The Use of Verbal Affixes by Iraqi EFL University Learners : Errors Analysis

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Abstract

   Affixation is the formation of a new word from an existing word ,root ,or stem ,by the addition of a prefix or suffix or by other means (Jackson,1985:34).The present study is an attempt to identify the errors made by Iraqi EFL learners in the Department of English / College of Basic Education, University of Babylon in using verbal affixes. This study aims at :(1)Presenting a brief and relevant background of verbal affixes, (2) Identifying and classifying the errors made by the fourth year students in the English Department, College of Basic Education/ University of Babylon during the academic year (2016-2017), and (3) Locating the areas of difficulty that Iraqi EFL learners encountered in learning verbal affixes.
Keywords: verbal affixes, prefix, suffix.

الخلاصة

    الإلحاق وتشكيل لكلمة جديد ة من كلمة موجودة او من جذركلمة من خلال إضافة بادئة أولاحقة أو بوسائل أخرى (جاكسون، ١٩٨٥: ٣٤). هذه الدراسة هي محاولة للتعرف على الأخطاء التي ارتكبها المتعلمين العراقيين في قسم اللغة الإنجليزية / كليةالتربيةالأساسية،جامعة بابل في استخدام اللواحق الفعلية. تهدف هذه الدراسة إلى: (١) تقديم خلفية موجزة وذا تصلة عن اللواحق الفعلية، (٢) تحديد وتصنيف الأخطاء التي قام بها طلاب السنة الرابعة في قسم اللغة الإنجليزية ،كليةالتربية الأساسية / جامعة بابل خلال العام الدراسي (٢٠١٦–٢٠١٧)، و (٣) تحديد مناطق الصعوبة التي واجهه المتعلمين العراقيين في تعلم اللواحق الفعلية.
الكلمات المفتاحية: اللواحق الفعلية , البادئة , اللاحقة.

Introduction
1.1 The Problem

   Learning a foreign language is a different task for all learners who find difficulties in , how to select the word whose symbols accurately represent the concept which they have in their minds, and how to select they proper word to fit a concept. Rowley (1971:165) asserts that acquiring vocabulary is one of the most tedious learning tasks confronting the language learners. The tasks are difficult not only because of the large number of words that must be mastered , but also because so little attention has been given to the problem of making the learners' job easier.

   Affixation is the formation of a new word from an existing word ,root ,or stem ,by the addition of a prefix or suffix or by other means (Jackson,1985:34).
Matthews (1974:76) argues that there are restrictions in English which affect the process of affixation , i.e., a certain root accepts one ending but does not accept another .This fact constitutes a source of difficulty for most learners . They become confused when they have to decide which affixes , for example , to use because their distribution is mostly an arbitrary matter .There is another cause for discomfort to learners which emanates from the fact that sometimes they face a set of derivatives (two ,three ,or even four)having the same root and belong to the same class but having different affixes (e.g. nation, nationality, nationalization).

Affixation is further complicated since prefixes , suffixes and roots all may have more than one meaning . Now words may be formed not only by adding suffixes to root ,but also by placing prefixes in front of roots , e.g. happy, unhappy, legal, illegal (Schuster, 1965:117).

Iraqi EFL learners may not have a full mastery of distinguishing verbal affixes owing to the difficulties they encounter in using them. These difficulties may be due to the nature of the English system which is different from Arabic system at the levels of phonology ,morphology , and syntax. For example , in English ,the noun is agentive and the comparative verb is realized through external change , in Arabic the equivalent forms are realized through internal and external changes .

Compare:

English   **Arabic**

N. agent   read   read-er   (yaqra?) (qaari?)

V. find   find-er   (wajada) (wojoud)(Al-jumaily,1987:3)

1.2 Aims of The Study

The present study aims at :

1-Presenting theoretical background concerning verbal affixes which can be helped to distinguish these affixes.

2-Identifying the Iraqi EFL university learners performance in recognizing and producing these affixes .

3-Analyzing and evaluating the students errors according to the results obtained from the test and coming up with recommendations .

1.3 Hypotheses

In order to achieve the aims of the present study , the following hypotheses have been postulated:

1- A significant number of Iraqi EFL University Learners do not often have a full mastery of distinguishing verbal affixes and their different types .

2- Such learners encounter difficulties in using these affixes due to various factors .The first factor includes the difficulties which are inherent in the nature of the English derivational system at the levels of phonology , morphology ,and syntax. The second factor relates to the processes of interference (or transfer) and overgeneralization .

3- The learners performance at the recognition level is expected to be better than their performance at the production level.

1.4Limits of The Study

This study is confined to university learners at their fourth year in the Department of English , College of Basic Education, University of Babylon during the academic year (2016-2017).The fourth year students have been chosen to apply the test as they are supposedly the most advanced and qualified learners in the area of affixes at the university level .

