Morphological Problems among Third Class University Students
"A case Study of Shendi University"

A Thesis Submitted in Fulfillment of the Requirement for Master Degree in English Language Teaching

By:
Mawda Hussein Salih

Supervised by:
Prof. Mohammed Bakri Hadidi

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Dedication

To my Parents
and
To my husband
This research project would not have been possible without the support of my God. The researcher whishes to express her gratitude to her supervisor Prof. Mohammed Bakri Hadidi who was abundantly helpful and offered invaluable assistance, support and guidance, would like to thank him for his instruction, guidance, invaluable advice, his patience in explaining things in the simplest term, and without his help and support this study would never have seen light. My sincere thanks to Dr. Babkir Abdel Maroof who helped me to prepare this study. Also my sincere thanks to Dr. Mohammed Elameen Osman.

I would like to express thanks to the staff of Faculty of Arts in Shendi University, and staff of Faculty of Graduate Studies and Scientific Research in Shendi University, for their support.

I extend my deepest thanks to my family for their encouragement and patience. Special thanks are due to my father who did the best to make me successful, also for my mother for her kind help and support, I would have not finished this project without the support of my dear husband, Thank you all.
Abstract

This study investigates the morphological problems among 3rd Grade, Tertiary Level students, in the University of Shendi, Faculty of Arts, for the academic year (2018-2019).

The main purpose was to suggest a solution for the difficulties of using correct affixation. For testing the hypothesis of the study, a sample sized 60 was drawn randomly from third grade in the English Department in faculty of arts at Shendi University which represented the population of the study. The instrument was a diagnostic affixation test consisted of four questions of affixation each question consisted 10 items.

The test was made valid and reliability. After being examined by using Cronbach's Alpha Statistically, the data was treated in terms of frequencies and percentages.

The findings of the study came up to the following:

To sum up, the results of the study revealed that the targeted students had problems with using affixes. Such problems might be attributed to lack of explosive for these students to enough knowledge and skill (practice) is using these essential combining forms.
خلاصة البحث

هادفت هذه الدراسة لحل مشاكل اللوائح الإنجليزية في المرحلة الجامعية (طلاب كليات الآداب للعام الجامعي 2018-19). الغرض الرئيسي من الدراسة هو البحث عن صعوبات التصريف وتكوين الجمل عبر الآلية وحل الصعوبات في استخدام اللافتات الصحيحة، لاختيار فرضية الدراسة بحجم عينة 60 طالباً من طلاب الفصل الدراسي الثالث بكلية الآداب قسم اللغة الإنجليزية لتمثيل مجتمع الدراسة، كان اختيار اللوائح يتكون من أربعة مسائل لكل سؤال يتكون من عشرة عناصر تحقق الباحث من صحة الاختيار وضمان موثوقية باستخدام معامل ألفا كروناي. إحصائياً، عولجت البيانات من حيث التكرارات والنمذجة المثوية.

وصلت نتائج الدراسة إلى ما يلي:

1. ينبغي إعطاء المزيد من التركيز على اللوائح من الناحية.
2. يجب على الطلاب أن يتجنبون استخدام أنظمة إضافية في مجال اللوائح.
3. ينبغي تعليم الطلاب استخدام اللوائح بطريقة مشوقة وممتعة.
4. يجب على الطلاب تطوير معرفتهم اللغوية في هذا الجانب بمختلف الطرق من اطلاع على الإنترنت ووسائل التواصل الاجتماعي (0000الخ).
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1.0 Background

Language is an important communication tool for people. According to Kreidler (2002:19) language is a system of symbol through which people communicate while Barber (1986:12) says that people have to communicate in how they use language structured internally.

Brown (1980:4) assumes that language is a system of communication by sound operating the organ of speech or hearing among members or given community, using vocal symbols processing arbitrary conventional meaning. On the other hand there are some problems that face EFL learners one of these problems are difficulties in word formation.

According to Lieber (2009:2), morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way of forms of words.

Many students have difficulty in terms of inflectional affixes and derivational one. Before discussing the errors or mistakes the students make, it is better to start by defining these two concepts. Firstly, the , derivation is the process of forming new word by combining the root which is the basic meaningful unit in English with affixes, so for example the word (help) is in the basic or smaller form, therefore cannot be divided it into
smaller units, the word (nation) can be a new word by adding for example the suffix (al) and the new word (national) will be born.

1.1 Statement of the Problem

This study intends to explore areas of difficulty in relation to morphology with regard to word formation among 3rd Grade, tertiary level students in University of Shendi. It has been observed by the researcher that 3rd class students find it difficult to form correct words through channels or word formation processes.

1.2 Objectives of the Study

This study is attempting to consider word formation problems, in terms of affixation. Thus, there is a consideration for derivation on one hand and inflection on the other hand in terms of affixes error made by 3rd grade students in faculty of arts at University of Shendi. It also identifies, classifies and analyzes errors occurring and in the basis of this the teachers are expected to rearrange their materials to fit the needs for error anticipation and correction, and by that it could be stated that the following objectives are going to be achieved:

1- Investigating student's problems in using affixes,(suffixes and prefixes.).
2- Suggesting procedures and ways for dealing with affixes difficulties among EFL learners.
1.3 Significance of the Study

The study is one of few studies which try to analyze the word formation errors found in the written English of the EFL learners in regard to students' writing skill. The significance of the study can also be of a wide range especially for EFL learners, teachers as well as syllabus designers.

1.4 Questions of the Study

1. Are third grade students in faculty of arts have difficulties in conducting word formation?
2. What type of difficulties do 3rd grade students in Faculty of Arts face in word formation processes for noun formation?
3. How far do 3rd grade find difficulties in forming adverbs?
4. To what extent do 3rd Grade distinguish derivational and inflectional processes in word formation?

1-5. Research Hypotheses

3rd Grade students in faculty of Arts do not practice word formation correctly and properly.

- 3rd grade students have problems in noun formation affixes.
- 3rd grade students have weakness in forming adverbs properly
- 3rd grade students make confusion in both inflectional and derivational processes of word formation.
1.6 Research Methodology

The researcher adopted the descriptive survey method. The method of analysis is in terms of frequencies and percentages. The instrument was a diagnostic affixation test. The sample of the study consists of 60 students drawn from the population which represents 3rd Grade EFL learners in faculty of Arts, in University of Shendi. This is with the academic year 2018-19.

1.7 The Limits of the Study

The study is limited to the use of affixes. The third grade in faculty of arts at Shendi University students in the academic year 2018--2019.
Chapter Two
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2.0 Introduction:
In this chapter, the researcher discusses the general principles of Morphological English which deals with morphology and affixes. It deals with these terms in the textbook to know if they are enough for students to learn.

2.1 Morphemes:
We do not actually have to other language such as Swahili to discover that word form, may consist of a number of elements, we can recognize that English word forms such as talks, talker, talked and talking must consist of one element talk. And a number of other elements such as – s, – er, – ed, - ing.

All these elements are describe as morphemes, the definition of a morphemes is “a minimal unit of meaning or grammatical function” unit of grammatical function include forms used to indicate past tense or plural, for example in the sentence the police reopened the investigation, the word reopened consists of three morphemes one minimal unit of meaning is open, another minimal unit of meaning is re- (meaning, again) and minimal unit of grammatical function is -ed (indicating past tense). The word tourists also contains three morphemes, there is one minimal unit of meaning tour another minimal unit meaning – ist (marking person who does
something) a minimal unit of grammatical function –s (indicating plural). (Yule, 1985; 61).

Linguistics were fairly well agreed that morpheme was "the smallest meaning full element in language" they broke the word un- successfully in to the four morphemes un- success- full- and ly. Each of these units has meaning and none can be subdivided in to smaller meaning full units; if un- is divided in to u and n, neither of these units has meaning (Liles, 1972; 141).

