

UNIVERSITY OF BABYLON

***Investigating the Difficulties
Encountered by Iraqi EFL University
Learners in Using Adjectival Affixes***

A Thesis

Submitted to

the Council of the College of Basic Education,

University of Babylon

in Partial Fulfilment of the Requirements

for the Degree of Master of Education

in Methods of Teaching English

as a Foreign Language

By

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July

Rajab

٢٠٠٦

١٤٢٧

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَ الْقَلَمِ وَ مَا يُسْطَرُونَ (١) مَا
أَ تَبَرَّكَ بِمَجْنُونٍ (٢) وَ إِنَّ لَكَ لَأَجْرًا غَيْرَ مَمْنُونٍ (٣)

و إِنَّكَ لَعَلَى خُلُقٍ عَظِيمٍ (٤)

صَ دَقَّ اللَّهُ الْعَظِيمِ

سورة القلم / الآيات (١ - ٤)

جامعة بابل

استقصاء المشاكل التي يواجهها متعلموا الجامعة

دارسوا اللغة

العراقيون

الإنجليزية لغةً أجنبية في استعمال

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صبيحة حمزة دحام الجبوري

بإشراف

ا. م. عادل العكام

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تموز

رجب

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لجنة المناقشة

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Abstract

This study is mainly concerned with English adjectival affixes as one of the common and essential processes in the English derivation on the one hand , and as a problematic area for English foreign language learners on the other hand .

This study aims at (١) Investigating the ability of Iraqi EFL university learners to recognize and use adjectival affixes and (٢) Identifying the types of errors which are committed by the students in using adjectival affixes.

To achieve the two goals mentioned above the study hypothesizes that:

(١) Iraqi EFL university learners do not often have a full mastery of adjectival affixes and their different types.

(٢) Such learners encounter difficulties in using these affixes due to various factors .The first factor includes the difficulties which are due to 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) from the first language into the target language, and overgeneralization of the second language forms.

(٣) The learners perform better in the use of suffixes than that in the use of prefixes.

(٤) The learners' performance at the recognition level is expected to be better than their performance at the production one.

These hypotheses have been verified through adopting a diagnostic test of four questions. The test has been applied to a sample of ١٥٠ Iraqi EFL university learners at their fourth year from Departments of English, Colleges of Education, Universities of Babylon, Baghdad, and Al-Qadissiya during the academic year ٢٠٠٥ – ٢٠٠٦. Then the subjects' responses have been collected and analyzed to draw the findings of this study.

The analysis gives the following results:

١- Iraqi EFL university learners face difficulties in recognizing and producing adjectival affixes as the highest rate of their responses is incorrect (٦٠.٧٤%); but they face more difficulties at the production level as the rate of their correct responses (٣٠.٨٨%) is lower than that of their correct responses (٤٧.٦٤%) at the recognition level.

The following tables show Subjects' Performance at the Recognition Level throughout the Whole Test:

Table (٩)

Frequency and Percentage of the Subjects' Performance
at the Recognition Level in Question (١)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
١	١١٥	٠.٧٧	٣٥	٠.٢٣	١٤	٢٣	٠.١٥	١٢٧	٠.٨٥
٢	١١٣	٠.٧٥	٣٧	٠.٢٥	١٥	٥٩	٠.٣٩	٩١	٠.٦١
٣	١٠٧	٠.٧١	٤٣	٠.٢٩	١٦	٧٨	٠.٥٢	٧٢	٠.٤٨
٤	٨٠	٠.٥٣	٧٠	٠.٤٧	١٧	١٣	٠.٠٩	١٣٧	٠.٩١
٥	٦٤	٠.٤٣	٨٦	٠.٥٧	١٨	٧٧	٠.٥١	٧٣	٠.٤٩
٦	٨٩	٠.٥٩	٦١	٠.٤١	١٩	٣٨	٠.٢٥	١١٢	٠.٧٥
٧	٥١	٠.٣٤	٩٩	٠.٦٦	٢٠	٦٤	٠.٤٣	٨٦	٠.٥٧
٨	١١٢	٠.٧٥	٣٨	٠.٢٥	٢١	٣٦	٠.٢٤	١١٤	٠.٧٦
٩	٢٩	٠.١٩	١٢١	٠.٨١	٢٢	٣٣	٠.٢٢	١١٧	٠.٧٨
١٠	٦٤	٠.٤٣	٨٦	٠.٥٧	٢٣	٧٧	٠.٥١	٧٣	٠.٤٩
١١	١٠٦	٠.٧١	٤٤	٠.٢٩	٢٤	٨١	٠.٥٤	٦٩	٠.٤٦
١٢	١١٥	٠.٧٧	٣٥	٠.٢٣	٢٥	١٠٣	٠.٦٩	٤٧	٠.٣١
١٣	٣٩	٠.٢٦	١١١	٠.٧٤	Total	١٧٦٦	٤٧.٠٩	١٩٨٤	٥٢.٩٠

Table (11)
Frequency and Percentage of the Subjects' Performance at
the Recognition Level in Question (2)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
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1	83	0.00	67	0.40	14	28	0.19	122	0.81
2	0.	0.33	10.	0.67	10	62	0.41	88	0.59
3	00	0.37	90	0.63	16	84	0.56	66	0.44
4	87	0.08	63	0.42	17	94	0.63	06	0.37
5	6.	0.40	9.	0.60	18	74	0.49	76	0.51
6	1.3	0.69	47	0.31	19	06	0.37	94	0.63
7	78	0.02	72	0.48	20	94	0.63	06	0.37
8	81	0.04	69	0.46	21	96	0.64	04	0.36
9	80	0.03	70	0.47	22	73	0.49	77	0.51
10	07	0.38	93	0.62	23	60	0.43	80	0.57
11	09	0.39	91	0.61	24	81	0.54	69	0.46
12	9.	0.60	60	0.40	20	66	0.44	84	0.56
13	01	0.34	99	0.66	Total	1807	48.19	1943	01.81

۲- The subjects' performance in using adjectival suffixes at both levels is (۴۰.۲۹%) better than that of adjectival prefixes (۳۳.۲۳%).

The following tables show Subjects' Performance in Using Adjectival Suffixes at Two Levels: Recognition and Production:

Table (۲۲)

Subjects' Performance in Using Adjectival Suffixes at Two Levels: Recognition and Production

Level	Total	No. of CRs	%	No. of IRs	%
Recognition	۳۷۰.	۱۹۶۷	۵۲.۴۰	۱۷۸۳	۴۷.۰۰
Production	۳۷۰.	۱۴۳.	۳۸.۱۳	۲۳۲.	۶۱.۸۷
Total	۷۰۰.	۳۳۹۷	۴۰.۲۹	۴۱۰۳	۵۴.۷۱

Table (۲۳)

Subjects' Performance in Using Adjectival Prefixes at Two Levels: Recognition and Production

Level	Total	No. of CRs	%	No. of IRs	%
Recognition	370.	1606	42.83	2144	57.17
Production	370.	886	23.63	2814	76.37
Total	700.	2492	33.23	5008	76.77

3- At the production level, the high rate of the subjects' incorrect responses (76.12%) also reflects their incompetence to change word- class into adjectives.

The following tables show Subjects' Total Performance at the Production Level:

Table (10)

Frequency and percentage of the Subjects' Performance at the Production Level in Question (3)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
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1	100	0.67	0.	0.33	14	43	0.29	107	0.71
2	77	0.01	73	0.49	10	7	0.04	143	0.90
3	38	0.20	112	0.70	16	83	0.00	67	0.40
4	72	0.48	78	0.02	17	19	0.13	131	0.87
5	44	0.29	106	0.71	18	79	0.03	71	0.47
6	26	0.17	124	0.83	19	19	0.13	131	0.87
7	13	0.09	137	0.91	20	7	0.04	143	0.90
8	09	0.39	91	0.61	21	6	0.04	144	0.96
9	42	0.28	108	0.72	22	60	0.43	80	0.07
10	47	0.31	103	0.69	23	6	0.04	144	0.96
11	30	0.23	110	0.77	24	19	0.13	131	0.87
12	94	0.63	06	0.37	20	37	0.20	113	0.70
13	84	0.06	66	0.44	Total	1121	29.89	2629	70.11

Table (17)

Frequency and Percentage of the Subjects' Performance
at the Production Level in Question (4)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
1	90	0.70	60	0.40	14	00	0.37	90	0.73
2	8	0.00	142	0.90	10	6	0.04	144	0.96
3	29	0.19	121	0.81	16	74	0.49	76	0.01
4	10	0.07	140	0.93	17	6	0.04	144	0.96
5	120	0.80	30	0.20	18	12	0.08	138	0.92
6	27	0.18	123	0.82	19	70	0.47	80	0.03
7	100	0.70	40	0.30	20	12	0.08	138	0.92
8	60	0.40	90	0.60	21	8	0.05	142	0.90
9	116	0.77	34	0.23	22	88	0.09	62	0.41
10	02	0.03	98	0.60	23	49	0.33	101	0.77
11	21	0.14	129	0.86	24	0	0.03	140	0.97
12	61	0.41	89	0.09	20	8	0.05	142	0.90
13	103	0.69	47	0.31	Total	1190	31.87	2000	78.13

The subjects' errors are attributed to the following factors:

I- Communication strategies where the rate of the errors is (02.02%).

II- Intralingual transfer which accounts for (34.82 %) of the subjects' total errors .

III- Context of learning in which the subjects' errors constitute (10.38%) of the total errors.

IV- Interlingual transfer where the rate of the errors is (2.78 %).

The following tables shows Errors Sources :

**Table (20)
Errors Sources**

Type of Strategy	Frequency of Errors	%
1-Communication Strategy	4740	02.02
2-Intralingual Strategy	3172	34.82
3-Context of Learning	946	10.38
4-Interlingual Strategy	203	2.78
Total	9111	100

This study consists of five chapters. **The first chapter** introduces the problem, aims, hypotheses, procedures, limits, and value of the study. **The second chapter** presents a theoretical survey of adjectival affixes including their definition, types and functions. It also includes the previous studies. **Chapter Three** describes the test: its objectives, design, material selection, validity, reliability, subjects, as well as the scoring scheme adopted. **Chapter Four** outlines the results of the test from both statistical and linguistic perspectives. The subjects' errors have been analyzed and the probable causes of their errors have been identified.

UNIVERSITY OF BABYLON

An Error Analysis of the Errors
Committed *by Iraqi EFL University*
Learners
in
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تحليل الأخطاء التي يرتكبها طلبة الجامعة

دارسي

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صبيحة حمزة دحام الجبوري

بإشراف

ا. م. عادل

ا. م. د. حميد حسن بجية
العام

ب _____ رج

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Chapter One

Introduction

١.١ The Problem

Learning a foreign language is a difficult 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 the proper word to fit a concept. Rowley (١٩٧١: ١٦٥) 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 learner's job easier.

On the other hand, Morphology is the study of the structure of words – the study of the rules governing the formation of words in a language. The principal division within morphology is between inflection and word-formation. Inflection deals with forms of individual lexemes. Word-formation is, in turn, subdivided into derivation and compounding. Derivation creates new lexemes through the process of affixation.

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, 1980: 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 belonging 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. New words may be formed not only by adding suffixes to roots, but also by placing prefixes in front of roots, e.g., happy / unhappy, legal / illegal (Schuster, 1960: 117).

In this respect, Stageberge (1981:94) argues that the use of words with which suffixes combine is an arbitrary matter. To make an adjective from a verb love we add (-able) or (-ible): lovable, whereas the verb suggest combines only with (-ive) to make an adjective suggestive.

The present study is concerned with adjectival affixes. Adjectives are words that modify nouns or pronouns. They fall into a broad class of words called modifiers. A modifier is any word that acts to describe or qualify another word in such a way that it changes the meaning of other words (Strumpf and Douglas, 1999: 97). Describing and qualifying nouns and pronouns are the primary functions of Adjs:

(1) a- They bought a beautiful house.

b- The building looks nice.

(Fuchs et al., 1988:101)

c- The procedure proved unreliable.

(Anson & Schwegler, 1998:297)

d- We found her tiresome.

(Strumpf and Douglas, 1999: 97)

In principle, Adjectives may be formed from all other word classes, as a result of their noun modifying function. They can be derived from nouns, verbs and Adjectives, i.e., from verb: love/lovable; from noun: center/central. Adjectives forming morphemes are called prefixes, suffixes, and zero (Leipzig, 1987: 204).

Iraqi EFL learners may not have a full mastery of distinguishing adjectival 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 agentive and the comparative adjective are realized through external change, whereas in Arabic the equivalent forms are realized through internal and external changes. Compare:

<u>English</u>	<u>Arabic</u>
Adj. small – smaller	{sagiir} {asgar}

(Al-Jumaily, ١٩٨٧: ٣)

On the other hand, learners may face the difficulty of the order in which adjectival affixes appear in a word as the order is fixed, i.e., (famous) not *famal or *famable (Al-Rifa'i, ١٩٩٥:٧).

Furthermore, Iraqi EFL learners face many problems in learning adjectival affixes because of the differences between Arabic and English systems in this area. Such problems include the complexity of the English system. This complexity stems from a number of features of the system such as the fact that the same affix may form different word classes, a word class is not formed by adding one affix and some derivational affixes may have more than one meaning and can be added to more than one category of words. In other words, the same affix may be used with different word classes to form new words, i.e., (-full, -i (an), -ly, -al, -y, -ese, -ed, -ing):

(٢) We had a wonderful meeting. (Adj)

You can add one spoonful of sugar to make it sweeter. (N)

(Leech, 1989:170)

(3) He is American. (Adj)

He's an American. (Nominal)

(Roberts, 1967:338)

(4) I receive quarterly bills. (Adj.)

I pay bills quarterly. (Adv.)

(Nichols, 1960:42)

(5) The principal reason is not clear. (Adj)

The principal of a school comes early. (Nominal)

(6) He looks tired. (Adj)

I tired him. (V)

(Schuster, 1960:117)

(7) He is interesting his neighbours in his enterprise. (V)

The story is interesting. (Adj)

(House & Hartmann, 1900:297)

Moreover, it is important to state that the addition of some adjectival affixes to many words involves other sounds and spelling changes in patterns already unfamiliar to the learners:

defend + -able = defensible

permit + -able = permissible

(Roberts, 1967:211)

destroy + -ive = destructive

provoke + -ive = provocative

specify + -ic = specific

(Schütz, 2000:10)

inflame + -ory = inflammatory

satisfy + -ory = satisfactory

(Warriner et al., 1977:160)

To the best knowledge of the researcher, no study has so far been carried out to investigate the difficulties encountered by Iraqi EFL university learners in using adjectival affixes, the present study is designed to bridge such a gap.

1.2 Aims of the Study

The present study aims at:

1- Measuring the Iraqi EFL university learners' performance in recognizing and producing adjectival affixes.

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

3- Knowing the reasons behind the students' errors.

1.3 Hypotheses

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

١- Iraqi EFL university learners do not often have a full mastery of adjectival affixes and their different types.

٢- 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.

٣- The learners perform better in the use of the suffixes than that in the use of the prefixes.

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

١.٤ Procedures

The following procedures will be used in this study:

١- Selecting a sample of Iraqi university learners as subjects for administrating a test to point out the difficulties that they encounter in using adjectival affixes.

٢- Carrying out a statistical study of the testees to locate the troublesome spots, and decide their difficulty rate.

٣. Analyzing and classifying the errors committed by the Iraqi EFL university learners.

1.5 Limits of the Study

This study is confined to:

1-University learners at their fourth year in the Departments of English, Colleges of Education, Universities of Al-Qadissiya ,Babylon, and Baghdad during the academic year (2005-2006). 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.

2. Suffixes and prefixes. 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.

1.6 Value of the Study

This study will be useful in the practical aspect, as it will have a pedagogical value to teachers in that it can provide insights into the problematic areas concerning the process of affixation particularly the adjectival affixes which can be of use to teachers in their effort to help learners perform more effectively.

The value of the study is magnified by the fact that any work that aims at improving proficiency in any aspect of the target language leaves its impact on EFL learners in the future. This study can also be of some help to syllabus designers as it can serve a basis for the preparation of remedial teaching programmes. It also seeks to motivate the teachers of English to give more attention to the students' errors that occur more frequently in the formation of word affixes.

The study of adj affixation is useful particularly in helping to determine the part of speech of words. The importance of the study stems from the fact that the mastery of derivational affixes indicates efficiency on the part of the learner; its value lies in the fact that the mastery of a given affix results in the growth of the capacity to generate numerous vocabulary items. Celce-Muricia (1983: 52) in this respect claims that working with ESL /EFL students on the meaning of some common prefixes and suffixes can help them to expand their productive and receptive vocabularies.

Moreover, if the learner recognizes an affix, it will help him in grammar and meaning. This affix will tell him what type of word it is (Leech et al., 1982: 489).

1.7 Definitions of Basic Terms

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

- **Difficulty:** It is a problem or a situation that is hard to deal with (Oxford Wordpower Dictionary, 2000: 111). It is also defined as “a situation in which someone has 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).

- **Adjectival Affixes:** In linguistics, adjectival affixes are bound morphemes which, in contrast with free morphemes, cannot normally stand alone, but are typically attached to other forms (Urdoğan, 1982: 38).

They are also defined as “groups of letters attached to the words to form adjectives (Canney et al., ٢٠٠٢:١٣).Wikipedia (٢٠٠٥:٣) defines adjectival affixes as “morphemes that are attached to other morphemes to form adjectives”.

Moreover, Hills (٢٠٠٥:٢٠) defines adjectival affixes as “common suffixes or prefixes in English which create adjectives from other word classes”.

The operational definition adopted in the present study for adjectival affixes is that adj affixes are used to form adjectives from other parts of speech.

- **Affixation:** It is the morphological process whereby grammatical or lexical information is added to a stem (Crystal, ١٩٩٩:١٠).

It is also defined as “the process of adding a prefix or a suffix to the base, with or without a change of word class (Quirk et al., ١٩٨٩:٩٧٨).

- **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.

Chapter Two

Theoretical Background and previous studies

٢.١ Introductory Note:

The aim of this chapter is to give a detailed account of the adjectival affixes, i.e., the use of prefixes and suffixes to derive adjs. In order to set the

theoretical framework for the present study, it is necessary to mention some details pertaining to the process of affixation, of which adjectival affixes are an integrated part. It also provides a survey of previous studies which were carried out in the field of affixation.

۲.۲ Affixation

Affixation is the process of attaching an affix to a base as the derivation of the word 'happiness' from 'happy' (Trask, ۱۹۹۳:۱۱).

