

**Morphological Derivations: Learning Difficulties
Encountered by Public School Students in
Amman**

الإشتقاقات الصرفية: الصعوبات التعليمية التي تواجه طلاب
المدارس الحكومية في عمان

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Requirements for the M.A. Degree in English Language and
Literature**

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Authorization

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Thesis Committee Decision

This thesis "Morphological Derivations: Learning Difficulties Encountered by Public School Students in Amman", was discussed and certified on 16 / 5 / 2017.

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Dedication

This thesis is dedicated to my beloved country Jordan and to my mother, brothers, sisters and my two sons, Bakir and Omar.

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**Morphological derivations: learning difficulties encountered by public
school students in Amman**

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Abstract

This study aimed at investigating the difficulties encountered by public school students in Amman. The study raised the following questions:

1. What are the obstacles that students may encounter with the derivations?
2. What are the causes of these obstacles?

To achieve the aims of the study, the researcher used two methods: A quantitative approach in which students of public secondary schools were tested and pre-tested in order to fulfil the reliability and validity of the results and a qualitative approach using interviews with teachers at the same secondary schools and one supervisor in Amman Third Educational Directorate (Al - Qwesmeh).

The main results the study reaches can be summed up as follows: Students are so poor not only in derivations and derivational suffixes but also in other linguistic topics. In other words, the problem of committing mistakes in derivational suffixes can obviously be regarded as being accumulative problem resulting from other problems

which students are encountering in relation to, for example, parts of speech, word order or sentence patterns. Derivations and derivational suffixes should be taught in early stages such as the 8th grade or 9th grade rather than in the last ones like 11th grade or 12th grade.

Key words: Morphological derivations, Jordanian Public School Students, Obstacles and Affixations.

الإشتقاقات الصرفية: الصعوبات التعليمية التي تواجه طلاب المدارس الحكومية

في عمان

إعداد

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ملخص الدراسة

هَدَفَتْ هذه الدراسة الى معرفة الصعوبات في الإشتقاقات الصرفية التي يواجهها طلاب المدارس الحكومية في عمان. وقد طَرَحَتْ الدراسة السؤالين التاليين:

- ما هي المُعَوَّقات التي قد يواجهها الطلاب في دراسة الإشتقاقات الصرفية؟
- ما هي الاسباب الكامنة وراء مثل هذه المعوقات؟
- للإجابة عن أسئلة الدراسة، استخدمت الباحثة طريقتين:
- الإسلوب الكمي: حيثُ أُجري اختبار أولي لطلاب المدارس الحكومية وإختبار نهائي لغرض تحقيق الموثوقية وصحة النتائج.
- الإسلوب النوعي: وذلك بإستخدام المقابلات التي أُجريت مع معلمين ومعلمات المدارس الحكومية الثانوية ومقابلة مع مشرف في مديرية تربية عمان الثالثة (القويسمة).

لقد توصلت الرسالة بعد البحث والتقصّي الى النتائج التالية والتي تتلخص فيما يلي:

يمتلك الطلاب مستوى ضعيف ليس في الإشتقاقات الصرفية واللواحق الصرفية الاخرى فحسب، وإنما في المواضيع اللغوية الاخرى. ويمكننا القول بأن مشكلة الطلاب في إقتراف الأخطاء الكثيرة فيما يتعلق باللواحق الصرفية ما هي إلا مشكلة مركبة ناتجة عن تداعيات ومشاكل أخرى، حيث أن الطلاب لديهم بالأصل مشاكل في معرفة أجزاء الكلام وترتيب الكلمات اضافة الى تراكيب الجمل. ووفقاً لذلك يتعيّن على الكادر التربوي المسؤول عن المناهج أن يضع في عين الإعتبار تدريس الإشتقاقات الصرفية ولواحقها في مراحل دراسية مُبكرّة كالصف الثامن او التاسع وليس في مراحل متأخرة كالصف الحادي عشر والثاني عشر.

الكلمات المفتاحية: الإشتقاقات الصرفية، طلاب المدارس الحكومية الأردنية، المعوقات، الإضافات.

Chapter 1

Introduction

1.1. Background of the Study

No doubt, when looking thoroughly upon morphology, one would raise a plenty of inquiries as to whether morphology in general and morphological processes in particular deserve to be seriously tackled, investigated and explored. Perhaps, the response to such inquiries can be summed up in one simple word: Yes! Morphology and its all theories, topics and details introduce themselves forcefully as a key-stone field whose linguistic frontiers are not self-sufficient by themselves, but they may be expanded to combine two other linguistic branches: phonology and syntax. So, it is this idiosyncrasy that makes morphology receive all of these linguistic overtones and this, in turn, resides in the significance and inevitability of studying morphology.

In morphology, *derivation* is the process of creating a new word out of an old word, usually by adding a prefix or a suffix. The distinction between derivation and inflection is that derivation may feed inflection, but not vice versa. Derivation depends on the stem forms of words rather than their inflectional endings, thus it creates new complex stems to which inflectional rules can be applied. The variation between inflectional morphology and derivational morphology is an old concept. Fundamentally, it is a matter of the means used to initiate new lexemes (derivational affixes among other processes) and those used to mark the role of the lexeme in a particular sentence. More interesting, morphology, like other disciplines, enriches with issues that require to be discussed. One of these issues is that what is termed as "morphological processes": derivations and inflections. Derivations are essentially viewed as one of the main

categories of word formation. They are applied, side by side with inflections, to the two sorts of affixation (i.e. prefixes and suffixes) involving how words are formed. Fundamentally, the outcome of derivational process is a new word, e.g. globe: global: globalize (Anderson, 1992). In other words, derivational affixations tend to change the grammatical class (traditionally parts of speech) of morphemes to which they are attached. Derivational affixations, comparatively speaking, occur nearer to the root morpheme than inflectional ones do. Moreover, they are of independent, stable lexical meanings (e.g. dis-, mini ,sub...) (Mathews,1991).

Katamba (1993) and Collinge (1990) go beyond discussing the nature and description of derivations and try to lead us to a heated debate among morphologists about " the legitimacy" of setting a distinction. They state that "while all morphologists accept this distinction in some forms, it is nevertheless one of the most contentious issues in morphological theory". In fact, there is no consensus in the description and categorization of processes as inflectional or derivational. Linguists and morphologists working on the same languages would not be in total agreement on which processes should be taken for granted as inflectional and which ones are to be considered derivational. Surprisingly, derivation – inflectional dichotomy may, in some cases, exceed the limits of distinction and may become greater confusion, especially across languages.

In as far as learning derivations is concerned, one may notice that some school students in general are suffering from how words are formed and what morphological processes are appropriate to use not only among words, but also to distinguish a word from other ones. The problem, here, is rooted in students' intuition, i.e. most of derivational affixes are of Latin origin and this makes students' task impossible to know

the meaning of these affixes and to use them properly. Accordingly, the current study will be conducted to cast some shadow on the derivations and the problems of learning them.

1.2. Statement of the Problem

Although many studies have been conducted to show the importance of teaching parts of speech and other related grammatical topics to students, there is still a gap in these studies to cover the field of derivation and derivational affixes that would contribute to solve some of students' difficulties in mastering English adequately. Thus, the present study comes to offer students the proper ways to overcome their obstacles in learning morphological derivations and derivational affixes.

1.3. Objectives of the Study

The purpose of this study is to:

- 1- Investigate the difficulties that many students may face when dealing with sentences having the derivational patterns.
- 2- Look seriously at the reasons behind these difficulties.

1.4. Questions of the Study

In order to accomplish the objectives mentioned previously, the study answers the following questions:

- 1- What are the obstacles that students may encounter with the derivations?
- 2- What are the causes of these obstacles?

