

Chapter One

Introduction

Chapter One

1.0 Introduction:

Grammar rules of English are very important because they relate sound systems to meaning in English language.

Acquiring a foreign language is not an easy task because of the nature of the target language and the way by which a learner acquires it.

This study intends to identify and analyze the frequent grammatical errors of lexical and functional morphemes from morphological and syntactical point of view that made by ESL first year student, college of languages at Sudan University of Science and Technology.

1.1 Statement of the Problem:

This study intends to identify, classify and analyze the frequent grammatical errors, with regard to morphological errors that are committed by ESL first year, college of languages at SUST. This study tries to explain the reasons for the occurrence of these errors, and how to overcome them.

It also intends to test the relevance of contrastive analysis (CA) and errors analysis (EA) to second language in general and the usage of free morphemes in particular.

1.2 Objectives of the study:

This study aims at investigating the nature of lexical and functional morphemes, and the ways they are used. It also uses its evidences from phonology, syntax and semantics to simplify and correct the errors that made by EFL students in using them.

1.3 The questions of the Study:

1. What are the difficulties that face Sudanese first year English students at University level in using lexical and functional morphemes?

2. Are there any similarities or differences between Arabic and English languages that facilitate or help the students in using the free morpheme?
3. Do the errors which are committed by the students occur as a result of mother tongue interference or other reasons?
4. Are there any significant differences in the usage of each type of free morphemes?

1.4 Hypotheses of the Study:

H₁: Mother tongue interference is the main cause of the Sudanese English Language Students' Errors in using Lexical and Functional Morphemes.

H₂: Knowledge of University Students in relation to Lexical and Functional Morphemes is not adequate.

H₃: The ambiguity of free-morphemes operations leads the Sudanese English Language Students to commit errors.

1.5 Significance of study:

The researcher has a great interest in finding the errors that the second language learners make in the process of acquisition. So this study identifies and analyzes the errors that are committed by first year English students when they use lexical and functional morphemes.

1.6 The methodology:

Data Collection:

The method of data collection is through the questionnaire that distributed to the English language teachers at university level.

1.7 The Limitation of the study:

The study is limited by its statistical population that consists of the Sudanese students of first year, college of languages at SUST.

The study is restricted by the area investigated which represents the English free morpheme errors that are committed by the first year English students classification and explanation of these errors.

1.8 Organization of the Study:

1.8.1 Chapter One: Introduction

1.8.2 Chapter Two: Theoretical Framework

1.8.3 Chapter three: Methodology

1.8.4 Chapter Four: Data Analysis and Results

1.8.5 Chapter Five: Findings and Recommendations

1.9 Preliminary Bibliography

Chapter Two

Review of Literature

Chapter Two

Review of Literature

2.0 Introduction:

This chapter is going to be confined to present and define the concept of morpheme, types of morphemes and the nature of free morphemes in details according to the requirement need of this study. A comparison between the types of free morphemes, the lexical and functional one are drawn in order to show the major differences between them. It also explains and elaborates on the difficulty of usage for lexical and functional morphemes.

2.1 The definition of Morphology

Morphe (Greek – form, shape) + ology (science of knowledge)

Morphology: the study of the internal structure of words, and the rules by which words are formed. The smallest unit in morphology called morpheme.

Morpheme: is the minimal meaningful unit of a language.

Example: un + system +atic+al+ly.

According to (Handout for psy 598-02, summer 2001) "morpheme can be defined as a minimal unit having more or less constant meaning and more or less constant form"

Morpheme can vary in size; neither the number of syllables nor the length of a word can indicate what is a morpheme and what isn't.

Not all morphemes are equally central to the formation of a word. Morphemes are of two main types roots (free morphemes) or affixes bound morphemes.

The free morphemes: Robert stack well and Donka Minkova (2001- 88) they state (roots are at the center of word-derivational processes). They carry the basic meaning form which the rest of the sense of the word can be derived". According to this definition, free morphemes

are those, that can stand alone as word and carry the meaning or the grammatical function.

2.2The types of functional morphemes:

According to Heidi Harley (2006 - 186) functional morphemes can be classified as follows:

1. Conjunction are words that stick two elements of the same type together for instance, (and) and (or) conjoin two sentences in the example:

a- she studied and she failed.

b- she studied or she failed.

2. Determiners and their meanings:

Another set of functions words whose meaning are fairly well understood are the determiners, sometimes called articles or quantifiers such as an – an

*some determiners that require count nouns:

Example:

a fish several fries three apples every dog
few doctors which student many shirts

*determiners that require a mass noun:

much rain little snow

*determiners that require a mass noun or a plural count noun:

mass noun count noun
enough food enough nails

*determiners that don't care whether the noun is count or mass:

count nouns mass nouns
the cat the coffee
this computer the rice
that mountain the beef
my house my sugar

3. Pronouns: stand in for a noun or a noun phrase. What a pronoun refers to varies depending on the identity of the person speaking, and the conversation that they are used in. English pronouns specify whether or not the noun phrase that they are standing in for is the subject of the sentence. Pronouns like me, him them, us , her, etc... show up everywhere else "being the subject" is a grammatical property, so it must be included as a part of the syntactic information attached to the roots.

Since they stand in for a noun phrase, like the cat or my cat, pronouns are themselves noun phrases, as far as their grammatical category goes.

Lexical entries for the pronouns (we and them) it might look like this:

| Phonology | syntax | semantics |
|------------------|-------------------|-------------------------------------|
| /wi:/ | [we] NP subj | the speaker and others |
| /jem/ | [them] NP Non sub | the plural topic of conversation |
| /it/ | [it] NP | the non-human topic of conversation |

(4) Complementizers:

Words that introduce a whole complement clause-a whole extra sentence – are called complementizers- some examples are below:

I believe that [she studied]

He wondered whether [she studied]

(5) Preposition:

A Preposition is a word that explains the relationship between two nouns.

In English, there are many types of prepositions such as a preposition of time and place etc.

(6) Auxiliary verbs in English are divided into four, verbs to be, verbs to do, verbs to have and modal verbs, they are followed by main verbs in order to form a question, a negative sentence, a compound tense or the passive voice.

The verb to be:

Verbs to be in English can be used as a function or lexical morpheme. We use this verb for compound tenses and the passive voice. Verbs to be are irregular verbs:

Am – is – are is the present form was and were is the past form and been is past participle form.

The verbs to be can be an auxiliary when followed by another lexical verb as in case of progressive forms passive voice.

Examples:

He is playing football - present progressive

He was playing football – past progressive

The house is built- passive voice (present)

The house was built – passive voice (past)

Verbs to have:

The verbs to have also can be used as auxiliaries and as full verbs. As an auxiliary verb it can be used to form compound tense in active and passive voice.

He has played football - compound tense – active voice

Football has been played - passive voice

In the above example the verb "have" has a grammatical function as auxiliary it can form the question and can be attached with negative without do. Example:

Statement: He has played football.

Negative: He has not played football.

Question: Has he played football.

The modal "will"

The modal verbs such as will can only be used as auxiliary or function word we use them to form the future tenses:

He will play football future simple

He will have played future perfect

The model verbs remain the same all forms (no "s" for 3rd person singular)

The verbs to do:

The verbs to have can be both an auxiliary and lexical verb. As an auxiliary they used in negative sentences and questions for most verbs in present simple and past simple.

The auxiliary do in negative sentence.

He does not play football present simple

He did not play football. Past simple

2.3 The lexical morphemes: (content words)

Lexical morphemes in English are the words or the morphemes that carry the meaning or have a dictionary meaning.

