically related words are referred to by the term paradigm, a term that originated from the study of inflection in languages with rich morphology. For example, the present tense forms of the Spanish verb *cantar* “sing” can be arranged in the following verbal paradigm.

Canto /sing / cantas/ you (s.g.) sing canta / she/he sings/ cantamos / we sing/ cantais/ you (pl) sing / cantan / they sing/

What is the distinction between the syntagmatic and paradigmatic views of morphology? After all it seems as if the two views are simply to

perhaps equally good ways of looking at complex words. However, from theoretical stand point, the two views entail completely different ideas about the nature of complex words and how they are formed. The two approaches can be subsumed under the headings of morpheme-based morphology/ (for the syntagmatic approach) versus/ word-based morphology/ (referring to the paradigmatic approach).

According to: Plag, (2002, P:230)

2-10 Morpheme – based morphology:

“In this model of morphology, morphological rules combine morphemes to form words in much the same way as syntactic rules combine words to form sentences. There are often problem involve in determining morphemes. Such cases include the problem of zero-morphs/truncation vowel mutation, and of extended exponence. In other words, especially non-concatenative morphology see to pose problems for a morpheme-based approach. In what follows, we will, however, not focus on how the tricky cases of non- concatenative morphology can be integrated into a morpheme-based from work, because it seems that at least in languages like English, the majority of morphological phenomena is affixational and can therefore be straight for worldly analyzed in such a model. Rather, we will explore the theoretical consequences of a strictly morpheme-based morphology for the relationship between syntax and morphology.

Linguists like Selkirk (1982) or Liberman (1992) have claimed that a morpheme – based model would be the important advantage that the theory of language could be streamlined in such a way that no separate morphological component is needed. Syntactic rules and morphological rules would be essentially the same kinds of rule, with only the entities on which the rules operate being different for obvious reasons, such an approach has been labeled word syntax. In order to understand how word syntax works, a little bit of syntactic theory”.

According to: Plag (2002, p: 231)

2-11 Previous studies:

2-11-1 Investigating Affixation Awareness Among English Learning Sudanese University Students MA

Dec. 2014 By Eymman Mohammad SUST

Findings:

1. Students have general background about affixation.
2. Students don't always differentiate between suffixes and prefixes.
3. Students have very weak background knowledge about how to recognize part of speech through affixes.

The researcher does agree with these findings

2-11-2 Yeon Hee choi

Ewha womans University, korea. Rol of L1 and L2 Derivational Morphology Awareness in L2 Reading through the Mediation of L2 Vocabulary knowledge

This study aimed to explore the direct and indirect contribution of L1 and L2 derivational morphological awareness of Korean EFL high school and university students to their reading comprehension in L2 through mediation of L2 vocabulary knowledge by using structural equation modeling analysis. Eighty-five high school and eighty two derivational morphological awareness and English L2 reading comprehension and vocabulary knowledge.

The results of the study present significant direct contribution of L2 derivational morphological awareness and L2 vocabulary knowledge to L2 reading comprehension. The contribution of L2 derivational morphological awareness appeared larger than L2 vocabulary knowledge. Which suggest relatively more important role of the former than the latter in L2 reading comprehension. They also reveal a significant indirect contribution of L1 derivational morphological awareness via L2 derivational morphological awareness to L2 reading comprehension but not that of L2 derivational morphological awareness via L2 vocabulary knowledge.

Finding from the study suggest potential benefits of cross-linguistic transfer of derivational morphological knowledge as well as of L2 derivational morphology intervention in L2 reading development.

The researcher added to the above findings, students have little knowledge about English derivational morphology.

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Chapter Three

Methodology

3-0 Introduction:

This chapter describes the research methodology, it gives a full description of the research tool which was used to collect the data besides the population and procedure that was followed.

A test was the tool that used to collect the data.

3-1 Research subject:

The sample of this study consisted of 40 students of the third year at Sudan University of Sciences and Technology College of languages Department of English.

3-2 Research tool:

The data of this study was collected by examining students who study English as a foreign language at SUST. In this study the researcher has used one tool, for data collection which was a test that was designed for English learners in the third year. The test was divided into three parts every one of them consisted of ten items.

Part one aims to see the students, awareness of derivation through affixation (Suffixes and prefixes) part two aims to investigate the students, awareness to recognize lexical category through derivation part

three aims to see if students are able to differentiate between conversion,, truncation and blending as subcategories of derivation without affixation.

3-3 Procedure:

The researcher distributed the test to the students in hand to look over the questions and make up their minds, and then allowed them enough time to answer the questions. After that the researcher collected the test to know their answers. Finally, the test was analyzed. The next chapter considers the data analysis and the results with reasonable discussion.

3-4 Validity and Reliability of the test:

The validity of the test was verified by a doctor at the College of languages, Department of English. The result of this evaluation and judgment of the test had stated that the test was valid for investigating Derivational morphology awareness in the third year students.

3-5 Summary of the test:

This chapter has provided a full description of the research, tool, and procedure, the sample of the students as well as the validity and reliability of the tool.

Chapter Four

Data Analysis and Discussion of the Results

4.0 Introduction

In this chapter the researcher intends to display and discuss the results of statistical analysis of the data collected which were analyzed by computer SPSS.

Results of Data Analysis

The following tables and results of data analysis obtained by the means of test.

Question one put the words in the brackets at the appropriate form use suffixes, prefixes or both.

4.1: Question One

4.1.1 The word (loud)

Table (4.1.1)

Factor	Frequency	Percentage
Right	29	72.5
Wrong	11	27.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

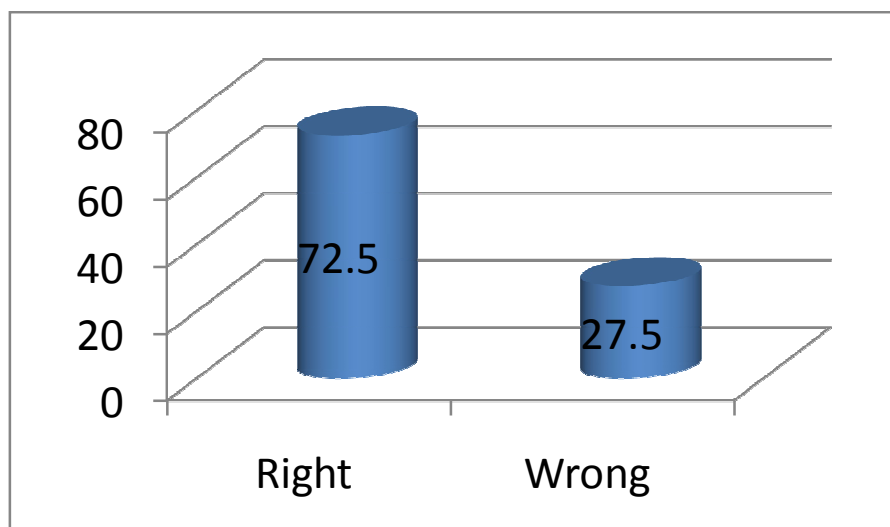


Figure (4.1.1) The word (loud)

The majority of the students answered the question of the word **loud** right. 72,5 % of the students answered the question correctly while 27.5 % of the students missed the correct answer.

This mean that they understand the meaning of this question and it was easy to answered by the students. They know that the suffix **ly** is added to the adjectives to form adverb.

4.1.2

Table (4.1.2) The word (health)

Factor	Frequency	Percentage
Right	7	17.5
Wrong	33	82.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

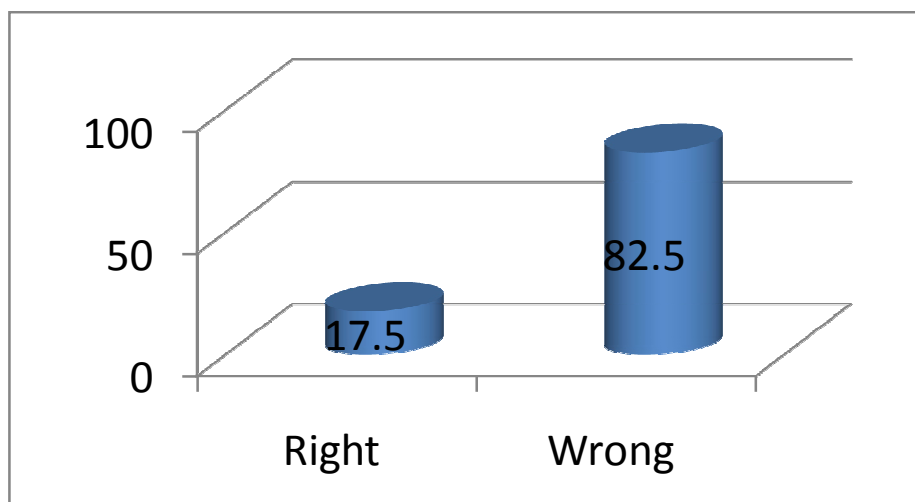


Figure (4.1.2) The word (health)

In this question, 17.5 % of the students answered the question of the word **health** correctly by using the prefix *un* and the suffix *ly*, while 82.5 % didn't answered it correctly. This means that the majority of the students have a little knowledge about using affixes *un – ly*.