Fon (۲۰۰۳:۲۲) 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, ۱۹۹۹:۶۹), (Crystal, ۲۰۰۴:۱۲۸), (Canapero & Elena, ۲۰۰۵: ۲), (Schütz, ۲۰۰۵:۵), and (Wikipedia, ۲۰۰۵:۳). Megginson (۱۹۹۶:۳) and Wikipedia (۲۰۰۵:۶) show the arrangement of affixes in Table (۱):

Table (۱)

The Arrangement of Affixes

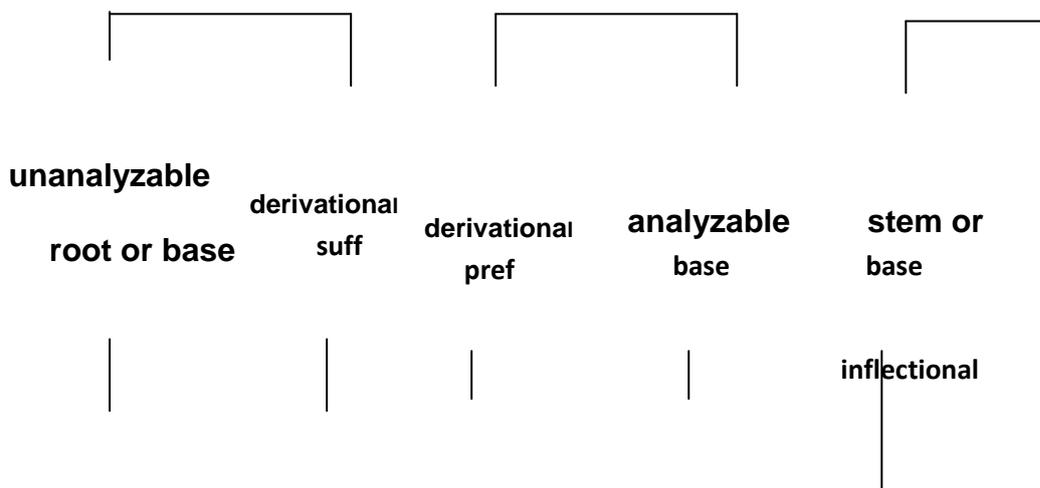
affix	Example
pref	undo

	pref + root
suff	<u>looking</u> root + suff
infix	<u>men</u> ro-+ infix + -ot
circumfix	<u>enlighten</u> circum - + root + -fix
suprafix	<u>produce</u> (noun) produce <u>ce</u> (verb)changing stress

In other words, an affix is a morpheme that is attached to a base morpheme such as a root or to a stem, to form a word (Megginson, 1996:2ff). Affixes may be derivational, like '-ness' and 'pre-', or inflectional, like English plural '-s' and past tense '-ed'. The following figure shows the analysis of the word 'untouchables':

Figure (1)

Root, Base, and Stem of the word "Untouchables"





(Bauer, 1983:21)

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.

2.2.1 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:

١. **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.
٢. **Positive Prefixes**: re-, over-, e.g., reorganize, overload.
٣. **Prefixes of Size**: semi-, mini-, micro-, mega-.for examples: semiconductor, minicomputer, microscopic, megabyte.
٤. **Prefixes of Time and Order**: ante-, pre-, post-, retro-, e.g., antecedent, prewar, postdated, retroactive.
٥. **Prefixes of Number**: mono-, bi-, tri-, multi-, i.e., monochromatic, binary, triangle, multicoloured.
٦. **Locative Prefixes**: inter-, super-, extra-, sub-, e.g., interface, supersonic, extraordinary, subschema (Quirk et al., ١٩٨٩:٤٣١ ff).

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

- ١ - 'a' combined with Vs to make Adjs: asleep, alive, and apart.
- ٢- 'a' combined with Ns to make Advs: aside, away.
- ٣ - 'be' combined with Ns to give Adjs: befogged, bewitched.
- ٤- 'en' combined with Ns to give Vs: encourage, endanger.
- ٥- 'en' combined with Adjs to give Vs: enlarge, enable.

(Quirk et al., ibid.)

In addition, Thakur (१०१:११ff) points out that the best way of classifying prefixes in English is to classify them on the basis of their meaning. He adds that prefixes commonly used in the formation of English words can be semantically classified:

१. Prefixes referring to parts of human body or their functions:

<u>Pref</u>	<u>meaning</u>	<u>example</u>
audi(o)-	hear	auditorium, audio-visual
cardi(o)-	heart	cardiology, cardiologist
hemo-	blood	hemoglobin, hemophilia

२. Prefixes referring to larger environment:

<u>Pref</u>	<u>meaning</u>	<u>example</u>
astro-	star	astronaut, astrophysics
geo-	earth	geography, geometry
hydro-	water	hydromechanics, hydrology

३-Evaluative Prefixes (prefixes denoting praise or dislike):

<u>Pref</u>	<u>meaning</u>	<u>example</u>
mal-	badly	maltreated, malfunction
mis-	wrongly	misinform, misconduct
pseudo-	false	pseudo-intellectual, pseudo-scientific
super-	of a good variety	superman, superfine

4-Prefixes of Orientation:

<u>Pref</u>	<u>meaning</u>	<u>example</u>
anti-	against	antisocial, anticlockwise
counter-	against	counter-attack, counteract
pro-	in favour of	pro-British , pro-Islamic

Moreover, other linguists and grammarians classify prefixes according to their functions into four types:

a-**Prefixes Forming Ns** : 'a-' / asymmetry ; 'auto-' /autobiography;'bio'-/ biology; 'micro-'/ microscope.

b-**Prefixes Forming Vs** : 'ante-'/antedate; 'counter-'/ counteract;'en-'/enrich;'inter-'/interchange.

c-**Prefixes Forming Adjs** : 'ab-'/abnormal;'anti-'/anti-semitic;bi-'/bilingual.

d-**Prefixes Forming Advs**:'a-'/ashore ; 'anti-'/anti-clockwise ; 'super-'/
supersonic ; 'over-'/overtime. [See Quirk et al. (1989:431)]

۲.۲.۲ Suffixation

The term 'suffixation' refers to the process of adding suffixes that are bound morphemes which occur after a base. Hartmann and Stork (1976:220) define a suffix as “an affix added to the end of a word”. For Thomson and Martinet

(١٩٨٠: ٣٤٨) 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 (١٩٦٨:٢٣٠) 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 (٢٠٠١:٣٤) shows the distinction between inflectional (infl.) and derivational (der.) suffixes in a typical English sentence "**The students have a wonderful teacher**" in Table (٢):

Table (٢)

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

In addition, the grammarians and linguists adopt different classifications for suffixes. For example, Bauer (١٩٨٣:٢٢٠ff) and Zandvoort (١٩٧٥:٢٩٨ff) 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.

۲.۲.۲.۱ Inflectional Suffixes

Inflection is a change made in the form of a word according to its particular use in a sentence. Hartmann & Stork (۱۹۷۶:۲۲۰) 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 (۱۹۸۱:۹۲) and Canada (۲۰۰۱: ۲-۶) list eight separate inflectional affixes in Table (۳):

Table (۳)

Inflectional Affixes in English

Affix	Examples	Name
-s _۱	dogs,oxen,mice	N plural
-s _۲	dog's	N singular, possessive
-s _۳	vacates	present third/person singular

-ingV	barking	present participle
-d _v	dreamed	past tense
-d _v	chosen,dreamed	past participle
-er	sweeter	comparative
-est	sweetest	superlative

One of the major characteristics of morphemes is that they are morphosyntactic. Huddleston (1988:26) asserts this in the following words:

"Inflectional properties are morphosyntactic: they figure in

both morphology and syntax rules. The morphological rules specify the form a lexeme takes when it carries a certain inflection, while the syntactic rules are concerned with the conditions under which a lexeme may or must carry a certain inflection".

For example:

(1) a- They are driving lorries.

b- He is writing a letter now.

The morphological rules, in the above-mentioned examples, show the progressive form of the verbs 'drive', 'write' is 'driving' and 'writing'.

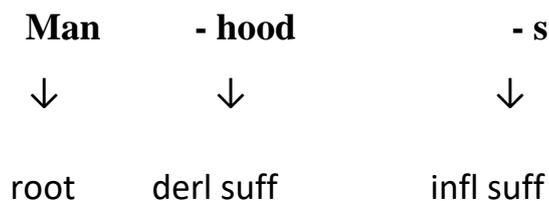
At the same time, the presence of the '- ing' progressive is necessary to determine the syntactic construction of the sentence.

Generally speaking, inflectional suffixes do not change the part of speech, they come last in a word, they go with all stems of a given part of speech and they do not pile up (Todd & Hancock, 1986:101).

The word 'manhoods' can be analyzed into: root, derivational suffix, and inflectional suffix.

Figure (2)

Root, Der Suff and Infl Suff of the word "Manhood"



(Robins, 1964:5)

2.2.2.2 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 (2000:12), 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 '- iver' 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.

Al – Hamash and Abdullah (١٩٦٨:٥٢), Bauer (١٩٨٣:٢٣), Canney et al. (٢٠٠٢:٦), and Wikipedia (٢٠٠٥:١٢) classify suffixes according to their syntactic functions into twelve major classes as in Table (٤):

**Table (٤)
The Classification of the Derivational Suffixes in English**

١-Suffixes that change Adjs into <u>Ns</u> .	٧-Suffixes that change Vs into <u>Adjs</u>
٢-Suffixes that change Ns into Ns	٨-Suffixes that change Adjs into <u>Adjs</u>
٣-Suffixes that change Vs into Ns	٩-Suffixes that change Ns into <u>Adjs</u>
٤-Suffixes that change Vs into <u>Vs</u>	١٠-Suffixes that change Vs into <u>Advs</u>
٥- Suffixes that changes Adjs into Vs	١١-Suffixes that change Adjs into <u>Advs</u>
٦-Suffixes that change Ns into Vs	١٢-Suffixes that change Ns into <u>Advs</u>

Moreover, derivational suffixes are divided into two types: the first one changes the syntactic category of the word and is known as class-changing derivation as in:

engage (V) + -ment → engagement (N)

The second one does not change the syntactic category of the word and is known as class-maintaining derivation as in:

friend (N) + -ship → friendship (N)

۲.۳ Adjectival Affixes

In English, the adjective is a part of speech which can be thought of as a "describing word". Crystal (۲۰۰۴:۱۹۷) defines Adj as "a word used to qualify a noun, to restrict the application of a noun by adding something to its meaning". Thus, Adjs modify other words. They can be used to add, qualify, focus, limit or extend the meaning of words they modify. For example:

(۲) a-He had a red car. (the Adj red adds to the meaning of the N car).

b-There were very small crowd. (the Adj small focuses the meaning of the noun crowd).

(Anson & Schwegler, ۱۹۹۸:۲۷۷)

Adjectivals, like nominals, occupy a certain characteristic in sentence positions. The main one is that between the determiner and the noun, e.g.,

That joyful freshman (Stageberg, ۱۹۸۱:۲۱۲)

In this noun phrase joyful is an Adj by form – the head noun plus the derivational suffix -ful – and an adjectival by position (ibid.: ۲۰۸).

In linguistics, adjectival affixes are bound morphemes which, in contrast with free morphemes, cannot normally stand alone, but are typically attached to other forms (Urdoğan, ۱۹۸۲:۳۸). According to Wikipedia (۲۰۰۵:۳), adjectival affixes are morphemes which are attached to other morphemes to form adjectives.

In principle, the Adj may be formed from all word classes, mainly as a result of their noun –modifying function. Adj-forming morphemes are prefixes,

Suffixes forming Adjs can be classified into three groups:

- ١- Suffixes used to derive Adjs from Ns.
- ٢- Suffixes used to derive Adjs from Vs.
- ٣- Suffixes used to derive Adjs from Adjs.

٢.٣.١.١ **Suffixes Used to derive Adjs from Ns**

There are different suffixes used to derive Adjs from Ns. They can be illustrated as follows: -al, -less, -ful, -ous, -able, -ish, -y, -an, -ary.

-al

-al [N → Adj] concerning of; having the character of ; pertaining to or related to what the N means:

"environmental" problems (= are related to the environment)

an "accidental" change (=happens by accident)

(Sinclair, ٢٠٠٢:٦)

A number of -al words are used, even in Latin, as noun as well as Adjs, and many are used in this way in English too: An example is principal in the following sentences:

(٣) a-The principal reason is not clear . (Adj)

b-The principal of the school comes early. (N)

Each of the following words may be used as adjs as well as Ns:

original diagonal principal professional (Roberts, ١٩٦٧:٣٣٤)

Some of "-al" Adjs refer to parts of body:

dental	oral	aural	lingual	
labial	cerebral	digital	dorsal	(ibid.)

-less

-less [N→ Adj] without; free form; or beyond the range of:

(٥) a-Most people think of measles as harmless.

b-The injustice of it all left me speechless.

c-The room was characterless, a clean neat room with oddments of furniture.

d-He hummed a tuneless song to himself.

(Sinclair, 2002:98)

Some Adjs formed in this way are sometimes used in a non-literal way:

(7) a-You're brainless, you can't even count .

b-He was a spineless coward . (ibid.)

Adjs formed with this suffix can be used to form -ly adverbs:

hopelessly endlessly carelessly

Sometimes Adjs formed with this suffix are called negative Adjs:

(8) a-They were completely hopeless .

b-Many people were in tears and almost speechless.

c-That was very thoughtless of you.

(Collins Cobuild English Grammar, 1999:214)

-ful

-ful [N →Adj]: full of; or having this quality or characteristics:

(9) a-He is a charming boy with the most beautiful hair.

b-It is a large and flavourful fungus.

c-The vicar called in and said what delightful news it was about

John Parr!

(Schuster, 1960: 118)

The suffix –ful is occasionally used as a noun suffix with the meaning of “the quantity that would fill” or (the amount required to fill something). The following examples show the difference between Adj and N with – ful:

(٩) a-We had a wonderful meeting .(Adj)

b-You can add a spoonful of sugar to make it sweeter.(N)

(Leech, ١٩٨٩:١٧٠)

This suffix is also used with abstract nouns to form gradable Adjs:

use/useful pity/pitiful success/successful

hope/hopeful delight/delightful (Quirk et al., ١٩٨٥:١٠٠٢)

-OUS

–ous [N →Adj] : full of , causing or having the nature (quality) of, or pertaining to :

dangerous advantageous nervous (Smith,١٩٦٦:٤٣)

famous ambiguous obvious religious (Graver,١٩٧٢:٢٤٢)

There are a number of variations of the spelling of –ous. The most common ones are ‘-eous’, ‘-ious’ and ‘-uous’. For example:

(١٠) a-The work was arduous and poorly paid.

b-She was superstitious and believed firmly in ghosts.

c-He was a grave , courteous man in late middle age .

(Roberts, 1967:203)

-able

-able (also **-ible, -uble, -ble**) [N → Adj], showing qualities of, able to, or suitable to be:

knowledgeable (well-informed, or having knowledge)

marriageable ("of a young person" fit for marriage)

(Adams, 1973:12)

peaceable (not quarrelsome)

treasonable (quality of treason)

(Schuster, 1960:117)

The following sentences have Adjs with this suffix:

(11) a-Critics argued that the only honourable course of action open to him was resignation .

b-... the comfortable feeling of security and ease that his company gave her.

(Sinclair, 2002:1)

-ish

-ish [N → Adj], Adj in **-ish** has different meanings:

1-(with names of countries and areas) it means, "belonging to":

Swedish Turkish Danish Jewish Polish (Schuster, 1960:119)

ʔ-(with concrete Ns) it means, "having the character of":

foolish selfish slavish wolfish (Warriner et al., 1977:161)

ʕ- (with ages and times) it means, "about", or "approximately":

(1ʔ) a-.... come for dinner at ʌish (=at ʌ o'clock or slightly later).

b- He is ʕ·ish (from about ʕʌ to about ʕo years old).

(COD, 1999:091)

ξ-(with personal nouns) it means "proper to the nature of", "resembling", or "in the manner of":

boyish girlish childish womanish mannish (LDCE, 1978:091)

The derivative usually has an unfavorable meaning:

devilish foolish slavish wolfish (Al-Saadi, 2002:97)

- y

-y [N → Adj], has two different meanings:

(1) Full of; covered with; or tending to:

dirty hairy sleepy rainy dusty (Jespersen, 1960:76)

sunny muddy foggy smoky cloudy (Frank, 1972:128)

(2) like ; like that of; or fond of :

a cold wintery day, a horsy person. (LDCE, 1978:1270)

The following sentences have Adjs with this suffix:

(١٣) a - The day was so foggy that you couldn't see a thing in front of you. (Frank, ١٩٧٢:١٢٨)

b-What's a starry sky?

c-What's a rocky island? (Al-Hammash and Al-Jubouri, ١٩٨٠:١٥٧)

The productive use of **-y** is that it combines with almost any noun or name in order to give it a more affectionate or familiar form. These words are often used by children and by adults when someone wants to express affection. Words formed in this way are very informal .For example:

(١٤) a - I'll find out for you ,Janey .(Jane)

b-Sam wanted me to take him to see the birdy in the park.(bird)

(Sinclair, ٢٠٠٢:١٨٨)

-an (-ian)

-an (-ian) [N →Adj], has three meanings:

١-(a person who or thing that is) of belonging to:

American Christian Brazilian Cuban (Long, ١٩٦١:٤٠٢)

٢- like or like of:

Mozartean music; Shakespearean novel (LDCE, ١٩٧٨:٣٠)

٣- (a person who is) belonging to the period of:

Elizabethan
Mohammedan

Georgian

Freudian

(Zandvoort, 1970:311); (Quirk et al., 1980:
1002)

Words with this suffix use as Adjs as well as Ns:

(1°) (a) He's American. (Adj)

He's an American. (N)

(Roberts, 1967:338)

(b) ... a Russian custom. (Adj)

She is a Russian. (N)

(Frank: 1972:122)

-ary

-ary [n →Adj], of; concerning or connected with:

customary budgetary cautionary

complementary momentary honourary

(Vikas Books of Modern Grammar, 1988:371)

The following sentences include Adjs with this suffix:

a-He admired the troops rather as though they were legendary
figures in a history.

b-His action is not insulting; it is meant to be complimentary.

(Sinclair, 2002:14)

There

are a number of Adjs ending in -ary that are formed from stems which are not

current words in English. Thus, the suffix –ary appears almost exclusively in words with Latin roots:

subsidiary pecuniary auxiliary

primary literary contrary

(Manson, 1908:83)

- en

-en [N → Adj], made from, or resemble:

ashen golden silken earthen

(Fowler, 1908:138) A few

Adjs with –en are derived from names of materials:

wooden woolen leaden

earthen flaxen wheaten

(Zandvoort, 1970:312)

For more details the following sentences have Adjs with this suffix:

(17) a - People here wear woolen clothing even on hot days.

b- The traditional breakfast was cooked in earthen pots over a fire built among three rocks.