2.2 Types of morphemes:

Grammatically speaking, there are two types of morphemes:

2.2.1 Free morphemes: these must be able to stand alone on their own they can be used freely according to the rules of sentence structure for example “boy, go “

2.2.2 Bound morphemes: these are an exception to the rule that a morpheme may occur; They have no meaning of their own, but add substantial meaning to other morphemes to which they are attached. They are used for various purpose, such as inflection. Example,- ing,-er'in "working, worker" (Elsheik;201).

Morphemes that can stand by themselves as single word “ open and tour “ were identified as affixes so , we can say that all affixes ( prefixes and suffixes ) in English are bound morphemes. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, adjectives, verbs, when they are used with bound morphemes
attached, the basic word forms are technically known as stems for example. The word (undressed) un prefix, dress – stem, -ed suffix we can identify the bound morphemes “un – ed “ as abound morphemes” and described as “bound stem” cease – duce are not separate word forms and hence not free morphemes, but described as "free stems" such as dress and care (Yule, 1985; 63-64).

2.3 Categories of free Morphemes

The first category is that set of ordinary nouns, adjectives and verbs that we think of as words that carry the “content” of message we convey. These free morphemes are called lexical Morphemes and some examples are: girl, man, house, tiger, long, yellow.

We can add new lexical morphemes to language rather easily, so they are treated as an “open “class of words.

Other categories of free morphemes are called functional morphemes examples are,: and , but , when , because , on , near, above , in , the , that , it , them .

This set consists functional words in the language such as conjunction , preposition , articles and pronouns. Because we almost never add new functional morphemes to the language , they are described as a “ closed “ class of words(Yule,1985).
2.4 Difference between Lexical and Grammatical Morphemes

Like so many other units whose existence precedes their description and classification morphemes do not always fit in to reat, clearly delineated lexical and grammatical classes-most preposition of location have a great deal more semantic content than most nouns and verbs, The conjunctions and ,or, ,nor, ,but, ,yet, for most have some semantic content or they would all mean the same thing. Although the distinctions between lexical and grammatical morphemes are not always clear cut, it is usually true that preposition, conjunction and articles are grammatical morphemes(Liles:1972).

2.5 Types of Bound Morphemes

The set of affixes that make up the category of bound morphemes can also be divided in two types

2.5.1 Derivational morphemes: We use these bound morphemes to make new words or to make words of different grammatical category from the stem for example the addition of the derivational morphemes -ness changes the adjective good to noun goodness. The noun care can become the adjectives careful or careless by the addition of the derivational morphemes. A list of derivational morphemes will include suffixes such as the -ish in foolish, -ly in quickly, and the -ment in payment, It will also include prefixes such as re-, pre-, ex-, mis-, co-, and many more,
2.5.2 Inflectional Morphemes: These are not used to produce new words in the language but rather to indicate aspects of grammatical function of a word, Inflectional morphemes are used to show if a word in plural or singular, if its past tense or not and if it’s a comparative or possessive form English has only eight inflectional morphemes (or’ inflections).

There are two kinds of inflection

The declension of nouns, adjectives and pronoun, and the conjunction of the verbs. There is a set of morphological rules which we apply in other to form the correct tenses or cases, we combine free morphemes with bound morphemes. The latter working tense gender, number, case and so forth appears as a maker of the infinitive, are also used in order to form correct sentences. These working help to create sentences that are correct according to the syntactic rules of language. We see here that morphology and syntax cannot be regarded as entrails different disciplines. (Elsheik:201:71).

Derivational morphemes:-

There are morphemes in English that allow us to change words these are derivational morphemes.

New words are derived in the process. Derivational morphemes are affixes. If affixes are added to the front of word. We speak of prefixes like in-a-if they are attached to the end of the word. They are called suffixes. such as-able, ish. Derivational morphemes may or may not cause a change of the grammatical
class of the word. In any event the following morphological rules apply to most cases cover the main changes brought about by affixes. We speak of word formation as the productive feature of a language. By changing one element, new classes of words can be produced.

- Noun to Adjective boy+{ish}
- Verb to Noun predict+{ion}
- Adjective to Adverb quiet+{ly}
- Noun to Verb moral+{ize}
- No change in class {a}+{moral}(Elsheik,201,72)

### 2.6 Morphology-the internal structure of word:

The term morphology is Greek and is a makeup of morph meaning (shape) form and –ology which means the study of something. The term is used not only in linguistics but also in biology as the scientific study of forms and structure of animals and plants and in geology as the study of information and in evaluation study of rocks and land forms. We are going to stick to morphology in linguistics as the scientific of forms and structure of words in language.

( Aronoff and Fuderman . Date unknown ) morphology as a sub – discipline of linguistics was named for the first time in 1859 by the Germen linguist August Shleicher who used the term for the study of form of words ( Booij - 2007 ) To day morphology forms a care part of linguistics if morphology is the study of the internal structure of words , we need to define
the word before we can that might sound easy surely we all
know that a word is in texts they are particular since they are
divided by While spaces, but how do we identify words in
speech?

A reliable definition of words in that they are the smallest
independent units of language. They are independent in that they
do not depend on other words which means that they can be
separated from another units and change position (Fasold , et al
– 2006 ).

The man looked at the horses. The plural ending – s horses
is depended on the noun horse to receive meaning. Horses
however, is a word, as it can secure in other positions in
sentence or stand on its own:
The horses looked at the man.

- What is the man looking at? Horses

Words are thus both independent since they can be
separated from other words and move around in sentences and
the smallest units of language since they are the only units of
language for which this is possible.

2.7 Morphology:

In many languages that appear to be single forms actually
turn out to contain a large number of 'word-like' elements for
example in Swahili (spoken through out East Africa). The form
nitakupenda conveys what, in English would have to be
represented as something like I will love you, now, dose the
Swahili form a single word? If it is a 'word' then it seems to consist of a number of elements which, in English, turn up as separate, word' A rough correspondence can be presented in the following:

ni -ta -uk -penda
I will you love

It would seem that this Swahili 'word', is rather different from what we think of as an English 'word', yet, there clearly is some similarity between the language in that similar elements of whole message can be found in both perhaps a better way of looking at linguistic forms in different language would be to use this notion of 'element, in the message, rather than depending on identifying only 'word.

The type of exercise we have just performed is an example of investigation basic form in language, generally known as morphology this term which literally means' the study of forms, was originally used in biology, but since.

- Jim's two sisters are really different.
One likes to have fun and is always laughing.

- The other liked to read as child and has always taken thing seriously.

One is the loudest person in the house and other is quieter than a mouse.

From these examples, we can see that two of the inflection,-s (possessive) and-s (plural), are attached to nouns,
there are four inflections attached to verb,-s (3rd person singular),-ing (present participle),-ed (past tense) and –en (past participle) there are two inflections attached to adjectives: -est (superlative) and –er (comparative). In English, all the inflectional morphemes are suffixes.

Noun + -'S , -S

Verb + -S, -ing, -ed, - en

Adjective + -set, -er

There is some variation in the form of these inflectional morphemes. For example the possessive sometimes appears as -s, (those boys, bags) and past participle as ed (they have finished). (Yule,1985:64:65).

2-8 Morphological Classification:

What is the role of morphological classification? Morphological classification will help you to understand exception and different occurrences of morphemes.

- Homophonous Morphemes:

   Sound the same, although their morphological function and visual realization may be different, for example the "in" "in" "inn", and the "in" "in" "incongruous"
• **Discontinuous Morphemes:**

  A morpheme of this types does not appear in one continuous string in a word, but split-up in to fragments, for example the morpheme "ge and t" in the German word "ge-reis-t" still, both parts belong together.