Table (4.1.3) The word photograph:

Factor	Frequency	Percentage
Right	21	52.5
Wrong	19	47.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

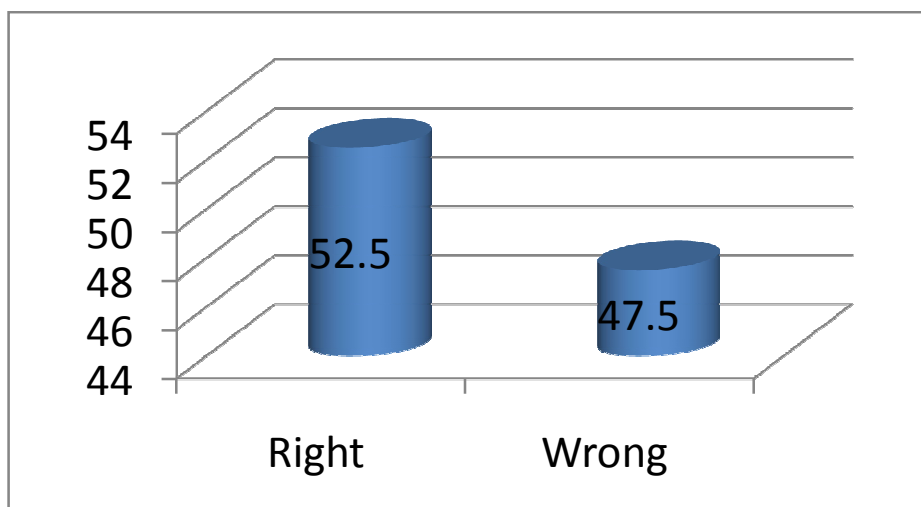


Figure (4.1.3) The word photograph:

As the figure show 52.5% of the students got the right answer, while 47.5% missed the correct Answer. So the majority of the students understand how to add the suffix **ic** to the noun **photograph** to form adjective.

Table (4.1.4) The word appear:

Factor	Frequency	Percentage
Right	0	
Wrong	40	
Total	40	100

Source: prepared by researcher, using SPSS, 2015

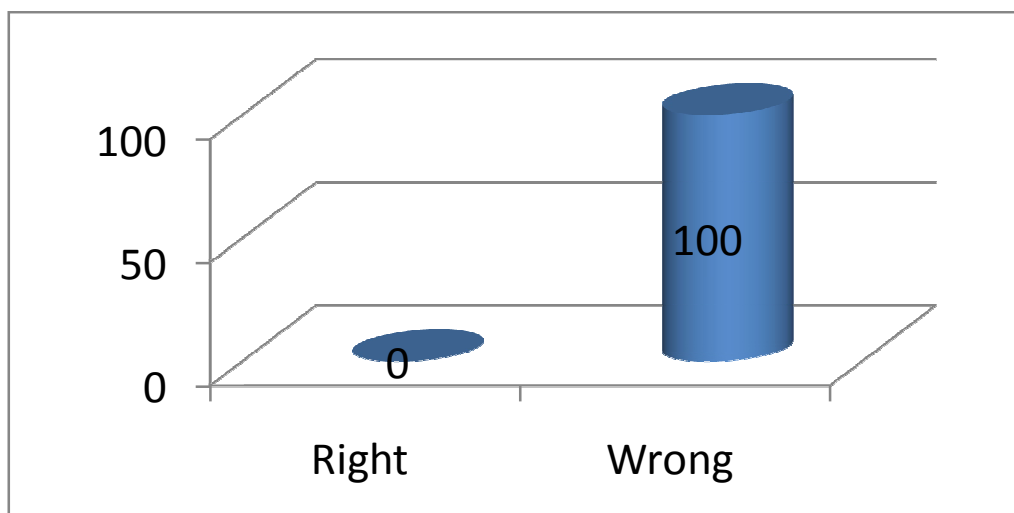


Figure (4.1.4) The word appear:

No one of the students got the right answer. All the students failed to use the affixes **dis-and-ance** to make a noun from the word **appear**.

Table (4.1.5) The word benefit:

Factor	Frequency	Percentage
Right	14	35
Wrong	26	65
Total	40	100

Source: prepared by researcher, using SPSS, 2015

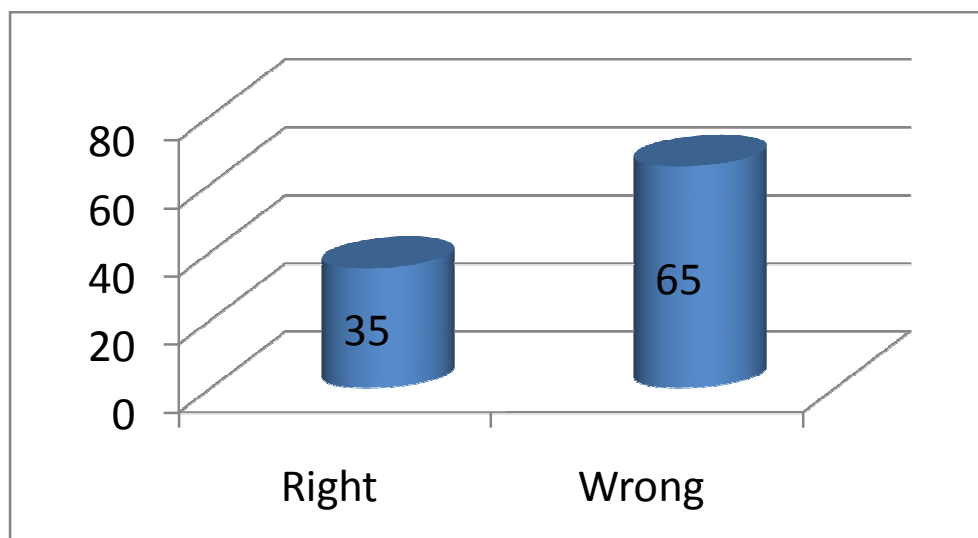


Figure (4.1.5) The word benefit:

35% of the students answered the question correctly. While 65% missed the correct answer which is to use the suffix cial to the noun **benefit to** form adjective.

Table (4.1.6) The word attendant:

Factor	Frequency	Percentage
Right	4	90
Wrong	36	10
Total	40	100

Source: prepared by researcher, using SPSS, 2015

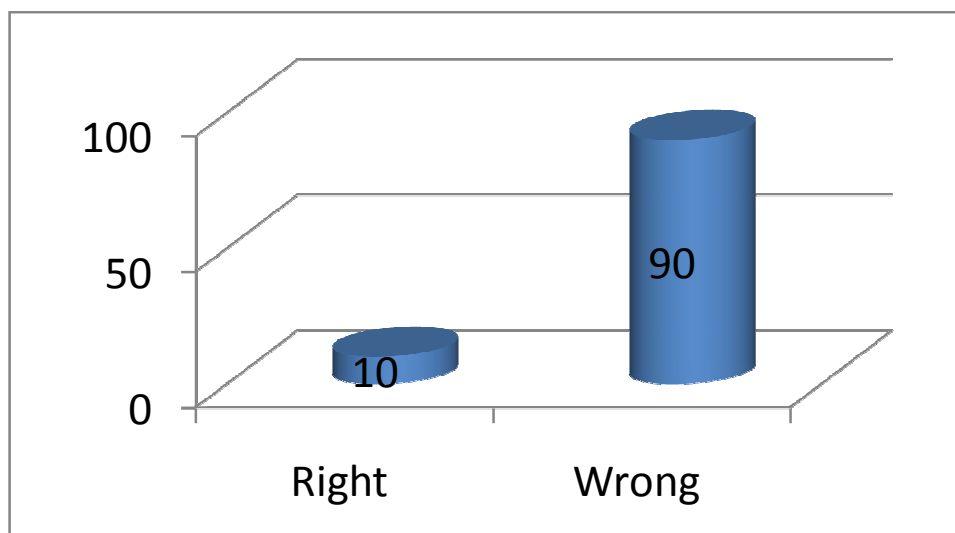


Figure (4.1.6) The word attendant:

The majority of the students answered the question wrongly. Only 10% answered the question correctly while 90% missed the correct answer which is to add the prefix-un to the adjective **attendant**.

Table (4.1.7) The word Complex:

Factor	Frequency	Percentage
Right	19	47.5
Wrong	21	52.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

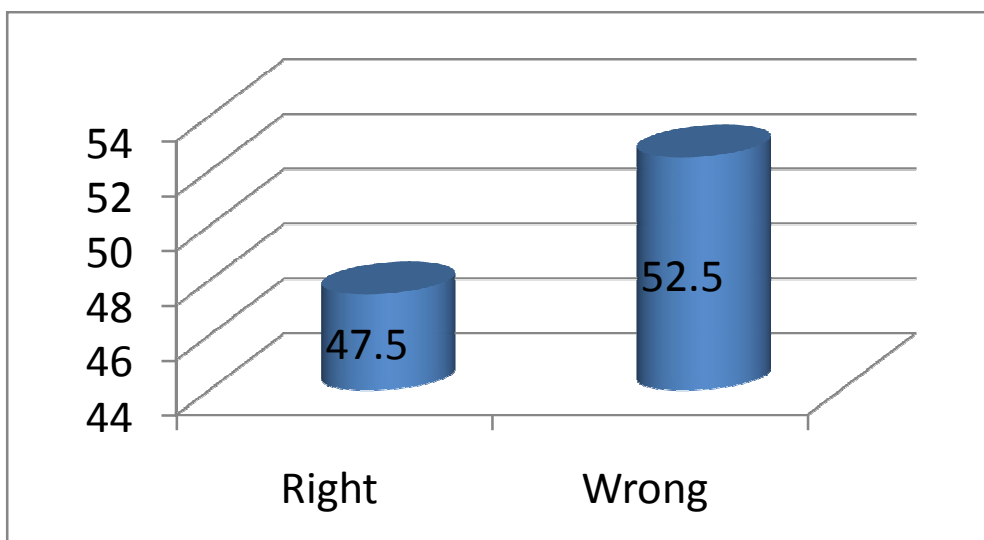


Figure (4.1.7) The word Complex:

47.5% answered the question correctly while 52.5% got the wrong answer which is to use the suffix *ity* to the adjective **complex** to make noun.