(Sinclair, 2002:40)

- ese

-ese [N → Adj] : (the people, places, languages which are) belonging to (a country):

Nepalese Portuguese Maltese

Words with –ese are used as Adjs as well as Ns. Compare:

(¹^) a- A **Japanese** has joined our class. (N)

b-He sang a **Japanese** song .(Adj)

(OALD, 1974:1026)

OALD (1974:1026ff), LDCE (1978:217), and Leech (1989:106) show the derivation of Adjs from the name of the country in Table (^o):

Table (^o)

The Derivation of Adjs from the Name of the Country

Name of the Country	Adj
China	Chinese
Gabon	Gabonese
Milan	Milanese
Sudan	Sudanese
Taiwan	Taiwanese

Burma	Burmese
Leban	Lebanese

The suffix may be added in a derogatory sense to names of author and some other Ns to form new Ns with the meaning of "in the style of". Ns formed in this way refer to unattractive or confusing way of speaking or writing that is typical of the person or place mentioned:

Johnsonese journalese Americanese (LDCE, 1978:217)

-esque

-esque [N → Adj] : like , or in the style of :

picturesque Junoesque painteresque (Bauer, 1983:224)

-esque combines with names of famous people, for example writers, composers, or painters, in order to form Adjs:

Haydnesque Tarzanesque (Smith, 1966:47)

Chaplinsque Beethovenesque (Jespersion, 1961:326)

-ic(al)

-ic(al) [n → Adj]:(\) connected or involving with:

atomic science , an atomic bomb , an alcoholic drink

(LDCE, 1978: 504)

(17) resembling (or like);having the quality of, or characteristic of:

heroic = hero + -ic means characteristic of (or like a hero).

poetic = poet + -ic means characteristic of (or like)poets or poetry.

Byronic = Byron + -ic means like the poet Byron.

(Canney et al., 2002: 4; Gries, 2000: 7)

-ic combines with Ns ending in -ist that refer to people to form Adjs with the same meaning of -ic. For example:

(18) a-He was curiously happy and optimistic.

b-She was getting more and more journalistic work.

- like

-like [N →Adj], similar to; having the characteristics of; or in the manner of:

birdlike flowerlike dreamlike honeylike (Quirk et al., 1980: 102)

clocklike prison-like pillar-like (Schuster , 1960: 119)

ladylike warlike manlike (Aarts & Aarts, 1982: 28)

The following sentences have Adjs with this suffix:

(19) a-She has a sweet and childlike nature.

b-Tigers have sharp, dagger-like claws.

(Sinclair, ۲۰۰۲:۱۰۰)

c-... a hairlike thread.

d-... her velvet-like gaze.

(Crowell, ۱۹۶۴:۱۰)

- ly

-ly [N → Adj] (۱) like in the manner (nature or appearance); similar to :

queenly motherly orderly princely deadly (LDCE, ۱۹۷۸:۶۰۲)

(۲) happening at regular periods of, or recurring or repeated at an interval:

hourly yearly monthly (Kelley, ۱۹۹۸:۲)

Generally when a word ends in -ly in English it is an adverb. However, there are few words ending in -ly that are Adjs, and these -ly Adjs can cause confusion to the learners (Phillips, ۱۹۹۶:۲۰۴).

In this respect, Gethin (۱۹۸۳:۱۲۰) states that some -ly Adjs (relating to the manner/ frequency) have the same form as Adjs. Compare:

(۲۱) a-I receive quarterly bills.(Adj)

b- I pay the bills quarterly. (Adv)

(Eckersley & Eckersley, ۱۹۷۷:۶۶)

c- Susan is a friendly girl. (Adj)

d-She always greets me friendly.(Adv)

(Murphy, 1994:198)

- some

-some [N → Adj]: in the quality or manner of; likely to; productive of:

burdensome fearsome quarrelsome

troublesome worrisome bothersome (Zandvoort, 1970:318)

It is also added to some verbs, in the sense of "apt to":

tiresome worrisome (COD, 1999:370)

Adjs formed in this way are used to describe a person or thing that causes to feel a particular emotion, usually an unpleasant one:

(22) a-The destruction of your radio is a serious and worrisome affairs.

b-To Kunta, lions were fearsome, slinking animals that would tear apart a goat.

(Sinclair, 2002:107)

c- Those two men are very quarrelsome .

- Worthy

-worthy [N → Adj]: is used to describe people or thing that deserve or merit whatever the nouns refer to:

creditworthy praiseworthy respectworthy (OALD), 1974: 990)

The following sentences show Adjs with this meaning:

(٢٣) a- She is well-balanced, hard working and trustworthy.

b-I can hardly remember one right decision, one praiseworthy action.

(Sinclair, ٢٠٠٢:١٨٦)

- ular

-ular [N → Adj]: related to; pertaining to; or characterized by:

angular globular rectangular vehicular tubular

(LDCE, ١٩٧٨:٤٢)

The following sentences have Adjs with –ular:

(٢٥) a-His shoulders were broad and muscular.

b-He was a Noble Prize winner in the field of molecular biology.

(Sinclair, ٢٠٠٢:١٧٠)

-ular also occurs in Ns that refer to shapes in order to form Adjs that describe things with that shapes:

(٢٦) a-This is a large circular pool of very clear water.

b-Bear Island is triangular in shape, with its apex to the south.

(ibid.)

-ate

-ate [N →Adj] full of; showing status or function:

passionate affectionate confederate Latinate (COD, 1999:24)

The suffix –ate is used to derive Ns, Vs, and Adjs with separate meanings:

1- As a verb forming suffix, it has the meanings "to act upon"; "to cause to be in a state or condition":

venerate placate detoxicate eradicate substantiate populate

2- As a noun forming suffix, it has the meanings: "a rank of official position"; "persons filling an office" ; "a person or thing acted upon":

delegate pontificate initiate (Urdoğan, 1982:68)

There are other suffixes which might be thought to form compounds rather derivatives; but as, OALD (1974), COD (1999), Sinclair (2002), and Wikipedia (2005), they appear as suffixes which are developed from independent words into suffixes. The researcher will show them depending on these implications of the authors in this field:

-based

-based [N →Adj]: relied on:

money-based lead-based oil-based water-based (COD, 1999:111)

Adjs derived in this way express the idea that the thing referred to by the original noun is the most important part or feature of something:

acid-based export-based cash-based fuel-based

(Sinclair, 2002:19)

-minded

-minded [N → Adj]: interested in, or concerned with:

economy-minded care-minded reform-minded nuclear-minded

peace-minded security-minded future minded expansion-minded

(Sinclair, 2002:113)

-size

-size(-sized) [N → Adj], Adjs formed in this way are used to describe one thing as being approximately the same size as another.i.e

mansion-size apple-sized cat-sized medium-sized

(Sinclair, 2002:100)

doll-size wall-size farm-size fist-size room-size (OALD, 1974:803)

-ward

-ward [N → Adj]: moving on, or directed toward the front:

eastward skyward backward upward

Words formed with this suffix can usually be used as either Advs or Adjs. Compare:

(۳۰) a- Until recently, sales have been moving upward. Now, they are starting to move downward. (Adv)

b- We've finished our visit to Africa. We're starting our homeward journey tomorrow morning. (Adj)

(Leech, ۱۹۸۹:۵۶۶)

-th

-th [N → Adj], denoting grade or rank, '-th' combines with most cardinal number to form the corresponding ordinals and, with phonetic changes:

fourth thirteenth twenty-sixth hundredth (Fowler, ۱۹۵۸:۲۳۱)

fifth twelfth ninth (Zandvoort, ۱۹۷۵:۱۱۸)

۲.۳.۱.۲ Suffixes Used to derive Adjs from Vs

Adjs can be derived from Vs with the following suffixes: -able, -ent, -ive, -ory.

-able (-ible)

-able (also **-ible** and **-ble**) [V → Adj]: able or needing to be; fit for; worthy to, or likely to suffer the stated action:

bearable payable eatable

acceptable desirable remarkable (Schuster, 1960:117)

preferable reasonable lovable (Aarts & Aarts: 1982:28)

laughable (suitable to be laughed at)

reliable (able to be relied on)

(LDCE), 1978:2)

The suff -able can be added to transitive Vs to form Adjs with the meaning of "able to be-ed" as in the following examples:

adjust + -able → adjustable: "able to be adjusted"

determine + -able → determinable: "able to be determined"

(Huddleston, 1988:28)

It is worth mentioning that certain Vs are changed in sound and spelling in the process of adding -able (or -ible): a final "e" is removed before adding -able, and -ble, except when it occurs after "c", or "g", and a final "y" after a consonant is replaced by "i" before adding -able: and a final "d" or "de" is replaced by "s" before adding -ible and a final "it" is replaced by "iss" before adding -ible:

Vs + -able(-ible) → Adjs

admire -able admirable

defend -ible defensible

devise -ible divisible

permit -ible permissible

(Roberts, 1967:211); (Schütz, 2000:2)

-ent(-ant)

-ent(-ant) [V → Adj]: kind of agent, indication; characterized by:

dependent insistent correspondent (Jespersen, 1961:366)

important respondent persistent

(TEFL Test Practice, 2004:20)

The suffixes (-ent) and (-ant) are added to Vs to form Adjs and Ns:

emerge + -ent → emergent

claim + -ent → claimant

(Roberts, 1967:210)

Adjs formed in this way are used to describe or refer to a person or thing that performs the action or that experiences the process described by the original verb. For example:

(31) a-The new house was not much different from the old one.

b-Gradually the children become less dependent on their parents.

-ive(-ative)

-ive(-ative) [V → Adj]: having the quality(nature, character)of ;or having tendency to:

manipulate → manipulative

speculate → speculative

talk → talkative

determine → determinative

(Kelley: 1998:3)

It is important to state that the addition of –ive to many Vs involves other sound and spelling changes in patterns already unfamiliar to the learners:

submit + -ive = submissive

expend + -ive = expensive

destroy + -ive = destructive

provoke + -ive =provocative

(Schütz, 2000:10)

-ory

–ory [V → Adj]: with the purpose or effect of:

preparatory inhibitory

Often there is a change in sound and spelling in the verb part:

inflame + -ory → inflammatory

(Sinclair, ۲۰۰۲:۸۳)

The English suff -ing has several uses that are arguably on the borderline between inflection and derivation. It sometimes causes confusion to the learners since they may recognize it as an inflectional suffix, gerunds, or as Adjs. Compare:

(۳۴) a- The boy is standing in the corner.(V)

The boy standing in the corner was naughty. (Adj)

(Phillips, ۱۹۹۶:۱۰۳)

b-He enjoys walking. (Gerund N)

Flying can be dangerous. (Gerund N)

(Collins Cobuild English Grammar, ۱۹۹۹:۷۹)

Moreover, Eckersley & Eckersley (۱۹۷۰:۶۷) explain that many participles have the characteristics of Adjs. That is, they can be used attributively or predicatively, and they can be modified by Advs like: very, too, quite. For example:

(۳۵) a-The hour's delay was most annoying. (Predicative Adj)

b-The leaning tower of Pisa is famous. (Attributive Adj)

(Hills, ۲۰۰۵:۳)

۲.۳.۱.۲.۱.۲ Past Participles as Adjs

-ed

-ed [V → Adj] ,having the characteristic or (quality)of:

(۳۶) a-She was a devoted mother.

b-The apples, washed and polished, are ready for the

party.

(Sadler, ۲۰۰۰:۱۰۳)

c-The woman looks disgusted.

(Fuchs et al., ۱۹۸۸:۱۰۹)

A past participle often ends in –ed, but there are also many irregular past participles. They are also used as Adjs:

(۳۷) a-There are a lot of broken bottles on the road. (Adj)

(Eckersley & Eckersley, ۱۹۷۰:۶۸)

b-They found the lost articles.

c-Was it a broken bone, a torn ligament, or what?

(Sinclair, ۲۰۰۲; ۷۸)

Vs in –ing can be easily confused since the learners may distinguish them as the simple past, the past participle, or as an Adj. Compare:

(۳۸) a-She painted this picture. (Simple past tense)

She has painted this picture. (Past perfect tense)

The picture painted by Karen is now in a museum. (Adj)

(Phillips, ۱۹۹۶:۱۰۰)

b-He looked tired .(Adj)

I tired him. (V)

c- The game excited the audience. (V)

The audience was excited. (Adj)

(Frank: ۱۹۷۲:۱۲۹)

۲.۳.۱.۲.۲ **Other Suffixes Used to derive Adjs from Vs**

-less

-less [V → Adj]: without; missing; free from; or not to be –ed:

countless dauntless tameless (poetic) (Zandvoort, ۱۹۷۵:۳۱۷)

ceaseless fadeless rentless (TOEFL Test Practice, ۲۰۰۴:۲۷)

Moreover, Bauer (۱۹۸۳:۲۲۴) claims that the suffix –less is no longer productive when it is added to Vs, but a few established examples are current, such as countless and tireless.

۲.۳.۱.۲.۳ **Suffixes Used to derive Adjs from Adjs**

Adj is also derived from other Adjs with the following suffixes:

-ish

-ish [Adj → Adj]: to some degree; somewhat; rather; or having a small amount of the characteristic or quality described by the original Adj:

longish smallish biggish bluish greenish (Zandvoort, ۱۹۷۵:۳۱۶)

Reddish latish tallish poorish youngish (LDCE, ۱۹۷۸:۵۹۱)

-fold

-fold [Adj → Adj]: multiplied by; of (so many) parts, combines with cardinal numbers. The following sentences have Adjs with this suffix:

(٣٩) a-My interests were twofold, the first to make money, the second to sell the public reliable goods.

b-Criticisms of the old system were threefold.

c-The aims of the new organization are eightfold.

(Sinclair, ٢٠٠٢:٥٨)

This suffix is mainly used to derive Advs as well as Adjs. For example:

(٤٠) Juvenile crimes of violence multiplied seventeenfold in twenty-five years. (Adv)

(Sinclair, ٢٠٠٢:٥٨)

-ly

-ly [Adj → Adj] , having the quality or characteristic of :

kind → kindly low → lowly

clean → cleanly bad → badly sick → sickly

(LDCE, ١٩٧٨:٦٥٢)

The following sentences have Adjs with -ly:

(٤١) a-They are bright,alert,and lively.

b-The nurses looks kindly.

(Sinclair, ٢٠٠٢:١٠١)

-y

-y [Adj → Adj]: marked by, or having the characteristic of :

chill + -y → chilly yellow + -y → yellowy

green + -y → greeny pink + -y → pinky

(Zandvoort, ١٩٧٥:٣١٩)

٢.٣.١.٣.١ Comparative and Superlative Suffixes:-er,-est

-er and -est combine with qualitative Adjs:

(١)-er [Adj → Adj] comparative:

newer higher fuller hotter

Comparative Adjs are used to compare two equal things:

(٤٢) a-Andrea was two years older than me.

(Fuchs et al., ١٩٨٨: ١٦٠-١٦٩)

b-He is taller than his brother.

(٢) -est [Adj → Adj] superlative:

darkest softest coldest largest

Superlative Adjs are used to show which one of many is in some way the most outstanding:

(٤٣) a-Maharajah was the tallest man she knew. (Sinclair, ٢٠٠٢:٥٣)

b-Who's the oldest person here? (Swan & Walter, ١٩٩٠:١٢٣)

Some Adjs of one or two syllables form the comparative and superlative forms by adding –er and –est, whereas comparative and superlative Adjs of three or more syllables are formed with “more and most”:

beautiful more beautiful most beautiful

exciting more exciting most exciting (Biny, ١٩٨٩:١٩١)

On the other hand, some comparative and superlative forms are irregular. They neither take –er or –est nor 'more and most':

<u>Adjs</u>	<u>Superlative</u>	<u>Comparative</u>
bad	worse	worst
far	farther/further	farthest/furthest
good	better	best
little	less	least
much/many	more	most

(Anson & Schwegler, ١٩٩٨:٢٨٨)

unflappable unsinkable unworkable (Todd & Hancock , 1986 :3)

un- is also added to participles to form Adjs that describe the idea that something has not happened or not true :

unbeaten uncivilized undemanding undisturbed unchanging

(Schütz, 2005:12)

non-

non- [Adj (or n) → Adj],(usually written with a hyphen) not ,or not have the qualities or characteristics referred to:

non-committal non-existent non-flammable

non-active non-political non-academic (Leipzig, 1987:204)

in- (il-,im-,ir-)

in- [Adj (or Ns related to Adjs) → Adj], not:

incorrect indirect inaccurate inflexible (Radford, 1998:33)

The prefix **in-** has a number of forms depending on the initial segment of the base:

(a) The variant form **il-** is used when the base begins with the letter

'i' as in:

illegal illogical

(b) The variant form **ir-** is used when the base begins with the letter

'r' as in:

irregular irrelevant irresponsible (LDCE, 1978: 589)

(c) the variant form **im-** is used when the base begins with one of these letters "**b, m, p**" as in :

imbalance impure immortal (Elgin, 1977: 76)

dis-

dis- [Adj (N) → Adj], the opposite of ; not:

disobedient discoloured discouraged (Bauer, 1983: 220)

disinterested disconnected discourteous (Schütz, 2000: 12)

۲.۳.۲.۲ Pejorative Prefixes

Pejorative prefixes refer to false or imitation. They describe things as 'bad', or 'not genuine'. They can be classified as follows:

mal-

mal- [Adj (or participles) → Adj], bad ;badly ; ill :

malodorous malformed (Quirk et al., 1989: 432)

malnourished maltreated (Zandvoort, 1970: 296)

The following sentence has Adj with this prefix:

(۴۴) The child is thoroughly maladjusted. (Sinclair, 2002: 104)

Pseudo-

Pseudo- [Adj (n) → Adj], false; imitation; not genuine:

pseudo-religious pseudo-scientific

pseudo-intellectual pseudo-democratic (Schütz, ۲۰۰۵:۱۲)

Pseudo- is often used to show disapproval. For example, if we describe someone as a 'pseudo-friend', we think that although he appears to be friendly he is not genuinely our friend. The following examples show this prefix:

(۴۴) a-..... a pretty, pseudo-rustic bistro.

b-He undid his coat and slung it over the back of a pseudo-oak settee.

(Sinclair, ۲۰۰۲:۱۴۴)

۲.۳.۲.۳ **Prefixes of Degree and Size**

These prefixes are used to refer to the degree of size, quality, or quantity, of things that described by the Adjs:

Super-

Super- [Adj → Adj], (usually written with a hyphen), of great size or quality, more than:

super-intelligent super-active super-conscious (Schütz, ۲۰۰۵:۱۲)

super-heavy super-sensitive super-rich (COD, ۱۹۹:۳۹۱)

The following sentences show Adjs with this prefix:

(٤٤) a-I would choose this plant for its superabundant flowers and fruits.

b-Hemoglobin is super-efficient at the task of carrying oxygen.

sub-

sub- [Adj (sometimes n) → Adj], smaller; or less powerful

subfertile subhuman substandard

sub-literacy sub-freezing subcentral (Zandvoort, ١٩٧٥:٢٩٦)

over-

over- [Adj(or participles) → Adj] ,too much ,or excessive:

overconfident overdressed overloaded (Schütz, ٢٠٠٥:١٢)

The following sentences have Adjs with 'over-' with this meaning:

(٤٦) a-Every ledge of the cliff is overgrown with vegetation.

 b-He was over-anxious to keep an appointment.

hyper-

hyper- [Adj → Adj],to a large, or extreme degree:

hyperactive hypercritical hypersensitive (Schütz, ٢٠٠٥:١٥)

hypercreative hypernatural hyperdevoted (Zandvoort, 1970:290)

The following examples show Adjs with this prefix:

(ξΥ) a-The man became hypersensitive to the sights movements around him.

b-He was a hyper-cautious commander who never took risks. (Sinclair, 2002:74)

ultra-

ultra-[Adj → Adj], extreme; to a large degree, or excessively:

ultra-conservative ultra-fashionable (Zandvoort, 1970:297)

ultra-civilized ultra-high ultra-modern (Schütz, 2000:10)

2.3.2.4 Prefixes of Orientation and Attitude

These prefixes express the opinions, or attitudes towards something or someone that are described by the Adjs:

counter-

counter- [Adj(or n) → Adj], against, in opposition to:

counterattractive counterintuitive counteractive (Leipzig, 1987:204)

counter-revolution counterproductive counterreactionary

(Bauer, 2004:220)

anti-

anti- [Adj(or n) → Adj], against ; rival, or enemy of :

antichrist antipope anti-war anti-catholic

(Quirk et al., 1989:987)

anti-democratic anti-Marxist anti-capitalist

The following examples include Adjs with this prefix:

(ξ^A) a-She had become involved, as a student, in anti-racist movements.

b-The white group ran the anti-census campaign in 1980.