1.5Definitions of Basic Terms

In this study, some terms need to be defined for the purpose of clarifying and accuracy :

1. Difficulty :It is a problem, a situation that is hard to deal with (Oxford Word power Dictionary,2000:188) .

It is also defined as a situation in which someone have to make a difficult choice between two or more things"(ibid).

According to Advanced English Dictionary (2001:219) difficulty refers to the fact or condition of being difficult ,(or hard to understand or solve)

2. Verbal affixes: In linguistics , verbal affixes are bound morphemes which , in contrast with free morphemes , cannot normally stand alone , but are typically attached to other forms (Urdogan , 1983:38).

 They are also defined as "groups of letters attached to the word to form verbs " (Canney et al .,2002 :13).

 Moreover ,Hills (2005 :20)defines verbal affixes as "common suffixes or prefixes in English which create verbs from other word classes ".

 The operational definition adopted in the present study for verbal affixes is that the prefixes or suffixes which are used to form verbs from other parts of speech.

3. Affixation: It is the morphological process by grammatical or lexical information is added to a stem (Crystal ,1999:10).

 It is also defined as "the process of adding a prefix or a suffix to the base, withor without a change of word class (Quirk et al .,1989:978).

4. EFL   University Learners: They are learners who study English as a foreign language as their major subject in the Departments of English in Iraqi universities.

2.1 Affixation

     Affixation is the process of attaching an affix to a base as the derivation of the word 'happiness' from 'happy' (Trask, 1993:11).

Fon (2003:22) defines affixation as "a process of forming words by adding affixes to morphemes". Affixes, on the other hand, are types of bound morphemes. Their function is to modify the meaning of the root. They are divided into three types, depending on their position with reference to the root: prefixes (attached before another morpheme), suffixes (attached after another morpheme), and infixes (inserted within the morphemes) (Yule, 1999:69), (Crystal, 2004:128).The following table shows the arrangement of affixes in :

Table (1) The Arrangement of Affixes

Affix	Example
pref	Undo pref + root
suff	Looking root + suff
infix	Men ro-+ infix + -ot
circumfix	Enlighten circum - + root + -fix
suprafix	produce (noun) produce(verb)changing stress

(Dehham,2006)

   However, an affix is a bound morpheme that occurs before , after or within a base. Affixation is a cover term, which generalizes over prefixation, suffixation, and infixation (Johnson, 2002:1).

    Prefixation and suffixation have been chosen from among the various processes of word- formation in English on the basis of the importance of these subjects as compared with other processes of word –formation.

 2.1.1 Prefixation: Prefixes are bound morphemes that occur before a base. They usually do not occur alone as free forms or directly before suffixes. Two affixes may occur in sequence as in (un- and im-) as in "unimpressed" .The word 'prefix' comes

from Latin "prefixum" (something fixed in front) (Eastwood, 2000:369). In word-formation, a prefix is productive when it contributes to the meaning of a word (the 'un –' in unhappy having the meaning of "not") can be added freely to other examples or comparable words as in: unable, unkind…etc. It is non-productive when it occurs in a word but does not contribute to its meaning: con- in condition .The meaning of the word condition is unrelated to the union of con- and –dition and there is no independent word -dition (McArther, 1992:2).

Prefixes are divided into two types: class- maintaining and class- changing. The first type includes the following prefixes:

1. Negative Prefixes: un, in, im, il, ir, non, mis, mal, dis, anti, ect. For example: unmagnified, incomplete, impossible, illegal, irrelevant, non-programmable, misdirect, disagree, antistatic.

Positive Prefixes: re-, over, e.g., reorganize, overload.

2. Prefixes of Size: semi-, mini-, micro-, mega-.for examples: semiconductor, minicomputer, microscopic, megabyte.

3. Prefixes of Time and Order: ante-, pre-, post-, retro-, e.g., antecedent, prewar, postdated, retroactive.

4. Prefixes of Number: mono-, bi-, tri-, multi-, i.e., monochromatic, binary, triangle, multicolored.

6. Locative Prefixes: inter-, super-, extra-, sub-, e.g., interface, supersonic, extraordinary, subschema (Quirk et al., 1989:431ff).

The second type of prefixes that changes the base from one word class to another is:

1 - 'a' combined with Vs to make Adjs: asleep, alive, and apart.

2- 'a' combined with Ns to make Advs: aside, away.

3 - 'be' combined with Ns to give Adjs: befogged, bewitched.

4- 'en' combined with Ns to give Vs: encourage, endanger.

5- 'en' combined with Adjs to give Vs: enlarge, enable.

(Quirk et al., ibid.)

2.1.2 Suffixation

The term 'suffixation' refers to the process of adding suffixes that are bound morphemes which occur after a base. Hartmann and Stork (1976:225) define a suffix as "an affix added to the end of a word". For Thomson and Martinent (1980: 348) a suffix is "a group of letters added to the end of a word". The suffix may be inflectional such as case ending in Latin or the plural ending '-s' in boys, or derivational such as '-ness' in kindness, happiness.