Heidi (2006- 197) states that "content words, are the words which carry the meat of our messages" lexical morphemes categories are the nouns, verbs, adjectives and adverbs. All the vocabulary of English depends on these types of morphemes. These morphemes in English convey a certain kinds of meaning, nouns are the words that refer to person, place or thing. Nouns in English are divided into five types, proper nouns or special nouns are the nouns that refer to a particular person, place or thing and they always start with a capital letter such as Ahmed, Malaria, London. The second types of nouns called common noun or general noun which refer to general used nouns such as chair, table, book etc. the third one is a collective noun or the noun that refers to group such as – staff, team, group. The fourth one is an abstract noun which refers to unseen nouns such as love, hate, happiness. The last one in English nouns is the gerund which is combine from verb + ing such as writing from the verb write speaking from the verb speak.

Adjectives in English always name properties even when they are formed out of nouns such as wimpy (from the noun wimp) or formed out of verbs as in sleepy (from the verb sleep).

The adjectives have three different forms positive form comparative and superlative, short forms adjective always take (er) when the comparison between two and take (est) forms when the comparison between more than two long forms adjectives in comparison case always preceded by (more than) and most in superlative.

Verbs always name either events (as in to fall, to sleep, to build) or state as in to know, to seem).

Verbs in English are divided into two main groups: main verbs are the verbs that have a lexical meaning. They are also divided into three types (A) regular verbs, the verbs that take (ed) in the case of past and past participle, irregular verbs, the verbs that take different forms such as go – went – gone, and the last type is the odd verbs, the verbs that take only one form in all cases such as put – put – put.

2.4 Functional morphemes versus lexical morphemes

Functional morphemes are morphemes that have a grammatical function. They always have a weak form according to the phonological rules of English. Functional morphemes in English are finite in number and can't be changed through the time. They used to link between the lexical ones in the sentence and they affect the use of lexical one as in case of singular and plural form. e.g. the singular noun must be preceded by definite article as a modifier so the use of the noun depends on the modifying article as in:

a book - singular noun

the books - plural noun

in English auxiliary verbs are regarded as a functional morphemes because they are finite in number and have grammatical function

but sometimes auxiliary verbs can be lexical morphemes when they occur in the sentence in the position of the main verb as in:

Statement: I have a book

Question: Do I have a car?

The evidence that emphasizes the verb (have) is a lexical morpheme. Is the verb (have) here has a lexical meaning (own) also it has a strong phonological form as a result of this strong form, he can't move to form the question, in order to form question for these statement we need "do" support because the verb have is not auxiliary verb.

However, the verbs to be when they occur in the sentence as main or auxiliary. They can form the question without need for "do" support and in both cases the verbs to be are closed to the subject and have weak form according to the phonological point of view. e.g. statement: I am student, question: Am I student?

2.5 Lexical versus functional

Functional and lexical morphemes are different from each other, both of them are very necessary to know or you will not be a good speaker of English. Lexical morphemes in English are regarded as open class because new morphemes can occasionally added to the language such as: cake, cold, play, etc. derivational morphemes also are regarded as open class because they are not very necessary in the grammar of English. Heidi (2006- 137) states that "they are not a necessary part of the grammar of English- you could speak English and still never use a single derivational morphemes".

Another respect in which derivational morphemes are more like open-class words is that, they always attached with verbs, nouns, adjectives and adverbs.

The final argument that shows the derivational morphemes belongs to open-class is that we can create new ones to English or borrow new one from other languages such as – nik from Slavic via Yiddish, which shows sup in refuse nik, peacenik and beatnik – Heidi (2006 – 137) states that "after the Watergate scandal in 1972 – gate was detached from the compound Watergate and become a derivational suffix used to mean a political scandal involving x" e.g. Hollywood, irangate.

On the other hand, closed-class those are words that belong to the functional morphemes and that have grammatical functions such as: pronouns, determine auxiliary verbs they called closed-class words because we can't create or borrow new one to them.

Let us look in more details at the semantics of non-relational content words- the meanings of nouns- and see how they interact with some of the function words that go with them. (Heid 2006-212) states “it turns out that the meanings of the function words are pretty inflexible, while the meanings of content words can be molded more easily, the one whose meaning changes to accommodate the meaning of the other is the content word, not the function word” e.g. we have two kinds of nouns in English countable nouns and uncountable some determiners can go with one kind of noun but not the other many goes with countable nouns, but much goes with uncountable. Similarly if we want to use the noun without a determiner we have to add “s” to countable nouns.

2.6 Functional morphemes:

Although the word seems to be a functional unit of language at first glance, one quickly discovers that words themselves have recognizable constituents, each one expressing consistent meaning. Those continent morphemes from the smallest units of language having significance in grammar. This significance is resulted from the meaning that they

indicate to the English speaker or to those who study English as a foreign language.

Grammatical morphemes may seem small and significant, but they are really quite important and do have roles to play. Sometimes English learners believe that grammatical morphemes are relatively meaningless when compared to the lexical morphemes, but think about how difficult it would be to communicate without function words. It would be very difficult, because functional morphemes are used to link between the lexical morphemes.

2.7 The auxiliary as a lexical morpheme

(Be , do and have) as a lexical

All auxiliary verbs in English are considered as functional morphemes because they have grammatical function, finite in number, and can't change through time. But some of them can be used as a lexical morpheme to give semantic meaning such as: verbs to be, verbs to do and verbs to have. They are used as lexical morphemes instead of functional when they are not followed by another verb for example:

Verbs to be as a lexical verb:

They can be lexical verbs when they are not followed by another verb. If the verbs to be are used as a lexical verb, they don't need an auxiliary in negative sentences or questions, because, they have weak forms in both cases according to the phonological point of view, the syntactic rules which say, verbs to be are always close to the subject and are not allow for empty category our argument is also supported by the fact that verbs to be even if they are lexical can form question, can be shortened and make negative example:

I'm student

Am I student?

I am not student

When the verbs to have occurred in the sentence as lexical verbs they indicate possession, as in the sentence:

I have a book

The word have on the above written sentence is regarded as a lexical verb because it is used without main verb so it takes all the features of the lexical verb. It has a lexical meaning which is (possess), also it has a strong form, that means it can't be shortened and can't form the question so we need helping verb to make a question. Do I have a book?

The verbs to do also can be used as a lexical morpheme in certain expression. If we want to form negative sentences or questions using do as a lexical morpheme we need another do as a functional.

e.g.

Positive: She does her homework every day.

Negative: She doesn't do her homework every day?

Question: Does she do her homework every day?

The evidence that emphasizes the lexicality of these morphemes are phonological, syntactic and semantic rules.

The phonological one is the verb "do" has strong form it can't move to form question.

The syntactic evidence is that the verb "does" when occur as lexical it will not be close to the subject that means there is an empty category between the subject and the verb do. The semantic evidence shows that the verb "do" when occur as a lexical it has a lexical meaning or dictionary meaning.

2.8 The Arabic free morphemes:

According to KARIN (2005- 44)

"Arabic morphology exhibits rigorous , great and elegant logic. It differs from that of English or their Indo-European languages because it is to a large extent based on discontinuous morphemes"

Arabic morphology consists of roots, which are combination of consonants joined with the pattern, which is combining of vowels they interlock with each other to form words or stems. This type of operation is not unknown in English.

Examples:

كتب

كاتب

كتاب

The root of these words is compound of three consonants (k -t-b) which means something has to do with writing and most of the words in Arabic language that have to do with writing are derived from the root.