(Sinclair, 2002:12)

pro-

pro- [Adj(or n) → Adj],for; in the side of; on behalf of ,or in support of:

pro-democracy pro-liberal pro-Western (Leipzig, 1987:204)

pro communist pro-nuclear pro-American (Schütz, 2000:10)

2.3.2.5 Locative Prefixes

They refer to places or positions. They can be classified as follows:

super-

super-[Adj → Adj], beyond:

superhuman supernatural super-national

The following examples have Adjs with this prefix:

(٤٩) a-Pep pills produce supernormal alertness.

b-... the hazards of flying such aircraft at supersonic speeds.

(Sinclair, ٢٠٠٢:١٦٣) **inter-**

inter-[Adj(N) → Adj], between; among:

international interlanguage inter-family interpersonal

The following examples have Adjs with inter-:

(٥٠) a-... inter-city travel. (LDCE, ١٩٧٨:٥٨٣)

b-... an inter-continental flight back to England.

(Sinclair, ٢٠٠٢:١٦٣)

trans-

trans-[Adj(N) → Adj], across; beyond, or to other side of:

trans-continental transatlantic trans-sonic (Crystal, ٢٠٠٤:٢٨)

transactional transcendental (COD, ١٩٩٩:١٥٢١)

٢.٣.٢.٦ Prefixes of Time and Order

pre-

pre-[Adj(or N and sometimes participles) → Adj], before, or beforehand:

pre-school pre-industrial pre-arranged (OALD, 1974:600)

The following examples have Adjs with this prefix:

(01) a-The squad will go Shaw Hill for pre-match training.

b-He found himself opposing Chamberlain in pre-war years.

c-The food is pre-prepared but not pre-cooked.

(Sinclair, 2002:140)

post-

post-[Adj(or N) → Adj], after:

post-classical post-election post-war (Schütz, 2000:17)

The following sentences have Adjs with this prefix:

(02) a-We live in a post-religious era.

b-He began to study some of the post-sixth-century portraits.

(Sinclair, 2002:139)

2.3.2.7 Prefixes of Number

These prefixes show the number or the amount of something:

mono-

mono-[Adj(or N) → Adj] ,alone, or having only one:

monosyllabic monolingual monologue (Schütz, 2000:17)

monocentric monogrammed monoculture (COD, 1999:248)

bi-

bi- [Adj(or N) → Adj],two:

biennial event (happens every two years)

bilingual book (written in two languages)

biweekly magazine (appears every two weeks)

(Zandvoort, 1970:293)

di-

di-[Adj(or N) → Adj], two; twice, or double:

dioxide divalent dichotomous dichromatic (COD, 1999:394)

The prefix di- is variant spelling of dis- shortened before (l, m, n, r, s) followed by consonant and (v); it is also often shortened before (g), and sometimes before (j). Thus, the idea of two (di- and dis-) should be tested. If it seems to be fit the sentence, the prefix must be (di-) meaning "two".

If it does not seem to fit the sentence, the prefix may be (dis-) meaning "a way", or not. For example:

(๐๓) a-John could sometimes understand polysyllabic words better than disyllabic ones (di- means "two").

b-Dr. John is an interesting lecturer, but he sometimes digresses from the topic (di- means "away").

(Farid, 1980-93)

tri-

tri-[Adj(or N) → Adj],three:

tri-clinic → {denoting a crystal system with three equal oblique axes}

tri-coloured → {denoting something with three colours}

tri-cuspid → {denoting tooth with three cusps}

(Schütz, 2000:17)

tri-ennial → {denoting three years }

tri-form → {denoting three parts}

(Crysta, 2004:28)

multi-

multi- [Adj(or N) → Adj],many, or :

multi-lateral multi-lingual multi-national multi-cultural

(COD, 1999: 202)

multi-legged multi-purpose multi-dimensional multi-talented

(Sinclair, 2002:118)

poly-

poly-[Adj → Adj], many :

polytechnic polysyllabic polygraphic (COD, 1999:1108)

It is used with words which are related to science (chemistry or medicine):

polyatomic polychrome polyclonal polycystic polyhydric

(Schütz, 2000:17)

semi-

semi-[Adj (N ,or participles) → Adj], half, or partly:

semicircle semivowel semi-official

semi-civilized semi-detached (Zandvoort, 1970:296)

Adjs formed in this way refer to something that almost happens or is partly true:

(๐๔) a-The semi-liquid clay is then called 'slip' .

b-There is an enormous demand for skilled and semi-skilled

labour.

(Sinclair, 2002:101)

๒.๓.๒.๘ **Miscellaneous and Neo-classical**

Prefixes

auto-

auto-[N → Adj],self, without help, or independent of others :

automatic autobiographic autographic

autocratic autonomous autogenic (COD, 1999:20)

neo-

neo-[Adj(or n) → Adj],new, revived:

neo-liberal neo-Gothic neo-colonialist

neo-Freudian neo-realism neo-conservative

(Schütz, 2000:17)

pan-

pan-[Adj (or n) → Adj], world-wide; all; involved with(used mainly with reference to world-wide or continent-wide activities):

pan-African pan-Arab pan-chromatic (COD, 1999:1029)

Adjs formed in this way describe something that is connected with or involves the whole of the nation or group of people mentioned:

(oo) a-The companies mentioned tended to be large pan-American companies.

b -... broadcasting live sports coverage via the satellite to pan-European audience.

(Sinclair, ٢٠٠٢:١٣٢)

extra-

extra- [Adj → Adj],outside, or beyond:

extraordinary extra-curricular extralinguistic

(Canapero & Elena, ٢٠٠٥:١)

The following sentences contain Adjs with this prefix:

(٥٦) a-The students benefit greatly from involvement in extra-curricular activities.

b-Before the nineteenth century, the Extra-European World supplied Europe with luxuries.

٢.٣.٢.٩ Conversion Prefixes

There are some prefixes which are class changing since they change the words from one class to another. These prefixes are also called prefixes of grammatical conversion (Crystal, ٢٠٠٤:١٢٨). Quirk et al. (١٩٨٩:٩٩٢) state that conversion prefixes are mildly productive prefixes which may be called “conversion prefixes”, since a major part of their function, in contrast to that of other prefixes, is to convert the base into a different grammatical class.

The following prefixes change the bases into Adjs:

a-

a- may be prefixed to the stem of monosyllabic intransitive Vs, and of disyllabic intransitive Vs ending in unstressed –er or –le ,to form predicative Adjs denoting a state:

drift → adrift sleep → asleep

wash → awash live → alive

flicker → aflicker quiver → aquiver

(Jespersen, 1961: 5-7)

be-

be- is added to Adjs (participial Adjs) which describe something as being a particular state or going into that state:

loved → beloved calmed → becalmed

witched → bewitched dragged → bedragged (OALD, 1974: 68)

The following sentences contain Adjs with this prefix:

(57) a-He was pleased still to be in Austria and close to his beloved wife.

b-There is a soaked, bedragged figure by the side of road.

(Sinclair, 2002: 20)

It should be noted that (**be-**) is also added to Adjs to form new Adjs that describe someone or something as 'wearing' something or being 'covered' in a substance, e.g., someone who is "bejeweled" is wearing jewels or is 'covered' in jewels. Another examples:

bespectacled bewigged (COD, 1999: 69)

٢.٣.٢.١٠ Other Prefixes Forming Adjs

There are some prefixes which are used to form Adjs or combine with other words to form Adjs. They can be illustrated as follows:

all-

all- [Adj(n) → Adj], only has the quality describe by the original Adjs or Ns :

(٥٨) a-That sweater was all-wool (= it is made entirely out of wool).

b-... the all-electric, automatic kitchen.

c-... an all-steel umpire's chair.

(OALD, ١٩٧٤:٢٣) ;(Sinclair, ٢٠٠٢:٧)

homo-

homo- [Adj → Adj], same:

homogeneous homographic homosexual (COD, ١٩٩٩"١٨٥)

quasi-

quasi- [Adj(or n)→ Adj] ,seeming to be something but not really so:

quasi-religious man , quasi-scientific explanation ,quasi-official
position (OALD,

١٩٧٤:٦٨٧) ; (COD, ١٩٩٩:٣١٣)

intra-

Intra- [Ns (or Adjs) → Adjs], within:

intra-community intralingual

intramural intravenous

(Strumpf & Auriel, 1999:409)

over-

Over- [Ns (or past participles of transitive Vs, Adjs) → Adj], excessively, too, or much:

over-pilot over-confident over-grown over-tired

over-burden over-population over-anxious over-heated

(ibid.: 099)

well-

well- [past participles → Adjs] , expressing the idea that things or people they describe have attributes which are pleasing or useful or that something has been done successfully:

well-built well-qualified well-timed well-trained

well-chosen well-educated well-written well-organized

(Sinclair, 2002:180); (OALD, 1974:976)

٢.٤ Previous Studies

٢.٤.١ Al-Jumaili (١٩٨٧)

It aims at finding out the type of errors Iraqi pupils make in the use of the English inflectional suffixes, and accounting for these errors. It has tried to identify the area of the English inflectional system where such errors most frequently occur, and whether or not some extra-linguistic factors influence the proper use and learning of such elements. An inflectional suffix test is administered to pupils of the secondary stage. The results of the study indicate the following:

It is evident that the errors detected are the result of three major factors, the first two of which are linguistic, and the last being non-linguistic. In the other words, the first factor is the complexity of the English inflectional system; the second is the interference from L^١, while the last factors resulting from the testees' inadequate mastery of L^٢.

٢.٤.٢ Abdul-Hameed (١٩٩٩)

It is a linguistic study. It investigates the frequency, distribution, meaning and function of derivational prefixes and suffixes. The researcher has tried to identify the behaviour of these affixes when attached to words. Moreover, he classifies all English suffixes and prefixes, according to their linguistic functions,

into certain lexical categories. He also makes a limited investigation on the behaviour of derivational prefixes and suffixes when employed in English scientific texts (EST) and in English non-scientific texts (Non –EST). He finds that some of these affixes are more productive in EST than in Non-EST. He discusses the semantic associations of derivational affixes used in EST and in Non-EST. He concludes that the semantic associations of these affixes in EST are free from ambiguity and emotional connotations, while in Non-EST they are filled with personal or emotional semantic denotation.

٢.٤.٣ Hashim (٢٠٠٥)

It is mainly concerned with English nominal affixes. It aims to measure learners' ability to recognize and use these affixes. It is limited to third year EFL university learners.

This study ends up with the following conclusions:

١. Iraqi EFL learners face difficulties in recognizing and producing nominal affixes. This is indicated by their low performance in the main test.
٢. At the production level, the findings of data analysis show the subjects' incompetence in correct spelling. The rate of their incorrect responses is (٦٦.٨٧%) whereas that of their correct ones is (٣٣, ١٣%).
٣. The learners face more difficulty in forming nouns from given words in isolation, than in context. They fail to use the correct nominal suffixes; they use other affixes, adjectival, verbal, etc.
٤. The learners encounter more difficulties in using nominal affixes at the production level than that at the recognition one.

٢.٥ A Discussion of Previous Studies and the Present Study

The present study deals with adjectival affixes in detail that have not been mentioned in the previous studies. These studies are presented in a chronological order.

Al- Jumaili's (١٩٨٧) study does not deal with adjectival affixes. It deals with inflectional suffixes. It is limited to Iraqi pupils in the secondary schools, whereas the present study is conducted to Iraqi EFL university learners in the Departments of English at Colleges of Education, Universities of Babylon, Baghdad, and Al-Qadissiya.

Al- Jumaili did not mention the statistical tools used in his study, besides he used only one question in the test while the present study uses four questions to test the subjects' performance at both levels: production and recognition, in addition to the different statistical tools used such as T-test, mean, standard

deviation, and variance. Thus, Al-Jumaili's can be of little help to the present researcher.

It is clear that Abdul-Hameed's (1999) study is a pure linguistic study that differs from the present methodical study in depending on the empirical investigation to arrive at certain results.

The present study is limited to certain boundaries that are different from those of Abdul-Hameed's study. Firstly, it is restricted to adjectival affixes mainly. Secondly, it is an empirical study with certain statistical means that have been applied to fourth year stage in Colleges of Education, Universities of Al-Qadissiya, Babylon, and Baghdad.

Furthermore, the present study has different aims in that it aims at investigating the difficulties faced by Iraqi EFL university learners particularly.

Hashim's (2000) study is limited to English nominal affixes, while the present study deals with adjectival affixes. It is also restricted to third year EFL university learners in the Departments of English, Colleges of Education. Whereas the present study is applied to fourth year stage at departments of English, colleges of Education. There is a similarity between the two studies in one of the hypotheses which states that Iraqi EFL university learners faced difficulties in using affixes.

Finally, the relevance of these studies to the present investigation is embodied in the fact that the present researcher has benefited from the designs, methods, procedures and instruments used in these previous studies.

Chapter Three

Procedures

۳.۱ Introductory Note:

This chapter attempts to explain the procedures that have been used in this study and describe the following topics: objectives of the test, material selection, test design, and the sample of the study. It is also concerned with the discussion of the test virtues in terms of its reliability and validity through the use of statistical means.

Finally, the present chapter describes the pilot and the main administration of the test along with the scoring scheme which has been adopted.

۳.۲ Objectives of the Test

Language testing represents a measured concentration on language and knowledge (Davies, ۱۹۹۹: ۹). Testing in language provides a balance between the practical and technical aspects of language testing that is neither too complex nor too simple (Bachman, ۱۹۹۰:۲۰). The test is useful 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 adjectival 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 the causes of their errors so that the appropriate remedial recommendations can be suggested on the basis of the test results.

٣.٣ Material Selection

The whole sample has been exposed to the same test in “adjectival affixes” whose material is taken from the morphological and grammatical books such as “**An Introductory English Grammar (١٩٨١)** by N. Stageberg” in addition to the other books mentioned in Chapter Two.

Moreover, the selection of the items of the test and its questions have been approved by a jury^(١) of experienced university lecturers.

^(١) The jury included the following members; (their names are arranged according to the order of their scientific degree and alphabetically):

Prof. Abdullah Selman (Ph.D in Linguistics), College of Education / University of Diyala.

Prof. Abdul Latif Al-Jumaily (Ph.D. in Applied Linguistics), College of Arts / University of Baghdad.

Prof. Kadhim H. Al- Jawadi (Ph.D.in Linguistics), College of Arts / University of Baghdad.

Prof. Salih M. Hameed (Ph.D. in Literature), College of Education/ University of Babylon.

Asst.Prof. Abbas D. Darweesh (Ph.D. in Linguistics and Translation), College of Education / University of Babylon.

Asst.Prof. Abdul- Karim F. Al-Jumaily (Ph.D.in Linguistics), College of Education (Ibn-Rushd)/University of Baghdad.

Asst.Prof. Munthir M.Al-Dulaimi (Ph.D. in Linguistics and Translation), College of Languages/ University of Baghdad.

Asst.Prof. Omran M. Mosa (Ph.D. Linguistics), College of Education (Ibn-Rushd)/

University of Baghdad.

Asst.Prof. Riyadh Al-Ameedi T. (Ph.D.in Linguistics and Translation), College of Education/

University of Babylon.

Asst.Prof. Saad N. Al-Khafaji (Ph.D in Linguistics), College of Education (Ibn-Rushd)/

University of Baghdad.

Asst.Prof. Firas A. Marouf (M.A. in Linguistics), College of Education (Ibn-Rushd)/

University of Baghdad.

۳.۴ Test Design

The test has been designed in a way that tests the subjects at both levels: recognition and production. It consists of four questions: the first and the second questions are designed to measure the subjects' responses at the recognition level, while the last two questions (i.e. the third and the fourth) are formed to measure the subjects' responses at the production level. Each question has ۲۰ items. The first question consists of ۲۰ items each of which has four options aimed at measuring the subjects' ability to choose the appropriate adjectival affixes (suffixes or prefixes).

The second question includes ۲۰ items each of which has two options; the testees are asked to choose only one which is considered to be the correct option which has an adjectival affix (prefix and suffix).

In fact, the first two questions are intended to measure the testees' ability to distinguish adjectival affixes (suffixes and prefixes) from other word-classes.

Asst.Prof. Lamy'a A. Al-Ani (M.A. in Linguistics), College of Education (Ibn-Rushd)/
University of Baghdad.

Asst.Prof. Razzak N. Mukeef (M.A. in Linguistics), College of Education / University of
Babylon.

Instructor. A'sim Abood Al-Dulaimi (Ph.D. in Methods of Teaching English as a Foreign
Language), College of Basic Education/ University of Babylon.

Instructor. Chassib F. Al – Jubouri (Ph.D.in Methods of Teaching English as a Foreign
Language), College of Basic Education/University of Babylon.

Instructor. Maysa'a K. Hussein (Ph.D. in Linguistics), College of Education / University
of Al-Qadissiya.

Question Three is a gap-filling exercise. In this respect, Van Els (١٩٨٤:٣٢٣) claims that "gap-filling items are more reliable, more valid and preferred by teachers". This question includes ٢٠ items. The testees are required to supply a correct form of the appropriate adjectival affixes (suffixes and prefixes) from the words in brackets.

In the fourth question, the testees are asked to fill in the blanks with the appropriate word which has an Adj affix (prefix and suffix) (see Appendix I).

Finally, a good test should meet different criteria: validity, reliability, economy, scorability, and administrability (Harrison, ١٩٩٣:١٠). These are going to be discussed in some detail in the following sections.

٣.٥ Validity and Reliability

Validity is the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure (Alderson et al., 1990:170). For Bell (1981:192) and Davies (1999:21), validity is concerned with the truth of the test and its relations to what it is intended to test. To achieve the test surface credibility or public acceptability, the present test has been exposed to some administrators who have shown their approval of the test as a whole (see Appendix I).

Content validity depends on the analysis of the language being tested and the objectives of a particular course (Heaton, 1988:160). Thus, the items of the present test are assumed to be valid as they are constructed to satisfy the items of the test (see section 3.2).