1.5. Significance of the Study

The importance of this study lies in the fact that it deals with a serious problem in dealing with the parts of speech. Besides, students are sometimes unable to answer questions related to the derivations. Knowing the rules and procedures of doing such tasks helps curriculum planners in general and teachers in particular develop this matter.

1.6. Limitations of the Study

Because of the small proportion of the selected students, this study has certain limitations, and thus its results cannot be generalized.

1.7. Limits of the Study

Samples are selected in Amman at public secondary schools during the second semester of the year 2016 - 2017.

1.8. Definition of the Terms

- **Morphological derivations** theoretically are part of morphology characterized by relatively concrete morphological meanings, potential semantic irregularity and restrictions on applicability (Haspelmath, 2002). Operationally, they are the opposite of inflections. Both of them form the cornerstone of morphological studies.
- **Learning difficulties** theoretically can be described as a problem of understanding or an emotional difficulty that affects a person's ability to learn, get along with others and follow convention. Operationally, they are usual consequences of any learning process. They should occur as a result of the inputs and outputs of educational phenomena.

- **Public School Students** theoretically are those, who differ from private school students, most of them join these schools without paying study fees. Operationally, they involve the last stage of their study; they are supposed to be forthcoming university students.

Chapter two

Review of Literature

2.0. Introduction

The present chapter is an endeavor to screen possibly most of available studies that are both theoretically and empirically oriented. It has been found that morphology and its facets occupy linguists' minds in studying and scrutinizing the world languages.

2.1. Theoretical Studies

In his attempt to discuss the term 'word-formation', and its pivotal significance in morphological literature, Matthews (1991: 61) asserts that derivational morphology as well as word-formation are usually two faces of the same coin. In the former, it is not only to centre upon the grammatical processes of derivation, but also the creative derivation of new words that follow existing patterns.

Haspelmath (2002) provides a detailed account of properties of both inflection and derivation. To him, "inflection is relevant to the syntax; derivation is not relevant to the syntax" (P.70). Derivational meanings are somewhat more diverse than inflectional categories. They are characterized as being cross-linguistically widespread and being also of specific nature so that they are confined to a few languages. Languages have a lot of devices for deriving nouns rather than for verbs and adjectives, and thus both verb-deriving patterns and adjective-deriving ones are less numerous and diverse. Verbs are mostly derived from other verbs, whereas de-nominal and adjectival verbs are much less frequent than de-verbal verbs (Bauer, 2002).

On the mental ground, derived words, when formed, become independent lexical items that receive their own entry in a speaker's mental dictionary. As time goes by, they often take on a special sense that is not completely predictable from the component morphemes. Occasionally beginning students have problems determining the category of the base to which an affix is attached. For example, in a word like *worker*, the base (*work*) is sometimes used as a verb and sometimes as a noun. This may make it difficult to know which category occurs with the suffix (-er) in the word *worker* (O'Gray et al, 1996).

Aronoff and Fudeman (2011) pose certain questions as to why there is a distinction between inflection and derivation and as to what this distinction means. They answer that whereas inflectional morphology does not change the core lexical meaning or the lexical category of the word to which it applies, derivational morphology may or may not affect the lexical category of a word it applies to, and it changes its meaning. Inflectional morphology also tends to be more productive than derivational morphology. Despite the distinction made above, points of similarity may be exposed between inflection and derivation. Cross-linguistically, both of them can be expressed through prefixal, suffixal or non-segmental means.

Some words are unable to stand alone as separate entities for phonological reasons. These entities are labeled clitics, i.e. words that must be attached to another word in sentences (Bybee, 1985). For example, certain verbs in English can be of reduced forms such as 'm, for am, 's for is, and 're for are. They cannot be used by themselves because they do not constitute a syllable. When clitic words are attached to the end of preceding words, they are called enclitics, while those attached to the beginning of following words are known pro - clitics. More significantly, cliticization

has the same effects as affixation simply because both of them are not able to stand by themselves and above all are attached to a base. The major difference between the two is that cliticization, unlike affixation, are members of lexical items such as verbs, nouns, or pronouns (O'Grady and Guzman, 1996).

The foregoing discussion of the nature of derivation and inflection paves the way to state that part of linguistic competence entails the ability to construct and understand words. Most of high school students know a great deal of words whose form and meaning are derived from those of other ones. Words as such are usually kept as individual items in the lexicon, i. e. mental dictionary. Nevertheless, there are other words that are constructed and interpreted by means of applying general rules to basic words. Morphology is, in a word or another, that discipline whose system is built up as a result of involving certain categories and rules in word formation and comprehension (O'Grady and Guzman, 1996).

Katamba (1993), when introducing his book entitled *Morphology*, asserts that morphology did not come into being as a divergent sub-field of linguistics until the nineteenth century. Early in the nineteenth century, morphology made much contribution to the reconstruction of Indo-European. Later under the influence of Darwinian Theory of evolution, scholars proved that the study of the evolution could eliminate the evolution of language. That's to say, the study of basic roots of the Indo-European languages was the means to understand the origin of human language. In twentieth century, evolutionary tendencies to study morphology were completely out of question. Morphology has been viewed as a synchronic branch, i.e. a branch focuses on the study of word structure at a particular stage in the language rather than on the history of words (Wurzel, 1989).

In generative literature, grammarians such as Bochner (1993) neglect the validity of a separate morphological module, because word formation can be adequately taken into consideration if it is segregated between phonology and syntax. The morphological level or component is not acquired in a module of language which is essentially covered by a phonological component, a syntactic component and a semantic component. The word structure in relation to phonology, generative scholars claim, can be studied by using devices available in the phonological component, whereas the word structure affected by syntax can be dealt with in the syntactic component (Coates, 1999) and (Bubenik, 1999). Generating all the sentences means generating all the permitted sequences of morphemes and elucidating which morphemes lead to form syntactic constituent like noun phrases and verb phrases.

On the semantic ground, the connection between morphology and meaning is clear-cut because the pivotal task of dictionary is to list the meanings of words and above all the natural relationship between a word and its meaning is arbitrary (e.g. no justification can be made as to why a word has a specific meaning). In addition to showing the meaning of words and morphemes, the dictionary (Lexicon) should have other sorts of information relevant to the application of syntactic and phonological rules. This, in turn, opens a new dimension of studying word formation: morpho-syntactic properties features of words (Lyons, 1977) and (Spencer, 1991).

2.2. Empirical Studies

Siegel (1974) wrote a doctoral thesis concerning aspect of English inflectional and derivational morphology. He, first of all, discussed the development a theory of English case and the investigation of the morphology of genitive pronouns. Next, he tackled some basic issues in derivational morphology whereby the nature and distribution of the boundaries that affect the lexical word derivation is dealt with. It has been elucidated that English affixes fall into two categories: one with (+) and the other with (-). The application of the rules of the primary stress shows that they are assigned to those of stress subordination to lexically derived words. The consequences demonstrate that the surface rules which incorporate the genitive feature into nouns and pronouns are best formulated and that the schema of the lexical organization which accounts for derivational differences are thoroughly proposed.

Tyler and Nagy (1987) conducted a research paper aimed at establishing a fuller picture of children's acquisition of English derivational morphology by distinguishing different aspects of knowledge about morphology, and by examining the effects of various task demands on children's ability to demonstrate their implicit knowledge. It presents a somewhat contradictory picture. But some order can be introduced by recognizing differences in the types of morphological knowledge that were being tested and the tasks used to test the knowledge. More specifically, it takes into account distinctions between classes of word formation processes, different types of knowledge about morphology, different degrees of knowledge of stems, and different types of tasks subjects have been asked to perform. Results from this study confirm that different aspects of knowledge about suffixes are acquired at different times. Although the results do not allow the researchers to specify a particular age at which each aspect of

knowledge is acquired, they are consistent with the hypothesis that children first acquire basic lexical-semantic knowledge of derived forms, that knowledge of syntactic properties of suffixes may develop more slowly, and that knowledge of distributional constraints on suffixes reflects the most sophisticated level of knowledge, and is the last to be acquired.