• **A portmanteau Morpheme:**

  It is the result of a fusion to two other morphemes for example, the French "au" is fusion of the former morphemes "a" and "le"

**Unique or Residual Morphemes:**

  These are a further exception to the role that morpheme must be able to stand alone. Representing bound morphemes unique or residual morphemes are by themselves, meaningless and gain meaning only in combination with other morphemes. Example for this kind of morphemes are the "cran" in "cranberry" or the "mit" in "transmit" and so on.

**Zero Morphemes:**

  As already mentioned above, there do exist meaningful grammatical features that are not materialized, neither in writing nor in sound waves. In consistent manner the plural of a noun for instance, is not always formed by adding the bound morpheme "s" to the word. Some words do not changed at all when meaning the plural. We usually simply understand which case the speaker meant from the context of the conversation. One such example is the word "sheep" designating singular as
well as plural sheep. The zero morpheme "plural" would, in these case, designate the abstract concept of the plurality, it then means the plural sheep as opposed to the singular sheep (Elsheik,201:66:67).

2-9 The Purposes of Studying Morphology:

The internal structure of words and segmentation the different kinds of morphemes are essential to due two basic purposes:

1. The creation of new words.
2. The modification of existing words.

Think about it, we create new words out of old ones all the time. You can add more about how word creation is studied in morphology (Fasold et al.. 2006 ).

2.10 Morphological Description:

The difference between derivational morpheme and inflectional morphemes is worth emphasizing. An inflectional morpheme never changes the grammatical category of a word. For example, both old and older are adjectives the – er inflectional here ( from old English – ra ) Simply creates a different version of the adjective. However , a derivational morpheme can change the grammatical category of a word. The verb teach becomes noun teacher if we add the derivational morpheme – er ( from old English ) – er so, the suffix – er in modern English can be an inflectional morpheme as part of an adjective . An also a distinct derivational morpheme as a part of a noun just because they
look the same ( -er ) doesn't mean they do the same kind of word whenever there is a derivational suffix and inflectional suffix attached to the same word, they always appear in that order. First the derivational ( - er ) is attached to teach, then inflectional ( - s ) is added to produce teachers.

Armed with all these terms for different of morphemes, we can now take most sentences of English apart and a list all the 'elements, for example, in the sentence the child's wildness shocked the teacher's we can identify eleven morphemes.

The child's wildness
Functional lexical inflectional lexical derivational.
Shook -ed the teach
Lexical inflectional functional lexical -er -s
derivational inflectional ( Yule . 1985 65 . 66)

2.11 Problems in Morphological Description:

The rather neat chart presented here conceals a number of outstanding problems in the analysis of English morphology, so far, we have only considered example of English words in which the different morphemes are easily identifiable as separate to elements the inflectional morphemes is added to car and we get the plural cars what is the inflectional morpheme that makes sheep the plural of sheep, or men the plural of man? And if – al is derivational suffix added to stem in situation to
give us institutional, then can we take – al off the word legal to get the stem leg? definitely, the answer is “No”

There are other problematic cases, especially in the analysis of different language, but the solutions of these problems are clearer in some instances than in others, for example, the relationship between law and legal that they are flections of the historical influences of different languages on English word forms the modern from law is a result of a borrowing in to old English (lagu) form as Scandinavian source over 1'000 years ago the modern word legal was borrowed about 500 years later from the Latin form legal is (of the law) consequently, there is no derivational relationship between the noun law and the adjective legal in English, nor between the noun mouth (from old English) and adjective oral (Latin borrowing) it has been pointed out that extremely large number of English words owe their morphological patterning to language like Latin and Greek, consequently. A full description of English morphology will have to take account of both historical influences and the effect of borrowed elements (Yule; 1985: 66).

2-12 Morphs and Allomorphs:

One way to treat difference in Inflectional morphemes is by proposing variation in morphological realization rules. In order to do this, we draw an analogy with some processes already noted in phonology. Just as we treated "phones" as the
actual phonetic realization of 'phonemes, so we can propose morphs as the actual forms used to realize morphemes. For example, the form cars consist of two morphs, car + -s, realizing a lexical morpheme and an inflectional morpheme ('plural,). The form buses also consists of two morphs (bus + -es) realizing a lexical and an inflectional morpheme ('plural,). So there are at least two morphs (-s and -es) used to realize the inflectional morpheme 'plural, just as we noted that there were 'allophones, of particular phoneme so we can recognize the existence of allomorphs of particular morpheme that is when we find a group of different morphs, all version of one morpheme. We can use prefix, all- (= one of closely related set) and describe them as allomorphs of that morpheme.

Take the morpheme (plural). Note that it can be attached to a number of lexical morpheme to produce structure like 'cat + plural', bus + plural, sheep + plural, and man + plural, when we look at man + plural we have a vowel change in the word as the morph that produces the so-called 'irregular, plural from men.

There are a number of other morphological processes at work in a language like English such as those involved in the range of allomorphs for the morphemes 'past tense, these include the common pattern 'walk + past tense, that produces walked and also the special pattern that take 'go + past tense, and produces the 'irregular, past from went.(Yule; 1985:66:67).
2-13: Another Languages:

When we look at the morphology of other languages, we can find other forms and patterns realizing the basic types of morphemes we have indentified.

The first example below is from English and the second a language called Aztec (from central America), in both cases, we attach a derivational morpheme.

<table>
<thead>
<tr>
<th>Stem</th>
<th>derivational</th>
<th>inflectional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dark</td>
<td>+ en ('mak,)</td>
<td>+ ed ('past,) = darkned</td>
</tr>
<tr>
<td>Mic ('die,)</td>
<td>+ tia ('causeto,)</td>
<td>+(future,)=mictias ('will,)</td>
</tr>
</tbody>
</table>

Different patterns occur in other language in the following example, from arrange of language originally described in Gleason (1955), we can try to work out how different forms in the language are used to realize morphological processes and features.

Canda:

Different languages also employ different means to produce inflectional marking one forms. Here are some example from canda, language spoken in Uganda.

<table>
<thead>
<tr>
<th>Singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>('doctor,) omusawoabasawo</td>
<td>('doctors,)</td>
</tr>
<tr>
<td>('woman,) omukaziabakazi</td>
<td>('women,)</td>
</tr>
</tbody>
</table>

With singular nouns, a different inflectional prefix ab- used with the plural of those nouns. If you are told that a balenzi is canda plural meaning 'boy, you should be able to work out the
singular from meaning 'boy, it is of course, omulenzi. (Yule, 1985:67:68).

2-14 AFFIXATION:

This section to introduce the reader to these important aspects of empirical research on affixation. Let us start with the simplest and rather traditional kind of data base:

Reverse dictionaries such as (Walker, 1924), (Lehnert, 1971), or (Muthmann, 1999). These dictionaries list words in alphabetical order according to their spelling from right to left, to the effect that words ending in <a> come first, those ending in <z> come last.

Thus sofa is among the first words in a reverse dictionary, buzz among the last. This kind of organization is of course very convenient for the study of suffixes, where as for prefixes any large dictionary will do a good job in helping to find pertinent forms.

The reverse dictionary by (Muthmann, 1999) is the most convenient for morphological research because it does not list the words in strictly orthographical.

2.15 The Importance of Affixation:-

This is an introductory about the importance of the role that the process of word –formation, especially affixes, play in the acquisition of English as foreign language in teaching / learning English in the class room for the Sudanese students in
the university students in faculty of arts English department in Shendi university.

My focus is on the area of Affixes (prefixes and suffixes) in English language. The study is confined to affixes and their importance also in this study the researcher tries to overcome the affixation problems and difficulties encountered by the university students.

The working lights the teaching learning of vocabulary. The study intends to investigate the problems, difficulties, needs and interests of students of the second year in Shendi university, in the area of affixes and their importance in learning EFL in classroom. The study emphasizes the importance of affixes in E L T.