Table (4.1.8) The word Popular:

Factor	Frequency	Percentage
Right	2	5
Wrong	38	95
Total	40	100

Source: prepared by researcher, using SPSS, 2015

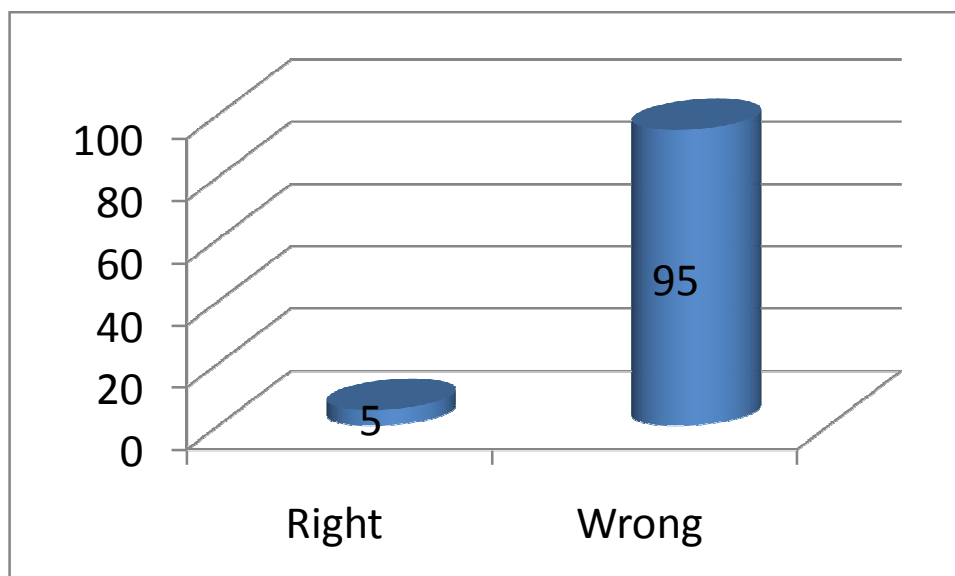


Figure (4.1.8) The word Popular:

The majority of the students answered the question incorrectly 5% answered the question correctly while 95% missed the correct answer, which is to add the suffix **ity** to the adjective **popular** to form a noun.

Table (4.1.9) The word large:

Factor	Frequency	Percentage
Right	10	25
Wrong	30	75
Total	40	100

Source: prepared by researcher, using SPSS, 2015

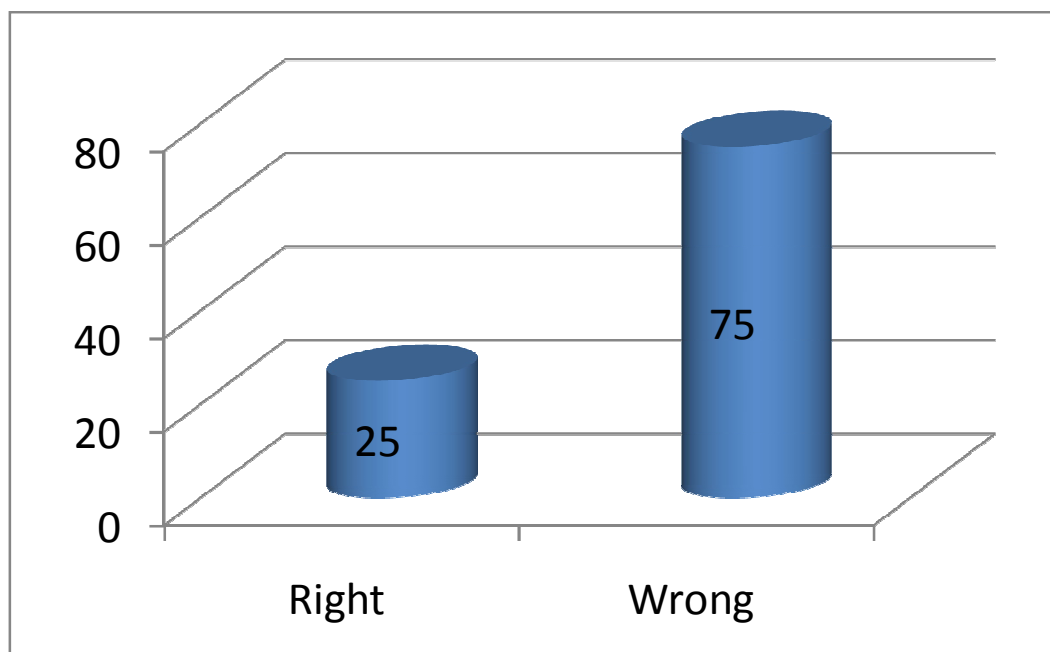


Figure (4.1.9) The word large:

It seems that the students have a little knowledge about the prefix-en, 25% of the students got the right answer, while 75% missed the correct answer, which is to add the prefix en- to make the adjective **large** (verb)

Table (4.1.10) The word summary:

Factor	Frequency	Percentage
Right	36	90
Wrong	4	10
Total	40	100

Source: prepared by researcher, using SPSS, 2015

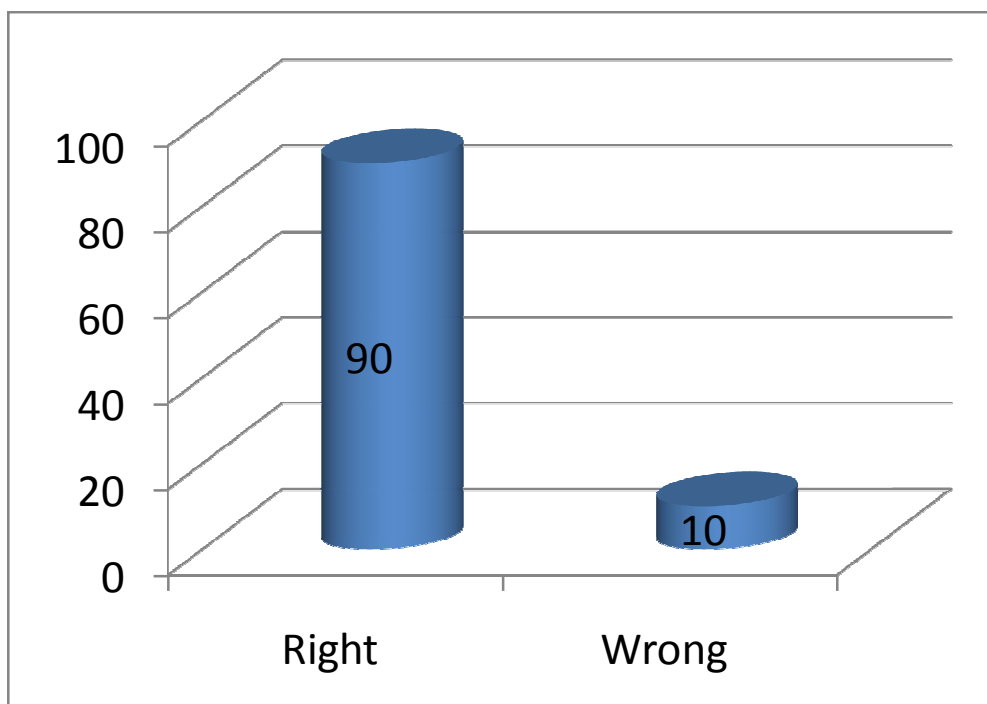


Figure (4.1.10) The word summary:

The majority of the students answered the question correctly 90% of them got the right answer, while 10% got the wrong answer. That means the students aware of using the suffix-ize to form a verb from the noun **summary**.