Strang (1968:230) points out that there is a distinction between suffixes whose primary value is lexical e.g.,'- hood' as in 'childhood','-ment' in 'establishment', and inflections, whose primary value is grammatical, e.g.,

'–s' as in 'boys', '-er' as in 'smaller', '-ing ' as in 'going', '-ed ' as in 'talked', etc.

From what has been mentioned above, it seems that suffixes are morphemes, which can be classified into two major functional categories, namely derivational and inflectional suffixes. Canada (2001:34) shows the distinction between inflectional (infl.) and derivational (der.) suffixes in a typical English sentence "The students have a wonderful teacher" in Table (2):

Table (2) Inflectional and Derivational Suffixes

The	student	s	have	a	wonder	ful	teach	er
Free	free	bound	Free	free	free	bound	free	bound
base	base	infl. suff	Base	base	base	der. suff	base	der. suff

(Dehham,2006)

In addition, the grammarians and linguists adopt different classifications for suffixes. For example, Bauer (1983:220ff) and Zandvoort (1975:298ff) classify suffixes according to the parts of speech they form, for examples:

A -Suffixes forming Ns: -dom, -ship, -let, -ist, -er. –al, -ance, -ty, -age, -ment, -ness, -ry, -sion, ect.

B -Suffixes forming Adjs: -al, -less, -ful, -ous, -ible, -ish, -some, -ory, - ate, -ular, -ing, -ed, -ic, etc.

C -Suffixes forming Vs: -ate, -ify, -ize.

D -Suffixes forming Advs: -ly, -ward, and –wise

2.1.2.1 Inflectional Suffixes: Inflection is a change made in the form of a word according to its particular use in a sentence. Hartmann & Stork (1976:225) define inflection as "the process or result of adding suffixes to the base or root of a word to determine or limit its grammatical significance". In this way, inflectional morphemes modify a word's form to mark the grammatical subclass to which it belongs. Stageberg (1981:92) and Canada (2001: 2-6) list eight separate inflectional affixes in Table (3):

Table (3) Inflectional Affixes in English

Affix	Examples	Name
-s1	dogs,oxen,mice	N plural
-s2	dog's	N singular, possessive
-s3	Vacates	present third/person singular
-ingV	Barking	present participle
-d1	dreamed	past tense
-d2	chosen,dreamed	past participle
-er	Sweeter	Comparative
-est	Sweetest	Superlative

(Dehham,2006)

2.1.2.2 Derivational Suffixes: Derivation is a term used in morphology to refer to "the process of producing new words from a base word" (Crystal, 1999:11).According to Wikipedia (2005:12), derivational suffixes are group of letters attached to the end of roots, words, and word groups. They serve a grammatical function. They can indicate the part of speech (N, V, Adj, or Adv) the word belongs to. They can also change and extend the meaning of a word. On the other hand, Cho (1996:2) states that derivational suffixes normally change the part of speech category and may also change the meaning of the word to which they are attached. For example, the derivative suffix '– ive' in 'generative' changes the verb 'generate' to an Adj; the suffix '-ness' in 'coolness' changes the Adj 'cool' to a noun; the suffix '–ify' in 'codify' changes the noun 'code' to a verb. In 'joyless', the suffix '– less' not only

changes the noun to an Adj, it also changes the meaning of the resulting word to the opposite of the original meaning.

Bauer (1983:23), Canney et al. (2002:6), and Wikipedia (2005:12) classify suffixes according to their syntactic functions into twelve major classes as in Table (4):

The Classification of the Derivational Suffixes in English Table (4)

1-Suffixes that change Adjs into Ns.	7-Suffixes that change Vs into Adjs
2-Suffixes that change Ns into Ns	8-Suffixes that change Adjs into Adjs
3-Suffixes that change Vs into Ns	9-Suffixes that change Ns into Adjs
4-Suffixes that change Vs into Vs	10-Suffixes that change Vs into Advs
5- Suffixes that changes Adjs into Vs	11-Suffixes that change Adjs into Advs
6-Suffixes that change Ns into Vs	12-Suffixes that change Ns into Advs

(Dehham,2006)

3. Verbal Affixes: A verb is the part of speech (or word class) that describes an action or occurrence or indicates a state of being.(internet)

Verbal ,like nominal ,occupy certain characteristic in sentence positions . The main one is that between the pronoun and the adjective ,e.g.

I became strong.

(Spencer and MZwicky,1998:634)

In this sentence(became) is a "V" by form-the source pronoun plus the prefix be- and an verbal by position.

Verbal affixes are a bound morpheme that must occur together with a root to form a verb ,e.g. re-,un-,-ing ,-ed,-ise,-um-,-t-.No word can contain affixes only.

3.1 Types of Verbal Affixes

Verbal affixes can be classified into three types:

A-Verbal Prefixes .

B-Verbal Suffixes.

C-Verbal Infixes.

