Research Article

USING ARABIC AFFIXATION FOR LEARNING ENGLISH AFFIXATION

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ARTICLE INFO	ABSTRACT
	This study aims at investigating the usage of Arabic affixation for learning English affixation benefiting of the similarities for fastening the learning period. Word formation and sentence building can be easy when taught through first language. This study was done in Alhumiera high secondary school for girls in Obied town, south Kordofan state, Sudan. A class (level two) of forty girls sat for a pre-test in English affixation and word formation, the researcher designed a model for teaching English affixation through Arabic affixation and word formation to facilitate learning process. The same group sat for the same test after having been taught English affixation through the model. The result obtained by the students in the post test is higher than the result obtained in the pre-test. The model proved to be very supportive and the researcher recommends that it should be used for teaching English affixation.

INTRODUCTION

In linguistics new words are made on the basis of other words or morphemes. A sentence can be formed in both English and Arabic by these means; a root which is the word that can stand by itself and gives full meaning, affixation are the morphemes added to the root and change the basic root functionally or structurally. Sentences in both Arabic and English are verbal; a sentence starts with a verb. Primate; a sentence begins with a noun or a pronoun and Quasi; a sentence begins with a preposition. Learning is mainly based on similarities of the two languages in terms of word formation by adding affixation,

Objectives of the Research

Objectives of the study are: facilitating learning process and shortening the period of learning besides enhancing and consolidating word formation in Arabic language, facilitating English affixation through the similarities of the two languages.

Literature review and previous studies

1/Title: word-formation in English

Researcher's name: Ingo Plag, Cambridge university press September 27, 2002

Objectives

1. the purpose of the book is to enable students to enjoy their own analysis of English or other languages complex words.

2. to speak and understand the meaning of the language, (nouns, adjectives, adverbs, pronouns, conjunctions, articles and prepositions)
3. to deal with the internal structure of complex words.
4. to know how the language allow the speakers to create new words.

Findings

1. the word-based morphology can account for a wider range of phenomena in a straightforward fashion than seems possible in a morpheme –based approach.
2. consider the choice of the allomorphs of (ion) which drives verbs to choose between (ation-ion-and ication).
3. certain combinations of sounds are illegal within morphemes, but freely occur across morpheme boundaries.
4. psycholinguistics found abundant evidence for the existence of morphemes as entities of processing and storage.

Recommendations

1. the reader should be familiar with the necessary and most recent methodological tools to obtain relevant data.
2. readers should be able to systematically analyze their data.
3. speakers must store many words in their (LAD) so as to be used when necessary.

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4. readers should avoid terminological confusion.

11/Affixation or derivation

Researcher's name: English for Vet Med, AWPand Bio tech November22, 2011.

Objectives

1. producing new words known as derived words.
2. pre-fixation leads tomeaning alteration whilst suffixation leads to word-class change.
3. affixes of different origin can be combined to form new words.

Findings

The knowledge of the origin, productivity, meaning word class and position about morphemes is the basis on which the structure and classification and even the meaning of derived words can be better understood. The rule for word- derivation is almost free, for example, the suffix –ly can be added to almost all the adjectives such as , clearly, beautifully, ideally .the application of such a rule is arbitrary and conventional, for example the suffix –able can be added to the bases of wash, read but not to open and write.

Recommendations

1. readers should recognize prefix and suffix to derive new words.
2. readers should better understand the meaning of derivation in word formation.
3. members of the same community can freely use the affixation benefiting of L1 acquisition

111/ Title: Process of Word-Formation

Researcher's name: Furrakhabbas in Jan19, 2012.

Objectives

1. to consider barbaric misuse of language.
2. to sign consistent evolution of languages.
3. assuring signs of vitality and creativeness in the way language shapes our needs.
4. to vary from language to language.

Findings

1. process of forming new words, either by doubling an entire word or part of a word.
2. English makes use of reduplication.

Recommendations

1. readers have to form new words in the language.
2. dealing with details is very important to understand the language.

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1v/ Title: English Word-Formation

Researcher's name: Laurie Bauer, University press, 1987.

Objectives

1. the study of word-formation seems to be emerging from a fallow period.
2. to discuss some of the basic problems confronting students of word-formation.
3. to take the basic approach to word -formation.
4. to prove stimulating to scholars with special interest in word-formation.
5. to boost linguistics as a whole received in the early years of the 20th century.

v/ Title :A amorphous morphology

Researcher's name: Steven R. Anderson 1992.

Objectives

1. this book presents the major point of morphological theory with concentration in word structure.
2. to take serious the organization of the structural system.
3. to bring to or understanding the coherence the way words are composed and related to each other.

v1/ Title: Exploring Affixation in English

Researcher's name: Milkier, York, 1914.

Objectives

1. to identify grammatical categories of words.
2. to expand words.
3. the root is central to the building of new words.

v11/ Title: Relative Productivity in Old Preffixation

Researcher's name: Ana Ibanez Moreno &Laura Caballero Gonzalez (2001-2008)

Objectives

1. this study constitutes a revision of verbal preffixation.
2. to analyze the productivity of the verbal predicates of their combinatorial possibilities with prefix.
3. to find the common morphological or semantic features of these verbal predicates.

Methodology of the Study and the Sample of the Study

This study was conducted in north Kordofan state in Obied town, el humiera high secondary school for girls, pair t- test was applied in the control group of 40 girl, pre and post test. The researcher tested the group and taught the group using the model and gave them the same test again.

Study Experiment

The population of this study consists of 40 students all of them are girls in one level, second year high school in Obied town .pre and post tests were given to the same group. Before giving the post test the teacher designed a model especially for this purpose the degrees obtained by the students in the post test proved the affectivity of the model for the marks were higher than the marks obtained in the pre-test.

Validity and Reliability of the Instrument

Validity refers to the degree to which the tool measures, what is supposed to measure, (Al.Hassan, 2000). The test questions were verified by specialists in English and Arabic language.

RESULTS AND DISCUSSION

Measures of central tendency

Post t-test	Pre t-test	Measure
11.3	9.3	Mean
12	9.5	Median
12	11	Mode

Marks obtained by the student in the post test are higher the marks obtained by them in the pre-test, this proves the affectivity of the model designed by the researcher for this. The above schedule of measures of central tendency shows the result of the pre and post test and the effectiveness of the model.

Measures of Dispersion

As known, the measures of dispersions are used to know the nature of the data (values) if they are closed to each other or far away from each other.

Post t-test	Pre t-test	The measure
1.89	1.97	Std.deviation

The table above shows the standard deviation for the two tests, pretest and posttest. As shown in the schedule above, the degrees of the students in the post test are closer to each other which show that, the model has participated in improving the standard of the students.

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