Acrodia (2010) wrote a paper whose aim is to argue for the existence in Mandarin Chinese of a category of derivation that involves lexical/content meaning, rather than grammatical/relational meaning, as e.g. Eng.1 bakery from (to) bake, which can indeed be distinguished from (root) compounding. The claim is that derivational affixes in Mandarin are the evolution of compound constituents appearing in a fixed position with a certain meaning in a number of complex words. In order for a lexeme to become a derivational affix, it has to undergo a shift in meaning which can be either more “general” than when used in other contexts, or it can be the extension of one of the possible (non-core) meanings of the lexeme. In this paper, the researcher provided arguments in favor of a derivational treatment for a set of word formation elements of Mandarin Chinese, which typically convey lexical/content meaning, rather than grammatical/ relational meaning. Also, basing on different approaches to grammaticalization and lexicalization, he defended the position that the evolution of a lexeme into a derivational affix is to be regarded as an instance of grammaticalization, since the processes of meaning shift and the changes in distribution involved appear as closer to typical instances of grammaticalization than to lexicalization. The paper has shown that the kind of shifts in meaning and distribution involved in the evolution of a free lexeme into a derivational affix are actually analogous to those involved in “typical” grammaticalization, albeit with differences. Processes as isolating abstraction,

generalizing abstraction, metaphor and metonymy may all be part of the genesis of a derivational affix, even if it conveys lexical/content meaning rather than purely relational meaning.

In his paper, Pirkola (2001) presents a morphological classification of languages from the IR perspective. Linguistic typology research has shown that the morphological complexity of every language in the world can be described by two variables; index of synthesis and index of fusion. These variables provide a theoretical basis for IR research handling morphological issues. A common theoretical framework is needed in particular because of the increasing significance of cross- language retrieval research and CLIR systems processing different languages. The paper elaborates the linguistic morphological typology for the purposes of IR research. It studies how the indexes of synthesis and fusion could be used as practical tools in mono- and cross- lingual IR research. The need for semantic and syntactic typologies is discussed. The paper also reviews studies made in different languages on the effects of morphology and stemming in IR. The findings this paper reaches are that in addition to morphology languages differ considerably from each other in semantic and syntactic properties. The morphological typology presented here can be completed by semantic and syntactic IR typologies.

Janssen (2002) wrote an article titled "Between Inflection and Derivation Paradigmatic Lexical Functions in Morphological Databases" in which the use of function is used in the MorDebe lexical database system. The purpose this system serves is to bridge the gap between derivation and inflection, i.e. to model relations between word-forms that are derivational from one perspective but inflectional from another. The lexical functions adopted in this system are operated from the angle of

word meanings rather than other morphological aspects and this make them different from the normal lexical function. One of the findings this article reaches is that there is a gradual distinction between derivation and inflection in morphological database, and such a distinction can be narrowed by manipulating lexical functions. The second finding is that lexical functions (inflectional functions are considerably varied from normal lexical functions in that they range over lemmas rather than word-senses, because those inflectional functions have LF counterpart.

Shamsan and Attayib (2015) conducted a study where Arabic and English inflectional morphology are investigated to expose the similarities and differences between the two. The main reason behind making errors by Arab EFL learners is attributed to the difference between the two languages. When predicting the sources of such errors, teachers and learners would contribute to set up possible solutions to these errors. Teachers would determine how and what to teach on one hand, and students know how and what to focus on when learning the target language, on the other. The results of this study revealed that Arabic content word morphemes are discontinuous and word root is consonantal. Arabic has a root-and-pattern morphology. The root is consonantal and the pattern is the vowel/s affixed to the root, whereas, English morphemes are continuous and word root must have (a) vowel/s. Inflections can be suffixes or prefixes in Arabic. However, in English they are all suffixes. Both Arabic and English verbs, nouns, and adjectives have inflectional affixes. Verbs in Arabic and English are conjugated to indicate tense, person, number and voice. However, English verbs have a fewer person and number distinctions and totally lack gender distinction. The imperative form of the verb in Arabic has suffixes that designate grammatical categories of number and gender, but in English language, number and gender are not

noticed in imperative sentences for the reason that English has only one pronoun for second person. A verb lexeme in Arabic has three forms: present, past and imperative, but in English most verbs have four forms. These forms are used to express different tenses. Passive voice in Arabic is a mainly a morphological operation, but in English it is a morpho-syntactic process. The subjunctive mood is indicated by using the past form of the verb in English or sometimes by using the infinitive form. Only the present form of the verb is marked for indicative, subjunctive and jussive mood in Arabic. Nouns in Arabic are inflected for number, gender, case and definiteness, but English nouns are inflected for number, gender and case only. Arabic and English share singular and plural in the system of number and Arabic has dual which does not exist in English. The plural in Arabic has three types: sound masculine plural, sound feminine plural and broken plural which is regarded as irregular. In English, the nouns are made plural by adding the suffix -s or -es, or by modification. However, some nouns are irregular. Gender is common in Arabic nouns and most of the feminine nouns have gender suffix. Some Arabic nouns do not have the feminine marker such as nouns that refer to female people, names of countries/cities and collective nouns. In English, gender is not common, yet it can be found in nouns that refer to human beings or animals. Some English nouns are changed into feminine by adding the suffix -ess; others are changed into feminine via suppletion; and in some other cases feminine nouns are formed by means of compounding. Nouns in Arabic are inflected for three cases: nominative, accusative and genitive, but English nouns are marked for the genitive case only. The number of pronouns in Arabic is more than that in English and they are either independent or dependent affixes, but in English they are all independent. Pronouns in both Arabic and English are marked for person, number, gender and case.

Torres (2010) raised the question of the continuity between inflection and derivation as posed by the Old English suffixes -a, -e, -o and -u. On the structural ground, the morphological analysis that has been carried out focuses on the overlapping of inflectional and derivational phenomena. From the functional perspective, affixation is analyzed in the constituent projection and inflection in the operator projection of the Layered Structure of the Word (LSW), where the derivational affix constitutes a morphological pivot and the inflectional affix a morphological controller. The conclusion is that the LSW requires further attention in the area of inflection as a Word/Complex Word operator, whereas it allows for a unified treatment of derivation and inflection in the synchronic axis. In this respect, Torres demonstrates that the insertion of gender, number and case operators in the top layer emphasize the morphological character of the LSW, while it is more consistent with the grammatical nature of gender in Old English.

Chapter three

Methods and Procedures

3.0. Introduction

This chapter accounts for the research methodology which is adopted for this study and presents the research design, population and the selection of the sample. It also describes the instruments of the study, their validity and reliability.

3.1. Research Design

This study manipulated a quantitative approach in which students of public secondary schools were tested and a pre-tested in order to fulfill the reliability and validity of the results, and a qualitative approach using interviews with teachers at the same secondary schools and a supervisor in Amman Third Educational Directorate (Al Qwesmeh).

3.2. Population and Sample of the Study

The population of this study includes students at the 12th grade in two public secondary schools enrolled in the second semester of the year 2017, English teachers of the same schools and supervisors in Amman Third Educational Directorate (Al Qwesmeh).

A sample of 60 students (both males and females) of public secondary schools was randomly selected to respond to the test and pre-test.

3.3. Selection of the Sample

A sample of 60 students was selected randomly from two public secondary schools for boys and girls including 18 male students and 34 female students. Moreover, three male teachers and three female teachers holding a B.A. degree as well as one supervisor in Amman Third Educational Directorate (Al Qwesmeh) were selected to take part in an interview.

