Investigating Problems Encountered by Sudanese EFL learners in Using Affixes at Tertiary level

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Abstract

This study aimed to investigate the problems encountered by Sudanese EFL learners in using affixes. It focuses on the area of affixes (Prefixes and Suffixes) and their importance in expanding students' vocabulary. The sample of the study includes fifty students of second year and fifty students of first year. The study aims at figuring out some problematic areas affecting students when they use affixes as well as finding out how to overcome these difficulties. The researcher has adopted the descriptive analytical approach to accomplish this research. The results of the study reveal that the morphological problems of the students which include spelling, pronunciation, the difference between simple words and complex words and the overgeneralization of the rule of forming words are due to lack of proper practice and students' ignorance of derivational and inflectional morphemes. The students have weak background about the situation in which some derivational and inflectional morphemes are used.The study recommends that the techniques of teaching English affixes need to be stressed by the teachers at tertiary level. At the same time students should be taught explicitly that derivational morphemes change the meaning or part of speech while inflectional morphemes change the tense or the aspect.

Key words: Affixes , Inflexion , Derivation , Vocabulary

Introduction

The component parts of words are called morphemes. Morphemes are the smallest bearing unit in a language. Thus, the word unfreezable consists of three morphemes because it can be reduced to three identifiable units of meaning – the negative prefix *un-*, the base freeze and the adjective forming suffix – *able*. The researcher's focus is on the area of affixes (prefixes and suffixes) in English language teaching. This kind of process is very important to students especially for those who want to increase their vocabulary, and they can determine meaning more easily if they already know the meaning of an affix such as (*anti-*) (against) in the word antisocial. Millions of Language learners all over the world are striving to improve their English language proficiency. As essential components of this proficiency is improving one's ability to communicate via writing, since it is crucial for effective communication .One important factor to be considered with writing competency is spelling ,as a single misspelled word can change the word and alter the whole meaning of the sentence. In general, good spelling is regarded as a sign of a good education where as poor spelling is considered negative. Wilkins(1977)states:

"*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*"

If you spent most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions.

Affixation

Affixation is the collective term for the types of formatives that can be used only when added to another morpheme (the root or stem), i.e. affixes are a type of bound morphemes. Affixes are limited in number in a language, and are generally classified into two types, depending on their position with reference to the root or stem of the word. Those which are added to the beginning of a root or stem are called prefixes, e.g. "un-" in "unhappy", those which follow root or stem are called suffixes, e.g. "-ness" in "happiness". Accordingly, the morphological process whereby, grammatical or lexical information is added to a stem is known as affixation (prefixation and suffixation). (Crystal, 1985: 12). Affixation is the processes of adding an affix. An affix is any element in the morphological structure of a word other than a root. For example, the word "unkinder" consists of the root "kind" plus the affixes "un-"and "-er". Affixes are divided into prefixes, which come before the form to which they are joined, e.g. "un-"; and suffixes, which come after the form to which they are joined, e.g. "-er". (Matthews, 1997:11). An affix is a bound morpheme that is attached to roots, stems or bases. For example, "un-

"must always be attached before the central meaningful element of the word, i.e. the root, stem or base, whereas "-ity" must follow the root, stem or base. The bound morpheme "un-"is called a prefix, whereas "-ity" is a suffix. (Plag, 2003: 10, 72). Affixation means the addition of an affix, i.e. a letter or a group of letters at the beginning or at the end of a word to change its meaning or class, e.g. "a-"in "amoral", "-esque" in "picturesque". The use of affixes is still highly active in contemporary English, constantly producing new words. By affixation we generally mean additions to a word-form either initially or finally. Such additions are referred to as prefixes and suffixes.

Prefixation

Prefixation is the process of adding a prefix. A prefix is an affix which comes before the form to which it is joined: e.g. "un-"in "unkind'. (Matthews, 1997: 292). A prefix is a term used in morphology referring to an affix which is added initially to a root or stem. The process of prefixation is common in English, for forming new lexical items, e.g. "para-", "mini-","un-". (Crystal, 1985: 304). Prefixes are by and large derivational in English, e.g. "re-" in "rethink", "dis-" in "dislike", "non-" in "non-existent", etc. They are added to a word-form initially.