4.2 Question Two

Choose the correct part of speech for the following:

Table (4.2.1) The word (untidy):

Factor	Frequency	Percentage
Right	33	82.5
Wrong	7	17.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

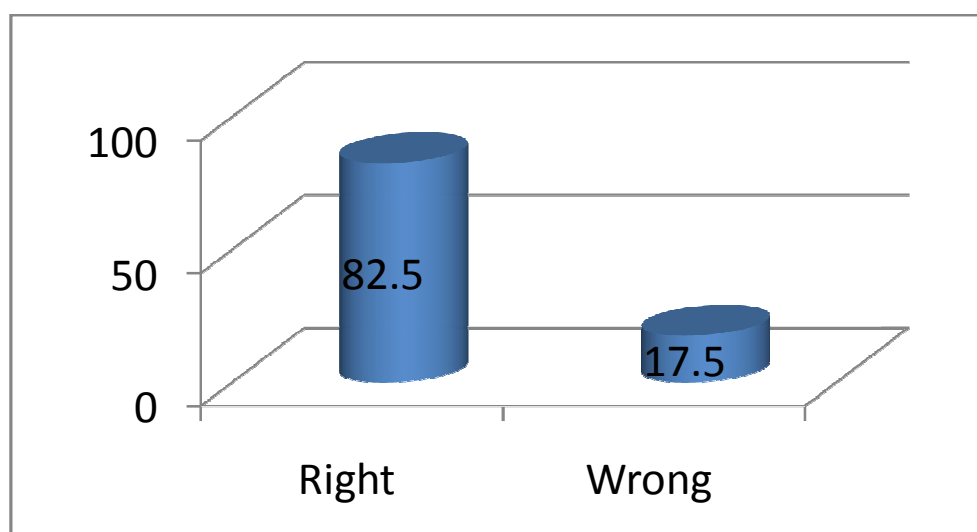


Figure (4.2.1) The word (untidy):

The 82.5% of the students answered the question correctly while 17.5% of the students were answered it incorrectly. That means the majority of students have knowledge about prefix ***un*** does not change the lexical category of the adjective ***tidy***.

Table (4.2.2) Denial:

Factor	Frequency	Percentage
Right	24	60
Wrong	16	40
Total	40	100

Source: prepared by researcher, using SPSS, 2015

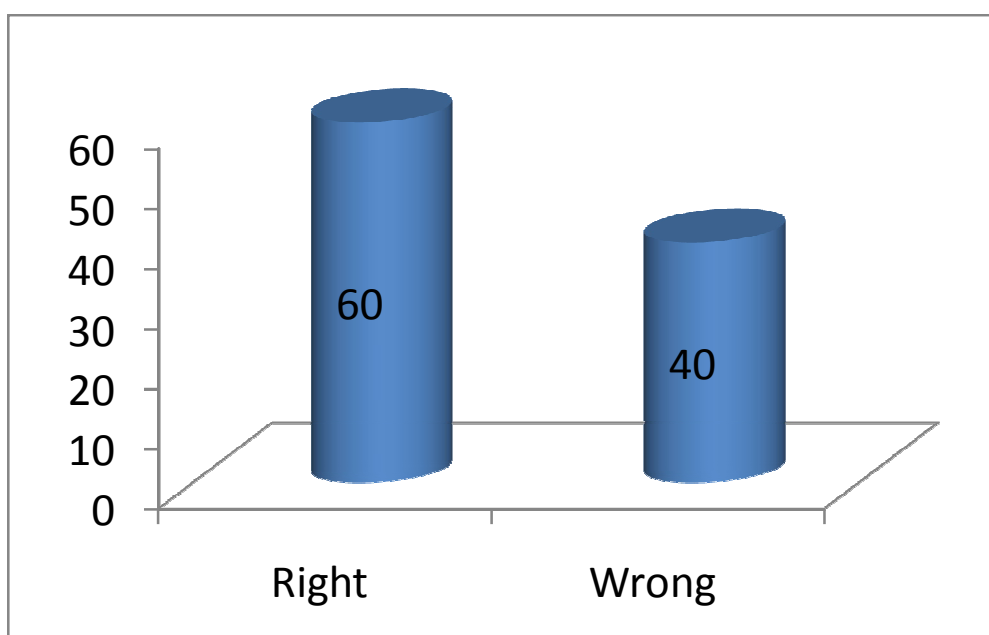


Figure (4.2.2) Denial:

The majority of the students answered the question of the word **deny** correctly which means they have knowledge of the suffix **ial** which change the verb **deny** to noun, 60% of the students got the right answer, while 40% of them answered it in a wrong way.

Table (4.2.3): The word Admission:

Factor	Frequency	Percentage
Right	36	90
Wrong	4	10
Total	40	100

Source: prepared by researcher, using SPSS, 2015

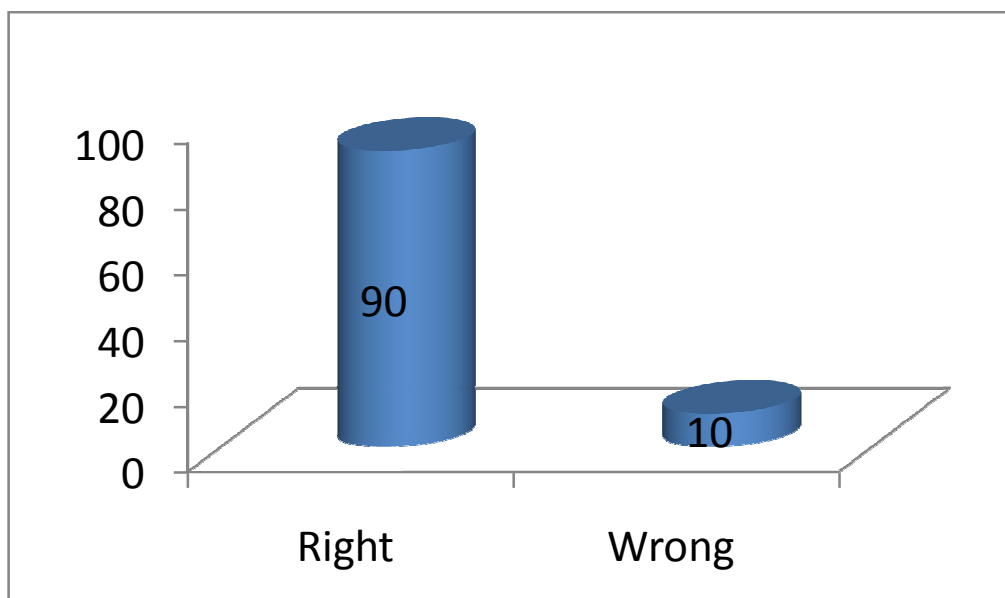


Figure (4.2.3) The word Admission:

The majority of the students answered the question of the word **admission** correctly. 90% of them answered the correct answer, they understand the question which is the suffix “sion” when added to a word forms it a noun.

Table (4.2.4) The word disagree:

Factor	Frequency	Percentage
Right	26	65
Wrong	14	35
Total	40	100

Source: prepared by researcher, using SPSS, 2015

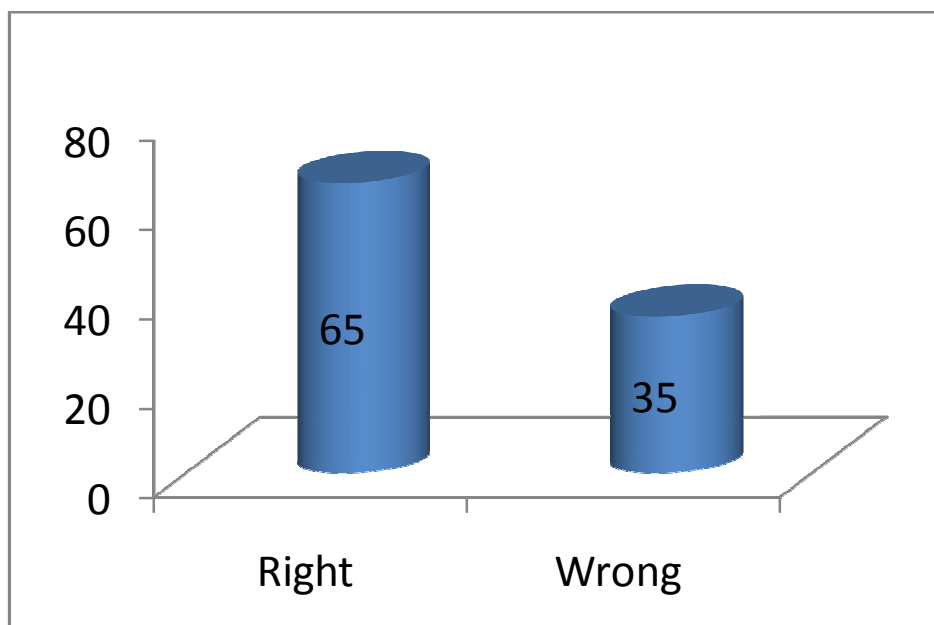


Figure (4.2.4) The word disagree:

The majority of the students give the right answer 65% of them answered the question of the word **disagree** correctly. This means the students have knowledge about the prefix, dis- which doesn't change the category of the verb agree.