Furthermore, the test has been submitted to a jury of experts (see section 3.3) in order to assess its face and content validity. The jury has judged the test as being valid to measure the purposes for which it is designed and offered some suggestions which have been taken into consideration; accordingly, certain instructions have been modified whereas some items have been replaced by others.

On the other hand, reliability is the means which seeks for the accuracy of scoring and accuracy of administration procedures of the test (Gronlund, 1976:102). Stiggins (1999:23) states that reliability refers to the consistency of assessment scores and it shows the statistical methods used to establish consistency of students' performance within a given test or across more than one test. See also (Weir, 1993:20).

A test is reliable if its scores remain relatively stable from one administration to another (Harris, 1969:144). To ensure that, a definite scoring scheme has been used see (section 3.9).

In addition, the instructions of the test were clearly explained and the subjects were encouraged to answer the questions of the test.

Heaton (1988:163-4) mentions that there are different methods for estimating the reliability of a test such as: test – retest, two equivalent forms, split – half, and Kurder – Richardson Method.

The method adopted to estimate the reliability of the present test is Kurder – Richardson of which the following formula can be considered:

$$R = N / N - 1 \left(1 - \frac{N-m}{N\sigma^2} \right)$$

This formula can be illustrated as follows:

R: stands for “reliability”

N: stands for “the number of the items in the test”

m: stands for “the mean of test scores”

X: stands for “the standard deviation of the test scores”

The computation of this formula has yielded that the reliability coefficient of the present test is (0.91) which is a highly positive correlation.

3.6 The Sample

The sample of this study consists of 100 of 4th year Iraqi EFL university learners at the departments of English in the colleges of Education at Universities of Baghdad, Babylon, and Al-Qadissiya. The study deals with Iraqi university learners during the academic year (2005-2006). These learners are native speakers of Arabic who have similar EFL background and their average age is between (21-22) years old. Students whose native language is other

than Arabic or who have had a language contact with native speakers of English are excluded from the sample, because students from other countries other than Iraq have English language background which is different from that background of Iraqi students. Repeaters have also been excluded.

The fourth year students are chosen to apply the test because they are most advanced and qualified learners in the area of affixes, and the topic of the test under investigation has been taught to them in their second and third years of study at university. The textbooks adopted in their second and third years are: **A University Grammar of English Language by Quirk and Greenbaum (1973)** and **An Introductory English Grammar by Stageberg (1981)**.

The total number of the sample is only 100 subjects, 30 subjects from each of the above-mentioned colleges. The subjects represent (33- 30 %) of the total number of the students (see Table 6).

The following table shows the representative rate of the sample:

Table (6)

Sample Representative Rate

Name of the University	Total	No. of Participants (Subjects)	Representative Rate
Babylon	112	30	30
Baghdad	109	30	30
Al-Qadissiya	114	30	33

۳.۷ Pilot Administration

The pilot test was carried out immediately after the construction of the test. The aim behind the administration of the pilot test was to specify the time required for the main test, to see whether the items of the test are clear to the subjects, to check which of them needs modifications, and to analyze the items to determine their effectiveness in terms of item difficulty and item of discrimination power (see section ۳.۷.۱).

A pilot test was applied on the ۲۲nd of January ۲۰۰۶ to fifteen subjects chosen randomly from the fourth year students in the Department of English, College of Education / University of Babylon. Those subjects were excluded from the main test.

The results of the pilot test had indicated that the time required to answer the whole items of the test was one hour. All the results obtained from the pilot administration of this test had been incorporated to the final version of the test.

۳.۷.۱ Item Analysis

According to Davies (۱۹۶۸:۱۹۲), item analysis is “a means of estimating how much information each single item in a test contributes to the information provided by the test as a whole”. It is another technique which can be used with performance – reference test through the unidimensional trait assumptions underlying their use (Baker, ۱۹۸۹:۸۹).

Item analysis is the systematic evaluation of the effectiveness of the individual items of a test. The aim of such analysis is to examine the test items in terms of ease or difficulty and to discriminate between good and weak students (Brown, 1996:50).

The difficulty level (or facility value) of each item is indicated by the percentage of students who get the item right (Gronlund, 1976:211).

Khodadady (1999:125) defines item difficulty as "the proportion of test takers who selected the keyed response of a given multiple choice item.

The following formula is used to find out the level of difficulty for each item in the test:

$$FV = N_{\text{correct}} / N_{\text{total}}$$

This formula can be illustrated as follows:

FV : stands for "facility value"

N_{correct} : stands for "number of students answering correctly"

N_{total} : stands for " the total number of the students taking the test"

(Brown, 1996:65)

After applying this formula to the results of the test, it has appeared that the item difficulty ranges between 0.12 to 0.80 (see Table 4). In this respect,

Bloom et al. (1981:90) point out that a good spread of results can be obtained if the items vary in difficulty from 0.20 to 0.80. Therefore, the item difficulty of the present test is satisfactory except for items (17) in Q1, (16) in Q2, and (10) in Q3 which have a low discrimination power yet they have been involved in the final version of the test because they are necessary to measure certain aspects of students' performance at recognition and production levels.

On the other hand, the following formula has been used to find out the item discrimination power:

$$DP = \frac{RU - RL}{N}$$

This formula can be illustrated as follows:

DP: stands for "Discrimination Power"

RU: stands for "the number of the students in the upper group who got the item correct"

RL: stands for "the number of the students in the lower group who got the item correct"

N: stands for "the total number of the testees included in item analysis"

(Brown, 1996:60)

After calculation, it has been found the discrimination power is between 0.20 and 0.80 (see Table 7). In this respect, Ahman and Glock (1970:139) assert that a good result can be obtained if the items vary in their discrimination power (0.20 and above). Accordingly, Ebel (1972:309) admits that "good classroom test items have indices of discrimination of (0.30 or more)". See also Ferguson (1966:167) & Larson (1982:221).

The following table shows the facility value and discrimination index of the test items:

Table (V)

The Facility Value and the Discrimination Power of the Test Items

No.of Question	No.of Item	FV	DP	No.of Question	No.of Item	FV	DP
Q1	1	٠.٤٦	٠.٨٠	Q2	1	٠.٧٦	٠.٣٢
	2	٠.٣٣	٠.٤٢		2	٠.٧٨	٠.٣٥
	3	٠.٣٤	٠.٤٦		3	٠.٧٢	٠.٣٣
	4	٠.٦٠	٠.٤٥		4	٠.٢١	٠.٨٠
	5	٠.٧٢	٠.٤٢		5	٠.٦٥	٠.٥٨
	6	٠.٧٢	٠.٤٢		6	٠.٣٤	٠.٧٨
	7	٠.٣٠	٠.٧٩		7	٠.٢٨	٠.٧٠
	8	٠.٣١	٠.٣١		8	٠.٢٦	٠.٧٣
	9	٠.٨٠	٠.٤٢		9	٠.٤٦	٠.٧٧
	10	٠.٣٣	٠.٢٨		10	٠.٣٢	٠.٦٤
	11	٠.٤١	٠.٤٨		11	٠.٥٢	٠.٥٣
	12	٠.٤٨	٠.٤٠		12	٠.٥٨	٠.٧٩
	13	٠.٥٢	٠.٣١		13	٠.٢٢	٠.٨٠
	14	٠.٥٤	٠.٢٠		14	٠.٣٢	٠.٥٢
	15	٠.٥٨	٠.٤٤		15	٠.٤٨	٠.٤٧
	16	٠.٧٦	٠.٢٤		16	*٠.١٤	٠.٧٠
	17	*٠.١٥	٠.٤٣		17	٠.٢٨	٠.٨٠

۱۸	۰.۴۲	۰.۷۲	۱۸	۰.۳۲	۰.۶۸
۱۹	۰.۲۸	۰.۳۰	۱۹	۰.۲۲	۰.۵۶
۲۰	۰.۲۲	۰.۴۲	۲۰	۰.۳۶	۰.۷۲
۲۱	۰.۳۲	۰.۳۲	۲۱	۰.۲۸	۰.۸۰
۲۲	۰.۲۰	۰.۳۶	۲۲	۰.۳۲	۰.۷۶
۲۳	۰.۳۲	۰.۵۶	۲۳	۰.۷۶	۰.۵۸
۲۴	۰.۳۱	۰.۷۷	۲۴	۰.۴۵	۰.۴۴
۲۵	۰.۴۸	۰.۸۰	۲۵	۰.۳۳	۰.۴۴

No.of Question	No.of Item	FV	DP	No.of Question	No.of Item	FV	DP
Q۳	۱	۰.۲۲	۰.۷۸	Q۴	۱	۰.۴۴	۰.۷۴
	۲	۰.۳۲	۰.۷۶		۲	۰.۲۴	۰.۲۱
	۳	۰.۵۶	۰.۲۸		۳	۰.۲۴	۰.۳۲
	۴	۰.۴۴	۰.۶۶		۴	۰.۳۴	۰.۲۰
	۵	۰.۶۸	۰.۴۲		۵	۰.۲۱	۰.۸۰
	۶	۰.۲۰	۰.۳۲		۶	۰.۲۸	۰.۲۲
	۷	۰.۳۲	۰.۲۴		۷	۰.۲۴	۰.۷۶
	۸	۰.۳۹	۰.۴۲		۸	۰.۳۲	۰.۵۲
	۹	۰.۳۵	۰.۲۲		۹	۰.۲۸	۰.۷۸
	۱۰	۰.۴۴	۰.۲۲		۱۰	۰.۲۴	۰.۳۶
	۱۱	۰.۲۳	۰.۳۶		۱۱	۰.۲۴	۰.۲۸
	۱۲	۰.۳۹	۰.۵۸		۱۲	۰.۴۴	۰.۷۴

13	0.24	0.68	13	0.66	0.44
14	0.24	0.24	14	0.44	0.64
15	0.20	0.20	15	*0.12	0.20
16	0.24	0.36	16	0.36	0.52
17	0.28	0.21	17	0.24	0.21
18	0.06	0.29	18	0.02	0.29
19	0.22	0.24	19	0.36	0.42
20	0.27	0.20	20	0.72	0.40
21	0.24	0.33	21	0.33	0.77
22	0.28	0.74	22	0.34	0.72
23	0.24	0.20	23	0.02	0.34
24	0.21	0.34	24	0.33	0.31
25	0.36	0.58	25	0.31	0.44

3.8 Final Administration

The main test was administered on the 1st, 2nd, 3rd of February during the academic year 2005 – 2006. The time allowed for answering the test was one hour. The instructions for each question were given to the subjects. They were instructed to answer on the same sheets to save time and effort. They were asked not to write their names on the test sheets so as to avoid embarrassment. The process of marking the test has been done by the researcher using the scoring scheme presented in the following section.

3.9 Scoring Scheme

The scoring scheme is an important device to test the objectivity and reliability of the test. The test has been scored out of 100. It contains four questions including 100 items. Each question includes 20 items, 13 items for using suffixes and 12 items for using prefixes, or 13 items for using prefixes and 12 for suffixes. This classification will change from one question into another until the result becomes 20 items for testing prefixes and 20 items for testing suffixes. The scores have been distributed in such a way to give one score for each correct answer and zero score for the incorrect answer and spelling mistakes. The items that are left by the subjects with no answer are considered to be incorrect responses and have also been given a zero score since they predict that the subjects have failed to give any answer.

The scoring scheme adopted for the present test can be illustrated in the following table:

Table (^)

Distribution of the Scores of the Test

No. of Questions	No. of Items	Scores	Percentage %
١	٢٥ ١٣ (suffs) ١٢ (prefs)	٢٥	٢٥
٢	٢٥ ١٢ (prefs) ١٣ (suffs)	٢٥	٢٥
٣	٢٥ ١٣ (suffs) ١٢ (prefs)	٢٥	٢٥
٤	٢٥ ١٢ (prefs) ١٣ (suffs)	٢٥	٢٥
Total	١٠٠	١٠٠	١٠٠

Chapter Four

Data and Errors Analysis

٤.١ Introductory Note:

This chapter attempts to describe the set of procedures followed in analyzing and discussing the data in the present study to arrive at conclusions. Thus, it starts with the analysis of the selected data to find out the types of errors that the subjects made in using adjectival affixes and their reasons. These errors are identified and tabulated mathematically.

From the interpretation of the data, attempts are made to find out the areas in which Iraqi EFL university learners encounter difficulties in using adjectival affixes.

Finally, this chapter attempts to provide a presentation and discussion of the results with reference to the aims and hypotheses of the study.

٤.٢ 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 subjects at the recognition and the production levels. The analysis of data is of great importance since it will be the basis upon which the researcher's hypotheses mentioned in section (١.٣) will either be verified or refuted.

٤.٢.١ Frequency and Percentage of the Subjects' Performance of Adjectival Affixes in the 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 (٩)
Frequency and Percentage of the Subjects' Performance
at the Recognition Level in Question (١)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
١	١١٥	٧٧	٣٥	٢٣	١٤	٢٣	١٥	١٢٧	٨٥
٢	١١٣	٧٥	٣٧	٢٥	١٥	٥٩	٣٩	٩١	٦١
٣	١٠٧	٧١	٤٣	٢٩	١٦	٧٨	٥٢	٧٢	٤٨
٤	٨٠	٥٣	٧٠	٤٧	١٧	١٣	٠٩	١٣٧	٩١
٥	٦٤	٤٣	٨٦	٥٧	١٨	٧٧	٥١	٧٣	٤٩

٦	٨٩	٥٩	٦١	٤١	١٩	٣٨	٢٥	١١٢	٧٥
٧	٥١	٣٤	٩٩	٦٦	٢٠	٦٤	٤٣	٨٦	٥٧
٨	١١٢	٧٥	٣٨	٢٥	٢١	٣٦	٢٤	١١٤	٧٦
٩	٢٩	١٩	١٢١	٨١	٢٢	٣٣	٢٢	١١٧	٧٨
١٠	٦٤	٤٣	٨٦	٥٧	٢٣	٧٧	٥١	٧٣	٤٩
١١	١٠٦	٧١	٤٤	٢٩	٢٤	٨١	٥٤	٦٩	٤٦
١٢	١١٥	٧٧	٣٥	٢٣	٢٥	١٠٣	٦٩	٤٧	٣١
١٣	٣٩	٢٦	١١١	٧٤	Total	١٧٦٦	٤٧.٠٩	١٩٨٤	٥٢.٩٠

Thus, Table (٩) shows the following results:

(١) The total number and the percentage of the correct responses are (١٧٦٦, ٤٧.٠٩%), respectively.

(٢) The total number and the percentage of the incorrect responses (including avoided items) are (١٩٨٤, ٥٢.٩١%), respectively.

Table (١٠), on the other hand, illustrates the difference between subjects' performance of the two types of adjectival affixes (suffixes and prefixes):

Table (١٠)

Subjects' Performance of Two Types of Adjectival Affixes:

Suffixes and Prefixes in Question (١)

Type of Affix	Total No.of Rs	No. of CRs	%	Total No. of IRs	%
Suff	1900	1084	28.91	866	23.09
Pref	1800	682	18.19	1118	29.81
Total	3700	1766	47.09	1984	52.9

The results in Table (10) indicate that the total number and percentage of correct responses of adjectival prefixes items (682, 18.19%) are lower than those of adjectival suffixes items which constitute (1084, 28.91%). These results show that the subjects face more difficulty in recognizing adjectival prefixes than that of adjectival suffixes, in turn, it reflects their lack of knowledge about such affixes.

4.2.2 Frequency and Percentage of the Subjects' Performance of Adjectival Affixes in the Second Question

The second question is designed to measure the subjects' ability to recognize adjectival affixes from the adverbial, nominal, or verbal affixes. It also tests the subjects at the recognition level (see Table 11).

Table (١١)

Frequency and Percentage of the Subjects' Performance at
the Recognition Level in Question (٢)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
١	٨٣	٥٥	٦٧	٤٥	١٤	٢٨	١٩	١٢٢	٨١
٢	٥٠	٣٣	١٠٠	٦٧	١٥	٦٢	٤١	٨٨	٥٩
٣	٥٥	٣٧	٩٥	٦٣	١٦	٨٤	٥٦	٦٦	٤٤
٤	٨٧	٥٨	٦٣	٤٢	١٧	٩٤	٦٣	٥٦	٣٧
٥	٦٠	٤٠	٩٠	٦٠	١٨	٧٤	٤٩	٧٦	٥١
٦	١٠٣	٦٩	٤٧	٣١	١٩	٥٦	٣٧	٩٤	٦٣
٧	٧٨	٥٢	٧٢	٤٨	٢٠	٩٤	٦٣	٥٦	٣٧
٨	٨١	٥٤	٦٩	٤٦	٢١	٩٦	٦٤	٥٤	٣٦
٩	٨٠	٥٣	٧٠	٤٧	٢٢	٧٣	٤٩	٧٧	٥١
١٠	٥٧	٣٨	٩٣	٦٢	٢٣	٦٥	٤٣	٨٥	٥٧
١١	٥٩	٣٩	٩١	٦١	٢٤	٨١	٥٤	٦٩	٤٦
١٢	٩٠	٦٠	٦٠	٤٠	٢٥	٦٦	٤٤	٨٤	٥٦
١٣	٥١	٣٤	٩٩	٦٦	Total	١٨٠٧	٤٨.١٩	١٩٤٣	٥١.٨١

Table (١١) sums up the results as follows:

(١) The total number and the percentage of correct responses are (١٨٠٧, ٤٨.١٩%), respectively.

(٢) The total number and the percentage of incorrect responses (including avoided items) are (١٩٤٣, ٥١.٨١%), respectively.

Table (١٢) displays the subjects' performance of the two types of adjectival affixes (suffixes and prefixes):

Table (١٢)

Subjects' Performance of Two Types of Adjectival Affixes:

Suffixes and Prefixes in Question (٢)

Type of Affix	Total No. of Responses	Total No. of CRs	%	Total No. of IRs	%
Pref	١٩٥٠	٩٢٤	٤٧	١٠٢٦	٥٣
Suff	١٨٠٠	٨٨٣	٤٩	٩١٧	٥١
Total	٣٧٥٠	١٨٠٧	٤٨	١٩٤٣	٥١.٨١

This table presents the following results:

(١) The total number and percentage of correct prefixes are (٩٢٤, ٤٧%), respectively.

(٢) The total number and percentage of correct suffixes are (٨٨٣, ٤٩%), respectively.

The results clearly show that the subjects face difficulties in recognizing adjectival prefixes. Accordingly, the first hypothesis which states that Iraqi EFL university learners do not often have a full mastery of adjectival affixes and their different types is verified.

Table (١٣)

Subjects' Performance at the Recognition Level in

Questions (١) and (٢)

No. of Question	No. of CRs	%	No. of IRs	%
١	١٧٦٦	٤٧.٠٩	١٩٨٤	٥٢.٩١
٢	١٨٠٧	٤٨.١٨	١٩٤٣	٥١.٨١
Total	٣٥٧٣	٤٧.٦٤	٣٩٢٧	٥٢.٣٦

From the results obtained from Questions (١) and (٢), the researcher concludes that the subjects have encountered difficulty in recognizing adjectival affixes. This difficulty is obvious from the high number of their incorrect responses (٣٩٢٧, ٥٢.٣٦%), (see Table ١٣ above). These results verify the first part of the second hypothesis of the present study that states that Iraqi EFL university learners encounter difficulties in using adjectival affixes due to various factors such as the nature of the English derivational system at the

levels of phonology, morphology, and syntax, or the process of interference (or transfer) from the L¹ and overgeneralization.