Suffixation

Suffixation is the process of adding a suffix. A suffix is an affix which comes after the form to which it is joined. e.g. "-ness" in "sadness". (Matthews, 1997: 362). A suffix is a term used in morphology referring to an affix which is added finally to a root or stem. The process of suffixation is common in English, both for the derivation formation of new lexical items, e.g. "-ize", "-tion" and for expressing grammatical relationships (inflectional endings). e.g. "-s", "-ed", "ing". (Crystal, 1985: 371). Suffixes can be both derivational and inflectional in English, e.g. "-ly" in "manly" (derivational), "-ly" + "-ness" in "manliness" (derivational), "-ed" in "walked" (inflectional). They are added to a word-form finally. The researcher noticed that affixes despite their importance, are neglected in classrooms, as a result of neglecting vocabulary and word formation processes. Students who understand how words are formed by combining prefixes, suffixes and roots tend to have larger vocabularies and better reading comprehension. Understanding the meaning of prefixes and suffixes enhances the comprehension of the text being read. The main aim of the present study is to focus on affixes. It is hoped that it will prove a kind of guidance to the Sudanese tertiary teachers and students in the area of affixes. The feedback of the study is expected to be highly appreciated by those who are concerned with the teaching and learning of EFL at the Sudanese tertiary level. The findings of the study will provide useful information to researchers for investigating the process of teaching and learning affixes in EFL classrooms as it identifies the areas of problems in affixes.

Word-Formation and Spelling (Written Form)

Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers' judgment. All too often bad spelling is perceived as a lack of education or care. The way in which words are formed tells us about how they are spelled (their written forms). It tells us the rules for dropping letters, doubling consonants, adding letters or changing letters when adding a particular prefix or suffix, as in the following:

(1)The spelling of a word may undergo changes, according to the spelling rules of English, when a suffix is added to a base and consequently the final part of the word assumes medial position in the derived or inflected word. For example

Changing: y-i: friendly-friendliness, happy-happiness.

Doubling: d-dd: red-reddish

-e loss: cause-causation

Simplification: full-fully (=full+-ly).

(Quirk, 1985: 1536)

(2)The Negative Prefixes "in-, im-, ir-, il-":

There are also derived assimilations characterized by the negative prefixes in-, im-, ir-, il-. The change that occurs after the addition of any one of these prefixes is based on the spelling rules of English regarding each one. For example, il-:

before /l/: legal-illegal, logical-illogical.

ir-: before /r/: regular-irregular, relevant-irrelevant

im-: before /m/, /p/ or /b/:

moral-immoral, possible-impossible, balance-imbalance

(3) The Comparative and Superlative suffixes "-er" and "-est":

   These two forms are added on the basis of the inflection rules of English adjectives for comparison regarding the endings of regular adjectives. The adjectives which normally add the suffixes "-er" and "-est" to their endings are:

(I)   Regular Adjectives of One Syllable, i.e. Monosyllabic Adjectives:

big-bigger-biggest, brave-braver-bravest,   free-freer-freest   young-younger-youngest,   old-older-oldest.

(ii)Regular Adjectives of Two Syllables ,i.e. Disyllabic Adjectives, Ending in :

(a)–y: merry-merrier-merriest,

noisy-noisier-noisiest, healthy-healthier-healthiest,

friendly-friendlier-friendliest.

(b)–ow: narrow-narrower-narrowest,

hollow-hollower-hollowest,

shallow-shallower- shallowest

 (c)–le: gentle-gentler-gentlest,

feeble-feebler-feeblest,

noble-nobler-noblest,

subtle-subtler-subtlest.

(d)–er, -ure: clever-cleverer-cleverest,

mature-maturer-maturest,

obscure-obscurer-obscurest.

(Quirk, 1973: 145-46) (Mackin, 1966: 60).