Table (4.2.5) The word unexpectedness:

Factor	Frequency	Percentage
Right	25	62.5
Wrong	15	37.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

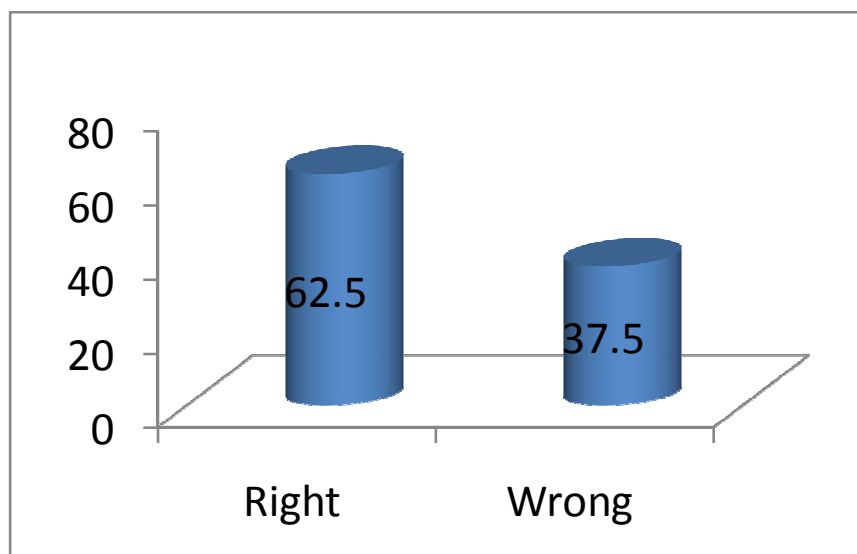


Figure (4.2.5) The word unexpectedness:

the majority of the students answered the question of the word **unexpectedness** correctly 65.5% answered the question correctly while 37.5% failed to give the right answer, which is the suffix-ness form the verb expect a noun despite the existence of the prefix un-.

Table (4.2.6) The word credibility:

Factor	Frequency	Percentage
Right	17	42.5
Wrong	23	57.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

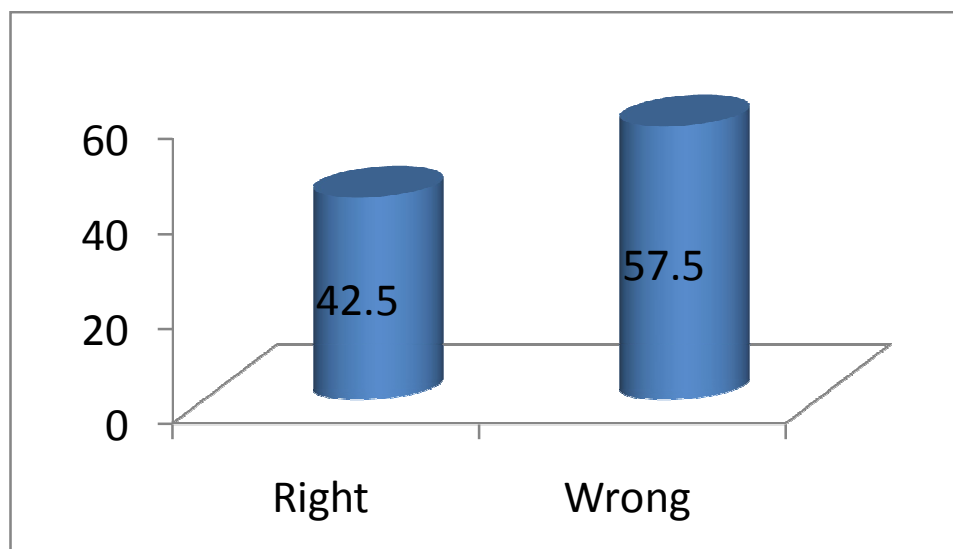


Figure (4.2.6) The word credibility:

The majority of the students answered the question of the word **credible** incorrectly 45.5% got correct answer, while 57.5 answered it in a wrong way. This means the students don't understand that, the suffix ity make the adjective credible a noun.

Table (4.2.7) The word actively:

Factor	Frequency	Percentage
Right	25	62.5
Wrong	15	37.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

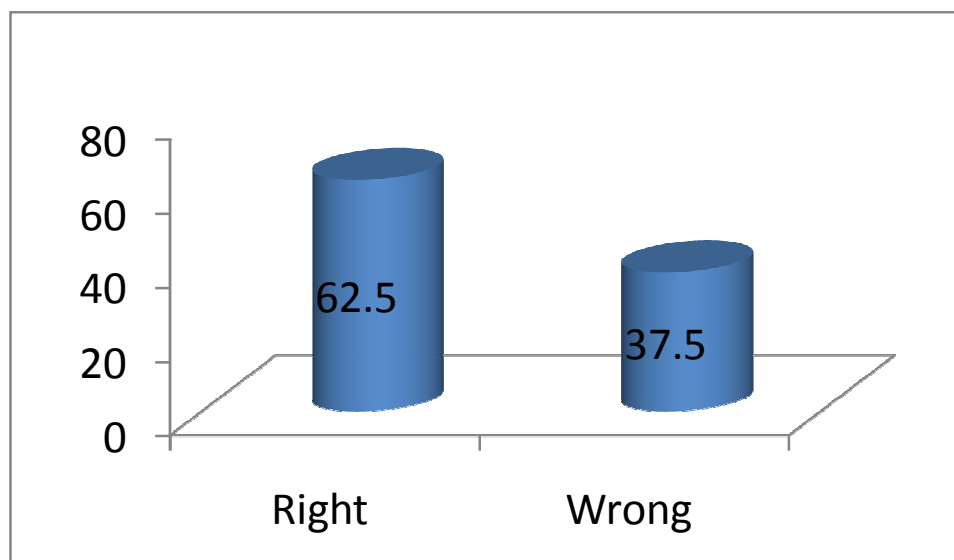


Figure (4.2.7) The word actively:

The majority of the students answered the question of the word **actively** correctly. 62.5% of them gave the right answer, while 37.5% gave the wrong answer. This means the students have a knowledge about the suffix **ly** which change the adjective to adverb.

Table (4.2.8) The word activate:

Factor	Frequency	Percentage
Right	29	72.5
Wrong	11	27.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

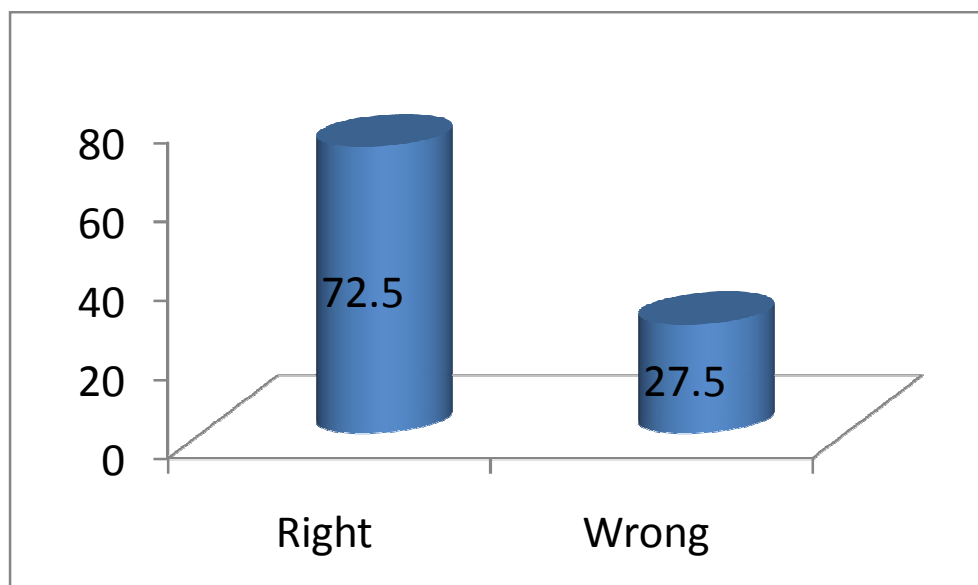


Figure (4.2.8) The word activate:

The majority of the students answered the question of the word **activate** correctly 72.5% gave right answer while 27.5% gave the wrong answer. This means the students have a knowledge about the suffix ate it makes the adjective active a verb when added.

Table (4.2.9) The word slowly:

Factor	Frequency	Percentage
Right	26	65
Wrong	14	35
Total	40	100

Source: prepared by researcher, using SPSS, 2015

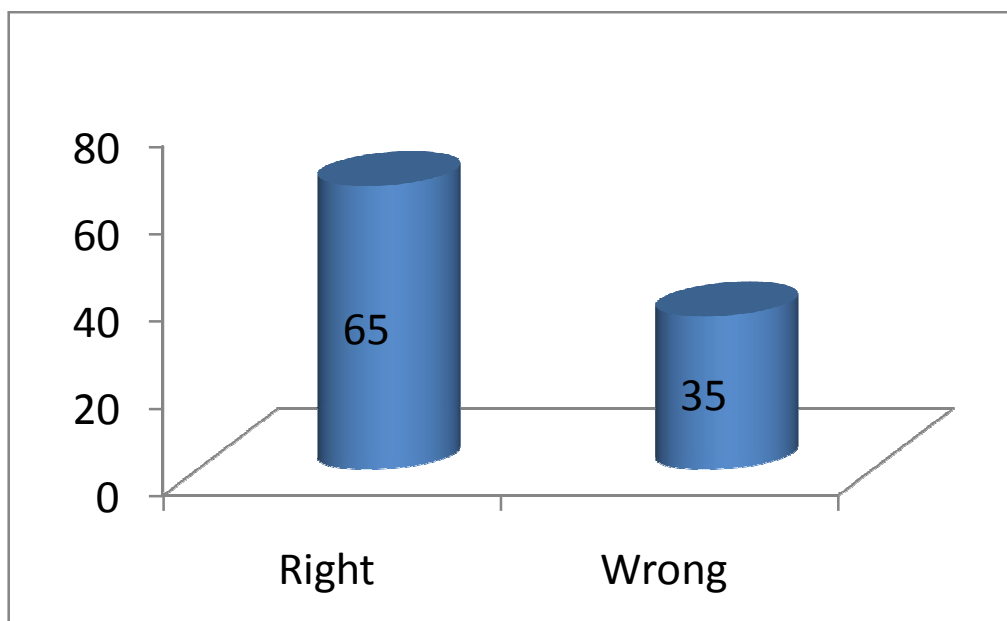


Figure (4.2.9) The word slowly:

The majority of the students answered the question of the word **slowly** correctly 65% gave the correct answer the other 35 gave the wrong answer. This means the students understand the question.