3. 4. Instruments of the Study

This study manipulated two instruments; a test and a pre-test, filled by students and interviews with English teachers and a supervisor. The researcher tended to make use of the test and the pre-test to collect the data. Students were asked to answer the test sheet which consists of 25 questions of different sentences related to derivations. After the questions had been answered by the students, the researcher herself collected only 52 test sheets out of 60.

The second instrument was interviews which had been conducted on six English language teachers at secondary schools for boys and girls: three males and three females. In addition, one supervisor was also interviewed in Amman Third Educational Directorate (Al Qwesmeh). All of them were really helpful with the researcher. (See table (1)).

A list of three questions was asked to the teachers and a supervisor centered on: first, the difficulties faced by the students when dealing with sentences containing derivational suffixes. Secondly, there are certain reasons behind initiating such difficulties.

Demographic Distributions of Interviewees

Table (1)

Gender	No
Male	4
Female	3
Age	
35-40	2
40-45	5
Nationality	
Jordanian	7
Work experience	
7	1
11	2
13	2
15	1
20	1
Educational Background	
B.A. in English	6
Ph.D. in English	1

3.5. Validity and Reliability of the Instruments

The test will be given to a panel of experts to judge the extent to which the test is valid and reliable. For this reason, a pre-test would be designed to meet such requirements of the validity of the test and the interviews. The experts were chosen according to their broad experiences in this field (See Appendix B).

3.6. Procedures of the Study

The researcher follows the following procedures in order to conduct her research:

1. Reviewing the theoretical literature and empirical studies related to issue under investigation.
2. Developing two instruments: test and interviews and submitting them to experts to verify their validity.
3. Identifying the population and sample of the study.
4. Preparing the test and the interview.
5. Establishing the validity and reliability of both instruments.
6. Obtaining a letter of permission from the Middle East University to facilitate the research.
7. Analyzing and interpreting data whose results are illustrated via tables and discussion.
8. Presenting the results of the tests and the interviews.
9. Findings are tabulated and results are discussed with reference to some studies mentioned in literature reviews.

10. Drawing conclusion, provided recommendation and suggestions for further studies.
11. All references were listed according to APA style.
12. Useful appendices are added at the end of the study.

Chapter Four

Results of Data Analysis

4.0. Introduction

The present chapter aims at covering the most important material with which the study is concerned. It sheds light on analyzing the results the study reaches in relation to the collected data.

4.1. Results of Pre-test

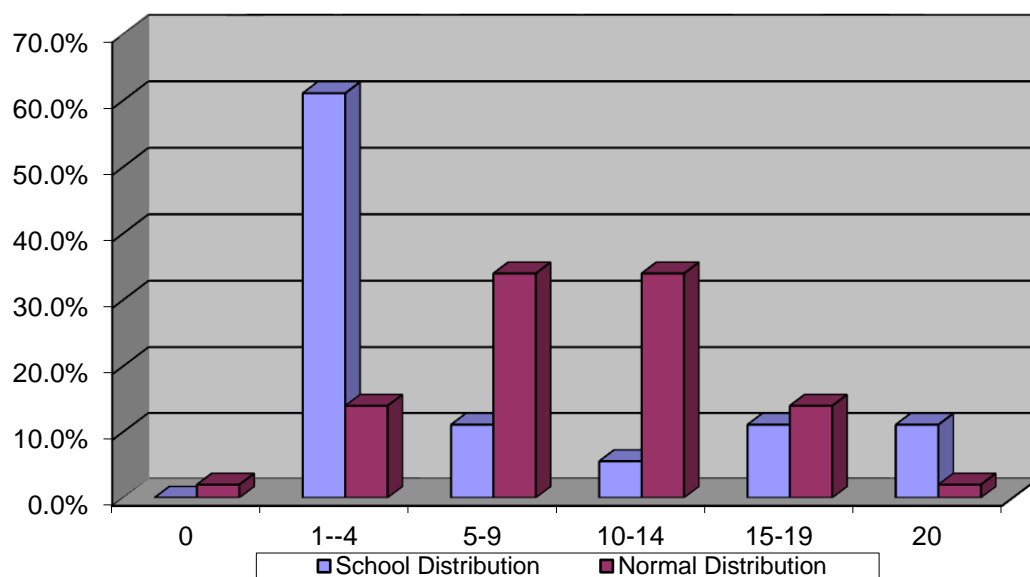
It is of great importance to expose the pre-test and its results concerning the questions that have previously been posed in chapter one, section 1.4.

4.1.1. Results in Relation to Question One

As far as the male students are concerned, the statistical charts elucidate that those students are so weak in dealing with derivational suffixes. They score a very low percentage in sentences having these derivations: most of them score only marks ranging from 1 up to 4 marks. Then the charts demonstrate that the lower percentage is, the higher marks are obtained, whereas the higher percentage is, the lower marks are achieved (see tables 2, 3, 4, 5, 6, and 7). What reinforces the above-mentioned facts is that in table (2) and (7) the results of school distribution exceed the possible limits of those of normal distribution, and this, frankly speaking, is out of imagination in relation to the poor levels male students have in public schools. This proves that male students are suffering from real obstacles and problems in tackling derivations, their rules and their use.

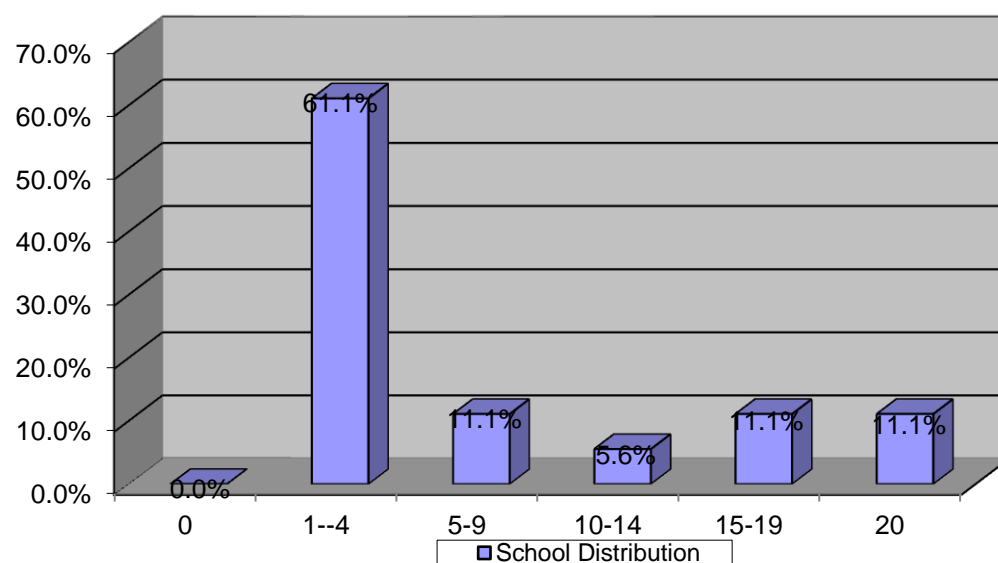
Results of Male Students in Pre - Test

Table (2)



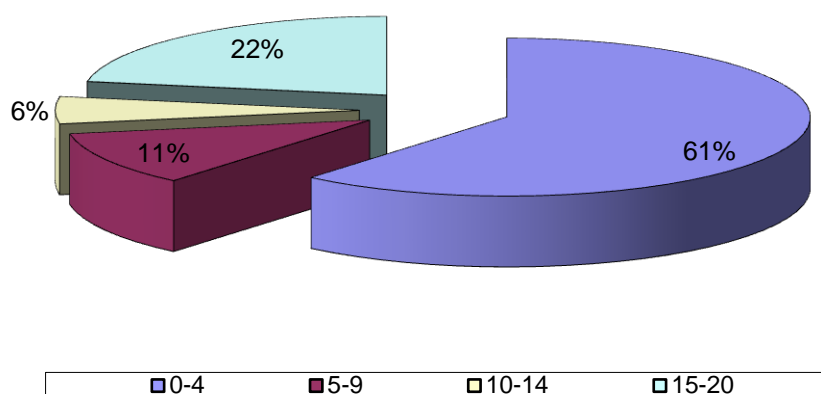
Results of Male Students in Pre - Test

Table (3)