A - Verbal Prefixes : The following prefixes are mostly added to verbs to form verbs except in a very limited number of cases where the base to which the prefix is added is either a noun or an adjective. These cases are indicated .The meaning ,origin, examples and comments are given in the table below:

Table(5) Verb forming prefixes

Prefixes	Meaning	Origin	Examples and Comments
Ad-	To ,towards	Greek	Adjoin: Used to express relationship in place and time . For Examples:(advance ,adhere, ad interim, adjunct) (Monson,1958:102) &(Internet)
Af-	To ,for	Latin	Affront: Used to express relationship in place and time. (Monson,1958:102)& (Internet)
Ante-	Before , in front of	Latin	Ante-date :Is added to English words with little consideration of their foreign birth. For Examples: (antecedent, antenatal, anterior) (Loyan,1966:45) &

			(Internet)
Be-	All over , make, become	Anglo-Saxon	Befriend :Used to form transitive verb from nouns , adjectives and verbs .e.g. (belittle ,beguile ,beset) (Zandvoort,1965:293)
Inter-	Between	Latin	Interchange :It is prefixed to nouns ,adjectives and verbs. For Examples :(interloper ,interlude ,intermediate)
Circum-	around	Latin	Circumscribe :It is a prefix of place and time . For Examples: (circumpolar ,circumsolar , circumspect) (Monson,1958:102) (Internet)
Counter-	against	French	Counteract: It is prefixed to nouns and verbs . For Examples: (counterfeiter ,countermeasure)
Contra-	against, opposite to	Latin	Contradict :It is a prefix of place and time .More Examples: (contrary ,contraband)
De-	the negative, reverse, opposite of	Latin	Defuse :It is a living prefix when it mean (to remove ,to undo) .It forms verbs from nouns . For Examples :(deter , denude , deactivate) (Zandvoort,1965:293)& (Internet)
Dis-	the negative, reverse, opposite of	French	Disagree:It is annexed mainly to verbs are words with inherent verbal idea . It is also added to nouns to form verbs . For Examples: (disappear , dislike)
en-	put into ,make , out ,out of ,from	Latin	Enable, Embed ,Exchange :It also added to nouns and adjectives to form verbs. For Examples: (enrage ,emulate, exhale ,excavate)
for-	intensifying- or negation	Anglo-Saxon	Forsake :Used with verbs to give intensive force . For Examples : (forbid ,forbear ,)

Fore-	Before hand, in front of	Anglo-Saxon	Foreknow :Used to for nouns ,adjectives ,verbs and adverbs. For Examples:(forestall , foresees)
Inter-	Between	Latin	Interchange :It is prefixed to nouns ,adjectives and verbs. For Examples :(interloper ,interlude , intermediate)
Circum-	around	Latin	Circumscribe :It is a prefix of place and time . For Example : (circumpolar ,circumsolar , circumspect) (Monson,1958:102) &(Internet)
Counter-	against	French	Counteract: It is prefixed to nouns and verbs . For Examples: (counterfeiter ,countermeasure)
Co-	together, jointly	Latin	Cooperate :Used with nouns ,adjectives and verbs . For Examples :(co-pilot ,co-equal , coexist.)
Contra-	against, opposite to	Latin	Contradict :It is a prefix of place and time . For Examples: (contrary ,contraband)
De-	the negative, reverse, opposite of	Latin	Defuse :It is a living prefix when it mean (to remove , to undo) .It forms verbs from nouns . For Examples: (deter , denude , deactivate) (Zandvoort,1965:293) &(Internet)
Dis-	the negative, reverse, opposite of	French	Disagree: It is annexed mainly to verbs are words with inherent verbal idea . It is also added to nouns to form verbs . For Examples :(disappear , dislike)
en-	put into ,make ,out ,out of ,from	Latin	Enable, Embed ,Exchange :It also added to nouns and adjectives to form verbs. For Examples :(enrage ,emulate, exhale ,excavate)
for-	intensifying or negation	Anglo-Saxon	Forsake :Used with verbs to give intensive force . For Examples:(forbid ,forbear ,)
Fore-	Before hand, in front of	Anglo-Saxon	Foreknow :Used to for nouns ,adjectives , verbs and adverbs. For Examples:(forestall , foresees)

Mal-	Bad, not wrong	French	Maltreat :It is pejorative prefix added chiefly to nouns of action occasionally to adjectives , rarely to verbs . e.g. :(malocclusion , malfunction) (Zandvoort,1965:295)&(Internet)
Mis-	Wrong ,ill, bad	Anglo-Saxon	Mistake :This prefix is more widely used than mal-. It is not confined to nouns of action , but freely added to verbs as well ,e.g. (mismanage ,misted ,misfit) (Ibid,1965:295)& (Internet)
Out-	To agreater extent	Anglo-Saxon	Outgrow :It is a prefix of degree and size. (Quirk et al ,1979:432)& (Internet)
Over-	To excess, too much	Anglo-Saxon	Overwork : Used to express relationship in place and time . For Examples : (overcoat, overhear, over expression) . (Monson,1958:102)& (Internet)
Para-	Beside, beyond	Latin	Paraphrase: Used to express relationship in Place and time. For Examples: (paranormal ,paradox, paramilitary). (Monson,1958:102)& (Internet)
Per-	Through	Latin	Perfect :It is a prefix of place and time . For Examples:(percutaneous ,peruse, perennial)
Post-	After	Latin	Postpone: Refers to time or order (rarely to place). It is used to form nouns ,verbs and adjectives. More Examples:(postoperative , postnatal ,postscript)
Pre-	Before	Latin	Prefabricate :It is the opposite of post-. Refers to time and order . For Examples: (preassembled, pre-war ,prehistoric).