Table (4.2. 10) The word fabulousless

Factor	Frequency	Percentage
Right	27	72.5
Wrong	13	27.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

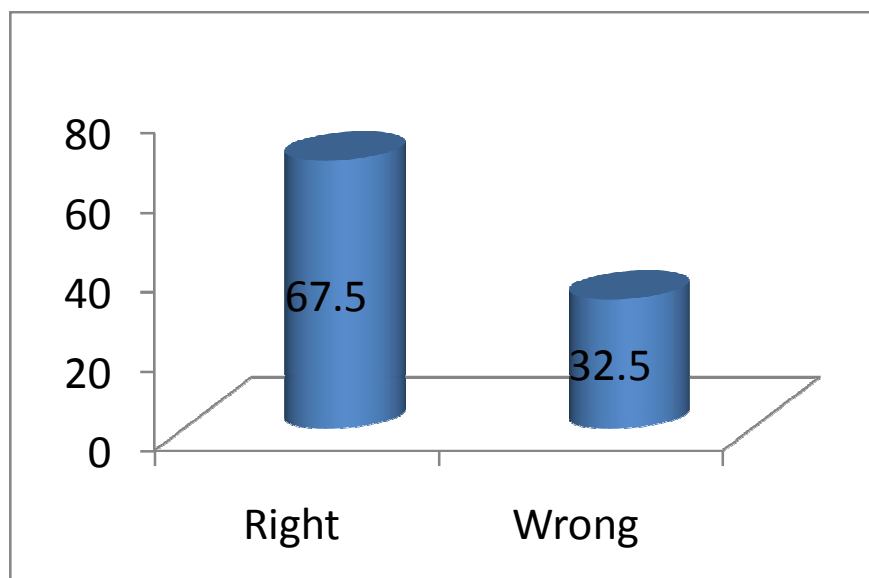


Figure (4.2.10) The word fabulousless

The majority of the students answered the question of the word **fabulousless** correctly 67.5% gave right answer while 32.5% failed to give the correct answer. This means the students have a knowledge that the suffix doesn't change the class category of the adjective fabulous.

4.3 Question Three

Identify which kind of derivation without affixation among the underlined words

Table (4.3.1) The word a must:

Factor	Frequency	Percentage
Right	16	40
Wrong	24	60
Total	40	100

Source: prepared by researcher, using SPSS, 2015

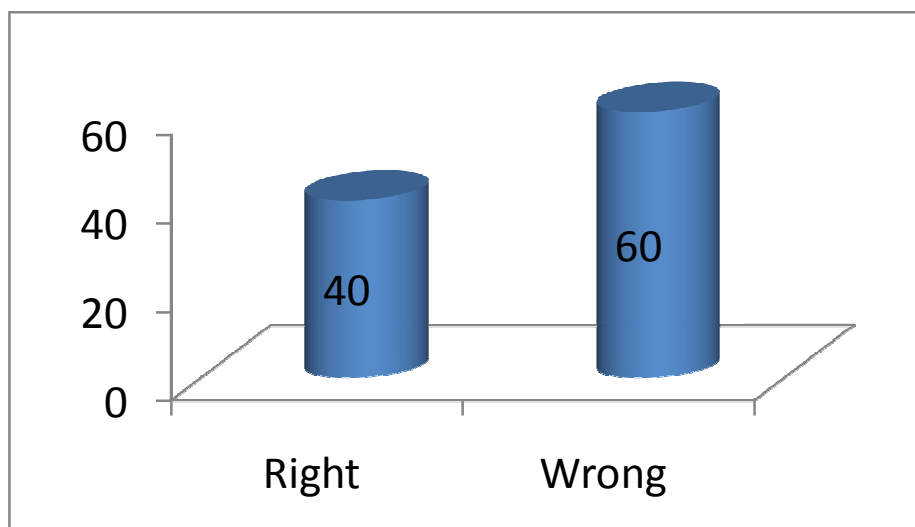


Figure (4.3.1) The word a must:

40% of the students answered the question of the word **a must** correctly, while 60% give in correct answer. This means the students have a little knowledge a bout how to converse a noun from a verb.

Table (4.3.2) The word to chair:

Factor	Frequency	Percentage
Right	16	40
Wrong	24	60
Total	40	100

Source: prepared by researcher, using SPSS, 2015

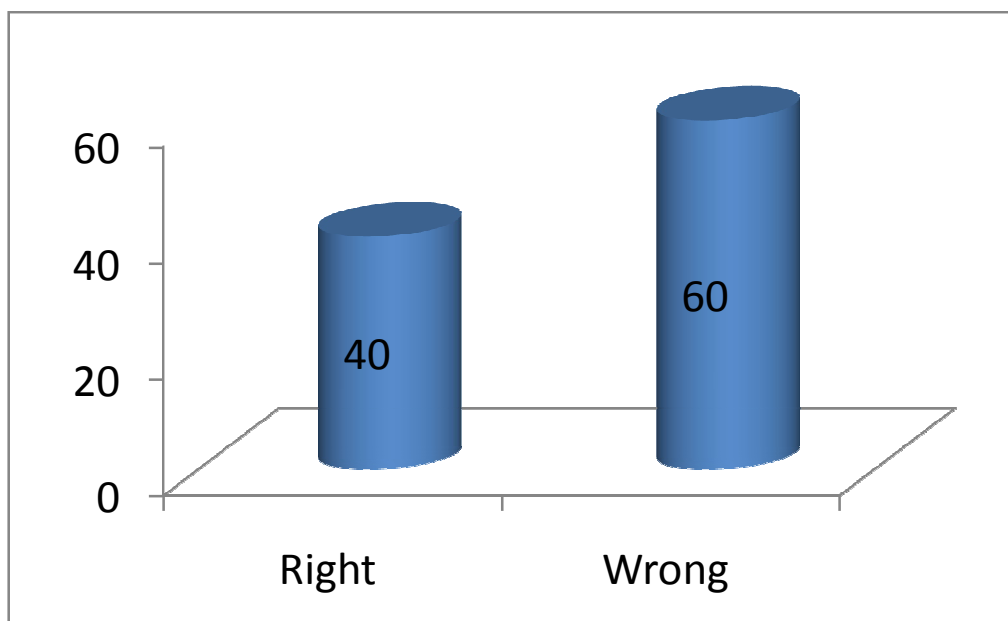


Figure (4.3.2) The word to chair:

40% of the students answered the question of the word; **to chair** correctly, while 60% gave the incorrect answer. This means the students have a little understanding about conversion.

Table (4.3.3) The word a crazy:

Factor	Frequency	Percentage
Right	16	40
Wrong	24	60
Total	40	100

Source: prepared by researcher, using SPSS, 2015

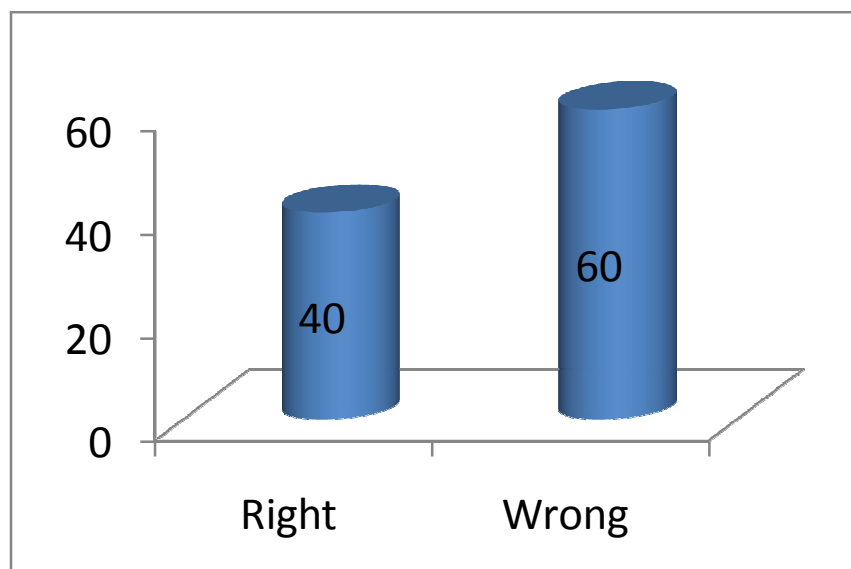


Figure (4.3.3) The word a crazy:

40% of the students answered the question of the word, **a crazy** correctly while 60% answered it incorrectly. This means the students have a little knowledge about conversion.