(4) The Comparative and Superlative Adverb Suffixes"-er" and   "-est":

   Adverbs that are identical in form with adjectives take inflections, following the same rules as for adjectives. The adverbs which normally add the suffixes "-er" and "-est" to their endings are the regular adverbs of one syllable, i.e. monosyllabic adverbs, for example,

Hard-harder-hardest,

quick-quicker-quickest,

 slow-slower-slowest,

long-longer-longest,

 fast-faster-fastest.

(Quirk, 1973: 147).

Word-Formation and Pronunciation (Spoken Form)

Students have the capability of acquiring the pronunciation when they learn it in a proper way.

The way in which words are formed tells us about how they are pronounced (their spoken forms). It tells us the rules for the pronunciation of the following:

(A)The Plural Suffix "-s":

   This form has three spoken realizations- /s/, /z/ and /iz/, based on thePluralization rules of English regarding the endings of regular nouns:

1.Pronounced /s/ after regular nouns ending in voiceless sounds other than /s/, /ʃ/ or /ʧ /. For example, cuts, locks, caps, births, roofs, parks.

2.Pronounced /z/ after regular nouns and – ing in voiced sounds other than /z/,/ʒ/ or /ʤ/. For example, calls, crows, cities, beds, dogs, homes, pens.

3.Pronounced /iz/ after regular nouns ending in /s/, /z/, /ʃ/, /ʒ/, /ʧ/ or /ʤ/. For example, passes, prizes, pushes, mirages, torches, languages.

(Quirk, 1973: 95), (Thakur, 1997: 46-47).

(B) The Possessive Suffix "-s' ":

   The possession rules regarding the possessive suffix "-s' " are identical with the pluralization rules stated above. This form has three spoken realizations /z/, /s/ and /iz/ based on the possession rules of English regarding the endings of regular nouns:

1.Pronounced /s/ after regular nouns ending in voiceless sounds other than /s/,
/ʃ/ or /tʃ/. For example, Hamlet's, Isaac's, Philip's, Kenneth's, Randolph's, dentist's, dentists'.

2.Pronounced /z/ after regular nouns ending in voiced sounds other than /z/, /ʒ/, or /dʒ/. For example, Michael's, Henry's, Richard's, Adam's, Helen's, Miranda's, brother's, brothers'.

3.Pronounced /iz/ after regular nouns ending in /s/, / z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/. For example, Bruce's, Marsh's, George's, judge's, judges', Keats's or Keats', Dickens's or Dickens'. (Quirk, 1973: 105) (Thakur, 1997: 48).

(C) The Third Person Singular Present Tense Suffix "-s":

The rules regarding the third person singular present tense suffix "-s" are identical with the pluralization and possession rules stated above. This form has three spoken realizations /s/, /z/, and /iz/ based on the third person singular present tense rules of English regarding the endings of verbs:

1-Pronounced /s/ after verbs ending in voiceless sounds other than /s/, /ʃ/ or
/tʃ/. For example, hopes, walks, coughs, writes.

2-Pronounced /z/ after verbs ending in voiced sounds other than /z/, /ʒ/ or
/dʒ/. For example, rubs, begs, grins, settles, chews, buys, flows, climbs.

3-Pronounced /iz/ after verbs ending in /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/. For example, buzzes, catches, budges, camouflages, mixes, washes.
(Quirk, 1973: 40-41) (Thakur, 1997: 49).

(D)The Past and Past participle Tense Suffix "-ed":

These two forms have three spoken realizations: /t/, /d/ and /id/ based on the past tense and the past participle rules of English regarding the endings of regular verbs:

1.Pronounced /t/ after regular verbs ending in voiceless sounds other than /t/.
For example, packed, hoped, missed, marched, searched, rushed.

2.Pronounced /d/ after regular verbs ending in voiced sounds other than /d/.
For example, moved, played, stunned, hugged, cried.

3.Pronounced /id/ after regular verbs ending in /d/ and /t/. For example, padded, patted, parted, guided, wanted, decided.
(Quirk, 1973: 41) (Thakur, 1997: 50).