Accordingly, in an attempt to prove the validity of this hypothesis, the researcher diagnoses the types of errors that the subjects made in response to these questions and presents them in the following table:

Table (١٤)

Errors Made in Responses to Questions (١) and (٢)

Types of Errors	Frequency of Errors in Question (١)	%	Types of Errors	Frequency of Errors in Question (٢)	%
١.Using the Wrong Adjectival Affixes	١٩٤٧	٥١.٩٢	١.Using the Wrong Adjectival Affixes	١٨٩١	٥٠.٤٢
٢.Giving no Responses	٣٧	٠.٩٩	٢.Giving no Responses	٥٢	١.٣٩
Total	١٩٨٤	٥٢.٩١	Total	١٩٤٣	٥١.٨١

٤.٢.٣ Frequency and Percentage of the Subjects' Performance of Adjectival Affixes in the Third Question

The third question is constructed to measure the subjects' performance at the production level (see Table ١٥):

Table (١٥)

Frequency and percentage of the Subjects' Performance at the Production Level in Question (٣)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
١	١٠٠	٦٧	٥٠	٣٣	١٤	٤٣	٢٩	١٠٧	٧١
٢	٧٧	٥١	٧٣	٤٩	١٥	٧	٠.٤	١٤٣	٩٥
٣	٣٨	٢٥	١١٢	٧٥	١٦	٨٣	٥٥	٦٧	٤٥
٤	٧٢	٤٨	٧٨	٥٢	١٧	١٩	١٣	١٣١	٨٧
٥	٤٤	٢٩	١٠٦	٧١	١٨	٧٩	٥٣	٧١	٤٧
٦	٢٦	١٧	١٢٤	٨٣	١٩	١٩	١٣	١٣١	٨٧
٧	١٣	٠.٩	١٣٧	٩١	٢٠	٧	٠.٤	١٤٣	٩٥
٨	٥٩	٣٩	٩١	٦١	٢١	٦	٠.٤	١٤٤	٩٦
٩	٤٢	٢٨	١٠٨	٧٢	٢٢	٦٥	٤٣	٨٥	٥٧
١٠	٤٧	٣١	١٠٣	٦٩	٢٣	٦	٠.٤	١٤٤	٩٦
١١	٣٥	٢٣	١١٥	٧٧	٢٤	١٩	١٣	١٣١	٨٧
١٢	٩٤	٦٣	٥٦	٣٧	٢٥	٣٧	٢٥	١١٣	٧٥

١٣	٨٤	٥٦	٦٦	٤٤	Total	١١٢١	٢٩.٨٩	٢٦٢٩	٧٠.١١
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It is concluded from Table (١٥) the following:

(١) The total number and the percentage of the correct responses are (١١٢١, ٢٩.٨٩ %), respectively.

(٢) The total number and the percentage of the incorrect responses (including avoided items) are (٢٦٢٩, ٧٠.١١%), respectively.

It can be concluded from the results presented in the table above that most of the subjects are incompetent in producing adjectival affixes through the process of derivation since the total number of their incorrect responses, (٢٦٢٩, ٧٠.١١ %), is higher than that of their correct ones which constitute (١١٢١, ٢٩.٨٩%).

Table (١٦), on the other hand, illustrates the difference between the subjects' performance in two types of adjectival affixes:

Table (١٦)

Subjects' Performance of Two Types of Adjectival Affixes: Suffixes and Prefixes in Question (٣)

Type of Affix	Total No. of Responses	Total No. of CRs	%	Total No. of IRs	%
Suff	١٩٥٠	٧٣١	٣٧.٤٩	١٢١٩	٦٢.٥١

Pref	1800	390	0.22	1410	0.78
Total	3700	1121	29.89	2629	70.11

The subjects' non - mastery to produce adjectival prefixes in Question (3) is obvious from the number of their incorrect responses which constitute (1410, 78%) as compared with that of incorrect adjectival suffixes which constitute (1121, 29.89%).

4.2.4 Frequency and Percentage of the Subjects' Performance of Adjectival Affixes in the Fourth Question

This question is designed to measure the subjects' ability to derive Adjs from the words given (Table 17):

Table (17)

Frequency and Percentage of the Subjects' Performance at the Production Level in Question (4)

No. of Item	No. of CRs	%	No. of IRs	%	No. of Item	No. of CRs	%	No. of IRs	%
1	90	60	60	40	14	50	37	90	63
2	8	0.5	142	90	10	6	0.4	144	96
3	29	19	121	81	16	74	49	76	51

٤	١٠	٠٧	١٤٠	٩٣	١٧	٦	٠٤	١٤٤	٩٦
٥	١٢٠	٨٠	٣٠	٢٠	١٨	١٢	٠٨	١٣٨	٩٢
٦	٢٧	١٨	١٢٣	٨٢	١٩	٧٠	٤٧	٨٠	٥٣
٧	١٠٥	٧٠	٤٥	٣٠	٢٠	١٢	٠٨	١٣٨	٩٢
٨	٦٠	٤٠	٩٠	٦٠	٢١	٨	٠٥	١٤٢	٩٥
٩	١١٦	٧٧	٣٤	٢٣	٢٢	٨٨	٥٩	٦٢	٤١
١٠	٥٢	٣٥	٩٨	٦٥	٢٣	٤٩	٣٣	١٠١	٦٧
١١	٢١	١٤	١٢٩	٨٦	٢٤	٥	٠٣	١٤٥	٩٧
١٢	٦١	٤١	٨٩	٥٩	٢٥	٨	٠٥	١٤٢	٩٥
١٣	١٠٣	٦٩	٤٧	٣١	Total	١١٩٥	٣١٠٨٧	٢٥٥٥	٦٨٠١٣

From Table (١٧) it has been concluded the following:

(١)The total number and the percentage of the correct responses of adjectival affixes are (١١٩٥, ٣١.٨٧%), respectively.

(٢)The total number and the percentage of the incorrect responses of adjectival affixes are (٢٥٥٥, ٦٨.١٣%), respectively.

It is obvious that the subjects' productive knowledge is low since most of their responses are incorrect (٢٥٥٥, ٦٨.١٣%) as compared with their correct ones (١١٩٥, ٣١.٨٧%). This validates the second part of the second hypothesis which states that Iraqi EFL university learners encounter difficulties in using adjectival affixes. On the other hand, the following table shows the subjects' performance of two types of adjectival affixes:

Table (١٨)

**Suffixes Subjects' Performance of Two Types of Adjectival Affixes:
and Prefixes in Question (٤)**

Type of Affix	Total No. of Responses	Total No. of CRs	%	Total No. of IRs	%
Pref	١٩٥٠	٤٩٦	٢٥.٤٤	١٤٥٤	٧٤.٥٦
Suff	١٨٠٠	٦٩٩	٣٨.٨٣	١١٠١	٦١.١٧
Total	٣٧٥٠	١١٩٥	٣١.٨٧	٢٥٥٥	٦٨.١٣

From the results in Table (١٨), the researcher concludes that the subjects encounter difficulties in producing adjectival prefixes. This is due to the fact that the total number and the percentage of the correct responses of adjectival prefixes (٤٩٦, ٢٥.٤٤%) are lower than the total number and the percentage of the correct responses of adjectival suffixes which are equal to (٦٩٩, ٣٨.٨٣%) (Table ١٩):

Table (١٩)

**Subjects' Total Performance at the Production Level in
Questions (٣) and (٤)**

No. of Question	No. of CRs	%	No. of IRs	%
۳	۱۱۲۱	۲۹.۸۹	۲۶۲۹	۷۰.۱۱
۴	۱۱۹۰	۳۱.۸۷	۲۵۰۰	۶۸.۱۳
Total	۲۳۱۶	۳۰.۸۸	۵۱۸۴	۶۹.۱۲

As far as the derivation of adjectival affixes is concerned, it is obvious that the subjects' productive knowledge is low since most of their responses are incorrect (۵۱۸۴, ۶۹.۱۲%) as compared with their correct ones which constitute (۲۳۱۶, ۳۰.۸۸%).

In order to give a clear picture of the difficulty the subjects face in responding to Questions (۳ and ۴), the researcher displays the types of errors they made in responding to these questions in Table (۳۰).

Table (٢٠)

Errors Made in Response to Questions (٣) and (٤)

Types of Errors	Frequency of Errors in Question (٣)	%	Types of Errors	Frequency of Errors in Question (٤)	%
١. Incorrect Spelling	٢٠٤٣	٥٤.٤٨	١. Incorrect Spelling	١٨٢٧	٤٨.٧٢
٢. Using the Wrong Adjectival affixes	٥٠٨	١٣.٥٥	٢. Using the Wrong Adjectival Affixes	٦٣٧	١٦.٩٩
٣. Giving no Responses	٤٦	١.٢٣	٣. Giving no Responses	٥٣	١.٤١
٤. Repeating the same word without any Change	٣٢	٠.٨٥	٤. Repeating the same word without any Change	٣٨	١.٠١
Total	٢٦٢٩	٧٠.١١	Total	٢٥٥٥	٦٨.١٣

٤.٢.٥ Frequency and Percentage of the Subjects' Performance of Adjectival Affixes in the Whole Test

To sum up the whole results of the present test, Table (٢١) is designed to present the results obtained at both levels: recognition and production.

Table (٢١)

Subjects' Performance at the Recognition and the Production

Levels throughout the Whole Test

Level	No. of CRs	%	No. of IRs	%	Means of Responses out of ١٠٠
Recognition	٣٥٧٣	٤٧.٦٤	٣٩٢٧	٥٢.٣٦	٢٣.٨٢
Production	٢٣١٦	٣٠.٨٨	٥١٨٤	٦٩.١٢	١٥.٤٤
Total	٥٨٨٩	٣٩.٢٦	٩١١١	٦٠.٧٤	٣٩.٢٦

The highest rate of the subjects' incorrect responses (including avoided items) is (911), 60.74%), as shown in Table (21) above. This means that Iraqi EFL university learners face difficulty in mastering adjectival affixes at both levels: recognition and production. But they face more difficulty at the production level since the total number of their correct responses (2316, 30.88%) is lower than their correct responses at the recognition level (3073, 47.64%).

Moreover, these results can also be confirmed by using certain measures such as the mean and the coefficient variation, as the mean of the production level (10.44) is lower than that of the recognition level (23.82) and the coefficient variation of the production level (61.33) is higher than that of the recognition level (42.10). This would verify the fourth hypothesis of this study which states that the learners' performance at the recognition level is expected to be better than their performance at the production one.

The following tables display the subjects' performance of two types of adjectival affixes (suffixes and prefixes) at the recognition and the production levels throughout the whole test.

Table (22)

Subjects' Performance in Using Adjectival Suffixes at Two Levels: Recognition and Production

Level	Total	No. of		No. of	

		CRs	%	IRs	%
Recognition	٣٧٥٠	١٩٦٧	٥٢.٤٥	١٧٨٣	٤٧.٥٥
Production	٣٧٥٠	١٤٣٠	٣٨.١٣	٢٣٢٠	٦١.٨٧
Total	٧٥٠٠	٣٣٩٧	٤٥.٢٩	٤١٠٣	٥٤.٧١

Table (٢٣)

Subjects' Performance in Using Adjectival Prefixes at Two Levels:

Recognition and Production

Level	Total	No. of CRs	%	No. of IRs	%
Recognition	٣٧٥٠	١٦٠٦	٤٢.٨٣	٢١٤٤	٥٧.١٧
Production	٣٧٥٠	٨٨٦	٢٣.٦٣	٢٨٦٤	٧٦.٣٧
Total	٧٥٠٠	٢٤٩٢	٣٣.٢٣	٥٠٠٨	٦٦.٧٧

From Tables (٢٢) and (٢٣) the following points can be concluded:

(١) The total number of the correct use of adjectival suffixes is (٣٣٩٧, ٤٥.٢٩%).

(٢) The total number of the incorrect use of adjectival suffixes is (٤١٠٣, ٥٤.٧١%).

(٣) The total number of the correct use of adjectival prefixes is (٢٤٩٢, ٣٣.٢٣%).

(٤) The total number of the incorrect use of adjectival prefixes is (٥٠٠٨, ٦٦.٧٧%).

Thus, Tables (٢٢) and (٢٣) clearly show that the high rate of responses is the wrong use of adjectival prefixes which is (٥٠٠٨, ٦٦.٧٧%) in comparison with that of incorrect responses of adjectival suffixes which constitute (٤١٠٣, ٥٤.٧١%) and this clearly reflects the subjects' inability to use most of adjectival prefixes and this also reflects their incompetence in using these affixes. Accordingly, this verifies the third hypothesis of the present study which states that the learners perform better in the use of the suffixes than that in the use of the prefixes.

To support the results of the test, the researcher diagnoses the types of errors the subjects made in responding to the questions of the test and classifies them from the highest types to the least ones:

١-Using the Wrong Adjectival Affixes (suffixes and prefixes)

Errors of using the wrong adjectival suffixes and prefixes constitute the largest one among the other types. The total number of these errors is (٤٩٨٣) with a percentage of (٥٤.٦٩%), see Tables (١٤ and ٢٠). These errors are found in items (١٠, ١٣, ١٥ and ١٨) in Q.١, and also in items (٣ and ١١) in Q.٣:

Item (١٠) ***reactionful** reactionary

Item (١٣) ***sixty** sixth

Item (١٥) ***polymarine** submarine

Item (١٨) ***imaccurate** inaccurate

Item (٣) She was now the ***assistance** {assistant} cook in the house.

Item (١١) The sky was ***becloud** {cloudy} and light rain was falling.

٢- Incorrect Spelling

The spelling errors have been classified according to the nature of the error itself. Therefore, the classification runs as follows:

a- Omission of letters as in items (١, ٥ and ٨ and ١٦) in Q. ٤:

Item (١) ***Chines** Chinese

Item (٥) ***Tursh** Turkish

Item (٨) ***crimial** criminal

Item (١٦) ***irellavant** irrelevant

b-Wrong doubling of the final consonant letter as in items (٥ and ٨) in Q.٣ and items (٤ and ١١) in Q.٤:

Item (٥) There was an ***amussing** {amusing} story in the paper this morning.

Item (٨) He greeted them with a ***cheerrful** {cheerful} grin.

Item (ξ) ***quarellsome** quarrelsome

Item (ιι) ***rianny** rainy

c-Keeping the final silent (e) when adding suffixes beginning with consonant letters as in items (ο and ιο) in Q.ϳ and (ι, λ and ϑ) in Q.ξ:

Item (ο) There was an ***amuseing** {amusing} story in the paper this morning.

Item (ιο) Her progress was slow in spite of her ***admireable**

{admirable} determination.

Item (ι) ***cubeical** cubic (al)

Item (λ) ***crimenal** criminal

Item (ϑ) ***senseible** sensible

d-Not changing the final (y) into (i) as in items (ι and ιξ) in Q.ϳ:

Item (ι) The money is to be used for a ***specifyc** {specific} purpose.

Item (ιξ) The ***happiest** {happiest} time of my life was my childhood.

e-Splitting the word into two parts as in items (ιυ and ιι) in Q.ϳ and item (ιλ) in Q.ξ:

Item (ιυ) Machines are working with ***auto matic** {automatic} system.

Item (٢١) It is ***anti social** {antisocial} to play a transistor in public places.

Item (١٨) ***tri angle** triangle

f- Using incorrect affixes with incorrect spelling as in items(٢ and ١٤)in Q.٢ and items (١٠ and ١٦)in Q.٤:

Item (٢) The mother is ***anxiess** {[anxious} about her son's health.

Item (١٤) The footpath was ***unvisiable** {[invisible}.

Item (١٠) ***senseable** sensible

Item (١٦) ***ilrellavnt** irrelevant

g- Using correct affixes with incorrect spelling as in items (٢٢) in Q.٢ and (١, ١٤ and ٢٢) in Q.٤:

Item (٢٢) It is ***ilegal** {[illegal} to sell cigarettes to children under ١٦ years.

Item (١) ***chinaese** Chinese

Item (١٤) ***impatiant** impatient

Item (٢٢) ***unfamiliar** unfamiliar

In fact, errors of incorrect spelling constitute (٢٨٧٠) with a percentage of (٤٢.٤٨٪) as shown in Table (٢٠).

٢-Giving no Responses

Avoiding errors constitute (1^1) with a percentage of (2.1%) from the total number of incorrect responses which is (9111). These errors can be seen in items (o, y and 1^1) in Q.1 and (1^1, 1^1 and 22) in Q.2:

Item (o) * **Godlike**

Item (y) * **twofold**

Item (1^1) * **bimonthly**

Item (1^1) I understand that it was * {**permissible**} to ask a question.

Item (1^1) The conditions of the jails are * {**subhuman**}.

Item (22) When will the next * {**transatlantic**} flight be from London to New York?

4-Repeating the Same Word without any Change

These errors are (y^1) with a percentage of (1.1%) from the total number of incorrect adjectival affixes. They are the least common errors as in items (2, 1 and 23) in Q.3 and (2^1, 2^1 and 2^1) in Q.4:

Item (2) The money is to be used for a ***specify** {specific} purposes.

Item (1) There is the danger of an ***accident** {accidental} explosion that

could be caused by a gas leakage.

Item (٢٣) The child has a ***normal** {subnormal} intelligence.

Item (٢٠) ***lingual** bilingual

Item (٢٤) ***comformist** non-conformist

Item (٢٥) ***facist** anti-fascist

The following table shows the percentage of the types of the errors of the whole test:

Table (٢٤)

Types of the Errors of the whole Test

Types of Errors	Frequency of Errors	%
١- Using the Wrong Adjectival Affixes (suffixes and prefixes)	٤٩٨٣	٥٤.٦٩
٢- Incorrect Spelling	٣٨٧٠	٤٢.٤٨
٣- Giving no Responses	١٨٨	٢.٠٦
٤- Repeating the Same Word Without any Change	٧٠	٠.٧٧
Total	٩١١١	١٠٠

٤.٢ Errors Analysis

In learning any subject in general and language in particular, learners make errors. Their errors can be recorded, classified and analyzed. The studies focusing on language learners' errors paved the way for creating and establishing a new branch of linguistic investigation called error analysis (Brown, 1987:177ff). Among the scholars investigating the erroneous responses of language learners was Corder (1973:206) who was the first to make a distinction between an error and a mistake (Brown, 1987:180).

According to Corder (1973:206) 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.

Moreover, Nickel (1971:6) views error analysis as "a means of finding a shorter way to diagnose the learner's difficulties in foreign language learning".

4.3.1 Sources of Errors

Errors reflect the learner's inability to use the appropriate grammatical structure (category or linguistic unit) (George, 1970: 60). They can be a strategy when learning a second (or foreign) language and evidence of the 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.