Table (4.3.4) The word bottled:

Factor	Frequency	Percentage
Right	20	50
Wrong	20	50
Total	40	100

Source: prepared by researcher, using SPSS, 2015

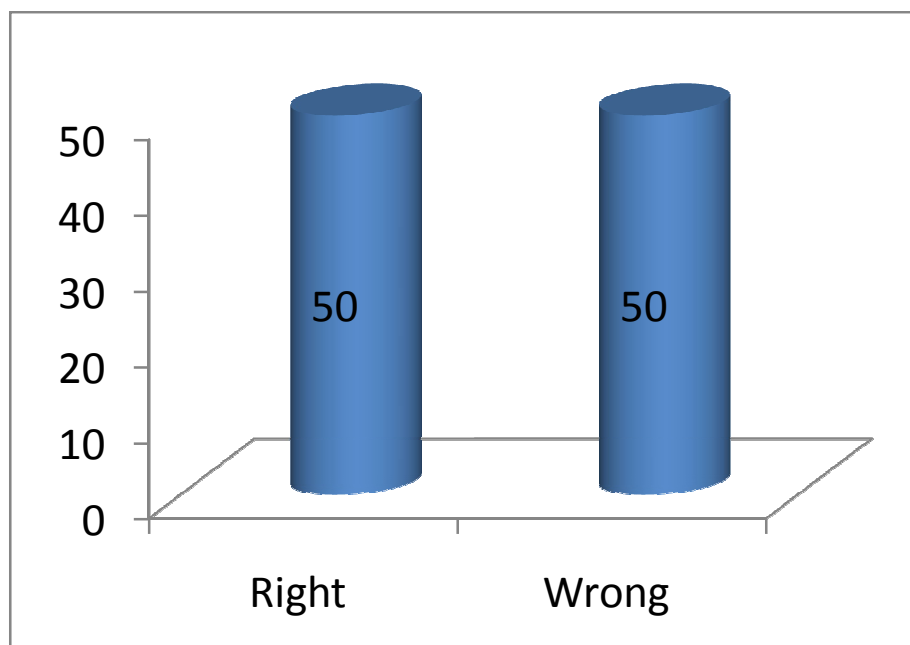


Figure (4.3.4) The word bottled

50% of the students gave the correct answer about the question of the word **bottled** while 50% gave the wrong answer. This means the students have general knowledge about how to convert a verb from the noun bottle.

Table (4.3.5) The word infotainment:

Factor	Frequency	Percentage
Right	11	27.5
Wrong	29	72.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

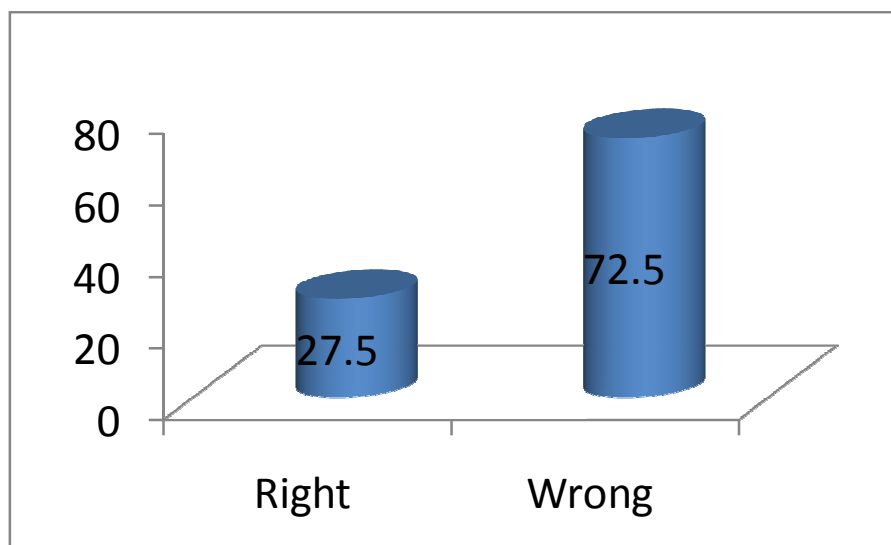


Figure (4.3.5) The word infotainment:

27.5% of the students gave the right answer, while 72.5 of them answered it in the wrong way. This means they don't understand blending the words information **entertainment**.

Table (4.3.6) The word IT:

Factor	Frequency	Percentage
Right	10	25
Wrong	30	75
Total	40	100

Source: prepared by researcher, using SPSS, 2015

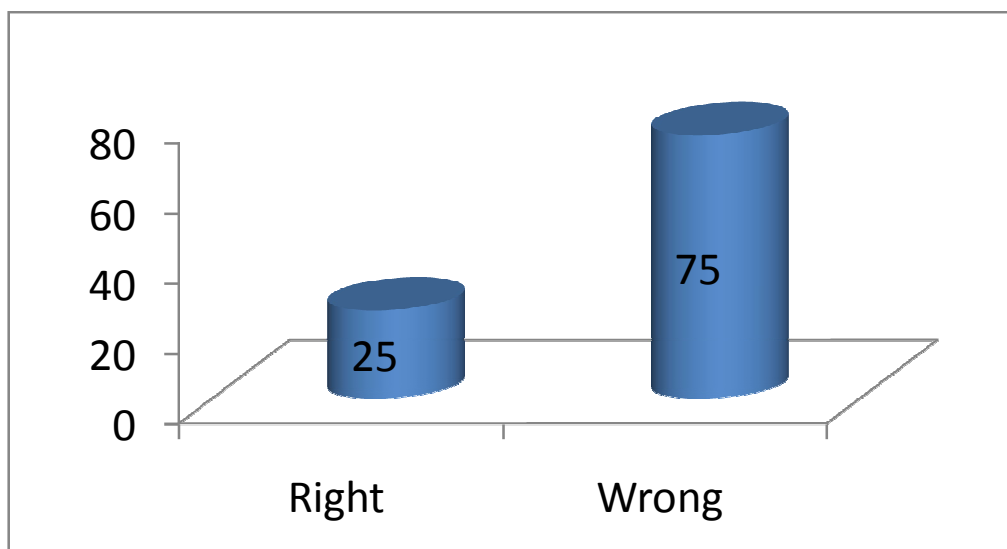


Figure (4.3.6) The word IT:

As shown in the figure 25% of the students answered the question of the word **IT** correctly, while 75% answered it incorrectly. This means they have apparent misunderstanding about blending the words information technology.

Table (4.3.7) The word spanglish:

Factor	Frequency	Percentage
Right	17	42.5
Wrong	23	57.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

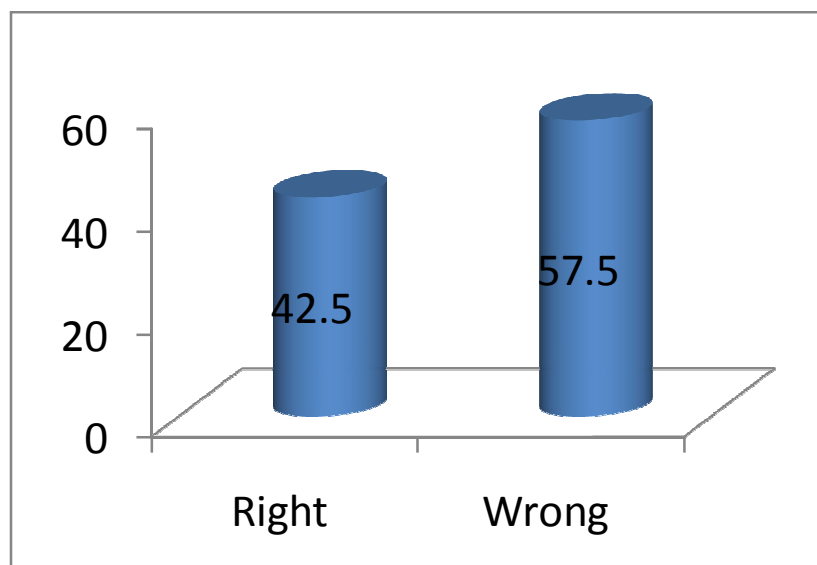


Figure (4.3.7) The word spanglish:

The majority of the students answered the question of the word **spanglish** incorrectly. 42.5% gave the right answer, while 57.5% answered it incorrectly. This means student have a little knowledge about blending the words Spain-English.

Table (4.3.8) The word motel:

Factor	Frequency	Percentage
Right	27	67.5
Wrong	13	32.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

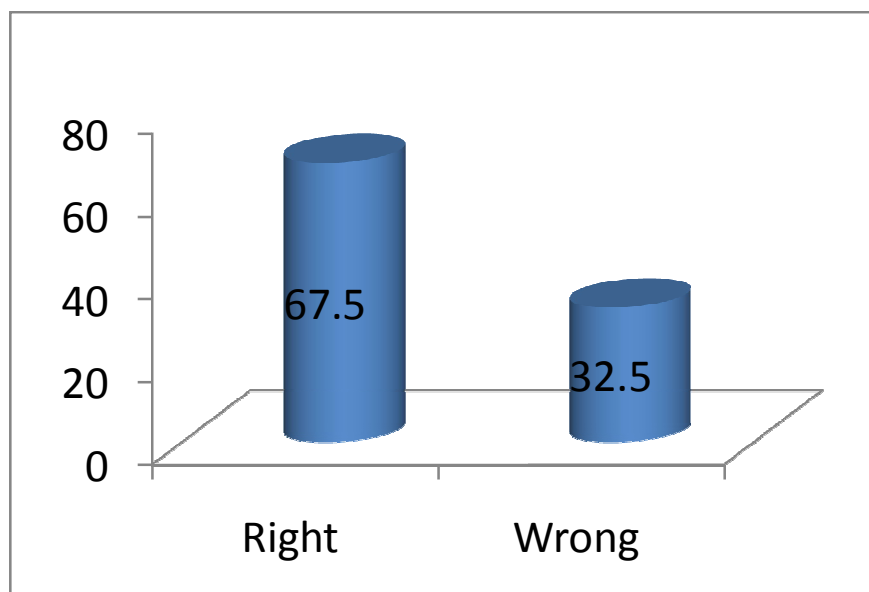


Figure (4.3.8) The word motel:

The majority of the student answered the question of the word **motel** correctly. 67.5% gave right answer, while 32.5% gave the wrong answer. This means the students understand the blending of the word motor hotel.