(E) The Pronunciation of the Final "r" Before the Inflection:

Whether the speakers of English pronounce the final "r" or not, it is pronounced when inflected by the present participle suffix "-ing" for example, pour-pouring, bar-barring. (Quirk, 1973:40).

-INFLECTION: It is the change in the form of a word, which can express different grammatical relationships, i.e., the addition of –s to a noun to form plural (book books) or –ed to a verb to form the past tense (book-booked) etc. The chief inflectional affixes of English are the plural marker –s, -es, -en; the genitive –'s (as in John's); the verbal endings –s, -es, -ing, -ed, (t), (d), (en); adjectival –er, est. and change of vowel as in `goose – geese' and zero as in `sheep'. The function of inflection is to indicate relationship between words in a sentence, e.g., `the cow eats grass' / `cows eat grass'. Inflectional affixes appear to be stable in function and meaning.

-DERIVATION: It is a process by which new words are formed through the mechanics of affixation to a root-form already in existence. It is one of the commonest methods of word formation, for example, the root `nation' is exploited to produce `national', `nationalist', `nationalization', etc. Whereas derivation results in the formation of new lexemes by affixation, Compounding, another process of word formation, is concerned with the formation of new lexemes from two or more stems. It is a process by which two words are joined with no part of either word being lost, e.g., `highway', `blackbird', riverbed', etc. Compounding yields not only one word but one conception, not just the sum of two concepts expressed by the two fused elements. Both inflectional and derivational processes depend on affixation. By affixation we generally mean additions to a word-form either initially or finally. Such additions are referred to as *Prefixes* and *Suffixes*. Word-forms are classified as Simple, Complex and Compound for purposes of analysis.

SIMPLE: The occurrence of a particular form independently constitutes a simple word. A simple word-form may be:

1.just a minimal base, e.g., 'cat = Base + (Superfix)

2.a base + an inflectional suffix, e.g., 'cats=Base+ Inflectional suffix('-s' plural)+(Superfix)

COMPLEX: A word-form which contains a base and a derivational suffix and/or an inflectional suffix, e.g.

'Player	=	Base + Der.suffix(-er) (Superfix)
'Players	=	Base + Der. Suffix (-er) + Infl.

Suffix (`-s' plural). + (Superfix)

COMPOUND: This is a word-form produced out of the linking of two or more elements expressing a single idea. A simple analysis yields the following types:

a) two elements, both simple   e.g.,   foot ball
b) three elements, all simple   e.g.,   son in law
c) two elements, one complex   e.g.,   tax collector
d) two elements, both complex   e.g.,   evaluator operator
e) two elements, one or both compound e.g.,football player

Related Previous Studies:

In this section the light will be shed particularly on the studies related to problems of affixes. Many studies exist in this domain handling the topic from different approaches. Thus this section will be organized according to the importance of each approach for the purpose of this study.

The first study is(Saleem,T.2008). The effect of using affixes on enhancing vocabulary building.

The study of the first year college students at Riyadh University, PhD thesis of Sudan University of Science and Technology. The study aims to concentrate on suffixes as a source of building vocabulary. Saleem obtained data from students' answers to the test which is analyzed. The important findings of Saleem's study are as follows:

1-Errors in the third person singular suffix (-s) exhibit high frequency.

2-Multiple word suffixes cause a great problem to the students.

3-Understanding affixes is an important part of learning grammar, moreover increase vocabulary.

The second study is (Awatif , T.1999).

Examining learners' Errors.

MA. Thesis Omdurman Islamic University. The aims of the study are to identify, classify and describe errors at the levels of morphology, syntax and lexis. The study traces and detects the causes and sources of errors under study. The subjects were Sudanese majority in English at the third level, Faculty of Arts, University of Omdurman .

The findings arrived at in this study were as follows:

1-Syntax and morphology are the major areas of difficulty for the learners

2-Most of the morphological errors involved inflection and derivation.

3-Most of the errors are due to the short coming in the previous language.

The third study is (Ahmed, M .2013).

The Problem of using affixes.