2.9 What is a root:

KARIN (2005-45) states that "A root is a relatively invariable discontinuous bound morpheme, represented by two to five phonemes, typically three consonants in a certain order, which interlocks with a pattern to form a stem and which has lexical meaning".

The root (k-t-b) is discontinuing because if we insert vowel between those consonants, we can create many morphemes, but those consonants must be present and be in the same sequence. Sometimes the root may contain more than three consonant or less than three such as (z-l-z-l) (زلزل) or (b-r-h-n) (برهن).

The root in Arabic language is lexical morphemes because it contains the lexical meaning.

2.10 What is a pattern:

According to (Karin 2005-45)

"A pattern is a bound and in many cases, discontinuous morpheme consisting of one or more vowels and slots root phonemes (radicals), which either alone or in combination with one to three derivational affixes interlocks with a root to form a stem which generally has a grammatical meaning.

The pattern in Arabic language is known as discontinuous because it interlocks with the root to form the stem. Through this process we can produce many morphemes in Arabic consonants that are included in Arabic pattern formation according to (Karin -2005- 48) are / ° / (hamza) /t/ (taa) /m/ (miim) /n/ (nuun) /s/ (siin) /y/ (yaa), and /w/ (waa). These consonants may be used as prefixes, suffixes or even infixes.

Patterns in Arabic language are categorized as functional morphemes because they signify grammatical or language-internal information; that is, they distinguish word classes such as noun, verbs, and adjectives.

2.11 Solid stems:

Solid stems are words which cannot be reduced or analyzed into the root-pattern paradigm. They consist of primarily three sets in Arabic: pronouns, function words, and loanwords. Solid-stem words are listed in Arabic dictionaries according to their spelling.

2.12 Pronouns:

Arabic pronoun categories include personal pronouns, demonstrative pronouns, and relative pronouns. Arabic pronouns are defined as functional morphemes and don't fit into standard root and pattern system.

2.13 Prepositions and conjunctions:

They are common used items in Arabic, and in terms of their structure, they are usually short and monosyllabic, for example: fii (في) (in) at ilaa (إلى) to, towards or wa (و) and.

2.14 Function words:

Functions words in Arabic are described as solid stem. They can't be broken into small units, those function words are prepositions and conjunctions. These are high-frequency items, they have short structure or even monosyllabic for example: (fii)- in, at – (ilaa) – to, towards or (wa) – and.

2.15 Loanwords:

Loanwords are a number of words that borrowed from other languages and that used in modern standard Arabic. Loanwords in Arabic are also considered as solid stems, that means they cannot be broken down into roots and patterns, such as the word raadyuu 'radio' and kumbyuutir 'computer'.

2.16 Determiners:

Arabic language has both definite and indefinite Articles. The definite one in Arabic is the word (al) it is not used as independent word but it is prefixed to nouns and adjectives. The indefinite article is an affix (-n) normally suffixed to the case-marking vowel on nouns and adjectives. Thus, al-bayt-u (the house- nominative, definite) but bayt-u-u (a house- nominative, indefinite). The suffixed /-n/ sound is not written with the letter /n/ (nuun) but is indicated by modifying the short vowel case-maker.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction:

This chapter states the methodological technique employed in this research. It explains the methods of selecting the subject, the tools of data collection, validity and reliability.

3.1 The population of the study:

The term “population” refers to the subjects, that the researcher plans to generalize his result on them. According to Woods et al (1993:57), the population is “the largest class to which we generalize the results of investigation on a subclass”.

The target population of this study consisted of first year students of English in College of Languages at Sudan University of Science and Technology.

3.2 The method:

The method of data collection is through the questionnaire that distributed to the English language teachers at the University level.

3.3 Validity and Reliability:

For the questionnaire to be valid and reliable, the researcher distributed the questionnaire to the English teacher at University level. To prove the content validity of the questionnaire in this study, two experts in the field of English Language teaching those specialists have examined the questionnaire closely:

1. Dr. Bashowm, PhD Holder in Applied Linguistics and lecturer at Sudanese University with 40 years experience.
2. Ustaz Salah Elgizoli Abdel hameed, a lecturer at Omdurman Islamic University Faculty of Arts with 9 years experience.

Both experts agreed that the questionnaire is valid and it is items constitute a representative sample of the variable to be tested.

3.4 Tool of Analysis:

Statistical techniques have contributed greatly in gathering, organizing and interpreting numerical data. After the data had been edited, classified and tabulated, a computerized coding system was used for each item of the study (with the co-operation of computer specialist in SPSS) to enable data transfer to the computer. The statistical treatment shows the levels of measurement scales that are used in this study.

3.5 Conclusion:

This chapter generally focuses on data collection the method of data collection and validity and reliability of data.

Chapter Four

Data Analysis and Discussion

Chapter Four

Data Analysis and Discussion

Data Analysis Discussion and Hypotheses Test

1/ Reliability, Normality and Uniformity Tests:

A/ Reliability Test:

Table (4-1): Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .505 | 10 |

The value of the Cronbach's Alpha for the items of the questionnaire used in this study is (0.505) and it reveals that the items are moderately related to each other. Accordingly, it's can be said that – conservatively – these items are internally consistent and they actually measure the variables of the study.

B/ Normality Test:

| Table (4-2): One-Sample Kolmogorov-Smirnov Test for (Normality) | | |
|---|-----------------------------|-------------------------------|
| Variable Tested | Kolmogorov-Smirnov Z | Asymp. Sig. (2-tailed) |
| Knowing Auxiliary Verbs as Main Verbs | 1.720 | 0.005 |
| Knowing Distinctive Features of the Verb to Be | 1.475 | 0.026 |
| Distinguishing between Lexical and Functional Categories | 1.800 | 0.003 |
| Grammatical Errors due to First Language Interference | 2.252 | 0.000 |
| ELT(s) Provide Problem-Solving Activities for Grammatical Difficulties of Using Free-Morphemes | 1.644 | 0.009 |
| Lexical and Functional Errors are due to the Teachers | 1.293 | 0.071 |
| Problems in Using Complementizers (in relative clauses or reported statements) | 2.065 | 0.000 |
| Adequacy of Students' Knowledge of Lexical and Functional Morphemes relative to College Courses | 1.549 | 0.016 |
| Students have Some Difficulties in using Irregular Nouns, Verbs and Adjectives | 1.809 | 0.003 |
| Students have Some Difficulties in choosing Word that collocate with Each Other | 2.174 | 0.000 |
| Test distribution is Normal. | | |

C/ Uniformity:

Table (4-3): One-Sample Kolmogorov-Smirnov Test for (Uniformity)

| Variable Tested | Kolmogorov-Smirnov Z | Asymp. Sig. (2-tailed) |
|---|----------------------|------------------------|
| Knowing Auxiliary Verbs as Main Verbs | 2.055 | 0.000 |
| Knowing Distinctive Features of the Verb to Be | 1.265 | 0.082 |
| Distinguishing between Lexical and Functional Categories | 2.214 | 0.000 |
| Grammatical Errors due to First Language Interference | 4.269 | 0.000 |
| ELT(s) Provide Problem-Solving Activities for Grammatical Difficulties of Using Free-Morphemes | 1.528 | 0.019 |
| Lexical and Functional Errors are due to the Teachers | 1.739 | 0.005 |
| Problems in Using Complementizers (in relative clauses or reported statements) | 3.584 | 0.000 |
| Adequacy of Students' Knowledge of Lexical and Functional Morphemes relative to College Courses | 1.265 | 0.082 |
| Students have Some Difficulties in using Irregular Nouns, Verbs and Adjectives | 3.162 | 0.000 |
| Students have Some Difficulties in choosing Word that collocate with Each Other | 4.111 | 0.000 |
| Test distribution is Uniform. | | |

The above tables (4-2) and (4-3) show Kolmogorov-Smirnov Test for the Normality and Uniformity of the Items of the questionnaire and it reveals that the distribution of the data collected from the surveyed respondents is normally and uniformly distributed, and this makes the outcomes and the findings of the randomly selected sample be generalized to the population of the study.