Table (4.3.9) The word fax:

Factor	Frequency	Percentage
Right	17	42.5
Wrong	23	57.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

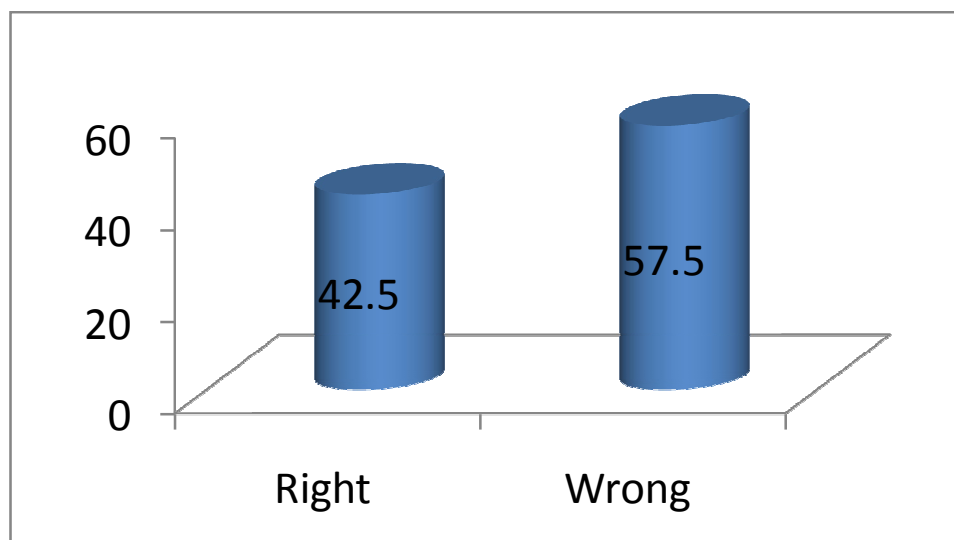


Figure (4.3.9) The word fax:

The majority of the students failed to give the right answer of the words **fax**. 42.5% gave the right answer, while 57.5% answered it incorrectly. This means student don't understand to truncate the word facsimile.

Table (4.3.10) The word gas:

Factor	Frequency	Percentage
Right	14	35
Wrong	26	65
Total	40	100

Source: prepared by researcher, using SPSS, 2015

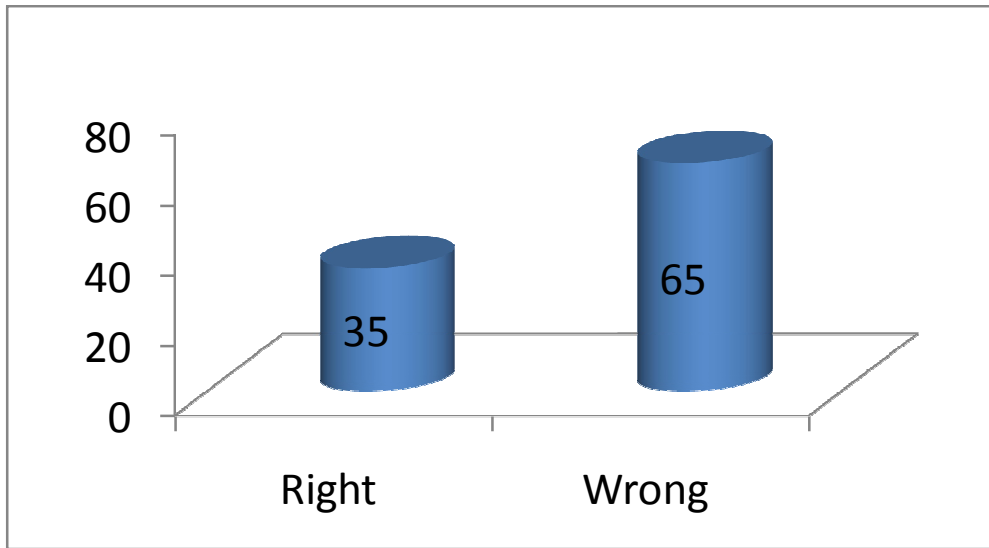


Figure (4.3.10) The word gas:

35% of the student answered the question of the word **gas** correctly, while 665% answered it incorrectly. This means the students don't understand to truncate word gasoline.

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

5-0 Introduction:

The present chapter provides a summary of the whole study, also presents conclusion for its results and recommendations. The chapter finally presents some suggestions for further studies.

5-1 Summary:

This study provides a description of the general idea about derivational morphology and definition of it. Types of Derivational Morphology and their classification besides the problem with derivational morphology. The researcher used a descriptive method in this study to collect the required data, the researcher designed a test which was administered to the third year students of English language at Sudan university of Science and Technology, College of Languages. The purpose of this study was to investigate the awareness of derivational morphology among those students. It attempts to explore the difficulties face students when they use derivation with affixes and derivation without affixes, so as to make students have a complete awareness of derivation, it is also aimed to make students recognize the lexical category through derivation.

5-2 Findings

According to the results of the data analysis, the study obtained the following results:-

- 1- Students have little knowledge about deriving new words from the stem through affixation process,
- 2- Students have some difficulties to recognize lexical category through derivation.
- 3- Students encounter some difficulties in recognizing derivation through non-affixation.

5-3 Recommendations:

Regarding the findings of the study, the researcher recommends the following:-

- 1- Derivational morphology must be paid great attention when it is taught.
- 2- Derivational morphology should be taught from the first year of school.
- 3- Students must do many class activities and exercises about derivation.
- 4- More worksheets should be given to the students to get more practice.

5-4 suggestion for further studies:

The researcher recommends the following areas for other researchers.

- 1- The study deals with third year students, to verify the results obtained in the study, other subjects at different levels should be conducted.
- 2- Comparative studies could be conducted to find similarities and differences between English and Arabic.

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Appendix

Dear student I would Like you to Cooperate to answer this test, ‘which is about derivational morphology the area of word formation.

Name:

Question one:

Put the words in the brackets in their appropriate forms, use suffixes, prefixes or both.

- 1- Big dogs snore(Loud).
- 2- Weak and..... Due to lack of food.(heath)
- 3- Give too little light to a piece offilm, (Photograph).
- 4- Sara refused to provide the police with any explanation for the..... of such a large sum of money. (appear)
- 5- The..... effects of taking exercise are both physical and psychological. (Benefit).
- 6- Although, Rita was often..... in class, she had virtually intellectual memory and got top grades in all her exams. (attendant)
- 7- Theof her arguments left us all in a state of confusion. (Complex)
- 8- It was really Charles Dickens who..... the celebration of Christmas in Britain, (Popular)
- 9- Would it be possible to..... this part of the photo. (large)
- 10-We don't need to hear all the details of the meeting could you just..... - the main points for us? (summary)

Question two:

Choose the correct part of speech for the following:

(1) Untidy	(2) Denial	(3) Admission	(4) Disagree
a noun	a noun	a noun	a noun

b verb	b verb	b verb	b verb
c adjective	c adjective	c adjective	c adjective
d adverb	d adverb	d adverb	d adverb

(5) Unexpectedness	(6) Credibility	(7) actively	(8) Activate
a noun	a noun	a noun	a noun
b verb	b verb	b verb	b verb
c adjective	c adjective	c adjective	c adjective
d adverb	d adverb	d adverb	d adverb

(9) Slowly	(10) Fabulousless
a noun	a noun
b verb	b verb
c adjective	c adjective
d adverb	d adverb

Question three:

Identify which kind of derivation without affixation among the underlined words:

(1) It's <u>a must!</u>	(2) Some one has <u>to chair</u> the meeting
a conversion	a conversion
b truncation	b truncation
c blending	c blending

(3) It's <u>a crazy</u>	(4) we <u>bottled</u> the home brew-last night
a conversion	a conversion
b truncation	b truncation
c blending	c blending

(5) <u>infotainment</u>	(6) <u>IT</u>	(7) <u>Spanglish</u>
a conversion	a conversion	a conversion
b truncation	b truncation	b truncation
c blending	c blending	c blending

(8) <u>motel</u>	(9) <u>fax</u>	(10) <u>gas</u>
a conversion	a conversion	a conversion
b truncation	b truncation	b truncation
c blending	c blending	c blending

Good Luck