M A. Thesis of Al Neelain University. The study concentrates on the importance of being aware of how to use English affixes and its impact in improving the learners spelling as well as increasing vocabulary.

The research comes out with the following results:

1-Errors are related to how and what have been taught, that is clear, teaching techniques and processes have not been adequate in their education in the past.

2-Another factor that playing a role in committing errors, that students are not motivated.

3-Students do not know the correct rules that govern the selection of the correct affix and the changes that happen to words in the beginning and the end.

4-Morphological rules cause confusion to most EFL learners.

The forth study is (Abdel-Magid ,E. 2009).

Mal Production of Inflectional Morphemes.

A study of Third Year English Language students. M A Thesis of Al Neelain University. The aim is to explain the reasons or causes behind the occurrence of the errors of inflectional morphemes. This can be achieved via describing problems , analyzing them and find good remedial solutions. The

importance of this study lies behind the crucial rules of words and different types of morpheme in the composition of language.

The result showed that:

1.Students were confused to distinguish between the rule of inflectional and derivational morpheme.

2. The above literature shows the different ideas of different researchers about the reason behind the problems of affixes which encountered students. The Researcher agrees with Abdel-Magid who mentioned out that "The crucial rule of words and difference of morpheme in the composition of language, the students were confused to distinguish between the rules of inflectional and derivational morpheme, because they lack of practice". Also the researcher does agree with Awatif 1999 when she said that "syntax and morphology are the major areas of difficulty for the learners and most of the morphological errors involved inflection and derivation".

3. However, the current study is an attempt to shed more light on the problems of using affixes encountered by Sudanese Universities students in the root words when inflectional or derivational affixes are added.

Study Questions: The study tries to answer the following questions:

1. What difficulties of spelling do EFL learners encounter in the area of affixes?

2-Do Sudanese learners realize the different pronunciations of affixes?

3-How do students generalize their knowledge to form words by using affixes?

4-Do EFL learners fail to recognize the difference between simple words and complex words?

Study Hypotheses:

For a systematic reply of the research questions, the study hypothesizes the following:

1-EFL learners find difficulties in realizing the affixes that make change in spelling.

2-The majority of the Sudanese learners do not know the real pronunciations of affixes.

3-Students generalize their knowledge to form words by using affixes.

4- EFL learners find it difficult to differentiate between simple words and complex words.

Methodology: The researcher adopts a descriptive analytical approach for collecting data. The test is designed for gathering information.

Population of the Study: Population is simply all the members of the group that you interested in. The population of the study consisted of the Sudanese students of English at Tertiary Level, Department of English, Faculty of Education, University of Bakht-er-Ruda, Deweim Town, White Nile State. The researcher has collected the data throughout a Model course a Test.

Analysis and Interpretation of the Test Results: It is concerned with the analysis and interpretation of the test results. As stated earlier, the present study attempts to investigate the problems of the Sudanese tertiary students of English in the area of affixes. The researcher conducted a test for both the experimental group and the control group. Then a teaching period of the model course for the experimental group before the final test.

Test Scoring: The form of the test consisted of hundred items distributed in four questions. One mark was assigned to each correct response, so the researcher marked them out of hundred.

Statistical Techniques: The result of the test is analyzed by a certain descriptive statistical techniques which is called Statistical Package for Social Science program (SPSS).It is the most common system. In descriptive statistical analysis, the data is summarized and described numerically within a certain group of individuals. The criterion of Mean and Standard Deviation (SD) were used in carrying out the descriptive analysis of this research.

Table (1) demonstrates the independent sample t. test between experimental group and control group in degree of English test.

Test	Means	STD	t.test value	Df	Sig
Experimental group	50.26	11.56	9.674	98	0.00
control group	29.78	9.52			

Table (1) point that there are significant difference between the means of the degree of the Experimental group and the control group. It has been noticed that the means of Experimental group

is greater than the means of the control group and showed significant difference between the degree of test (Experimental group and control group) at T.test equal (9.67) at the sig .value equal (0.00) that is less than (0.05).