2/ Frequency Distributions:

Table (4-4): Qualification

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Bachelor of Arts | 12 | 30.0 | 30.0 | 30.0 |
| Higher Diploma | 19 | 47.5 | 47.5 | 77.5 |
| Master of Arts | 8 | 20.0 | 20.0 | 97.5 |
| Philosophical Doctorate | 1 | 2.5 | 2.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-4) shows the distribution of respondents in the selected sample according to the qualification, and it reveals that (47.5%) of them hold a higher diploma in English, while (30%) hold a bachelor of Arts in English, and (20%) of them hold a Master of Arts in English, whereas, only (2.5%) of them are philosophical doctorate holders, as the below figure indicates.

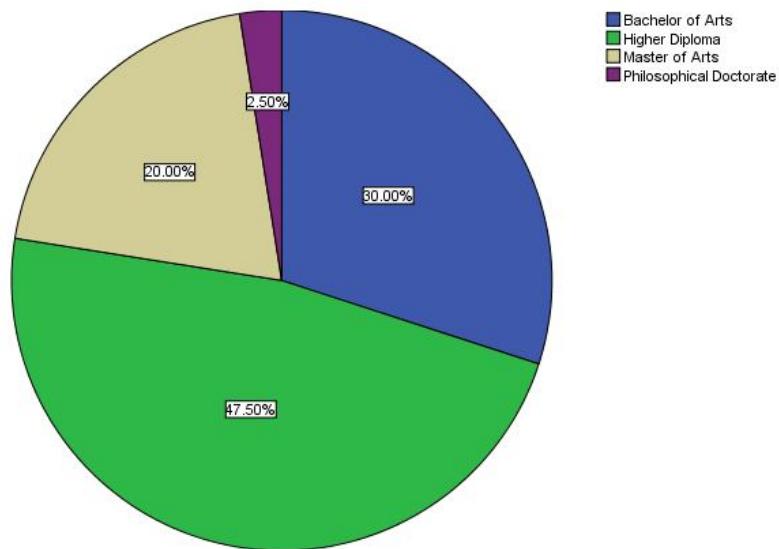


Figure (4-1): Distribution of the Respondents according to their Qualification

Table (4-5): Experience

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| 1-10 Years | 31 | 77.5 | 77.5 | 77.5 |
| 11-20 Years | 5 | 12.5 | 12.5 | 90.0 |
| 21-30 Years | 3 | 7.5 | 7.5 | 97.5 |
| More than 30 Years | 1 | 2.5 | 2.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-5) above represents the distribution of the respondents according to their years of experience, and it indicates that (77.5) of them their experience is in range (1-10 years), (12.5%) in the range (11-20 years), (7.5%) in the range (21-30 years), and only (2.5%) are have more than 30 years experience, as the below figure indicates.

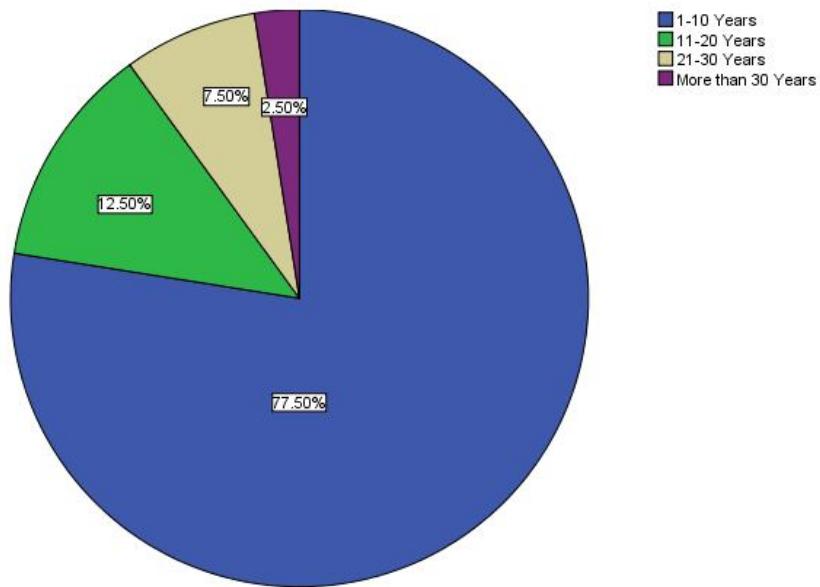
**Figure (4-2): Distribution of the Respondents according to Years of Experience**

Table (4-6): Knowing Auxiliary Verbs as Main Verbs

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 3 | 7.5 | 7.5 | 7.5 |
| Agree | 17 | 42.5 | 42.5 | 50.0 |
| Neutral | 7 | 17.5 | 17.5 | 67.5 |
| Disagree | 13 | 32.5 | 32.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

The table (4-6) above shows the distribution of the answers of the surveyed respondents to the statement (*University Students know how to use the auxiliary verbs when that occur as main verbs*), and it indicates that (42.5%) of them agree, (32.5%) do not agree, (17.5%) are neutral and only (7.5%) strongly agree, as shown in the below figure.

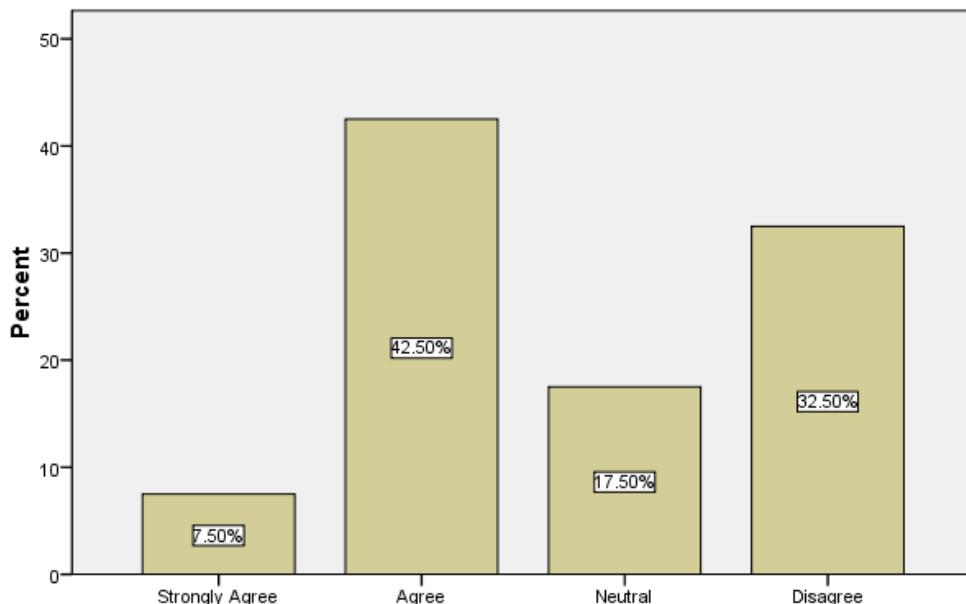
**Figure (4-3): Distribution of Responses to the First Statement**

Table (4-7): Knowing Distinctive Features of the Verb to Be

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 2 | 5.0 | 5.0 | 5.0 |
| Agree | 15 | 37.5 | 37.5 | 42.5 |
| Neutral | 10 | 25.0 | 25.0 | 67.5 |
| Disagree | 11 | 27.5 | 27.5 | 95.0 |
| Strongly Disagree | 2 | 5.0 | 5.0 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-7) above represents the distribution of the answers of the surveyed respondents to the statement (*University students know the distinctive features of the verb to be*), and it reveals that (37.5%) agree, (25%) neutral, (27.5%) disagree, and (5%) for both those who strongly agree and strongly disagree, respectively, as shown in the below figure.