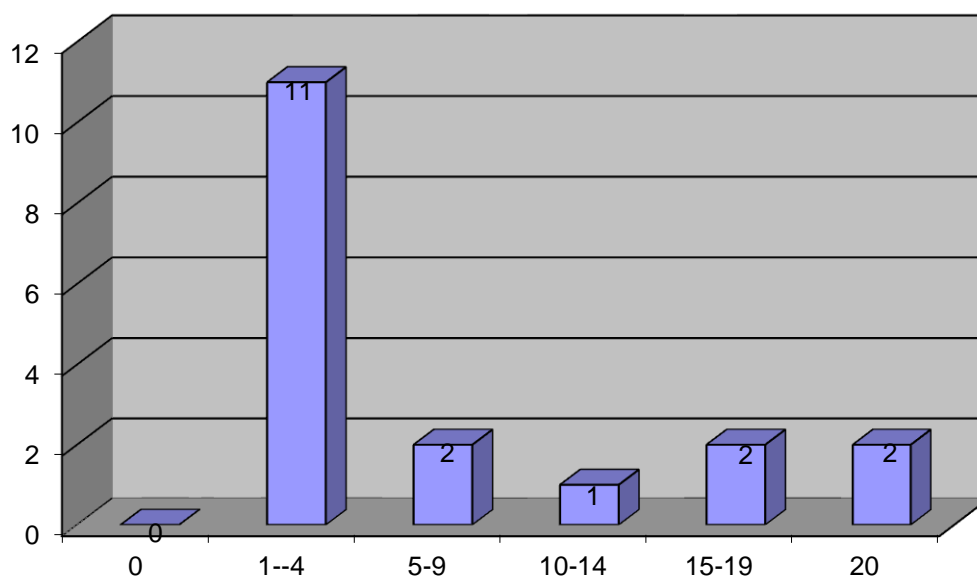
Results of Male Students in Pre - Test

Table (4)



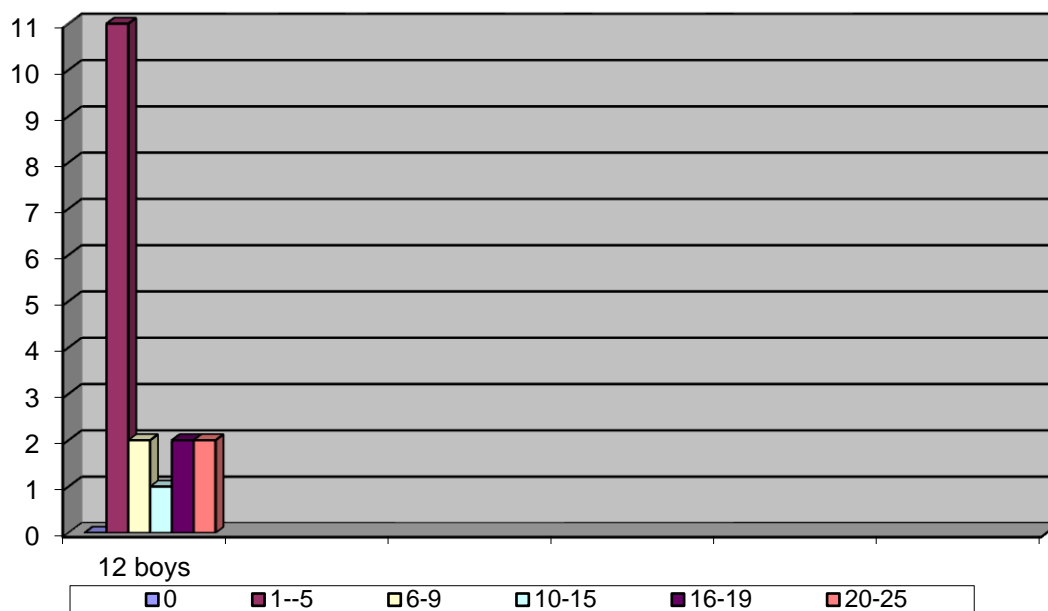
Results of Male Students in Pre - Test

Table (5)



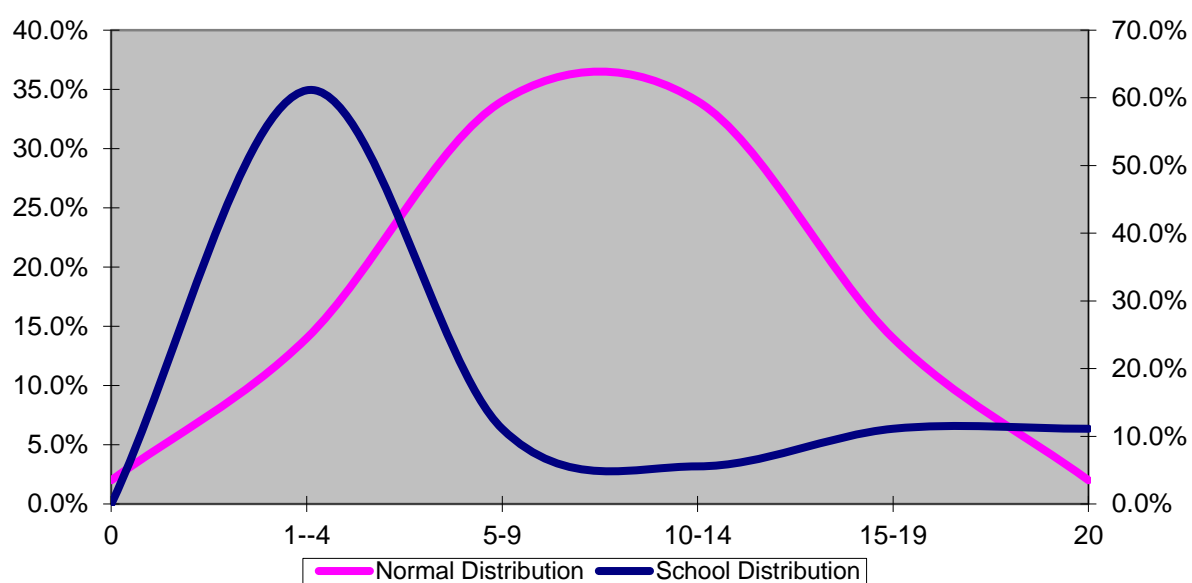
Results of Male Students in Pre - Test

Table (6)