Table (2) demonstrated the one sample t. test among the degree of study sample in experimental group.

Test	Means	STD	t.test value	Df	Sig
Experimental group	50.24	11.55	30.75	49	0.00

The results in above table point that there are significant difference among the degrees of the Experimental group. It has been noticed that the means of Experimental group equals (50.24 and showed significant difference between the degrees of the test (Experimental group) at T.test equals (30.75) at the sig. value equals (0.00) that is less than (0.05).

Table (3) demonstrates the one sample t. test among the degrees of study sample in control group.

Test	Means	STD	t.test value	Df	Sig
Control group	29.78	19.10	22.13	49	0.00

Table (2) point that there are significant difference among the degrees of the control group. It has been noticed that the mean of the experimental group is greater than the mean of control group which equals (29.78) and showed significant difference among the degrees of the test in control group) at T.test which equals (22.13) at the sig .value equals (0.00) less than (0.05).

Table (4) Distribution, frequencies and percentage of the degree of study sample about question one.

Degree	Question one(Spelling Errors)		
	Control	Experimental	Total
Pass	5 5%	25 25%	30 60%
Failure	45 45%	25 25%	70 70%
Total	50 50%	50 50%	100 100%

Fig (1) Distribution, frequencies and percentage of the degree of the study sample about question one.
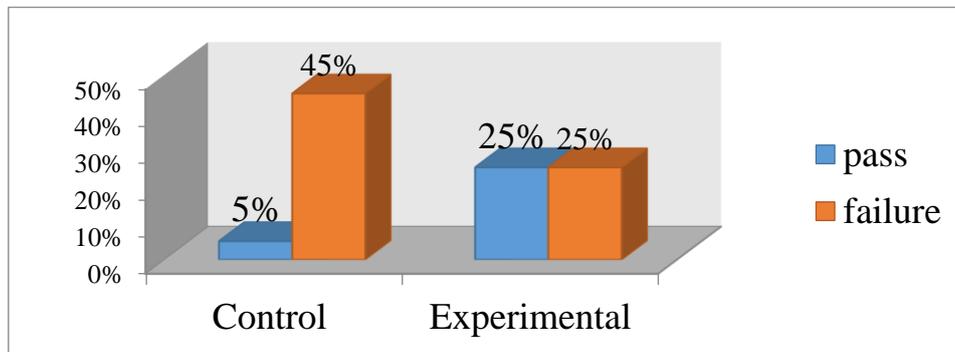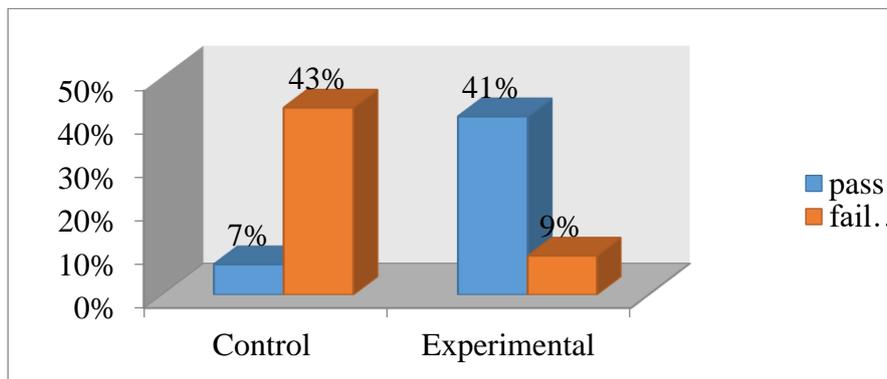

The results in table (3) and figure (1) explain the frequency and percentages of pass and failure in Question one (Spelling Errors) and show that the degrees of Experimental group pass is greater than the degree of control group and the failure of control group is greater than the Experimental group and so that the degrees of Experimental group is better than the control group.

Table (5) Distribution, frequencies, and percentages of the degrees of the study sample about question two.