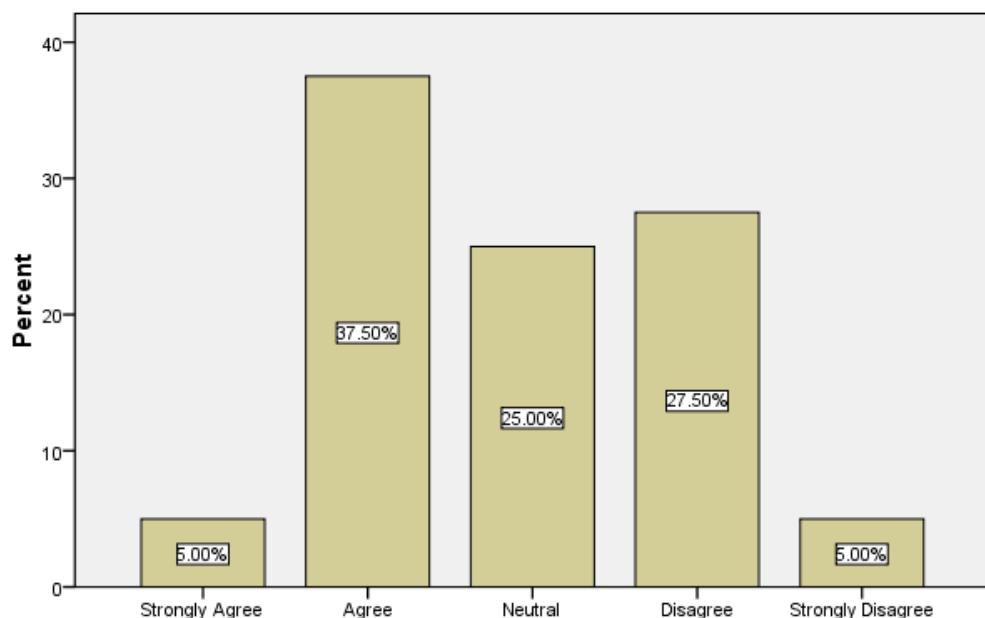


Figure (4-4): Distribution of the Responses to the Second Statement

Table (4-8): Distinguishing between Lexical and Functional Categories

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 6 | 15.0 | 15.0 | 15.0 |
| Agree | 18 | 45.0 | 45.0 | 60.0 |
| Neutral | 7 | 17.5 | 17.5 | 77.5 |
| Disagree | 5 | 12.5 | 12.5 | 90.0 |
| Strongly Disagree | 4 | 10.0 | 10.0 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-8) shows the distribution of the answers to the statement (*Speakers' performance reveals their awareness in distinguishing between lexical and functional categories*), and it reveals that (45%) of the respondents do agree, (17.5%) neutral, (15%) do strongly agree, while (12.5%) and (10%) do disagree and strongly disagree – respectively, as shown in the below figure.

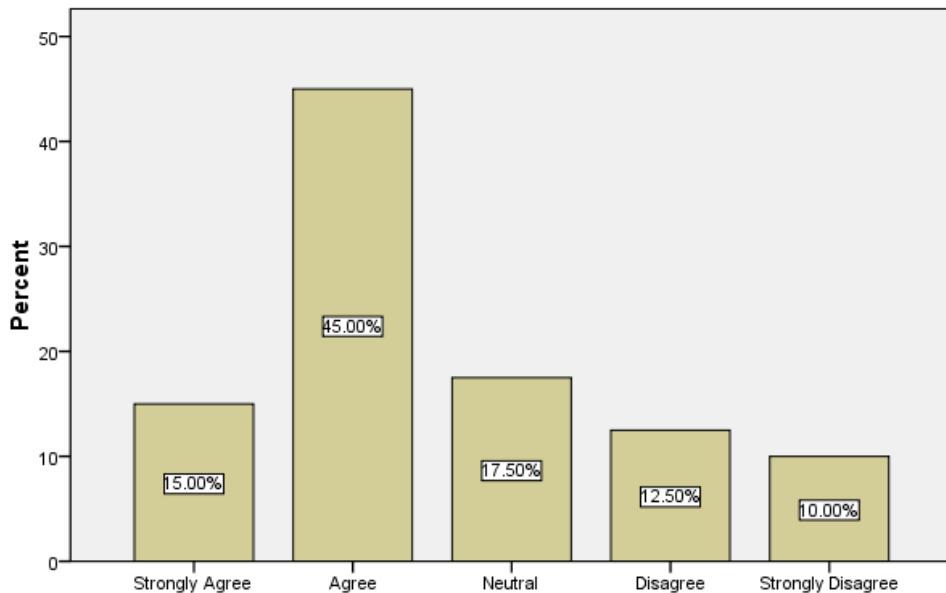


Figure (4-5): Distribution of the Responses to the Third Statement

Table (4-9): Grammatical Errors due to First Language Interference

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 13 | 32.5 | 32.5 | 32.5 |
| Agree | 24 | 60.0 | 60.0 | 92.5 |
| Disagree | 2 | 5.0 | 5.0 | 97.5 |
| Strongly Disagree | 1 | 2.5 | 2.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-9) above shows the distribution of the answers to the statement (*Some of the grammatical errors that are committed by university students are due to first language interference*), and it indicates that (60%) of the respondents do agree, (32.5%) do strongly agree, and only (5%) and (2.5%) do disagree and strongly disagree – respectively, as represented in the below figure.

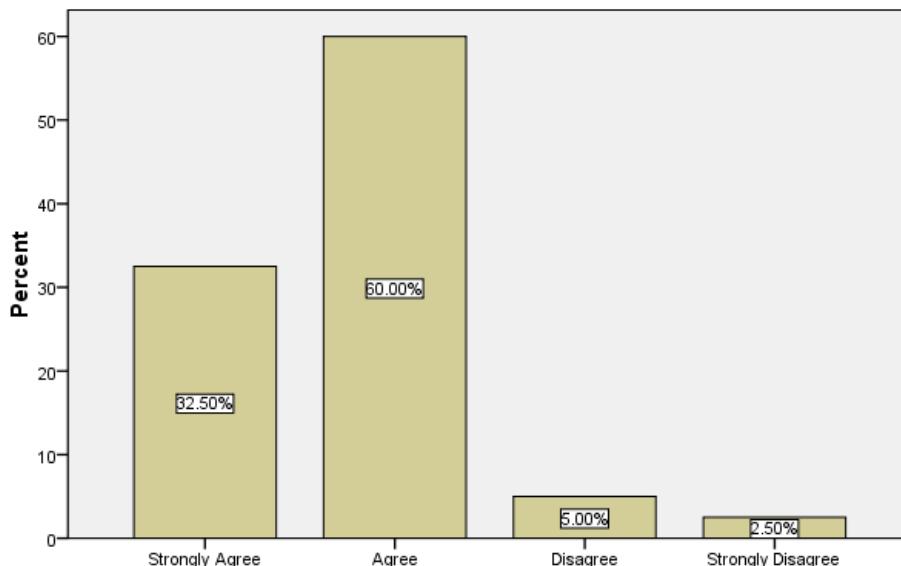
**Figure (4-5): Distribution of the Responses to the Fourth Statement**