The chapter discusses the problem of the study. It defines the purpose of the work. It introduces the research question and spells out the hypotheses as well. Moreover, it high lights the scope and limitation of the study. Further the chapter states the aims, objectives and goals of the study. It provides the research methodology and sheds lights on the value of the research as well. In addition, it explores the rationale and significance of the work.

The research is member of the teaching staff in the basic level school, at the department of English since 2008. She has observed that third grade University students in faculty of arts face problems and difficulties in the area of affixes perceiving
and recognizing them in their learning of English. They make errors in the using of them. They cannot produce new words by adding either prefixes of suffixes. And they cannot use it effectively they are unable to us them correctly and appropriately. They cannot attain mastery and command of them in daily life interaction, communication, the a cadmic subjects and requirement. They do not recognize, for example, the different pronunciations of the suffix (-s) and the suffix (-ed) at the end of the word. They find difficulty in realizing the affixes that make change in meaning, class, sound, spelling, and stress. Affixes create problems for students. (McCarthy . 1993:4) : states.

Some times, recognizing morphemes is not so easy. When morphemes combine to form words, sound change/ or spelling change can disguise them, making their presence less obvious to the untrained ear or eye.

He also points out:

"When we separate the wards in to the morphemes that compose them, we can consider what problems of analysis, or recognition, or of relating them to other forms of the same ward a learner might have with them".

(Kr use 1997:209) : states.

The ability to recognize component parts of words is probably the single most important skill as student's of reading in E F L can have. It substantially reduces the number of
completely new words he will encounter and increases his control of the English lexicon. See also: (Quirk .1985), (The akur :1997),(Qurik 1973) .(Sinclair et al .1991), (Mon son. 1968) and (Mackin.1966).

Students, knowledge and back ground is poor in the area of affixes. Their competence and proficiency is generally less than required in this area. Their standard and performance in the field of affixes is disappointing. This is due to the negligence of affixes and processes of word-formation, in general, in the syllabus in T E F L classroom and teaching methods and teaching materials in Shendi University. as a result of negligence of vocabulary as a teaching item in the curriculum, despite their importance in E F L in teaching /learning English in classroom, and priority being given to the rules of sentences, construction or language form and structure. (Carter .1987: 145) observes:

For many year vocabulary has been the poor relation of language teaching. It's neglect is in part due to a specialization in linguistic research on syntax and phonology, which may have fostered acclimate in which vocabulary was felt to be a less important element in learning a second language. (Tickoo2003 : 1989) points out:

For more than a quarter century, lexicologists and language educators failed to pay adequate attention vocabulary.
A main reason was the wide spread belief among linguist that knowing a language was the same as being able to use its sounds and structures.

**Affixes:**

A letter or sound, or group of letters or sounds which is added to a word, and which changes the meaning or function of the word.

Affixes are bound morphemes that can be added:

a. To the beginning of a word (prefix), eg: kind-unkind

b. To the end of a word (suffix), eg: kind – kindness

c. Within a word (infix) (Elsheik,201:85)

**2-15-1 Suffixes:**

There are so many suffixes that it will only be possible here to examine a small proportion of them, we will concentrate on those which are common and productive (that is, are applied to a considerable number of stem and could be applied to more to make new English words) in the case of the others, foreign learners would probably be better advised to learn the 'stem +affix, combination as an individual item. (Roach, 1998:105)

There are also called affixes as they are attached to the stem, the affix un-that go to the front of a word is a prefix and – ness that goes to end is a suffix.

There are also infix and circumfixes, although they are not very common in English. We mostly see infixes as cure words integrated in morphemes like the ones you can see below or like
the example from the American sitcom you can see below. A circumfix is a morpheme that attaches to the front and the back of word as you can see in the example of Dutch past tense below. (McGregor, 2009).

2-15-1-1 Types of Suffixes:

Nominal Suffixes:

Nominal suffixes are often employed to derive abstract nouns for verbs, adjectives and nouns. Such abstract nouns can denote actions, results of actions, or other related concepts, but also properties, qualities and the like.

Another large group of nominal suffixes derives person nouns of various sorts. Very often, these meanings are extended to other, related senses so that practically each suffix can be shown to be able to express more than one meaning, with the semantic domains of different suffixes often overlapping.

-age

This suffix derives nouns that express an activity (or its result) as in coverage, leakage, spillage, and nouns denoting a collective entity or quantity, as in acreage, voltage, yardage. Due to inherent ambiguities of certain coinages, the meaning can be extended to include locations, as in orphanage. Base words may be verbal or nominal and are often monosyllabic.

-al

A number of verbs take -al to form abstract nouns denoting an action or the result often action, such as arrival, overthrow,
recital, referral, renewal. Base words for nominal –al all have their main stress on the last syllable.

-ance (with its variants –ence/-ancy/-ency)

Attaching mostly to verbs, -ance creates action nouns such as absorbance, riddance, retardance. The suffix is closely related to –cy/-ce, which attaches productively to adjectives ending in the suffix –ant/-ent. Thus, a derivative like dependency could be analyzed as having two suffixes (depend-ent-cy) or only one (depend-ency). The question then is to determine whether –ance (and its variants) always contain two suffixes, to the effect that all action nominal's would in fact be derived from adjectives that in turn would be derived from verbs. Such an analysis would predict that we would find –ance nominals only if there are corresponding –ant adjectives. This is surely not the case, as evidenced by riddance (*riddant), furtherance (*furtherant), and we can therefore assume the existence of an independent suffix –ance, in addition to a suffix combination –ant-ce.

The distribution of the different variants is not entirely clear, several double ts are attested, such as dependence, dependency, or expectance, expectancy. Sometimes the doublets seem to have identical meanings, sometimes slightly different ones. It appears, however, that forms in ance/-ence have all been in existence (sic!) for a very long time, and that –ance/-ence formations are rather interpreted as verbal, -ancy/-ency formations rather as de- adjectival (Marchand 1969:248f).
-ant

This suffix forms count nouns referring to persons (often in technical or legal discourse, cf. applicant, defendant, disclaim ant) or to substances involved in biological, chemical, or physical processes (attractant, dispersant, etchant, suppressant). Most bases are verbs of Latinate origin.

-cy/-ce

As already mentioned in connection with the suffix ancy, this attach reproductively to adjectives in –ant/-ent (e.g. convergence, efficiency, emergence), but also to nouns ending in this string, as is the case with agency, presidency, regency. Furthermore, adjectives in –ate are eligible bases (adequacy, a nimacy, intimacy). There sulting derivatives can denote states, properties, qualities or facts (convergence can, for example, be paraphrased as 'the fact that something converges'), or, by way of metaphorical extension, can refer to an office or institution (e.g. presidency). Again the distribution of the two variants is not entirely clear, although there is a tendency for nominal bases to take the syllabic variant –cy.

-dom

The native suffix –domis semantically closely related to – hood, and –ship, which express similar concepts. –do attaches to nouns to form nominal's which can be paraphrased as 'state of being X' as in apedom, clerkdom, slumdom, yuppiedom, or which refer to collective entities, such as professordom,
studentdom, or denote domains, realms or territories as in *kingdom, cameldom, maoridom.*

-ee

The meaning of this suffix can be rather clearly discerned. It derives nouns denoting sentient entities that are involved in an event as non-volitional participants (so-called' episodic –ee,' see Barker (1998) for a detailed analysis). Thus, *employee* denotes someone who is employed, a biographies someone who is the subject of a *biography,* and a *standee* is someone who is forced to stand (on a bus, for example). Due to the constraint that the referents of –eederivatives must be sentient, an *amputee* can only be someone who has lost a limb and not the limb that is amputated. As a consequence of the event-related, episodic semantics, verbal bases are most frequent, but nominal bases are not uncommon (e.g. *festschriftee, pickpocketee*). Phonologically, -eecan be described as an auto-stressed suffix, i.e. it belongs to the small class of suffixes that attract the main stress of the derivative. If base words end in the verbal suffix –ate the base words are frequently truncated and lose their final rime. This happens systematically in those cases where –eeattachment would create identicalonsets in the final syllables, as in, for example, *ampu.ta.tee*(cf. truncated *amputee*), *rehabili.ta.tee* (cf. *rehabilititee*).
This is another person noun forming suffix, whose meaning can be paraphrased as 'person who deals in, is concerned with, or has to do with X', as evidenced in form such as auctioneer, budgeter, cameleer, mountaineer, pamphleteer. Many words have a depreciative tinge. The suffix –eer is auto stressed and attaches almost exclusively to bases ending in a stressed syllable followed by an unstressed syllable.