Applied linguists like Politzer and Romirez (1973: 38) attribute the errors made by L₂ learners to three factors: interlingual, intralingual, and mistaking non- standard forms of the target language for standard forms. 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.

4.3.1.1 Interlingual Transfer

Errors are due to the existence of a language system that the learner develops at a certain stage of his learning the foreign language. This language system is a mixture of elements derived from both L_2 and L_1 , but is in no way limited to either (Ellis, 1984:69).

The term 'interlanguage', introduced by Selinker (1972:30), is conceptualized as "a system that has a structurally intermediate status between the native and target language". Falk (1973:361), Nemser (1974:00) and Brown (1996:203), on the other hand, refer to it as the approximate system, and Corder (1974:160-2) presents it as the notion of idiosyncratic dialect.

It is worth mentioning that Dulay and Burt (1982:138ff) indicate that interlingual errors are attributed to the negative transfer of the L_1 of the learner into the L_2 . Interlingual problems depend on, to a great extent, on the linguistic differences between L_1 and L_2 which are traditionally known as "interference problems".

Moreover, interlingual errors or interference take place when the patterns of the L_1 differ from those of the L_2 (Ellis, 1994:48).

In the light of these definitions, the researcher of the present study makes a comparison between Arabic and English Adjs since each language has its own features, for example:

An Adj is considered to be a type of noun in traditional Arabic grammar. It describes the state of the modified noun. Examples:

جميل > beautiful, سيد > Mr.

استاذ > professor, كبير > big

(Abuleil, Alsamara, and Evens, ٢٠٠٥:١)

In English, the derivation of Adjs shows the external changes, whereas in Arabic it shows the internal and external changes. Items (٢ and ٥) in Q.٣ and items (١, ٦, and ٨) in Q.٤ show this process:

Item (٢) specify → specific يُعَيِّنُ ← مُعَيِّنٌ

Item (٥) amuse → amusing يُسَلِّيُ ← مُسَلِّئٌ

Item (١) green → greenish مُخْضِرٌ ←

أَخْضَرُ

Item (٦) cube → cubic(al) مُكْعَبٌ ← تَكْعِيبِي

Item (٨) crime → criminal جَرِيمَةٌ ← مُجْرِمٌ

Moreover, the Arabic language, like any other language, has its own features which are not found in other languages. In this respect, Ali (١٩٨٨:٩) states that a word in Arabic is any free form which consists of a single stem with or without accompanying affixes.

Some of interlingual errors are widespread at the production level. They show the signs of the influence of the L¹. Some of these errors in items (٧, ٩, and ١١) in Q.٤ can reflect this strategy:

Item (٧)* descriabative	descriptive
Item (٩)* permitiable	permissible
Item (١١)* rainaly	rainy

The main cause of these errors is likely to be associated with the negative transfer of Arabic in the form of a translation strategy in producing words in English (Farooq ١٩٩٨:١١).

The subjects make internal and external changes as in their native language to realize the derivation of Adjs, whereas those changes should be external only in the target language. For example the Adj “**descriptive**” is derived from the verb “**describe**” in which the letter (b) is converted into (p) with the addition of the adjectival affix (-tive) and with the omission of the final letter "e", while in Arabic the change happens at the beginning and at the end (i.e. (يَصِف ← وَصْفِي).

Also, the change can happen without conversion of letters. It occurs only with adding adjectival affixes such as in (**rain** → **rainy**), whereas in Arabic the change happens only at the beginning (i.e., مُنْطِر ← تَمْطِر).

Moreover, the change can occur with the omission of some letters and adding others as in (**permit** → **permissible**), while in Arabic the change happens at the beginning and in the middle (i.e. **يُبَيِّحُ** ← **مُبَاحٌ**).

From these examples above, it can be reached the fact that the subjects ignore most of the changes which are happened in the derivation of Adjs such as the omission or conversion of some letters.

On the other hand, the incorrect spelling shows the negative interlingual transfer. Some of the subjects' responses to items (١, ٥, ١٠, ١٤, ١٧, and ١٨) in Q.٣ reflect this strategy:

Item (١) *subjectative	subjective
Item (٥) *ammussing	amusing
Item (١٠) *admareable	admirable
Item (١٤) *inveisable	invisible
Item (١٧) *autiomatic	automatic
Item (١٨) *iragular	irregular

Likewise, some of the subjects' errors in items (٢, ٥, ٨ and ٢٤, and ٢٥) in Q.٤ can be attributed to negative interlingual transfer as a result of incorrect spelling:

Item (٢) *chinaese	Chinese
---------------------------	---------

Item (◦) *Turiksh	Turkish
Item (∧) *crameinl	criminal
Item (Υ ξ) *no-conformistal	non-conformist
Item (Υ ◦) *antfascaistic	antifascist

In these examples interference from Arabic may be an explanatory factor of such errors. The internal and external changes appear in the subjects' responses reveal the influence of L¹ since the subjects use these changes to make sense of the L² or to produce Adjs with their L¹.

The researcher has noticed that about (Υ ◦ Ξ) errors might be ascribed to this factor, i.e. (Υ.Υ∧%) of the total number of the subjects' errors. In this respect, 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.

4.3.1.2 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.

The starting point of the discussion of errors is errors of **overgeneralization**.

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 (٦, ١٢, ١٨ and ٢٣) in Q.١ in which the subjects use incorrect adjectival affixes:

Item (٦) * consulive	consular
Item (١٢) * dependish	dependent
Item (١٨) * unaccurate	inaccurate
Item (٢٣) * homo-professional	semi-professional

Other errors that may be attributed to “overgeneralization” can also be seen in items (١ and ٥) in Q.٤ in which the subjects overgeneralize the rule which derive Adj from the name of the country:

Item (١) * Chinian	Chinese
Item (٥) * Turkian	Turkish

Throughout the examples displayed above the researcher concludes that the subjects tend to make various overgeneralizations which are always unacceptable.

The subjects overgeneralize the rule of deriving negative Adjs with the prefix "in-" to other words which are limited with other prefixes such as (il-, im-, ir-) as in items (١٨, ٢٢ and ٢٥) in Q.٣:

Item (١٨) ***inregular** irregular

Item (٢٢) ***inlegal** illegal

Item (٢٥) ***inlogical** illogical

Furthermore, items (١٤ and ١٦) in Q.٤ also reflect this strategy:

Item (١٤) ***inpatient** impatient

Item (١٦) *inrelevant irrelevant

The majority of intralingual errors, in Littlewood' s (١٩٨٤:٢٣), view are instances of the process of overgeneralization i.e., the learner's tendency to apply a certain rule to some forms which are out of the domain of that rule, or the tendency to resort mistakenly to a process called 'analogy', that is, making certain forms abide by a rule which does not apply to them.

The influence of overgeneralization can also be seen in items (٣, ٤, ٥, ١٥, ٢١), and ٢٥) in Q.١ in which the subjects fail to give the correct adjectival affixes:

Item (٣) ***woodic** wooden

Item (٤) ***stormful** stormy

Item (٥) ***Godly** Godlike

Item (١٥) ***polymarrine** submarine

Item (ʔʔ) ***biangle** triangle

Item (ʔ◦) ***amphinational** international

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 verbal affixes or nominal affixes to derive Adj as a result of an analogical extension as in items (ʔ, ʔ, ʔ· and ʔʔ) in Q.ʔ:

Items (ʔ) ***dangership** dangerous

Items (ʔ) ***interesten** interesting

Items (ʔ·) ***reactionory** reactionary

Items (ʔʔ) ***foolness** foolish

There are other examples in which the subjects ignore the rule restrictions such as the wrong doubling of the final consonant as in item (ξ, ʔ and ʔ) in Q.ʔ and items (ʔ and ʔʔ) in Q.ξ:

Item (ξ) ***personnal** personal

Item (ʔ) ***cheerrful** cheerful

Item (ʔ) ***poisonnous** poisonous

Item (ʔ) ***rainny** rainy

Item (ʔʔ) ***cubbical** cubical

Or they ignore the necessary changes in adding suffixes such as the change of final (y) into (i) when it is preceded by a consonant as in items (ʏ and ʘ) in Q.ʒ:

Item (ʏ) The money is to be used for ***specifyic** {specific} purpose.

Item (ʘ) The ***happiest** {happiest} time of my life was my childhood.

The influence of the ignorance of rule restrictions can also be noticed in item (◊) in Q.ʒ and items (ʒ and ʘ ◊) in Q.ξ, in which the subjects do not omit the final (e) when they add suffixes, beginning with vowels:

Item (◊) There was an ***amuseing** {amusing} story in the paper this morning.

Item (ʒ) ***cubeical** cubical

Item (ʘ ◊) ***senseible** sensible

Other examples which show this strategy, the subjects replace one prefix by another as in items (ʘ ξ, ʘ ^ and ʘ ◊) in Q.ʒ:

Item (ʘ ξ) The footpath was ***invisible** {invisible}.

Item (ʘ ^) He should not obey the ***inregular** {irregular} instructions.

Item (ʘ ◊) He has reached an ***inligital** {illogical} conclusion.

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 (ξ and ٦) and (١٦ and ٢٣) in Q.ξ as shown below:

Item (ξ) *quarrelly	quarrelsome
Item (٦) *cuben	cubic
Item (١٦) *unrelevant	irrelevant
Item (٢٣) *infamiliar	unfamiliar

Also errors that may be attributed to “incomplete application of rules” can be found in items (١٣, ١٤ and ٢٣) in Q.٣ and (١٢, ٢٤ and ٢٥) in Q.ξ. The subjects use adjectival affixes in more than one place since it is easier for them to use this rule than the right complex one:

Item (١٣) *healthly	healthy
Item (١٤) *unvisible	invisible
Item (٢٣) *innormal	subnormal
Item (١٢) *rainly	rainy
Item (٢٤) *inconformist	non-conformist

Item (٢٥) ***infascist** **antifascist**

Other examples of this source of errors is that the subjects use gerundive forms rather than derived ones; this can be related to the simplicity of (- ing) forms compared to the derived Adjs. Items (ʔ, ʌ, ʌʔ, and ʔʔ) in Q.ξ show these errors:

Item (ʔ) * criming	criminal
Item (ʌ) * raining	rainy
Item (ʔʔ) * forming	informal

Accordingly, incomplete application of rules may be the reason behind all these errors because the subjects fail to learn complex types of structures; instead they use simple rules in an attempt to achieve communication, but this way misleads them and consequently, causes such errors.

The last factor of intralingual transfer is **the false concepts hypothesis**. According to Richards (ʌʌʌ:ʌʌʌ), “false concepts hypothesis is a well observed phenomenon in the field of Lʔ learning”. Due to the field of Lʔ learning, Lʔ learners are seen to adopt the wrong hypothesis or build the wrong rule about Lʔ. This kind of errors may result from faulty comprehension of any distinction in the target language (Ellis, ʌʌʌξ:ʌʌʌ). This can be seen in items (ξ,ʌ and ʌʔ) in Q.ʔ:

Item (ξ) The prime minister made a ***personing** {personal} appearance at the meeting.

Item (ʌ) He greeted them with a ***cherrfy** {cheerful} grin.

Item (ʌʔ) That was a very ***friendful** {friendly} thing to do.

The high rate of incorrect responses in theses items may be due to faulty comprehension of a distinction between affixes since there are affixes which can be used to derive Adjs as well as Ns, as in (- y, - al, -ful) or advs as (-ly, -

ward). The subjects avoid using them because of their lack of linguistic knowledge about such affixes. This kind of errors may be ascribed to ignorance of rule restriction.

Similarly, item (ξ) in Q.١ and items (ϣ and ١١) in Q.٤ reflect this kind of errors:

Item (ξ) *stormful	stormy
Item (ϣ) *sandly	sandy
Item (١١) *raining	rainy

The subjects use the negative prefixes (in-) with all words as a result of faulty comprehension that this prefix can be used for negative. This kind of errors can be seen in items (٨, ٢٢, and ٢٤) in Q.٣:

Item (٨) He should not obey the ***inregular** {irregular} instructions.

Item (٢٢) It is ***inlegal** {illegal} to sell cigarettes to children under ١٦ years.

Item (٢٤) She asked us to her house which was very small and ***intidy** {untidy}.

As a result, the total number of errors that are possibly due to the intralingual transfer is (٣١٧٢, ٣٤.٨٢%). The high rate of such errors confirms the general observation that intralingual errors increase as the learners progress in foreign language learning as they use their prior knowledge of this language to ease the burden of learning (Taylor, ١٩٧٥:٣٩٤). See also Littlewood (١٩٨٤: ٢٣).

٤.٣.١.٣ 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, ١٩٩٠: ٤).

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, ١٩٨٧: ١٧٩).

It is worth mentioning that adjectival affixes have received little attention in the grammar books assigned as courses on grammar since the learners recognize familiar affixes more than the others. This implies the subjects' unfamiliarity with some adjectival affixes. In other words, there are various levels of difficulty for various affixes. The most likely explanation of this variation is that the less familiar the affix is, the more difficult it is. (See Al-Rifa'i, ١٩٩٥: ١٣٣).

The most obvious cases which reveal the influence of the context of learning on the subjects' responses are in items (١٠, ١٧ and ٢٣) in Q.١ and items (١٦ and ٢٤) in Q.٢:

Item (١٠) * reactionous	reactionary
Item (١٧) * di-American	pan-American

Item (٢٣) ***for-professional** semi-professional

Item (١٦) That sweater was ***wool-all** {all-Wool}.

Item (٢٤) They worked like a ***oiled-well** {well-oiled} machine.

The errors above may be attributed to the classroom presentation where several adjectival affixes are presented at the same time with insufficient explanation due to the limited time allotted for teaching affixes. This may make the learners unable to recognize adjectival affixes.

The influence of the context of learning can also be seen in items (٢٢ and ٢٥) in Q.٢ and (١٧ and ٢١) in Q.٣:

Item (٢٢) When will the ***atlantic-extra** {transatlantic} flight be from London to New York?

Item (٢٥) He had a mystical or ***relegious-quasi** {quasi-religious} experience.

Item (١٧) Machines are working with ***mactical** {automatic} system.

Item (٢١) It is ***socialism** {anti-social} to play a transistor in public places.

The errors above attributed to this factor have resulted from the limited exposure to some adjectival affixes. The subjects ignore most of such affixes especially adjectival prefixes.

The total number of such errors is (٩٤٦, ١٠.٣٨%).

٤.٣.١.٤ **Communication Strategies**

Communication strategies are used by learners to overcome a communication problem caused by a lack of or inability to access L٢ knowledge (Ellis, ٢٠٠٣: ٣٤٠). 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”.

Communicative transfer is the use of first – language syntax to generate an utterance on the spot under the pressure of communication. It is, in a sense, a falling back on the first language system, a type of mental translation (Corder, 1973:57). This type of errors takes place within the structure of the foreign language itself. It falls into four strategies:

“**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 (9, 10, 15, and 17) in Q.1:

Item (9) *.....	troublesome
Item (10) *	reactionary
Item (15) *.....	submarine
Item (17) *.....	Pan-American

Other errors that may be attributed to this strategy are the ones that can be shown in items (5, 7 and 21) in Q.2 and items (1, 3, 19 and 25) in Q.3:

Item (๑) Most of the roads were still impassible to *.....
{vehicular} movements.

Item (๒) Criticisms of the old system were *..... {three-fold}.

Item (๓) Many students benefit greatly from being involved in
*.....{extra-curricular} activities.

The following errors also reflect this strategy:

Item (๔) Did he really see a ghost or was it only a ***subject** {subjective}
impression.

Item (๕) The mother is ***anxiety** {anxious} about her son's health.

Item (๖) They were strange children. They behave in an ***ordinary** {extra-
ordinary} way.

Item (๗) He has reached an ***logical** {illogical} conclusion.

The errors above show that the subjects face difficulty to continue the words.
Thus, they leave the words as they are without any change.

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, ๑๙๙๗: ๑๙๓).

The influence of this strategy can be seen in items (๑, ๒, ๓ and ๔) in Q.๑
and (๕, ๖ and ๗) in Q.๒. Here the subjects cannot choose the correct adjectival
affixes. They choose affixes randomly:

Item (๑) ***Godly** Godlike

Item (๒) ***foolness** foolish

Item (๓) ***pro-angle** triangle

Item (๔) ***hypo-generous** homo-generous

Item (๕) A youngster has more time to be ***creation** {creative}.

Item (٣) She was now the ***assisstance** {assistant} cook in the house.

Item (٢٥) He has reached an ***inlogical** {illogical} conclusion.

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 (١٢ and ٢٠) in Q.١ and items (١, ٩, and ٢٤) in Q.٣:

Item (١٢) ***dependal** dependent

Item (٢٠) ***up-smoker** non-smoker

Item (١) Did he really see a ghost or was it only a ***subjectous** {subjective} impression.

Item (٩) Don't eat those berries. They're ***poisonal** {poisonous}.

Item (٢٤) She asked us to her house which was very small and ***intidy** {untidy}.

In such items, it seems that the subjects have used other different adjectival affixes instead of the correct ones. The subjects use other adjectival affixes which are not suitable for the words, whereas some adjectival affixes are restricted with certain words.

The fourth kind of communication strategy is "**circumlocution**". It is also called "paraphrase" (i.e., using different words similar in meaning to the original ones (Crystal, ١٩٩١:٢٧٨).

Some errors of this strategy can be clarified by the following examples from Q.٣, items (٣, ١٣ and ٢٣), and Q.٤, items (١٣, ١٨, ١٩ and ٢٣):

Item (٣) The mother is ***being worried** {anxious} about her son's health.

Item (١٣) Many people believe that a dietrich in vitamin is very ***good for health** {healthy}.

Item (٢٣) The child has an ***unordinary** {subordinary) intelligence.

Item (١٣) * bad treatment	maltreated
Item (١٨) * three sides	triangle
Item (١٩) * not correct	incorrect
Item (٢٣) * not familiar	unfamiliar

“**Coinage**” is the fifth kind of communication strategy. According to this strategy the learners make up a new word in order to communicate a desired concept. It reflects the subjects’ unseriousness and lack of intelligence (Brown, ١٩٨٧:١٨٣).

The following examples from items (٥, ٦, ٩ and ١١) in Q.٣ and items (٢, ٦ and ٨) in Q.٤ explain this strategy:

Item (٥) There was an ***amuseli** {amusing} story in the paper this morning .

Item (٦) There is the danger of an ***accidentos** {accidental} explosion that could be caused a gas leak.

Item (٩) Don’t eat that berries . They’re ***poisoners** {poisonous}.

Item (١١) The ***escapest** {escaped} convict was hiding in the loft.

Item (٢) ***greeness** greenish

Item (٦) ***cubial** cubic(al)

Item (٨) ***crimey** criminal

These instances show that the subjects have made up strange words which could not be explained.