Degree	Question two(pronunciation problems)		
	Control	Experimental	Total
Pass	7 7%	41 41%	48 48%
Failure	43 43%	9 9%	52 52%
Total	50 50%	50 50%	100 100%

Fig (2) Distribution, frequencies, and percentages of the degrees of the study sample about question two.
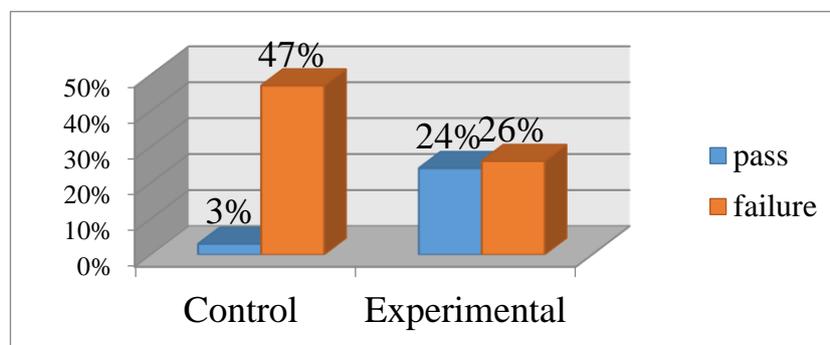

The results in table (5) and figure (2) point that the frequency and percentages of pass and failure in question two (pronunciation problems) showed that the degree of Experimental group pass is greater than the degree of the control group and failure of the control group is greater than Experimental groups so that the degree of the Experimental group is better than the control group.

Table (6) Distribution, frequencies and percentages of the degree of study sample about the question three.

| Degree	Question three(the problem of differentiating)		
	Control	Experimental	Total
Pass	3	24	27
	3%	24%	27%
Failure	47	26	73
	47%	26%	73%
Total	50	50	100
	50%	50%	100%

Fig (3)

The results in table (6) and figure (3) point that the frequencies and percentages of pass and failure in Question three (the problem of differentiating) show that the degree of Experimental group pass is greater than the control group and the failure of control group is greater than the Experimental group so that the degree of Experimental group is better than the control group.

Table (7) Distribution, frequencies and percentage of the degree of study sample about question four.

Degree	Question four(over generalization problems)		
	Control	Experimental	Total
Pass	6	23	29
	6%	23%	29%
Failure	44	27	71
	44%	27%	71%
Total	50	50	100
	50%	50%	100%

Fig (4)) Distribution, frequencies and percentages of the degree of study sample about question four.
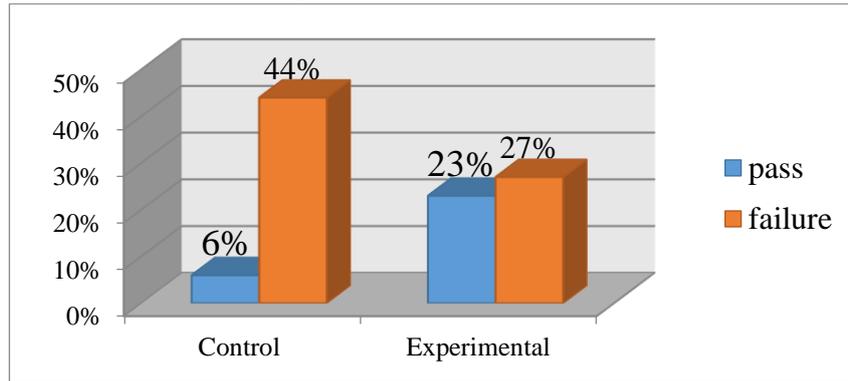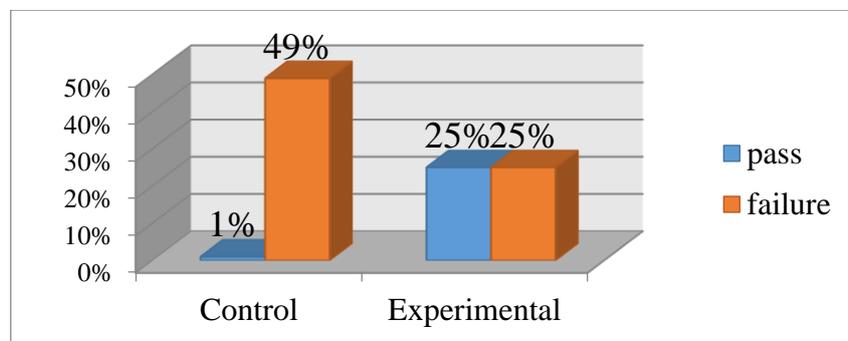
The results in table (6) and figure (4) point that the frequencies and percentages of pass and failure in the Question four (overgeneralization problems) show that the degree of Experimental group pass is greater than the control group and failure of control group is greater than the Experimental group so that the degree of Experimental group is better than the control group.