Table (4-10): ELT(s) Provide Problem-Solving Activities for Grammatical Difficulties of Using Free-Morphemes

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 8 | 20.0 | 20.0 | 20.0 |
| Agree | 9 | 22.5 | 22.5 | 42.5 |
| Neutral | 17 | 42.5 | 42.5 | 85.0 |
| Disagree | 6 | 15.0 | 15.0 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-10) above shows the distribution of the answers to the statement (*English Language Teachers provide a wide range of problem-solving activities for the grammatical difficulties of using English-Free morphemes*), and it reveals that (42.5%) of the respondents are neutral, (22.5%) and (22%) do agree ad strongly agree, while (15%) of the do not agree, as the below figure indicates.

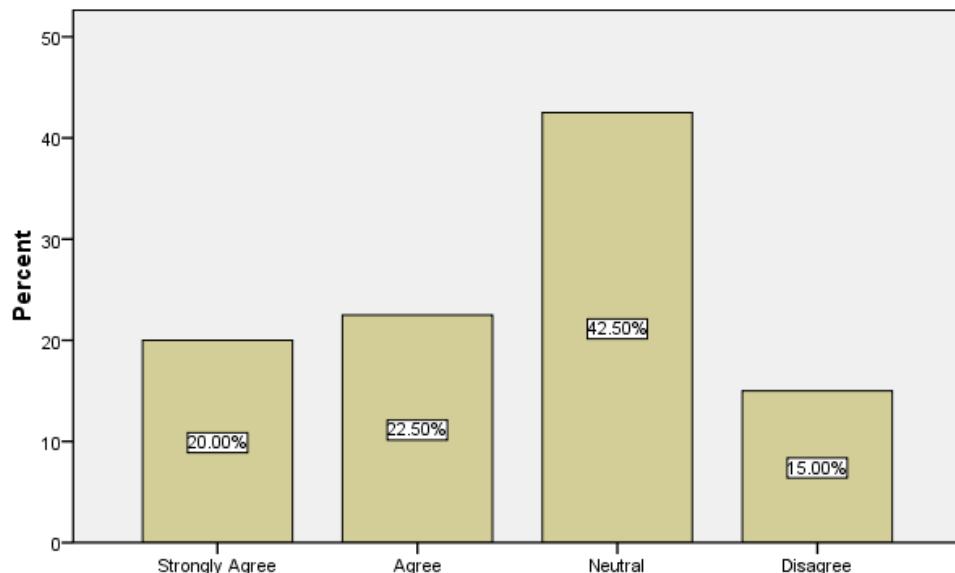
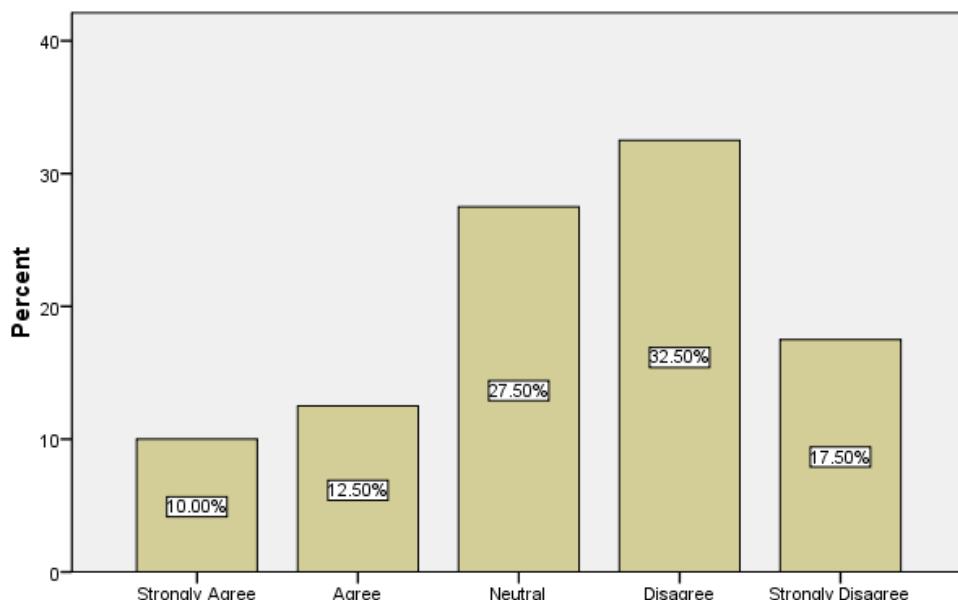


Figure (4-6): Distribution of the Responses to the Fifth Statement

Table (4-11): Lexical and Functional Errors are due to the Teachers

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 4 | 10.0 | 10.0 | 10.0 |
| Agree | 5 | 12.5 | 12.5 | 22.5 |
| Neutral | 11 | 27.5 | 27.5 | 50.0 |
| Disagree | 13 | 32.5 | 32.5 | 82.5 |
| Strongly Disagree | 7 | 17.5 | 17.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-11) above shows the distribution of the answers to the statement (*Most of the lexical and functional errors that students make result from their teachers*), and it indicates that (32.5%) do not agree, (27.5%) are neutral, (17.5%) do strongly not agree, (12.5%) do agree and (10%) do strongly agree, as the below figure shows.

**Figure (4-7): Distribution of the Responses to Sixth Statement**

**Table (4-12): Problems in Using Complementizers
(in relation to clauses or reported statements)**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 10 | 25.0 | 25.0 | 25.0 |
| Agree | 26 | 65.0 | 65.0 | 90.0 |
| Neutral | 3 | 7.5 | 7.5 | 97.5 |
| Disagree | 1 | 2.5 | 2.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-12) above shows the distribution of the answers to the statement (*University Students have some problems when using Complementizers*), and it indicates that (65%) and (25%) of the respondents do agree and strongly agree – respectively, while (7.5%) of them are neutral and only (2.5%) do disagree.