Results of Male Students in Pre - Test

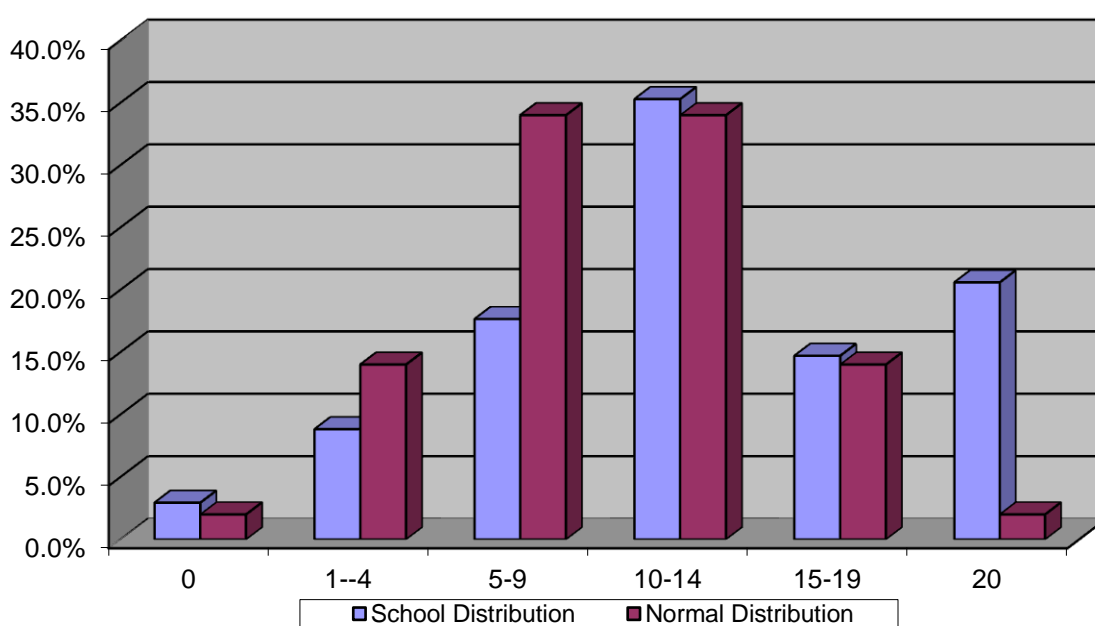
Table (7)



As for female students, the results are surprising in that they are completely opposed to those of male ones. The statistical charts indicate that marks ranging from 10 up to 14 score the highest percentage, and then those ranging from 5 up to 9 get a little bit lower percentage than the previous one. Other marks obtain divergent percentages of low degrees (see table 8 up to table13). What is worth-noting here is that both results of school distribution and those of normal distribution are totally convergent, and this, in turn, supports the fact that female students are better in their morphological competence than male students as indicated in tables (8) and (13). In spite of having high percentages, female students still face some difficulties in relation to using and recognizing derivational suffixes in sentences.

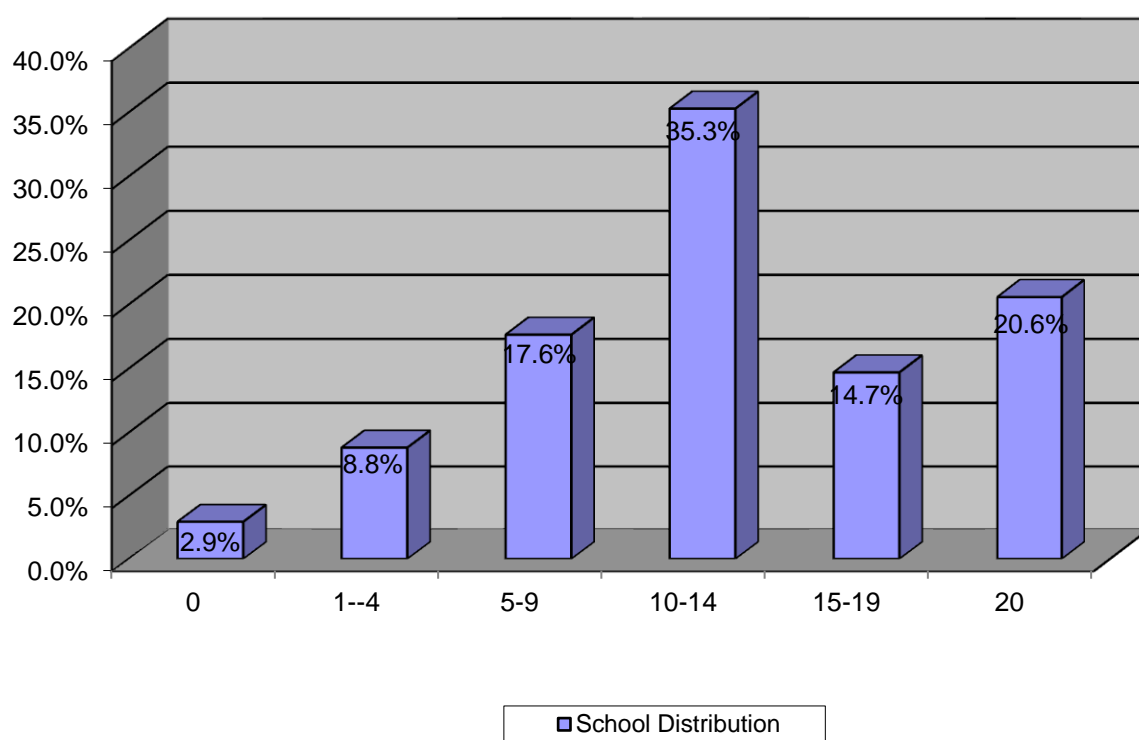
Results of Female Students in Pre - Test

Table (8)



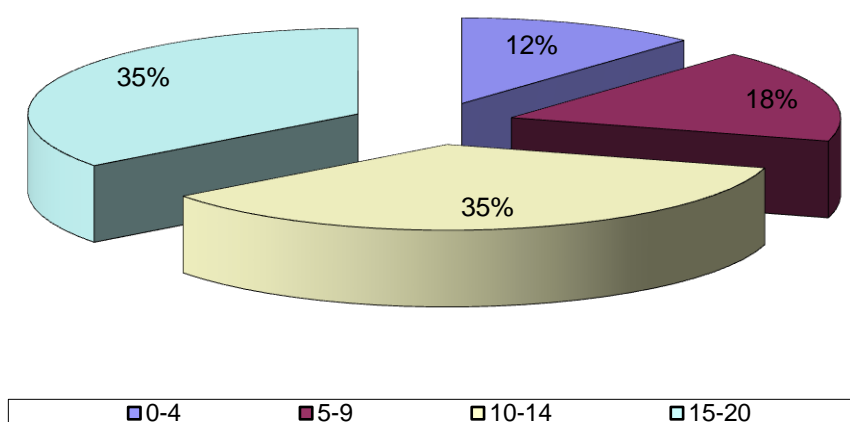
Results of Female Students in Pre - Test

Table (9)



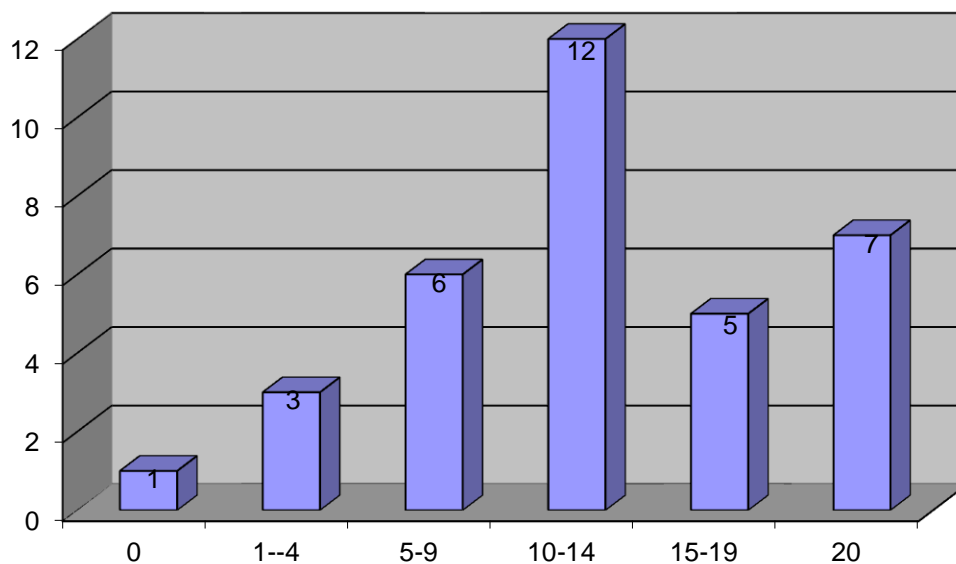
Results of Female Students in Pre - Test