Pro-	before in time or place	French	Procreate :It is the opposite of anti- used to form adjectives and adjectival nouns . For Examples: (pro-science, prolonge)
Re-	Again	Latin	Rewrite :It has been completely naturalized and used again and again with native words . For Examples: (reestablish, reappear, rebuilt, revivifies) (Loyan,1966:45)& (Internet)
In- (il-, im- ,ir)	In , on	Latin	Infuse, Irvtal, Illustrate,Import:It is denoting an action.e.g.: (inactive ,irregular, illegal, imbalance)
Sub-	Under, lower in rank	Latin	Subdivide :It is rarely used to form verbs . e.g . :(subzero ,submarines , subterranean) (Zandvoort,1965:297)
Super-	Above, over	Latin	Superintend: It is a prefix of place , time . For Examples :(supermarket, superfluous)
Sur-	Over and above	Latin	Surface : It is a prefix of degree and size. (Quirk et at , 1989:432)
Tele-	Linking across distances	Greek	Telephone: It is a prefix of place and time. E.g. :(telepakol, telegram, telefirhal)
Trans-	Across, through , beyond	Latin	Transport: It is a prefix of place and time . e.g.: (transfer, transmit, transplant)
Un-	Negative, reverse, opposite of	Anglo-Saxon	Undo: Used with native English words . It is considered as the commons negatives prefix . e.g. (uncover, undress, unship, unleash) (Zandvoort, 1965:297)
Up-	Higher or better state	Anglo-Saxon	Update: It is a prefix of degree and size .e.g . (up- regulation , up -shift) (Quirk et al, 1989:432)

B-Verbal Suffixes : verb suffixes are few in English , and we may conveniently deal with them under one heading (Quirk et at, 1989:101).

The meaning ,origin, examples and comments are given in the table below:

Table 6 Verb forming suffixes

Suffixes	Meaning	Origin	Examples and Comments
-en	To become	Anglo- Saxony	Blacken : add principally to monosyllabic native adjectives . e.g. (broaden, quicken, ripen, lengthen)
-ate	To make	Latin	Perpetuate :This is a list of words ending with suffix –ate meaning state or quality of (adj) and makes the word a verb .e.g. : (fluorinate ,machinate ,stereoregulate)
-ify	To make	French	Beautify :Used in borrowed and neo-classical formations . It is used with both nouns and adjectives form verbs. e.g. (youthify, humidify, trustify , Nazify)
-ize , -ise	To make, to act	French	Modernize: It is highly productive suffix especially with abstract nouns . It used with nouns and adjectives to form verbs .e.g. (itemize ,hospitalize , cannibalize)
-ward	To advance, to further, accelerate	Anglo -Saxon	Forward: Used to form adjectives and adverbs .For Examples:(downward, homeward, upward)

C-Verbal Infixes : Verb infixes are very few in English ,and infix occurs inside the base ,such as in the Arabic –t – in Stagala "be occupied" (base: Sagala) and tagalog – um- in sumulat "write"(base:Sulat) (Haspelmat .D.Sims,2010:20)

Table 7 Verb Forming Infixes

Infixes	Meaning	Origin	Examples and comments
-um-	Linker , conjunction	Greek	Kumain :It is always comes right before the first vowel of the root word .e.g.:(Tumakbo ,pumata, bumasa) (Internet)

-sc-	Linker	Latin	Apiscor :It is normally seen in the present in the third and fourth principal parts .e.g.:(crescere ,discere ,nascor) (Internet)

Procedures and Data Analysis

3.1 Objectives of The Test : Language testing represents a measured concentration on language and knowledge (Davies , 1999: 9). Testing in language provides a balance between the practical and technical aspects of language testing that is neither too complex nor too simple (Bachman, 1990:20). The test is used to compare the performance of students to each other .The present test has been constructed primarily to investigate the ability of EFL university learners in using verbal affixes . It is a diagnostic test aiming at measuring the areas of difficulty encountered by Iraqi EFL university learners in using those affixes as well as trying to identify thecauses of their errors so that the appropriate remedial recommend action can be suggested on the basis of the test results .