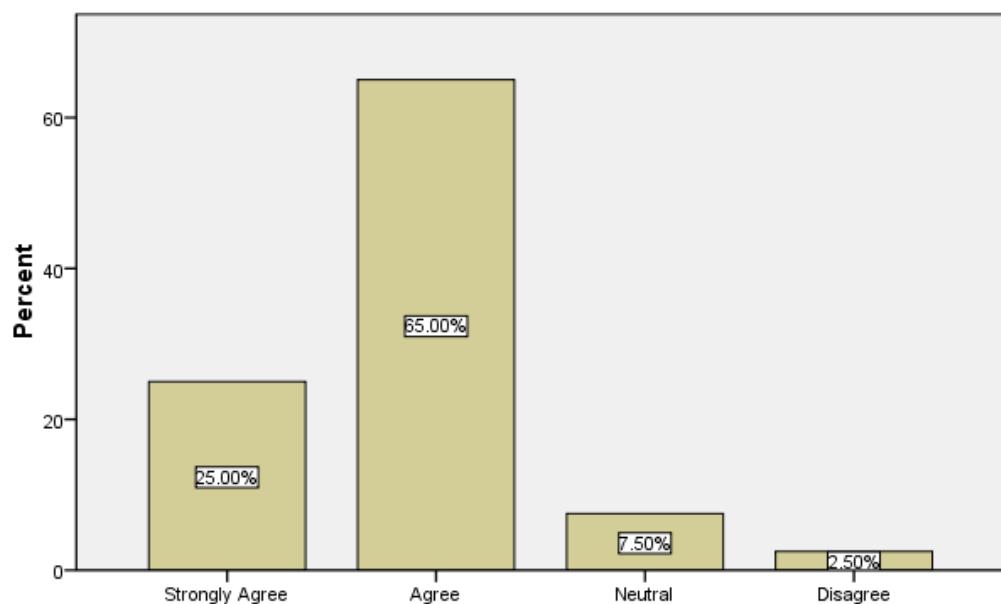


Figure (4-8) Distribution of the Responses to the Seventh Statement

Table (4-13): Adequacy of Students' Knowledge of Lexical and Functional Morphemes relative to College Courses

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 3 | 7.5 | 7.5 | 7.5 |
| Agree | 13 | 32.5 | 32.5 | 40.0 |
| Neutral | 6 | 15.0 | 15.0 | 55.0 |
| Disagree | 15 | 37.5 | 37.5 | 92.5 |
| Strongly Disagree | 3 | 7.5 | 7.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-13) above shows the distribution of the answers to the statement (*Knowledge of the university students in relation to lexical and functional morphemes is adequate for college courses*), and it reveals that (37.5%) do not agree, (32.5%) do agree, (15%) are neutral, and (7.5%) for both those who strongly agree and strongly disagree – respectively, as the below figure indicates.

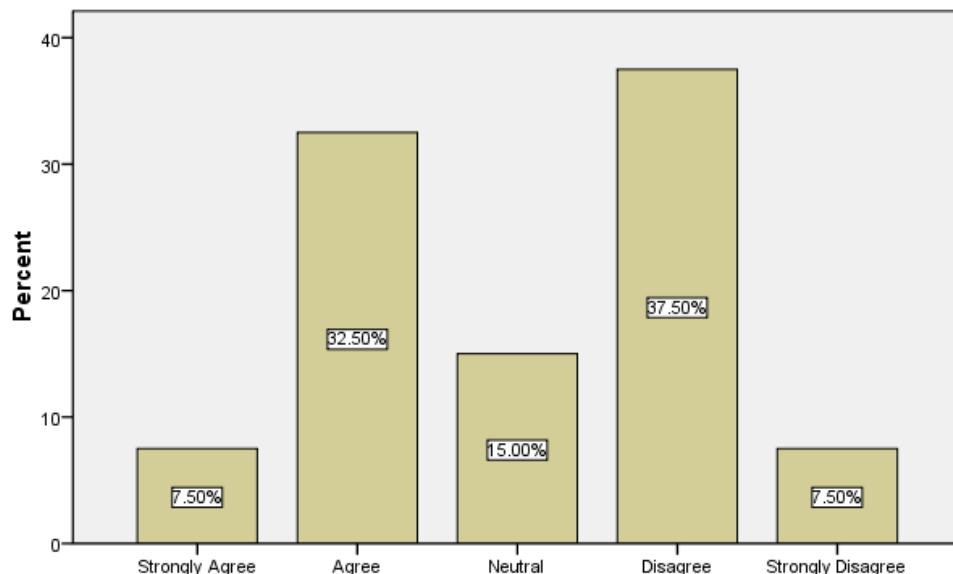


Figure (4-9): Distribution of the Responses to the Eighth Statement

Table (4-14): Students have Some Difficulties in using Irregular Nouns, Verbs and Adjectives

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 13 | 32.5 | 32.5 | 32.5 |
| Agree | 17 | 42.5 | 42.5 | 75.0 |
| Neutral | 5 | 12.5 | 12.5 | 87.5 |
| Disagree | 3 | 7.5 | 7.5 | 95.0 |
| Strongly Disagree | 2 | 5.0 | 5.0 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-14) above represents the distribution of the answers to the statement (*University students have some difficulties in using irregular nouns, verbs and adjectives*), and it shows that (42.5%) and (32.5%) of the respondents do agree and strongly agree – respectively, while (12.5) are neutral, and (7.5%) and (5%) do not agree and strongly do not agree – respectively, as shown in the below figure.

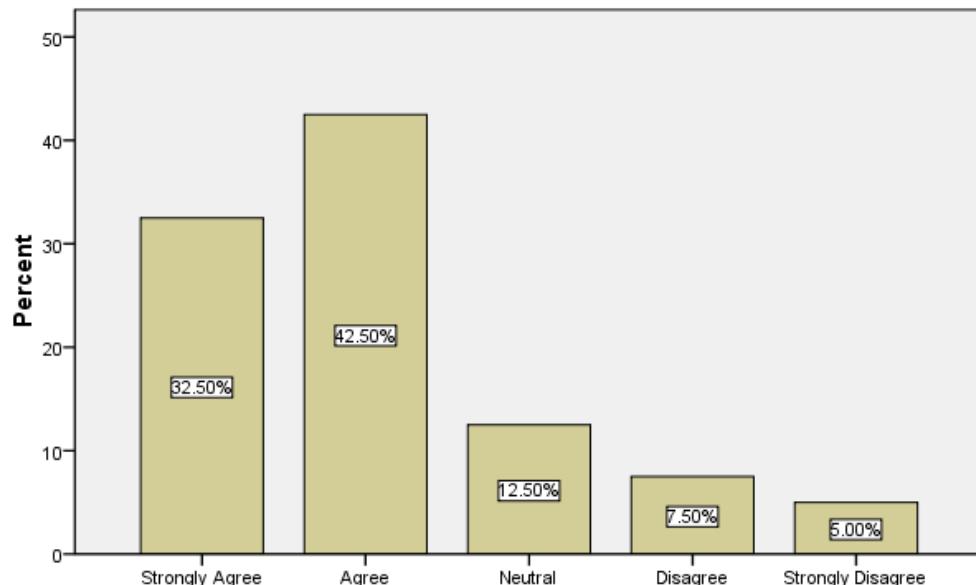


Figure (4-10): Distribution of the Responses to the Ninth Statement

Table (4-15): Students have Some Difficulties in choosing Word that collocate with Each Other

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Agree | 13 | 32.5 | 32.5 | 32.5 |
| Agree | 23 | 57.5 | 57.5 | 90.0 |
| Neutral | 1 | 2.5 | 2.5 | 92.5 |
| Disagree | 2 | 5.0 | 5.0 | 97.5 |
| Strongly Disagree | 1 | 2.5 | 2.5 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |

Table (4-15) shows the distribution of the answers to the statement (*University students have some difficulties in choosing words that collocate with each other*), and it shows that (57.5%) of the respondents do agree, (32.5%) do strongly agree, (5%) do not agree, while (2.5%) are neutral and do strongly do not agree, respectively, as shown in the below figure.