Table (7) Distribution, frequencies and percentages of the degree of study sample about the English affixes test in control and experimental group.

Degree	English Affixes test		
	Control	Experimental	Total
pass	1 1%	25 25%	26 26%
failure	49 49%	25 25%	74 74%
Total	50 50%	50 50%	100 100%

Fig (5) Distribution , frequencies and percentages of the degree of study sample about the English

affixes test in control and experimental group.

The results in table (7) and figure (5) point that the frequencies and percentages of pass and failure in the *English Affixes test* show that the degree of Experimental group pass is greater than the control group and failure of control group is greater than Experimental group so that the degree of Experimental group is better than control group.

Results

1.The participants under study commit spelling mistakes because of the arbitrary nature of English spelling system. For example, in English there is no one to one correspondence, e.i. letter to sound or sound to letter. It was also noticed that some of the spelling mistakes were committed by the students because of the carelessness, ignorance and the lesser degree of exposure to the English language and its spelling rules.

2.The study has revealed that affixes are problematic for students of the Department and one of the major difficulties is the recognition and the production of them. The researcher has found out that the students in the Experimental Group did not recognize the pronunciations of the three spoken realizations :/s/,/z/ and /iz/ of the suffix (-s) and of the three spoken realizations :/t/, /d/ and /id/ of the suffix (-ed) at the end of words correctly. They pronounce them as they are pronounced in the spelling

forms "s" and "ed". Such sounds pose a problem for students in perceiving them. Therefore, students need more practice and training in spoken English in this respect. The correct recognition and perception of such sounds will ultimately improve the learners' spoken language.

3.Students do not know that there are pairs of nouns and de-nominal adjectives that are formally distinct which represent problems for them .Example (mind –mental).

4.Students in the Experimental Group and the Control Group have problems in affixes. They are unable to differentiate between simple words and complex words that basically emerge from their limited and insufficient knowledge of morphemes. They have poor background and knowledge of derivational morphemes and inflectional morphemes.

5.The present study reveals that students have problems of over-generalization of the rule of forming verbs. For example, students tend to form a verb 'beautize instead of beautify'. The test has proved this problem.

6.Students commit mistakes in forming negative prefixes such as inlegal instead of illegal because of the over-generalization of the rule of forming negative prefixes.

7.The results of the test of the Control Group have proved the four hypotheses of the research ,only one student passed the test, (53 out of 100).

8.The study indicates that students tend to learn better and overcome such difficulties if their needs in affixes are taken into account. The Experimental Group has proved that because the students score better marks than those of the Control Group .

9.Students' ignorance of derivational and inflectional morphemes is resulted in wrong choice of affixes when they write or speak, the problem is due to not being well-taught these affixes.

10.The morphological problems of the students are due to lack of proper practice. This practice may make students with no or less problems of using morphemes, the more students practice, the better knowledge they gain.

Conclusion

The purpose of this study has been to survey the problems of using affixes that face the Sudanese tertiary students of the First and Second Year, Department of English, Faculty of Education, University of Bakht-er-Ruda. The hypotheses of the study have been proved to be valid. The objectives of this research have been achieved. The study has answered the research questions. On the basis of the analysis and interpretations of the data, the study reveals that the students have real problems in spelling, pronunciation, differentiating between simple words and complex words and they also have the problem of over-generalization.

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