3.2 Test Design : The test has been designed in a way that test the subjects at both levels :recognition and production . It consists of two questions :the first is designed to measure the subjects responses at the recognition level , while the second question is formed to measure the subjects` responses at the production level . Each question has (10) items . The first question consists of (10) items each of which appropriate verbal affixes (suffixes).The second question includes (10) items . The testees are asked to drive the correct form of verb .

In fact, the first question is intended to measure the testees ability to distinguish verbal affixes from other word –classes .

   Finally , a good test should meet different criteria : validity, reliability , economy , scorability and administability . (Harrison,1993:10)

3.3 Data Analysis : This section presents the general results of the main test with the tables and statistical means . It also analyzes the performance of the subject`s at the recognition and the production levels . The analysis of data is of a great importance since it will be the bases upon which the researcher`s hypotheses mentioned in section (1.3) will either be verified or refuted .

3.3.1 Frequency and Percentage of The Subjects` Performance of First Question

     The first question is used to measure the subjects` performance at the recognition level .

   The following table shows the frequency and the percentage of the subjects` performance on each item in this question.

Table 8 Frequency and Percentage of The Subjects`Performance at The Recognition Level in Question1

No. of Item	No. of Correct Response	0/0	No . of incorrect Response	0/0

1-	25	50	25	50
2-	15	30	35	70

No . of Item	No . of Correct Responses	%	No . of Incorrect Responses	%
3-	15	3o	35	70
4-	20	40	30	60
5-	25	50	25	50
6-	20	60	30	40
7-	25	50	25	50
8-	15	30	35	70
9-	10	20	40	80
10-	20	60	30	40
Total	190	38%	310	62%

Table (8) sums up the results as follows:

1-The total number and the percentage of the correct responses are (190 . 38 %) respectively.

2-The total number and the percentage of the incorrect responses are (310. 62 %) respectively.

3.3.2 Frequency and Percentage of the Subjects` Performance of the Second Question.

The second question is designed to drive the verb .It also tests the subjects at the recognition level.

Table (9) Subjects' Performance at The Production Level in Question 2

No .Of item	No . of correct Responses	%	No . of Incorrect Responses	%
1-	28	56	22	44
2-	6	12	44	88
3-	26	52	24	48

4-	24	48	26	42
5-	8	16	42	84
6-	27	54	23	46
7-	10	20	40	80
8-	5	29 10	45	90
9-	20	40	30	60
10-	24	48	36	52
Total	178	35,6	322	64,4

Table (9) sums up the results as follows :

1-The total number and the percentage of the correct responses are (178.35,6 %),respectively.

2-The total number and the percentage of the incorrect responses are (322. 64,4%), respectively .

3.3.3 The Frequency and Real of Subjects` Performance at The Recognition and Production Levels in The Whole Test.

Table 10 The Frequency and Rate of Subjects'Performance at the Recognition and Production Levels in the Whole Test

level	No .of Question	N0 . of correct Responses	%	No . incorrect Responses	%
Recognition	Q 1	190	38	310	62
Production	Q 2	178	35,5	322	64,4
Total		368		632	

The highest rate of the subjects incorrect and correct responses ,as shown in table (10) above . In this table the production level since the total number of their correct responses (178.35,6%) is lower than their correct responses at the recognition level (190.38%) and the productions incorrect responses (322.64,4) is also lower than their incorrect responses at recognition level (310.62%)

4.1 Error Analysis

In learning any subject in general and language in particular , learners make mistakes . The errors can be recorded , classified and analyzed . The studies focusing on language learners` errors pored the way for creating and establishing a new branch of linguistic investigation called error analysis (Brown,1987.177). Among the scholars investigating the erroneous responses of language learners was (Corder ,1973 :256) who was the first to make a distinction between an error and amistake (Brown ,1987 ,180)

According to (Corder,1973:256)errors are indicators of an imperfect knowledge of the language to be internalized . Mistakes are committed because of the influence of conditions under which communication occurs while errors depict the EFL learners inability to communicate with native speakers as they do under ideal circumstances

where no violation of code takes place . furthermore , (Corder, 1974 :30)remarks that the purpose of error analysis is "discovering the degree to which the learner
expresses his messages by means of the categories and rules that the native speaker of the target language, uses. "

(Falk,1973:361), on the other hand , considers the area of error analysis as "one of the chief contributions of linguistics to the field of foreign language learning .

4.2 Sources of Errors : Errors   reflect the learns inability to use the appropriate grammatical structure (category or linguistic unit) (Georg, 1975:65).They can be a strategy when learning a second (or foreign) language and evidence ofthe state of the learner`s knowledge and how language is learned or acquired . (Corder ,1973:293).

It can be said that the identification of the exact source of errors made by foreign learners cannot be completely accurate. This is due to the fact that an error may be attributed to more than one source .

Brown (1987: 177ff) on the other hand, classifies errors into four main factors:

   1-interlingual transfer,
   2-intralingual transfer,
   3-context of learning,
  4-communication strategies

4.2.1 Interlingual Transfer: Errors are due to the existence of a language system that that the learner develops at a certain stage of his learning the foreign language . This language system is a mixture of elementsderived from both L2 and L1,but is in no way limited to either(Ellis,1984:69).