2.16 Word formation:

Word formation is a morphological and sometimes grammatical process that aims at producing words in language. Word formation is a productive process in which words are created Crystal (2003: 5 23 – 524) defined word formation “as the whole process of morphological variation in the constitution of words , ie including the two main divisions of inflection and derivation

Word formation deals with both the existing words as well the newly created words .for the words that follow asset of regular rules, word formation adopts specific lexical and grammatical conditions and aspects, such as affixation, derivation, and inflection.

2.17 Process of word formation:

The process of word formation in English are acronyms, blending, borrowing, antonomasia, conversion, back formation compounding, derivation, clipping.

2.17.1 Back formation:

It is the process of producing a new word by deriving it from another common word – The back formed words always denote functional, as well as morphological, change. The functional is related to shift from noun to verb e.g.:

“baby sitter” → “to babysit”
Option → to opt
Television → to televise
Emotion → to emote
typewriter→ to typewrite

house keeper → to house keep ( Williamson , 2004 , 177) .

2.17.2 Clipping:

It is the process of cutting a word and thus this word becomes a clipped or short one. Clipping is termed as shortening as well as ellipsis ( Buss man , 1996; 357 ) . Many words in English are often clipped at the end, that is the final part of the word is removed. Therefore “ proof “ ( professor ) “ gym “ ( gymnasium ) , “ logo “ ( logotype ) “ gas “ ( gasoline ) are all clipped at the end ( from kin and rod man , 1983 ; 125 )

There are rather a few words that might be clipped at the beginning ; the initial letter are deleted as in ( disk part ) “ sport “ and ( helicopter ) “ copter “ in between are the words that are
clipped at both pats, like “flu” (influenza); and “fridge “ (refrigerator).

Clipping may involve a shift in form with the same sounds are retained, no matter which part is clipped e.g. “mille” (microphone) “nuke “ (nuclear) “xmas” (christmas).

Hypocorism, or the use of diminutives is another way in which words, especially compounds are clipped as in “cookie” (cake) “telly” (television) “roomie “ (roommate) and “goalie “ (goalkeeper), (Erlich, 1995; 179)

2.17.3 Coinage:

It is the process of making or forming new words. coinage is regarded as a big source of word making; this is since it is involved in making many new words (Williamson, 2004: 187) coinage is also termed as “neologism “

A lot of words have been produced in English by coinage. some of these words are newly coined, i.e., they have no origin or source of formation, as for example in “Kodak “ “orlon “, and “antron “ in these words, there is no morphological, phonological or orthographic motivation what so ever as in brand names (Bauer, 1983: 239).

Never the less, there are other words the formation of which was based on familiar words; “kleene “ (clean) “vase line “ and (germ anwaseer), (Barnhart et al, 2006: 566).
2.17.4 Acronyms;

Acronyms is the process in which the abbreviations of whole words stand for single meaning full wood the initials of each word are joined to form new word.

Acronyms is known also as “abbreviation“ however, acronyms, spelt as words, should be differentiated from common abbreviations, initializes or alphabetizes, e.g. USA or UK Hence, an abbreviation is termed acronym my only when it is pronounced like a word. e.g. OPEC, Organization of petroleum exporting countries, UNESCO “United Nations Educational scientific cultural Organization “ and BEN – ELUX, Belgium, Nether lands Luxemburg, (Mossman, 1998 ; 165) Acronyms is widely used in scientific and technical registers to form new words, as in SARS (Sever Acute Respiratory Syndrome)

AIDS (Acquired Immunity Deficiency Sickness) and LASER (Light Amplification by Stimulated Emission of Radiation (Halden, 1992; 107)

2.17.5 Blending

In blending two words are combined together to produce a new word, Blending is sometimes called portmanteau (Bussmann, 1996; 786)

The initial letters of the first word plus the final letters of the second word is the common type of blending in English, as many words are produced accordingly e.g.
Breakfast + lunch = brunch.
Television + marathon = telethon.
Spanish + English = spanglish.

The other type is the initial letter of the first word with no deletion at all in the second word, as in: medical + care = Medicare, and American + Indian = Amerindian.

Sometimes, the first word is put as a whole without any deletion plus the final letters of the second word, as in:
beef + macaroni = beefaroni and Cheese + burger = cheese burger

However deletion might be adopted in both words; the final letters are deleted in both words and only the initial letters (in the first and the second word) are used in blending, as in these example:
International + police = Interpol
Situation + comedy = sitcom
Teleprinter + exchange = telex

2.17.6 Borrowing;

There are many words in English that have once been borrowed from other languages English has borrowed from different languages it has borrowed from French, chassis, cache, boulevard; from Italian "pizza" viola, piano, diva; from Arabic, alcohol, zero, zenith and from Spanish "cigar" alligator (Barber, 1987: 260). The other source of word
borrowing in English is that which is known as loan translation or “calque”. This is particularly.

Applicable to phrases and compounds taken from other languages. The words “trial balloon” and marriage of convenience are borrowed under this way from French, ballon dessai and marriage de conveyance respectively (Batn hart et al, 2006: 876).

2.17.7. Antonomasia:

Antonomasia means that a proper or personal name becomes an epithet for a certain object. Some of these words are taken from place – names like “Hamburger” from Hamburg Germany, wiener (from wiener or Vienna) Austria, gouda (from Gouda, Holland) Muslim (from Mosul Iraq) and Limousine (from Limoges, France).

(Doblhofer, 1990: 155)

Other names are called after personal names as in, nicotine (after count Nicote; bilharzias (after T. Bilharz) Ford (after Henry ford) Watt (after James watt) and Reuters (after M. de Reuter)

(Barber, 1987: 211)
2.17.8 Conversion;

Conversion means that words under go shirt in function, for example, an noun becomes a verb. Some words are changed from nouns to verbs like ' butte 'N → to butter' V, 'radio 'N → to 'radio'V, Words many be changed from verbs to nouns .e'g'- must' V → ' must' ' N, to guess V →' guess N, words which are adjective might as well be changed to verbs ,as in ; dirty' adj → to dirty 'V and empty Adj → empty' V (Dobh ofer, 1990:187).More over , other types of words such as abbreviations and compounds have changed infunction, 'ID' is 'used as a verb ' to ID' and the verb print has changed into noun 'print out' (ibid).

2.17.9 Compounding;

Compounding is the combination of two words to form one word.

Words could be Compounded in sever always. Though compounds lexically in valve two or more words. Yet they are taken as single words.

- This is because they are formed to give one sense or meaning. Compounds might be compounded through word compounding ; two or more grammatical or lexical compounding' ( Erich ,1995:144) examples of such type in clued' book ease ,'in spite of' and now a days ,, words can be compounded through and as in 'hide – and – seek 'jack
–and – gill, positions are also used to produce, such as 'man – of-wrong' daughter –in –low 'face- to face, '
- Red up locatives, where words or syllables are repeated are also considered as compounds, being made from two words e.g.' tell tale, hugger – mugger ;; and the like There is not only compounding; of worlds but there is compounding of phrases too, This type of compounding is termed' syntactic
- compounding due to the used of phrases or sentences(Particle triage-1997 : 628).
- It is used in compounds like 'forget – me – not' hop- on- my-thumb.' and ' happy – go- lucky ' (Barn hart et al,2006 : 566).
- Recently, a new type of compounding has been used it is formed from one or two letters followed by award: the letter.
 Can be an abbreviation, as in ' e-mail',
  Where –'e' us short for ' electronic' and it can be a mere letter, as in ' T- shirt ' (a shirt shaped like the letter T) (Moss man , 1998 : 654).