The total number of errors that might be related to using such strategies is (٤٧٤٠, ٥٢.٠٢ %) 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 (٢٥)
Errors Sources

Type of Strategy	Frequency of Errors	%
١-Communication Strategy	٤٧٤٠	٥٢.٠٢
٢-Intralingual Strategy	٣١٧٢	٣٤.٨٢
٣-Context of Learning	٩٤٦	١٠.٣٨
٤-Interlingual Strategy	٢٥٣	٢.٧٨
Total	٩١١١	١٠٠

Chapter Five

Conclusions, Pedagogical Recommendations, and Suggestions

٥.١ Introductory Note:

This chapter summarizes a number of conclusions based on the general findings of the present study. The chapter also ends with a set of pedagogical recommendations and some suggestions for future studies related to the subject under discussion.

٥.٢ Practical Conclusions

In the light of the preceding survey and discussion related to the findings, aims and hypotheses of this study, the following conclusions have been drawn:

١- Iraqi EFL university learners at the fourth stage face difficulty in recognizing and producing adjectival affixes. This is indicated by their low performance in the main test as the rate of their correct responses (٣٩.٢٦%) is lower significantly than that of their incorrect ones (٦٠.٧٤%). This validates the first hypothesis of this study which states that Iraqi EFL university learners do not often have a full mastery of adjectival affixes and their different types.

٢- At the production level, the findings of data analysis for Questions (٣ and ٤) show the subjects' incompetence to derive Adjs 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 (٦٩.١٢%), whereas that of their correct ones is (٣٠.٨٨%). 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 relates to the processes of interference (or transfer) and overgeneralization.

٣- It has been found that the learners' performance in recognizing and producing adjectival suffixes is better than that of adjectival prefixes. This is indicated by the rate of correct responses in adjectival prefixes (٣٣.٢٣%) which is lower than that of their correct responses in adjectival suffixes (٤٥.٢٩%). 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 revealed that EFL university learners encounter more difficulties in using adjectival affixes at the production level than at the recognition one. The subjects' performance at the production level has obtained a mean of (10.44) against a mean of (22.82) at the recognition level. This validates 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.

5- Error analysis has yielded the following results. These results are arranged hierarchically according to the frequency of errors attributed to each:

a- Communication strategies account for (52.02%) of all the subjects' errors. These errors constitute the majority of the subjects' errors, due to the subjects' unfamiliarity with adjectival affixes.

b- The second – highest rate of error cause is intralingual transfer which is (34.82%) of all the subjects' errors. The subjects' reliance on their prior knowledge of the target language rules to recognize or produce adjectival affixes regardless of their acceptability is due to the incomplete understanding of such affixes which encourages overgeneralization, incomplete application of rules, false concept hypotheses, and failure to learn conditions for rule application.

c- Context of learning of the adjectival affixes has not been given due attention in the grammar books in general, and in the subjects' textbooks in particular. The rate of errors pertaining to such factor is (10.38%) of all the subjects' errors.

d- Interlingual transfer has been found to be responsible for only (2.78%) of all the influence of the native language rules in the production of adjectival affixes.

5.3 Pedagogical Recommendations

On the bases of the results of the present study, the following pedagogical recommendations can be posited:

1. The process of affixation should be determined in the EFL teaching programme. This subject can be introduced in the early years of the teaching programme. Affixes should be introduced gradually to students as the programme progresses. In essence, this topic should be taught more extensively at university level extending from first year of study onwards.

Moreover, more emphasis should be given to the university programme in teaching the process of affixation. Students should be exposed to different techniques in teaching the activity.

۲. The reason behind the students' unfamiliarity with the adjectival affixes is that the material of this topic is presented to the students only once during their third year and only in one textbook and it is limited to some kinds of adjectival affixes while other types are neglected. In a pedagogical situation, it makes sense for the syllabus designers to break the material into simple components and to proceed step by step, and with maximum recycling, starting its presentation from the students' first year. In this way, the students will have ample opportunity to work out the material so that by the time they are in the fourth year, they will be familiar with it and their errors can be reduced to a minimum.

۳. The basic guidelines for teaching affixes are useful in this respect. Teachers should explain the meaning of newly introduced affixes, relate and compare prefixes and suffixes with each other, provide students with more examples than those given in the textbook, teach students how to recognize the roots first and encourage them to guess the correct use of affixes.

۴. The presentation of the adjectival affixes is preferred in context. This will help the students to recognize and produce them well.

٥. An extensive coverage of the classification of the affixation, its meaning and the relevant morphological processes are helpful in developing students' mastery of affixes.

٦. The results of the present study can be of use to teachers and syllabus designers since they can provide the necessary information for the preparation of remedial teaching programmes that can enhance the students' competence in using adjectival affixes, and thus helping them overcome the difficulties they encounter in this area.

٥.٤ Suggestions for Further Studies

The following topics are suggested for further research in this area:

١- A similar study can be conducted for investigating the efficiency of EFL university learners in learning other processes relating to the affixation process such as suffixation and prefixation.

٢- A study that compares and contrasts various methods of teaching affixes in order to establish the most effective method that can be carried out.

٣- A study can be constructed to show errors made by Iraqi EFL university learners in using other affixes such as verbal and adverbial affixes.

٤- A study can be conducted to investigate the relationship between the students' knowledge and the use of affixes and their reading or writing ability.

٥- Suffixation and prefixation can be studied in comparison with each other to show the order of prefixes or suffixes.

٦- A contrastive study can be dedicated to show the derivation of adjectival affixes in English and Arabic.

٧- A study can be carried out to investigate the difficulties that face students in the early stages of their study.

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Appendix I

A Draft Copy of the Test

University of Babylon

College of Basic Education

Department

of

English

Higher Studies

To / Dr. with respect.

Dear Sir,

The researcher intends to conduct an Empirical study entitled **"Investigating the Difficulties encountered by Iraqi University EFL Learners in Using Adjectival Affixes"**.

The aim of the study is to investigate the performance of Iraqi EFL Fourth year Learners of the Department of English /College of Education/Universities of Baghdad, Babylon and Al-Qadisiya in recognizing and producing adjectival affixes. The test consists of 100 items falling into four questions. The first two questions are devoted to test the learners at the recognition level and the last two questions are designed to test them at the production level in manipulating adjectival affixes.

You are kindly requested to check the written test items and state if they are suitable for this study or not. Any addition or modification will be highly regarded. Your cooperation in this matter which aims at developing teaching English in Iraq will be greatly appreciated.

Thank you in advance for your kind cooperation.

Sabeeha Hamza Dahham

M. A. Candidate

Q. 1. Encircle the correct affixes (suffixes or prefixes) to form adjectives from the following words. (20 marks)

1- danger (a. – ing b. – ous c. – ary d. – ship)

2- Iraq (a. - aster b. - i c. -ar d. -an)

٢- wood (a. -en b. - able c. - al d. - ic)

٤- storm (a. - ous b. - al c. - ful d. - y)

٥- god (a. - like b. - al c. - cal d. - ly)

٦- consul (a. - ive b. - dom c. - ar d. - rty)

٧- two (a. - ish b. - fold c. - ive d. - ly)

٨- interest..... (a. - ing b. - en c. - an d. - ure)

٩- trouble (a. - less b. - some c. - ous d. - ly)

١٠- reaction (a. - ory b. - ous c. - ary d. - ful)

١١- fool (a. - ty b. - ous c. - ish d. - ness)

١٢- depend..... (a. - ent b. - y c. - ish d. - ous)

١٣- six (a. - ty b- th c- an d- able)

١٤-..... monthly. (a.bi- b.ex- c.es- d.im-)

١٥-.....marine. (a.poly- b.tele- c.sub- d.mal-)

١٦-..... classical.(a.multi- b.neo- c.hupo- d.poly-)

١٧-.....American. (a.out- b.di- c.pan- d.dia-)

١٨-.....accurate. (a.in- b.di- c.be- d.im-)

١٩-.....syllabic. (a.infla- b.demi- c.poly- d.pan-)

٢٠-.....smoker. (a.non- b-un c.up- d.re-)

२१-.....angle. (a.bi b.pro- c.tri d.de-)

२२-.....geneous. (a.hupo- b.homo- c.vice- d.un-)

२३-.... professional. (a. semi- b.hypo- b.for- c.fore-)

२४-..... perfect. (a. im- b. in- c. dis- d. de-)

२०-.....national. (a.amphi- b.inter- c.semi- d.hyper-)

Q२: Choose a word which has an adjectival affix (a suffix or a prefix) from the words between brackets to complete the sentence. (२० marks)

१-A yonungster has more time to be (creation /creative)

२-It was one of the most sights I have ever seen.

(frightening /frighten)

३-She was now the.....cook in the house. (assistant/assistance)

४-Many people these days prefer.clothes. (Italy/ Italian)

०-Most of the roads were still impassable to.....movements.

(vehicular / vehicling,)

१-I enjoy teaching that class because the children's minds are so (reception, receptive)

२-Criticisms of the old system were (fold –three / three-fold)

۸-What is a shocking and.....story? (shamefully / shameful)

۹-You don't have to be an person to realize that there is something wrong with this society. (idealistic / idealize)

۱۰-I understood that it wasto ask a question. (permissible/ permission)

۱۱-The sky was.....and light rain was falling. (becloud/cloudy)

۱۲-The hotel was large and(comfortable/comfortably)

۱۳-He is incredibly rich.He is certainly a.....(supermillionaire, submillionaire)

۱۴-They were jailed for organizing, training and equipping a..... organization. (pre-military / para-military)

۱۵-She had become involved, as a student, in..... movements.

(anti –racist / non –racist,)

۱۶-That sweater was..... . (all-wool / wool-all)

۱۷-He was pleased still to be in Austria and close to hiswife. (love / beloved)

۱۸-The conditions of the jails are (subhuman / post-humam)

۱۹-There is a magazine for teenage girls. (bi-weekly, tri-weekly)

٢٠-The hard-working carpenter had never done a thing in his life. (dishonest / non- honest)

٢١-Many students benefit greatly from being involved in..... activities. (curricular-extra /extra-curricular)

٢٢-When will the nextflight be from London to New York?(Atlantic extra / transatlantic)

٢٣-What they have to tell us may be intellectually shocking or emotionally.....(inacceptable/ unacceptable).

٢٤-They worked like a.machine.(oiled-well/well-oiled)

٢٥-He had a mystical orexperience.(religious-quasi/quasi-religious)

Q.٣ Fill in the blanks with the appropriate forms of adjectival affixes (suffixes and prefixes) derived from the words between brackets. (٢٥ marks)

١-Did he really see a ghost or was it only a Impression? (subject)

٢-The money is to be used for a purpose. (specify)

٣-The mother is about her son's health. (anxiety)

ξ-The prime minister made a appearance at the meeting.
(person)

ο-There was anstory in the paper this morning. (amuse)

Ϛ-There is the danger of an explosion that could be caused by a
gas leak. (accident)

Υ-The Time of my life was my childhood. (happy)

⋈-He greeted them with a grin. (cheer)

ϣ-Don't eat those berries. They're..... (poison)

ϣ⋄-Her progress was slow in spite of herdetermination.
(admire)

ϣϣ-The convict was hiding in the loft. (escape)

ϣϣ-That was a verything to do.(friend)

ϣϣ-Many people believe that a dietrich in vitamin is very.....
(health)

ϣξ-The footpath was (visible)

ϣο-He is so that you dare not criticize his work. (sensitive)

ϣϚ-It was for him to drive all the way from Baghdad to Syria.
(possible)

ϣΥ-Machines are working with system. (matic)

١٨-He should not obey theinstructions. (regular)

١٩-They were strange children. They behaved in an.....way.
(ordinary)

٢٠-He found himself opposing Chamberlain in theyear.
(war)

٢١-It isto play a transister in pubic places. (social)

٢٢-It is..... to sell cigarettes to children under ١٦ years.
(legal)

٢٣-The child has a intelligence. (normal)

٢٤-She asked us to her house which was very small and (tidy)

٢٥-He has reached anconclusion. (logical)

Q٤. Fill in the blanks with the missing words by using adjectival affixes (suffixes and prefixes). (٢٥ marks)

١-India, Indian; China,

٢-fame, famous; green,

٣-home, homeward; sand,

٤-sea, seaworthy; quarrel,

٥- Syria, Syrian; Turkey,

- ㄷ-centre, central; cube,
- ㅅ- hand, handsome; describe,.....
- ㅈ-problem, problematic; crime,.....
- ㅊ-glory, glorious; permit,
- ㅇ-accept, acceptable; sense,.....
- ㅊㅊ-brother, brotherly; rain,.....
- ㅊㅅ-rythme, rythmic; gold,.....
- ㅊㅈ-able, unable; treated,.....
- ㅊㅊ-fair, unfair; patient,
- ㅊㅇ-direct, indirct; formed,
- ㅊㅈㅈ-moral, amoral; relavent,
- ㅊㅊㅈ-perfet, imperfect; agreeable,
- ㅊㅈㅈ-lateral, bilateral; angle,
- ㅊㅈㅈㅈ-flexible, inflexible, correct,
- ㅊㅊㅈㅈ-chromatic, dichromatic; lingual,
- ㅊㅊㅈㅈㅈ-tell, foretell; war,
- ㅊㅊㅈㅈㅈ-leading, misleading; formal,.....
- ㅊㅊㅈㅈㅈㅈ-direct, indirect; familiar,.....

Ψξ-loyal, disloyal; conformist,.....

Ψο-factual, countrafactual; fascist,.....

Appendix II

The Test's Possible Answers

Q. 1

1. dangerous

14. bimonthly

2. Iraqi

15. submarine

3. wooden

16. neo-classical

4. stormy

17. Pan-american

5. godlike

18. inaccurate

6. consular

19. polysyllabic

7. twofold

20. non-smoker

8. interesting

21. triangle

9. troublesome

22. homo-geneous

10. reactionary

23. semiproffesional

11. foolish

24. imperfect

12. dependent

25. international

13. sixth

Q. २

- | | |
|----------------|---------------------|
| १.creative | १६.para-military |
| २.frightening | १७.anti-racist |
| ३.assistant | १८.all-wool |
| ४.Italian | १९.beloved |
| ५.receptive | २०.subhuman |
| ६.vehicular | २१.bi-weekly |
| ७.three-fold | २२.dishonest |
| ८.shameful | २३.extra-curricular |
| ९.idealistic | २४.transatlantic |
| १०.permissible | २५.unacceptable |

၁၁.cloudy

၂၄.well-oiled

၁၂.comfortable

၂၀.quasi-religiuos

၁၃.supermillionaire

Q. ၃

၁.subjective

၁၄.invissible

၂.specific

၁၀.hyper-sensitive

၃.anxious

၁၆.impossible

၄.personal

၁၇.automatic

၀.amusing

၁၈.irregular

၆.accidental

၁၉.extra-ordinary

၇.happiest

၂၀.post-year

၈.cheerful

၂၁.anti-social

၉.poisonous

၂၂.illegal

၁၀.admireable

၂၃.subnormal

၁၁.escaped

၂၄.untidy

၁၂.friendly

၂၀.illogical

၁၃.healthy

Q. ၄

၁.Chinese

၁၄.impatient

၂.greenish

၁၀.deformed

٣.sandy	١٦. irrelevant
٤.quarrelsome	١٧.disagreeable
٥.Turkish	١٨.triangle
٦.cubic (al)	١٩.incorrect
٧.descriptive	٢٠.bilingual
٨.criminal	٢١.pre-war
٩.permissible	٢٢.informal
١٠.sensible	٢٣.unfamiliar
١١.rainy	٢٤.non-conformist
١٢.golden	٢٥.anti-fascist
١٣.maltreated	

الخلاصة

تُعنى هذه الدراسة بالإضافات النعتية الإنجليزية كونها إحدى العمليات الأساسية و الشائعة في اشتقاق اللغة الإنجليزية من ناحية وكونها من العمليات التي يواجه متعلمو اللغة الإنجليزية صعوبة في تعلمها من ناحية أخرى.

تهدف هذه الدراسة إلى: (١) تحري قدرة متعلمي الجامعة العراقيين دارسي اللغة الإنجليزية لغة أجنبية في تمييز واستعمال الإضافات النعتية.(٢) اكتشاف أنواع الأخطاء التي تحدث عند الطلبة في استخدام هذه الإضافات.

لتحقيق الهدفين أعلاه تتقدم الرسالة بالفرضيات الآتية: (١) لا يميز متعلموا اللغة الجامعيون العراقيون الدارسون للغة الإنجليزية لغة أجنبية الإضافات النعتية وأنواعها المختلفة.

(٢) يواجه هؤلاء المتعلمون صعوبة في استعمال الإضافات النعتية وذلك يعود إلى عوامل متنوعة. يتضمن العامل الأول الصعوبات التي تعود إلى طبيعة النظام الاشتقاقي للغة الإنجليزية على مستوى علم الصوت و علم الصرف و علم النحو. ويعود العامل الثاني إلى عملية تداخل اللغة الأولى مع اللغة الهدف وتعميم صيغ اللغة الهدف.

(٣) أداء هؤلاء المتعلمين في مجال اللواحق النعتية (suffixes) أفضل منه في مجال البوادي (prefixes).

جرت برهنة مصداقية هذه الفرضيات من خلال تبني اختبار تشخيصي مؤلف من أربعة أسئلة. نُفذ الاختبار على عينة مؤلفة من ١٥٠ متعلما من متعلمي الجامعة العراقيين دارسي اللغة الإنجليزية لغة أجنبية في السنة الرابعة من أقسام اللغة الإنجليزية، كليات التربية في جامعات بابل و بغداد والقادسية، أثناء العام الدراسي ٢٠٠٥-٢٠٠٦. ثم جمعت الأجوبة وحللت واستخلصت النتائج. وقد أعطى التحليل النتائج التالية:

(١) يواجه دارسوا اللغة الجامعيون العراقيون صعوبات في تمييز وإنتاج الإضافات النعتية حيث كانت النسبة الأعلى لإجاباتهم خاطئة (٦٠.٧٤%). لكنهم يواجهون صعوبات أكثر على مستوى الإنتاج حيث إن نسبة إجاباتهم الصحيحة (٣٠.٨٨%) هي أقل من إجاباتهم (٤٧.٦٤%) على مستوى التمييز.

(٢) أداء الطلبة في استعمال اللواحق النعتية (٤٥.٢٩%) هي أفضل منه في مجال البوادي النعتية (٣٣.٢٣%).

(٣) على مستوى الإنتاج، تعكس النسبة العالية لأخطاء الطلبة (٦٩.١٢%) عدم تمكنهم من تغيير أجزاء الكلام الأخرى (كالاسم أو الفعل) إلى نعوت.

(٤) تعزى أخطاء الطلبة إلى العوامل التالية:

أ - استراتيجيات الاتصال المنتقاة من قبل الطلبة لملء الفجوة في معرفتهم حيث كانت نسبة الأخطاء (٥٢.٠٢%).

ب- استعمال الطلبة لاستراتيجيات تعلم قواعد اللغة الإنجليزية في إنتاج الإضافات النعتية (٣٤.٨٢%).

ج - سياق التعلم حيث تشكل نسبة الأخطاء (١٠.٣٨%).

د - تأثير اللغة الأم حيث كانت نسبة الأخطاء بسبب هذا العامل هي (٢.٧٨%).