In the following ,the incorrect spelling responses Some of the subjects to items (2,5,6 ,8 and 9) in **Q 2** reflect this strategy :

Item 2 *   courage   courageous
Item   5 * ensweet   sweeten
Item   6 *deeping   deepen
Item   8 *worseeen   worsen
Item   9 *brighing   brighten

In (Brown , 1987:177) mentioned that interlingual transfer signifies the early stages of learning a second language ,as the first language system is the only previous linguistic system upon which the learner can rely . This reliance on the first language decreases as the learner progresses in second language learning (Ellis ,1984:3) .For this reasons the subjects interference errors constitute the low rate .

This type of strategy constitutes (70,11.07 %)of the total number of the subjects' errors.

4.2.2   Intralingual Transfer: Intralingual errors occur within L2 itself as a result of misinterpreting its grammatical rules. They reflect the characteristics of rule learning of that language. Such errors occur at both levels: the recognition and the production. They may be attributed to four factors: overgeneralization; ignorance of rule restrictions; false concepts hypothesized; and incomplete application of rules.

1. **Overgeneralization** refers to the incorrect application of the previously learned material to a present foreign language context .   (Ellis,1984:171)

This kind of errors can be seen in items(1,2,3,5,8,9,4) in Q.1 in which the subjects fail to give the correct verbal affixes:

Item   1* examplen   exemplify
Item   2 * actioner   activate
Item   3 * carbonate   carbonize
Item   5 * softize   soften
Item   8 *lengther   lengthen

Item   9 * solidfy   solidify
Item   4 * strengtherstrengthen
      Other errors that may be attributed " overgeneralization" can also be seen in items (1,3,4,10) in Q2 in which the subjects overgeneralize the rule which derive verb from the word :
Item   1 *enfright   frighten
Item   3 *wider   widen
Item   4 *enweak   weaken
Item   10 *simpling   simplify
2. The other source of errors is ignorance of rule restrictions. In this case the learners apply a rule to a category which is incorrect place that leads to error committing. The subjects may use wrong verbal affixes as a result of an analogical extension as in items (1, 8, 9 and 10) in Q.1:
Item   1 *exampleenexamplify
Item   8 *enlength   lengthen
Item   9 *solidward   solidify
Item   10 *memoryen   memorize
3. Another source of errors is incomplete application of rules. The learners fail to apply complex complete rules since they are complex and hard in learning and use. Instead they tend to use simple constructions to achieve effective communications. This type of interlingual transfer is found in items (4 , 6, 8 and 10) in Q.2 as shown below:
Item   4 *marken   remark
Item   6 *endeep   deepen
Item   8 *worser   worsen
Item   10 *simplen   simplify
      The last factor of intralingual transfer is the false concepts hypothesis. According to Richards (1980:178), "false concepts hypothesis is a well observed phenomenon in the field of L2 learning". Due to the field of L2 learning, L2 learners are seen to adopt the wrong hypothesis or build the wrong rule about L2. This kind of errors may result from faulty comprehension of any distinction in the target language (Ellis, 1984:171). This can be seen in items (4,8 and 12) in Q.3:
Item   4 *enmark   remark
Item   8 *worsify   worsen
   Item   10 simpling   simplify
This strategy constitutes (200, 31.64%)of the total number of the subjects' errors.
4.2.3 Context of Learning: Errors of context of learning refer to the negative influence of elements of learning situation, such as the classroom, the lecture, and the curriculum. These kinds of errors are also called "induced errors", which refer to the errors caused by the way in which language items have been taught (Van Patten, 1990: 4).
    The misleading explanations by the teacher, incomplete or faulty presentation of linguistic structures or elements lead students to make false concepts or hypotheses about the language (Brown, 1987: 179).
      The most obvious cases which reveal the influence of the context of learning on the subjects' responses are in items (1,5 and 7) in Q.1 and items (2,3 and 8) in Q2:
Q.1:
Item   1 *actionify   activate
Item   5 *softize   soften
Item   7 *beatyful   beautify

Q.2:

Item   2 *courageousen   encourage

Item   3 *enwide   widen

Item   8 *worsing   worsen

This strategy constitutes (120, 81.98%) of the total number of the subjects' errors.

4.2.4 Communication Strategies: Communication strategies are used by learners to overcome a communication problem caused by a lack of or inability to access L2 knowledge (Ellis, 2003: 340). Second language learners will inevitably experience moments where there is a gap between communication intent and their ability to express that intent. Some learners may just stop talking; others will try to express themselves using communication strategies (Yule, 1996:197). Corder (1973:104) states that the subjects' errors in communication strategies are due to reduction or avoidance strategies .He calls the first one as "risk-avoidance" and the second one as "risk –taking" or "resources expansion".

    "**Avoidance**" is one of these strategies. It means not saying what one wants to say, so one has the ability to solve the problem of how to express it (Yule, 1996:197).