2.17.10 Derivation:
  In derivation, a word is formed through the derivational affixes and inflections. Suffixes which are used to derive nouns including many of which are "ment' in 'agreement', hood ' in brotherhood ', -ship 'in 'friend ship' ness' in 'kindness' '- dom'

There are suffixes which are used to derive adjectives , including'- less 'in ' care less '- ly'- in 'friendly "-some in 'fire some'- full' in 'handful ' ;-ish ' in 'childish' ;at'- in 'conditional', '-y, in sunny' suffixes whish derive verbs include ;- ize in criticize ' - ify' in ' signify' '-en' in ' widen' and '-ate '-' in s 'isolate . Suffixes which derive verbs in clued '-ize in'critize "-iffy ' in ' signify '- en' in widen' and '- ate ' in 'isolate'

Suffixes which are used to derive adverbs inclued '-ly' in ' happily ' – wise in ' likewise'- ward ' in ' west ward'

Wild in worldwide , and '- style ' in ' western style'

( Snyder and Thomason , 2006 : 180 ) As for derivational prefixes, they are all used to derive verbs :
‘en-‘ in ‘en large; ’em-‘ in ‘em power’ ‘ be –in ‘belittle ; and ‘de-‘in’ delimit’ (Erlich , 1995 : 144).

Then we can say there are morphemes in English that allow us to change words these are derivational morphemes new words are derived in the process. Derivational morphemes are affixes. If affixes are added to toga front of word we speak of prefixes like in  - a

If they are attached to the end of the word . They are called suffixes such as able -ish . Derivational morphemes may or may not caws a change of the gram marital class of the word.
In any event the following morphological rules apply to most cases cover the main changes brought about by affixes. We speak of word formation as the productive feature of a language.

By changing one element, new classes.

Of words can be produced

- Noun to adjective. boy+(lish)
- Verb to noun. Predict + (ion)
- Adjective to adverb. quiet + (ly)
- No change in class (a) + moral.

2.18 The Importance of Affixation:

This is an introductory about the importance of the role that the process of word formation, especially affixes, play in the acquisition of English as foreign language un teaching / learning English in the class room for the university students in faculty of Arts English department in Shendi university.

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the area of affixes an their importance in learning EFL in class room the study emphasizes the importance of affixes in E L T.

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Perceiving and recognizing them in their learning of English they make errors in the using of them .

They cannot produce new words by adding either prefixes of suffixes. And they cannot use it effectively they are unable to us them correctly and appropriately. They cannot attain mastery and command of them in daily life interaction. Communication .the a cadmic subjects and requirement. They do not recognize for example .the different pronunciations of the suffix (-s) and the suffix ( -ed) at the word .They find difficulty in realizing the affixes that make change in meaning .class. sound .spelling .and as tress.
Affixes create problems for students (McCarthy . 1993:4) : states.

Some times. recognizing morphemes us not so easy. When morphemes combine to form words . sound change on spelling change can disguise them making their presence less obvious to the un trained ear or eye .
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See also : (Quirk .1985). (The akur :19971)
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methods and teaching materials in Shendi University as result of negligence of vocabulary as a teaching item in the curriculum despite their importance in EFL in teaching/learning English in class room. and priority being given to the rules of sentences.

Construction or language form and structure (Carter. 1987: 145) observes: for many year vocabulary has been the poor relation of language teaching its neglect is in part due to a specialization in linguistic research on syntax and phonology. which may have fostered acclimate in vocabulary was felt to be ales important element in learning a second language. (Tickoo2003 : 1989) points out:

For more than a quarter century lexicologists and language educators failed to pay adequate attention vocabulary. A main reason was the wide spread be life among linguist that knowing language was the same as being able to use its sounds and structures.

Affixes in clueless morpheme. It san beaded to other morpheme (root/base) which is constructing a word for motion and anew meaning. the following are the further explanation.

2.19 Definition of Affixes;
According to Rachmadie (1990:13)

Morpheme is the basic for words forms. They can be elements classified as roots and bases. Thus morphemes such as
happy .quick .tidy are roots .Other morpheme such as – ly . – ness .un are bound .

2.20 Types of Affixes:

According to Katamba( 1994:44) , an affixes morpheme. which only occurs when attached to some other morpheme or morphemes such as a root or stem or base obviously . by definitions affixes are bound morphemes .No word may contain only an affix standing own For example: - or -ed or even a number of affixes strung to gather like al –s.

According to Katamba (1994:44) there are three types of affixes – prefixes . suffixes .and in fixes - and it is explained below:-

a. Prefixes

According to Katamba (1994 :44) a prefix is an affix attached before a root (or stem or base) like – ly . – er .- ist . –s .kindly .waiter .chairs .worked

b. In fixes

According to Katamba (1994:44) an infix is an affix attached in the mid of a word.

bumili comes from root buy .(Tag along Philippine )
Kalamazoo ( name of place)Kalama .

2.21 Inflectional affixes ;

Definition of Inflectional Affixes

Rachmadie( 1990:31) says that some affixes when attached to the root or base so not change the part of speech of
the root and they do not create a new word. They only have certain grammatical function. These affixes are usually called in flexion called in flexion a affixes.

2.22 Types to inflectional Affixes:

According to Rachmadie (1990:31) in English we have inflectional affixes to in dictate the following:
- plural form, such as: -s book – books. Glass – Glasses. Ox – Oxen
- Possession, such as: John’s house. Student s – shoes.
- Third singular verb maker for example:

My sister always eats an apple every morning.

Tense marker such as:
* Ali’s uncle worked hard yesterday (past tense)
* I have studied the lesson (past participle)

According to (2001:4). Inflectional affixes are all suffixes that have wandering of application for example: most English nouns can be made plural with (PL U) According to (2001:4) there are eight inflectional affixes are listed in the following: noun – care. Adjective – older. verb – Eats

All these deals the researcher to ask what’s Affixation?

This section to introduce the reader to these important aspects of empirical.

Research on affixation, let us start with the simplest and traditional kind of data base: reverse dictionaries such as
(Walker 1924) (Lehnert 1971) or (Muthmann 1999). These dictionaries list words in alphabetical order according to their spelling from right to left. To the effect that words ending in /a/ come first. Those ending in /z/ come last.

Thus sofa is among the first word in are verse dictionary. Fuzz among the last.

This kind of organization is of course very convenient for the study of suffixes as for prefixes angler dictionary will do a good job in helping to find prefixate forms.

Then verse dictionary by (Muthmann 1999) is the most convenient for morphological research because it does not list the words in strictly or thographical.

2.23 Previous Studies:

(1) The first study was about the Effect of Affixation in learning English language at University of King Fahad faculty of Education. The study was constructed by Nawaf 2004. It aimed at showing the effect of affixation in learning English and questionnaire was used in data gathering.

The data was calculated statistically.

The most important results could become included that affixations have great effect on learning English words. Similarly the present study revealed some problems of affixation at third grade at Shendi University in faculty of Arts.
(2) The second study was about impact of Affixation on learning English vocabulary. University of Cairo college of language.

The study was constructed by Rudy Gabir.2000.

The data gathering tool was a questionnaire.

The study aimed at investigating the effect of affixation on learning English

Eventually the researcher found out that students in most cases face difficulties in dealing with suffixes and prefixes.