Table (10)



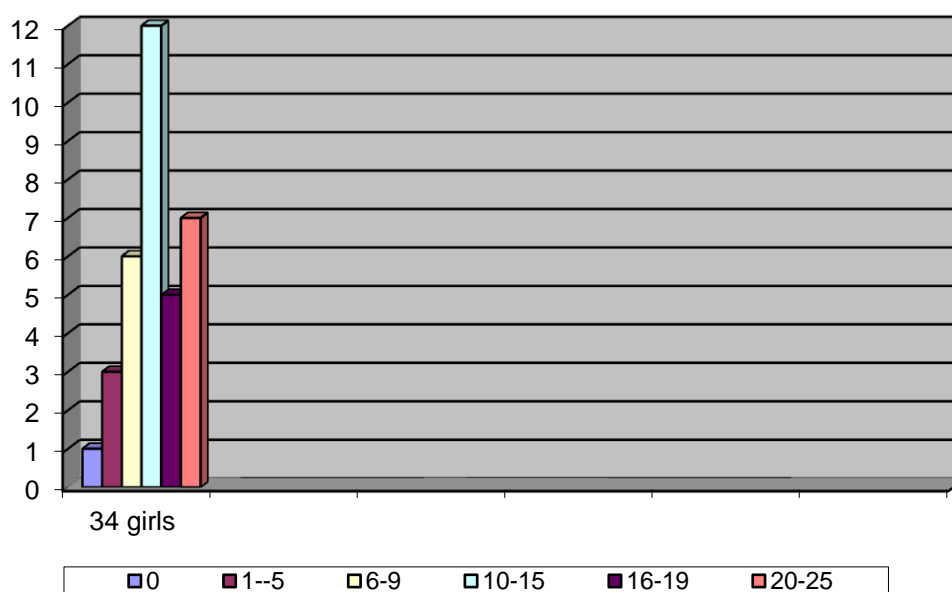
Results of Female Students in Pre - Test

Table (11)



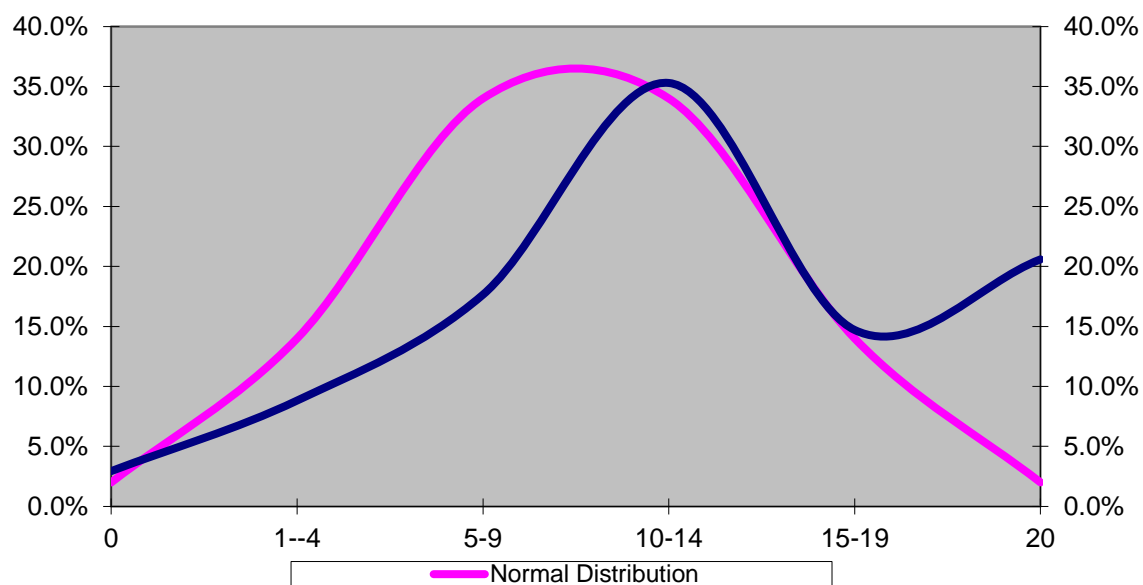
Results of Female Students in Pre - Test

Table (12)



Results of Female Students in Pre - Test

Table (13)



4.1.2. Results in Relation to Question Two

It has been found via the results of the pre-test and their statistical percentages that the obstacles students face are doomed to certain causes. In the first place, that students fail to use derivational suffixes highly affect the grammatical order according to which words of a sentence are constructed. For example, students do not know which grammatical item should follow a verb of a sentence: an object or an adverb. Next, failure of knowing the suitable derivational suffixes make students far from recognizing the grammatical class (parts of speech) of a word: whether a word is a noun, an adjective or an adverb?

4.2. Results of the Test

The test has been conducted since two weeks were spent. It is hoped that the results gained by the pre-test would be shifted into better ones. The researcher has prepared two lectures of two hours teaching male and female students detailed aspects of English derivations.

4.2.1. Results of the Test Related to Question One

A scrutinizing look at the tables of the test (see below) shows that there is a growing tendency on the students' part to improve their ability and capacity to tackle the use of derivational suffixes. That is, the students' improvement is chiefly resulted from the fact that the researcher has done her best to teach those students thoroughly the use, the possible rules and patterning derivations in general, and derivational suffixes in particular via manipulating a complete teaching method. For instance, tables(15), (17) and (19) demonstrate that marks ranging from 1 up to 4 score a very low percentage, whereas those ranging from 5 up to 9 and those ranging from 10 up to 14 accomplish a highly percentile ratio.