    According to this strategy the subjects may tend to give no responses or make no choices. In other words, avoidance strategy has been used and represented by the items that were left by the subjects with no responses.

    The influence of this strategy can be seen in items (3,5,6,8 and 9) in Q.1 and (2,4,9 and 10) in Q.2.

The second strategy is "**guessing**". The subjects use clues that are language or non-language based, such as knowledge of a context, world, or text structure, in order to guess the meaning, in the absence of complete knowledge of vocabulary, grammar, or other target language elements (Brown, 1987: 183).

    The influence of this strategy can be seen in items (6, 7, and 9) in Q.1 and (1, 3 and 8) in Q.2. Here the subjects cannot choose the correct verbal affixes. They choose affixes randomly:

Q.1

Item   6 *dangerfy   endanger

Item   7 *beautiful   beautify

Item   9 *solidfyc   solidify

Q.2

Item   1 *frighted   frighten

Item   3 *widing   widen

Item   8 *worsefy   worsen

    Approximation is the third strategy. The subjects use a word for a related meaning to that intended (ibid.).

    Errors of approximation can be illustrated by the following examples from items (1, 4,6,8 and 10) in Q.2:

Item   1 *frighing   frighten

Item   4 * marker   remark

Item   6 *endeep   deepen

Item   8 *worsefy   worsen

Item   10 *simplen   simplify

Here the subjects use wrong affixes to make verbs .

This strategy constitutes (242, 38.29 %) of the total number of the subjects' errors.

Finally, the following table shows the frequency and percentage of the sources of errors of the whole sample.

Table (25) Errors Sources

Type of Strategy	Frequency of Errors	%
1-Communication Strategy	242	38.29
2-Intralingual Strategy	200	31.64
3-Context of Learning	120	18.98
4-Interlingual Strategy	70	07.11
Total	632	100

5.1 Conclusions: This section summarizes a number of conclusions based on the general findings of the present study . These conclusions are :

1. Iraqi EFL university learners at the fourth stage face difficulty in recognizing and producing   verbal affixes .This is indicated by their low performance in the main test as the rate of their correct responses (190.38%) is lower significantly than that of their incorrect ones (310.62%). This validates the first hypothesis of this study which states that Iraqi EFL university learners do not often have a full mastery of verbal affixes and their different types.

2. At the production level , the findings of data analysis for question (2) show the subjects incompetence to derive verbs from the given words since most of them have failed to do so in the test .The rate of their incorrect responses concerning these two questions is (322.64%)whereas that of their correct ones is (178.35,6%) this verifies the second hypothesis of the present study which reads that Iraqi EFL university learners encounter difficulties in using these affixes due to various factors .The first factor includes the difficulties which are inherent in the nature of the English derivational system at the levels of phonology morphology and syntax .the second factor tothe processes of in reference (or transfer)and overgeneralization.

3. It has been found that the learners performance in recognizing using verbal suffixes is better than that of verbal   prefixes. This is indicated by the rate of correct responses in verbal prefixes . This is indicated by the rate of correct responses in verbal suffixes (190.38%) . This validates the third hypothesis of this study which states that the learners perform better in the use of the suffixes than that in the use of the prefixes .

4.The subjects performance in the whole test has also leveled that EFL university learners encounter more difficulties in using verbal affixes at production level has then at the recognition one the subjects performance at the production level has obtained a mean of (178.35,6%)against a mean of(190.38%)at the fourth hypothesis of this study which indicates that the learners performance at the recognition level is expected to be better than their performance at the production level.

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Appendix I / The Test

Q1.Complete the root word with the correct Suffix to make a verb . You can choose from the Options:

1.example.   (a.-ant   b.-ify   c.-en).
2.action.   (a.-ify   b.-ate   c.-er).
3.carbon.   (a.-ize   b.-ate   c.-fy).
4.strength.   (a.-er   b.-en   c.-ize)
5.soft   (a.-en   b.-ate   c.-ise)
6.danger   (a.en-   b.-fy   c.-en)
7.beauty   (a.-fy   b.-ant   c.-ful)
8.length   (a.-ize   b.-er   c.-en)
9.solid   (a.-ward   b.-fyc.ify)
10.memory   (a.-en   b.-izec.ward)

Q2. *Form verbs from these nouns and adjectives by changing the spelling or by using one (or more) of the following suffixes or prefixes: "-ous", "-en", or "en-".*

1fright
2courage
3wide
4mark
5sweet
6deep
7weak
8worse
9bright
10 simple

Appendix II
The Possible Answers of the Test
Q1.
1.examplify   2.activate   3.carbonize   4.strengthen   5.soften
6.biger7.beautify 8.lengthen9.solidify   10.memorize
Q2.
1. Frighten   2. Encourage   3. Widen   4. Remark 5.sweeten
   6. deepen 7. Weaken 8. Worsen 9. Brighten   10. simplify