Similarly the present study stressed the same point and nearly came up with the same results.

(3) The third study was about Morphological Awareness in EFL context, the relationship between morphological awareness and vocabulary.

The study constructed by A-Farsi Omani, 2008..

The study aimed to investigating the effect of impact morphological awareness to vocabulary.

The data was calculated statistically.

The most important results could become included that morphological awareness effect on learning English words.

Similarly the present study revealed some problems of words formation at third grade in faculty of arts in Shendi University.
Chapter Three
Chapter Three
Methodology

3.0 Introduction:
This chapter outlines the research methodology. It is going to present the study population and samples. At the same time it is going to present the reliability study tools including the test with its validity and reliability.

3.1 Research Population:
The population of the study was represented in Shendi University faculty of Arts, and the sample was purposively from Shendi University third grade students for the academic year 2018-19.

3.2 Research Sample:
The subjects of the study were third grade University students in the faculty of arts for the academic year 2018-2019 it consists of 60 students.

3.3 Instrument:
For data collection the researcher designed a diagnostic affixation test consisting of four questions. Each question includes ten items.

3.3.1 Instrument Validity:
The instrument was submitted to a jury of experts at Shendi University (see appendix 2).
The jury recommended some corrections and modifications and the final version of the instrument was adopted. (see appendix1).

3.3.2 Instrument Reliability:

For testing instrument reliability, cronbach's Alpha was applied.

The resulted coefficient was .0. 95 which indicates that the instrument was reliable.

_Table(1) Reliability Statistics (Cronbach's Alpha).

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized</th>
<th>No of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7</td>
<td>0.7178</td>
<td>60</td>
</tr>
</tbody>
</table>
Chapter Four
Chapter Four

Data Analysis, Discussion and Results

Data analysis:

4: 0: Introduction:

This chapter displays coding data analyzing data in terms of frequencies and percentage (descriptive statistics).

Question (1):

Join the suitable prefixes to the words between brackets:

Table (4.1): Frequencies and percentage of subjects Responses to question (1):

<table>
<thead>
<tr>
<th></th>
<th>Items</th>
<th>Correct Responses Frequencies</th>
<th>%</th>
<th>Wrong Responses frequencies</th>
<th>%</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>im -</td>
<td>29</td>
<td>48%</td>
<td>31</td>
<td>52%</td>
<td>Possible</td>
</tr>
<tr>
<td>b)</td>
<td>dis -</td>
<td>23</td>
<td>38%</td>
<td>37</td>
<td>62%</td>
<td>Agree</td>
</tr>
<tr>
<td>c)</td>
<td>un -</td>
<td>25</td>
<td>42%</td>
<td>35</td>
<td>58%</td>
<td>Tidy</td>
</tr>
<tr>
<td>d)</td>
<td>in -</td>
<td>24</td>
<td>40%</td>
<td>36</td>
<td>60%</td>
<td>Formal</td>
</tr>
<tr>
<td>e)</td>
<td>co -</td>
<td>20</td>
<td>33%</td>
<td>40</td>
<td>67%</td>
<td>Education</td>
</tr>
<tr>
<td>f)</td>
<td>over -</td>
<td>18</td>
<td>30%</td>
<td>42</td>
<td>70%</td>
<td>Head</td>
</tr>
<tr>
<td>g)</td>
<td>self -</td>
<td>23</td>
<td>38%</td>
<td>37</td>
<td>62%</td>
<td>Taught</td>
</tr>
<tr>
<td>h)</td>
<td>fore -</td>
<td>22</td>
<td>37%</td>
<td>38</td>
<td>63%</td>
<td>Cast</td>
</tr>
<tr>
<td>i)</td>
<td>over -</td>
<td>19</td>
<td>32%</td>
<td>41</td>
<td>68%</td>
<td>Come</td>
</tr>
<tr>
<td>j)</td>
<td>re -</td>
<td>26</td>
<td>43%</td>
<td>34</td>
<td>57%</td>
<td>Gain</td>
</tr>
<tr>
<td>Total</td>
<td>229</td>
<td>381%</td>
<td>371</td>
<td>619%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52
Table (4-1) shows the frequencies and percentage of responses of the subjects to each item. (correct answer to the first question numbered (229) percentage (381) as well as those who chose the wrong answer numbered (371) percentage (619) this indicates that the achievement of the first hypothesis lack of knowledge of students using prefix.

**Question (2) : join the suitable suffixes to the words between brackets:**

*Table (4.2) Frequencies and percentages of subjects Responses to question (2)*

<table>
<thead>
<tr>
<th>Items</th>
<th>Correct Responses Frequencies</th>
<th>%</th>
<th>Wrong Responses Frequencies</th>
<th>%</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isston-</td>
<td>21</td>
<td>35%</td>
<td>39</td>
<td>65%</td>
<td>Permite</td>
</tr>
<tr>
<td>ship-</td>
<td>25</td>
<td>42%</td>
<td>35</td>
<td>58%</td>
<td>Friend</td>
</tr>
<tr>
<td>ition-</td>
<td>29</td>
<td>48%</td>
<td>31</td>
<td>52%</td>
<td>Compose</td>
</tr>
<tr>
<td>ity-</td>
<td>20</td>
<td>33%</td>
<td>40</td>
<td>67%</td>
<td>Nation</td>
</tr>
<tr>
<td>ness-</td>
<td>25</td>
<td>42%</td>
<td>35</td>
<td>58%</td>
<td>Happy</td>
</tr>
<tr>
<td>ly-</td>
<td>22</td>
<td>37%</td>
<td>38</td>
<td>63%</td>
<td>Necessary</td>
</tr>
<tr>
<td>ed-</td>
<td>21</td>
<td>35%</td>
<td>39</td>
<td>65%</td>
<td>decide</td>
</tr>
<tr>
<td>ly-</td>
<td>17</td>
<td>28%</td>
<td>43</td>
<td>72%</td>
<td>Careful</td>
</tr>
<tr>
<td>ix-</td>
<td>22</td>
<td>37%</td>
<td>38</td>
<td>63%</td>
<td>modern</td>
</tr>
<tr>
<td>ed-</td>
<td>19</td>
<td>32%</td>
<td>41</td>
<td>68%</td>
<td>Intexest</td>
</tr>
<tr>
<td>Total</td>
<td>221</td>
<td>369%</td>
<td>379</td>
<td>631%</td>
<td></td>
</tr>
</tbody>
</table>
Table (4.2) shows the frequencies and percentage of the responses of subjects to each item, correct answer to the first question to table (221) percentage (369) as well as those who chose the wrong answer to table (379) percentage (631) This indicates the achieve must of the second hypothesis lack of knowledge of students using suffix ,
**Question (3)**: Join the suitable suffixes to the words between brackets to form noun:

**Table (4.3) Frequencies and percentage of subjects Responses to question (3)**

<table>
<thead>
<tr>
<th>N</th>
<th>Items</th>
<th>Correct Responses Frequencies</th>
<th>%</th>
<th>Wrong Responses Frequencies</th>
<th>%</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>dom-</td>
<td>25</td>
<td>42%</td>
<td>35</td>
<td>58%</td>
<td>King</td>
</tr>
<tr>
<td>b)</td>
<td>al-</td>
<td>27</td>
<td>45%</td>
<td>33</td>
<td>55%</td>
<td>Arrive</td>
</tr>
<tr>
<td>c)</td>
<td>ing-</td>
<td>20</td>
<td>33%</td>
<td>40</td>
<td>67%</td>
<td>Speak</td>
</tr>
<tr>
<td>d )</td>
<td>ness-</td>
<td>30</td>
<td>50%</td>
<td>30</td>
<td>50%</td>
<td>Busy</td>
</tr>
<tr>
<td>e )</td>
<td>ation-</td>
<td>26</td>
<td>43%</td>
<td>34</td>
<td>57%</td>
<td>Exam</td>
</tr>
<tr>
<td>f )</td>
<td>age-</td>
<td>19</td>
<td>32%</td>
<td>41</td>
<td>68%</td>
<td>Short</td>
</tr>
<tr>
<td>g )</td>
<td>head-</td>
<td>22</td>
<td>37%</td>
<td>38</td>
<td>63%</td>
<td>Child</td>
</tr>
<tr>
<td>h)</td>
<td>ment-</td>
<td>25</td>
<td>42%</td>
<td>35</td>
<td>58%</td>
<td>Move</td>
</tr>
<tr>
<td>i)</td>
<td>th-</td>
<td>27</td>
<td>45%</td>
<td>33</td>
<td>55%</td>
<td>True</td>
</tr>
<tr>
<td>j)</td>
<td>ity-</td>
<td>31</td>
<td>52%</td>
<td>29</td>
<td>48%</td>
<td>Active</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>252</td>
<td>421%</td>
<td>348</td>
<td>579%</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.3) shows the frequencies and percentage of the responses of subjects to each item. Correct answer to the first question to table (252) percentage (421) as well as those who chose the wrong answer to table (348) percentage (579) this indicates the achievement of the third hypothesis any lack of knowledge of students using wards.
Question (4) : join the suitable to the verb between brackets to their correct form :

*Table (4.4) Frequencies to percentage of subjects to question (4)* :

<table>
<thead>
<tr>
<th>N</th>
<th>Verb</th>
<th>Correct Responses Frequencies</th>
<th>%</th>
<th>Wrong Responses Frequencies</th>
<th>%</th>
<th>Correct from</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Rise</td>
<td>29</td>
<td>48%</td>
<td>31</td>
<td>52%</td>
<td>Rises</td>
</tr>
<tr>
<td>b)</td>
<td>Sing</td>
<td>22</td>
<td>37%</td>
<td>38</td>
<td>63%</td>
<td>Singing</td>
</tr>
<tr>
<td>c)</td>
<td>Visit</td>
<td>24</td>
<td>40%</td>
<td>36</td>
<td>60%</td>
<td>Visited</td>
</tr>
<tr>
<td>d)</td>
<td>Read</td>
<td>25</td>
<td>42%</td>
<td>35</td>
<td>58%</td>
<td>Reads</td>
</tr>
<tr>
<td>e)</td>
<td>Wash</td>
<td>23</td>
<td>38%</td>
<td>37</td>
<td>62%</td>
<td>Washes</td>
</tr>
<tr>
<td>f)</td>
<td>Un</td>
<td>33</td>
<td>55%</td>
<td>27</td>
<td>45%</td>
<td>Undrinkable</td>
</tr>
<tr>
<td>g)</td>
<td>Drink</td>
<td>26</td>
<td>43%</td>
<td>34</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Able</td>
<td>19</td>
<td>32%</td>
<td>41</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Re</td>
<td>24</td>
<td>40%</td>
<td>36</td>
<td>60%</td>
<td>Re from</td>
</tr>
<tr>
<td>j)</td>
<td>Ed</td>
<td>23</td>
<td>38%</td>
<td>37</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>413%</td>
<td>352</td>
<td>587%</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Table (4-4) shows the frequencies and percentage of responses of subject each Item. Correct answer of the first question numbered (248) percent age (413)as well as those who chose the wrong answer numbered (352) percentage (587) this indicates the achievement of the fourth hypothesis any lack of knowledge of students using correct affixes.
Table (4.5) the over all summary of subjects, responses of lest out of (2400).

<table>
<thead>
<tr>
<th>Correct responses</th>
<th>950</th>
<th>39.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong responses</td>
<td>1450</td>
<td>60.4%</td>
</tr>
</tbody>
</table>

4.1 Testing the hypothesis of the study: By comparing the result in table (4.5) it could be said that there was enough evidence that the target subject had problems with using affixation properly and this deficiency might attributed to less knowledge.
Chapter Five
Chapter Five

5.1 Conclusion:

5/1-1 Introduction:

This chapter outlines the summary chapter, conclusion, and study recommendations. It also sheds light on important findings.

5.1.2 Findings:

To sum up, the results, of the study revealed that the targeted students had problems with using affixes, Such problems might be attributed to lack of exposure for these students to enough knowledge and skill (practice) in using these essential combining forms

5.2 Recommendations:

The researcher has come up to a list of recommendations which are required to be followed so as to enrich the area of word formation, for third grade students faculty of arts in Shendi University.

1. More focus should be given to affixation in the syllabus.
2. students should have many activities in the area of
3. affixation.
4. Students must improve their knowledge in this area, by different ways (books, internet, social media....etc).
5. Affixes should be taught through an interesting and tangible way.
5.3 Suggestion for further studies:

1. Borrowing and its Effect in the process of word formation
3. Exploring Strategies for teaching morphology through context
Bibliography

&

Appendices
Bibliography:


27. OmerElsheik:2001 An Introduction to Linguistics, open universiti of Sudan.


A) Prefixes: Appendix(1)

(1) Question (1) join the suitable prefixes in the words between brackets :-

| un, im, dis, fore, over, re, in,fore, co, self |

(1) The doctor is busy now, it is ------------ to see him (possible).
(2) He quite ---------- with his friends (agree)
(3) The hall looks dirty and ----------- (tidy)
(4) I don’t believe in --------------- (education)
(5) An -------------- letter should deal with one topic (formal)
(6) The girl touched her ----------- (head)
(7) Altayb Salih was ------------- journalist (taught)
(8) Do you usually listen to the weather ------------ ? (cast)
(9) At last he was able to ---------- all the difficulties (come)
(10) If you have been ill, how can you ------------- our strength (gain)
Appendix(2)

(B) Suffixes:

(2) Question(2) join the suitable suffixes to the words between brackets:-

| ize, tion, ssion, ness, sion, ity, ly, ity, Ly, sion |

(1) He gave me--------------- to leave the class (permit)
(2) The -------------- Hall is magnificent building (friend)
(3) This is a well written -------------- (compose)
(4) What is the -------------- of this woman (national)
(5) She lived in -------------- (happy)
(6) Food is a -------------- of life (necessary)
(7) He made Avery good -------------- (decide)
(8) Think-------------- before you take action (care full)
(9) We must -------------- our style of living (modern)
(10) We ore------------- in English (interest).
C) Words: Appendix(3)

(A) Join the suitable suffix to following words to form nouns:-

<table>
<thead>
<tr>
<th>Items</th>
<th>-----------</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>-dom</td>
<td></td>
<td>King</td>
</tr>
<tr>
<td>-al</td>
<td></td>
<td>Arrive</td>
</tr>
<tr>
<td>-ing</td>
<td></td>
<td>Speak</td>
</tr>
<tr>
<td>-ness</td>
<td></td>
<td>Busy</td>
</tr>
<tr>
<td>-ation</td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>-age</td>
<td></td>
<td>Sheets</td>
</tr>
<tr>
<td>-hood</td>
<td></td>
<td>Child</td>
</tr>
<tr>
<td>-ment</td>
<td></td>
<td>Move</td>
</tr>
<tr>
<td>Th</td>
<td></td>
<td>True</td>
</tr>
<tr>
<td>Ity</td>
<td></td>
<td>Active</td>
</tr>
</tbody>
</table>

(B) put the verbs between brackets in their correct form:

(1) The sun ----------- in the morning (rise).
(2) Listen the birds--------- (sing).
(3) Last month I---------- my uncle (visit).
(4) If he ---------------- careful, he will pass the exam (read).
(5) Everyday Amina ========= the dishes (wash).

-----------------------------------------------

Circle the tree which represents the appropriate structure for each word below:

a. Undrinkable b. reformulated
   adj