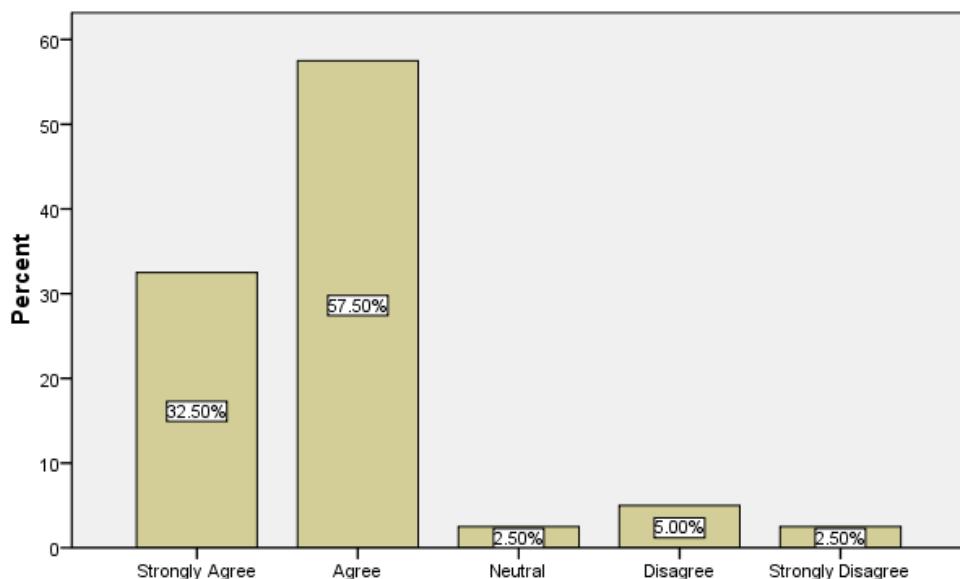


Figure (4-11): Distribution of the Responses to the Tenth Statement

3/ Hypotheses Test:

Table (4-16): Calculated and Tabulated t-test Values

| Statements | Calculated <i>t</i> value | df | Sig. (2-tailed) | Tabulated <i>t</i> value | (0.05) Level of Significance |
|---|------------------------------|----|--------------------|-----------------------------|---------------------------------|
| Knowing Auxiliary Verbs as Main Verbs | 17.282 | 39 | .000 | 1.684 | 0.05 |
| Knowing Distinctive Features of the Verb to Be | 17.759 | 39 | .000 | 1.684 | 0.05 |
| Distinguishing between Lexical and Functional Categories | 13.618 | 39 | .000 | 1.684 | 0.05 |
| Grammatical Errors due to First Language Interference | 13.545 | 39 | .000 | 1.684 | 0.05 |
| ELT(s) Provide Problem-Solving Activities for Grammatical Difficulties of Using Free-Morphemes | 16.184 | 39 | .000 | 1.684 | 0.05 |
| Lexical and Functional Errors are due to the Teachers | 17.510 | 39 | .000 | 1.684 | 0.05 |
| Problems in Using Complementizers (in relative clauses or reported statements) | 18.301 | 39 | .000 | 1.684 | 0.05 |
| Adequacy of Students' Knowledge of Lexical and Functional Morphemes relative to College Courses | 16.722 | 39 | .000 | 1.684 | 0.05 |
| Students have Some Difficulties in using Irregular Nouns, Verbs and Adjectives | 12.022 | 39 | .000 | 1.684 | 0.05 |
| Students have Some Difficulties in choosing Word that collocate with Each Other | 13.437 | 39 | .000 | 1.684 | 0.05 |

Hypothesis 1:

H₀: Mother tongue interference is not the main cause of the Sudanese English Language Students' Errors in using Lexical and Functional Morphemes.

H₁: Mother tongue interference is the main cause of the Sudanese English Language Students' Errors in using Lexical and Functional Morphemes.

From table (4-16) above it is found that the value of the calculated (t-test) equals (13.454) and the tabulated value (1.684) at the level of statistical significance (0.05) and this indicates great difference between two values. Thus, the null hypothesis (H_0) should be rejected, and the alternate hypothesis should be accepted. Accordingly, it can be said that (*Mother tongue interference is the main cause of the Sudanese English Language Students' Errors in using Lexical and Functional Morphemes*).

Hypothesis 2:

H₀: Knowledge of University Students in relation to Lexical and Functional Morphemes is not adequate.

H₁: Knowledge of University Students in relation to Lexical and Functional Morphemes is adequate.

From table (4-16) above it is found that the calculated t-test values of the associated statements (1, 2, 5 and 8) equal (17.282, 17.758, 16.184 and 16.722), respectively, and the tabulated t-test value equal (1.684) for each at level of significance (0.05), which indicates great differences between the values of the two t-tests. Thus, the null hypothesis should be rejected and the alternate hypothesis should be accepted (*Knowledge of University Students in relation to Lexical and Functional Morphemes is adequate*).

Hypothesis 3:

H₀: The ambiguity of free-morphemes operations does not lead the Sudanese English Language Students to commit errors.

H₁: The ambiguity of free-morphemes operations leads the Sudanese English Language Students to commit errors.

From table (4-16) above it is found that the calculated t-test values of the associated statements (3, 6, 7, 9 and 10) equal (13.618, 17.510, 18.301, 12.022 and 13.437), respectively, and the tabulated t-test value equal (1.684) for each at level of significance (0.05), which indicates great differences between the values of the two t-tests. Thus, the null hypothesis should be rejected and the alternate hypothesis should be accepted (*The ambiguity of free-morphemes operations leads the Sudanese English Language Students to commit errors*).

Chapter Five

Findings and Recommendations

Chapter Five

Findings and Recommendations

According to the results of the questionnaire, the researcher has found the following:

1. The major causes of students' errors in relation to lexical and functional morphemes are due to first language interference.
2. The problems of using lexical and functional morphemes such as complementizer, irregular nouns, verbs and adjectives also play a great role in students' errors.
3. The collocation of words also is one of the students' errors.
4. The results also show that the knowledge of university students in relation to lexical and functional morphemes is not adequate for college courses.

The recommendations:

The researcher recommends the following:

1. English language teachers at university level should provide problem-solving activities for grammatical difficulties of using lexical and functional morphemes.
2. English language teachers at university level should give good care for lexical and functional morphemes (such as functions and uses).

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Sudan University of Science and Technology
College of Post Graduate Studies
Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of Master degree in linguistics on investigating the nature of free morphemes operations.

Please respond to this questionnaire accurately and honestly. The information in this questionnaire will be treated confidentially and for academic purposes only.

1. Qualification B.A High Diploma MA Ph. D

2. Years of experience

Please put a tick in the box that best represents your opinion.

| No. | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 1 | University students know how to use the auxiliary verbs when they occur as main verbs. | | | | | |
| 2 | University students know the distinctive features of the verb to be. (e.g. when lexical or functional they can be shortened, attached with negative marker and form questions). | | | | | |
| 3 | Speakers' performance reveals their awareness in distinguishing between lexical and functional categories (cliticization/ weak and strong forms). | | | | | |
| 4 | Some of the grammatical errors that | | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | are committed by university students are due to first language interference. (e.g. adjectives problems, number and precedence). | | | | |
| 5 | English language teachers provide a wide range of problem-solving activities for the grammatical difficulties of using English Free morphemes. | | | | |
| 6 | Most of the lexical and functional errors that students make result from their teachers. | | | | |
| 7 | University students have some problems when using complementizers such as that and whether. (e.g. in relative clause or reported statement). | | | | |
| 8 | Knowledge of the university students in relation to lexical and functional morphemes is adequate for college courses. | | | | |
| 9 | University students have some difficulties in using irregular nouns, verbs and adjectives. | | | | |
| 10 | University students have some difficulties in choosing words that collocate with each other. | | | | |

Thank you for your contribution

Osman Elsayed Abdelhi Ahmed