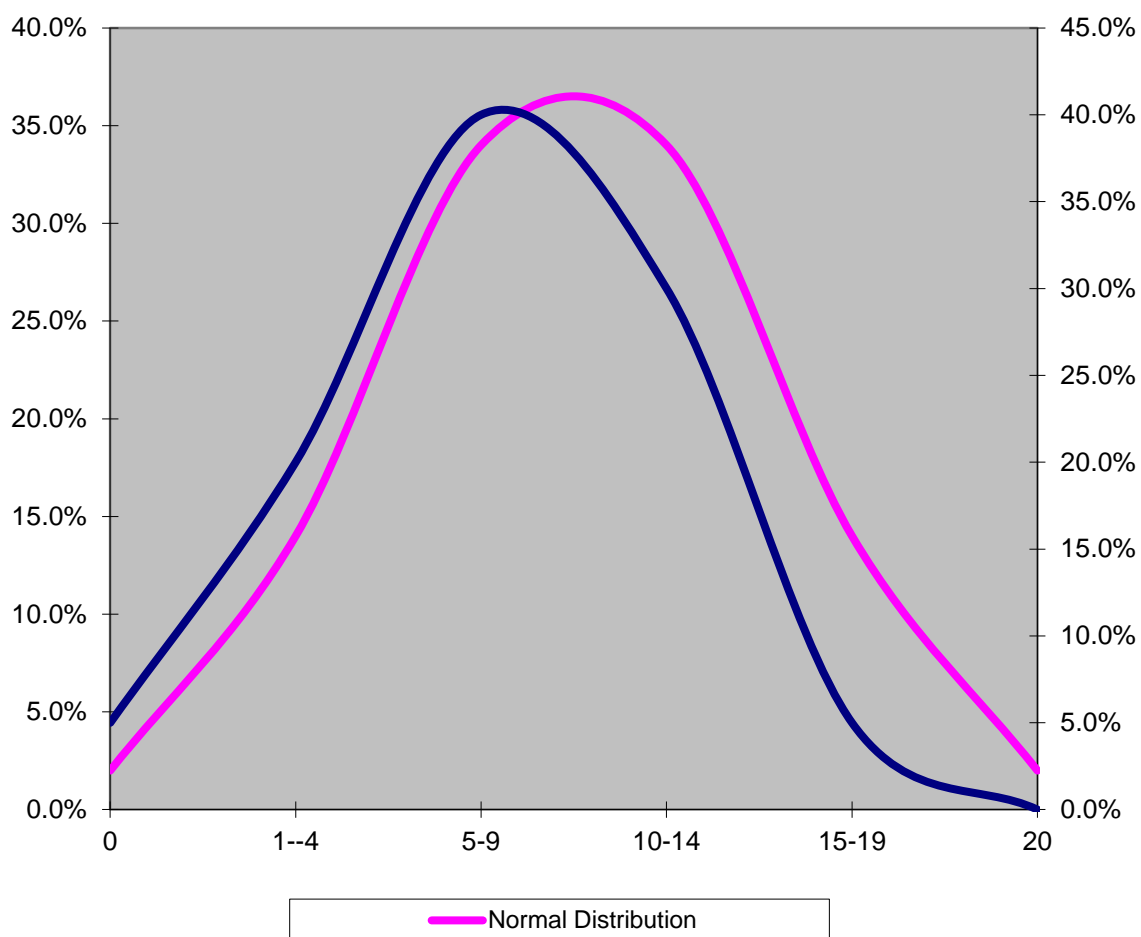
Results of Male Students in the Test

Table (14)

Exam analysis									
	0-4	5-9	10-14	15-19	20-25		Total	0-5	15-20
boys	1	4	8	6	1		20	25.0%	5.0%
							0	0.0%	0.0%
							0	0.0%	0.0%
							0	0.0%	0.0%
							0	0.0%	0.0%
Total	1	4	8	6	1	0	20	25.0%	5.0%
Percentage	5.0%	20.0%	40.0%	30.0%	5.0%	0.0%			
Total Number of Pupils in Each Percentile Band									
	0	1--4	5-9	10-14	15-19	20	0-5	15-20	
Total Num of Pupils	1	4	8	6	1	0	5	1	
Distribution of Pupils Across 4 Percentile Bands									
	0-4	5-9	10-14	15-20					
Total Num of Pupils	5	8	6	1					
Percentage	25.0%	40.0%	30.0%	5.0%					
Percentage of Pupils in Each Percentile Band									
	0	1--4	5-9	10-14	15-19	20	0-5	15-20	
School Distribution	5.0%	20.0%	40.0%	30.0%	5.0%	0.0%	25.0%	5.0%	
Normal Distribution	2.0%	14.0%	34.0%	34.0%	14.0%	2.0%	16.0%	16.0%	

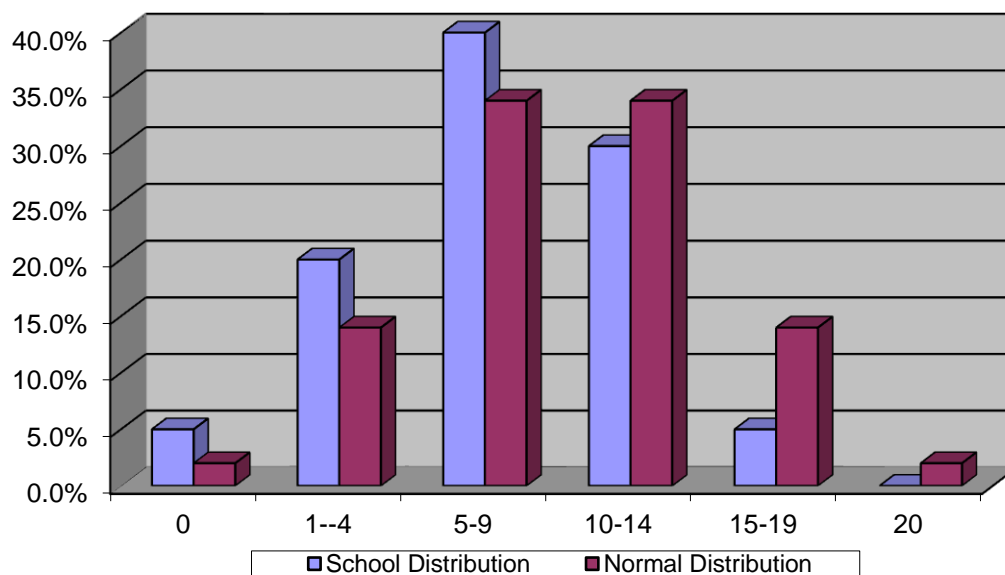
Results of Male Students in the Test

Table (15)



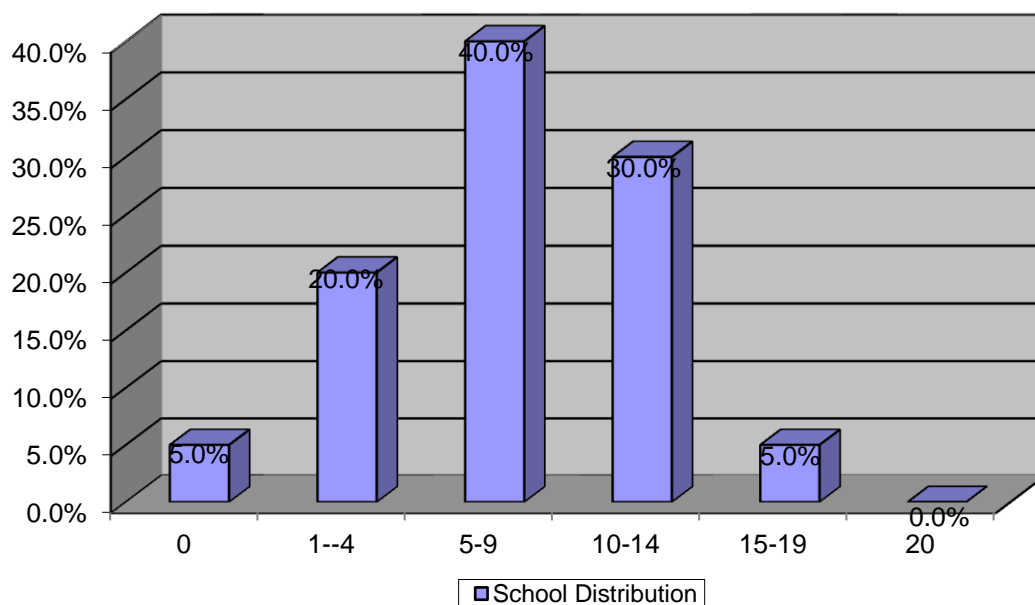
Results of Male Students in the Test

Table (16)



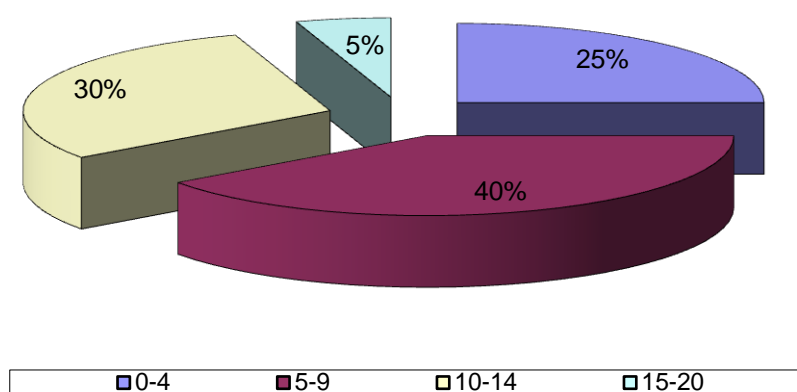
Results of Male Students in the Test

Table (17)



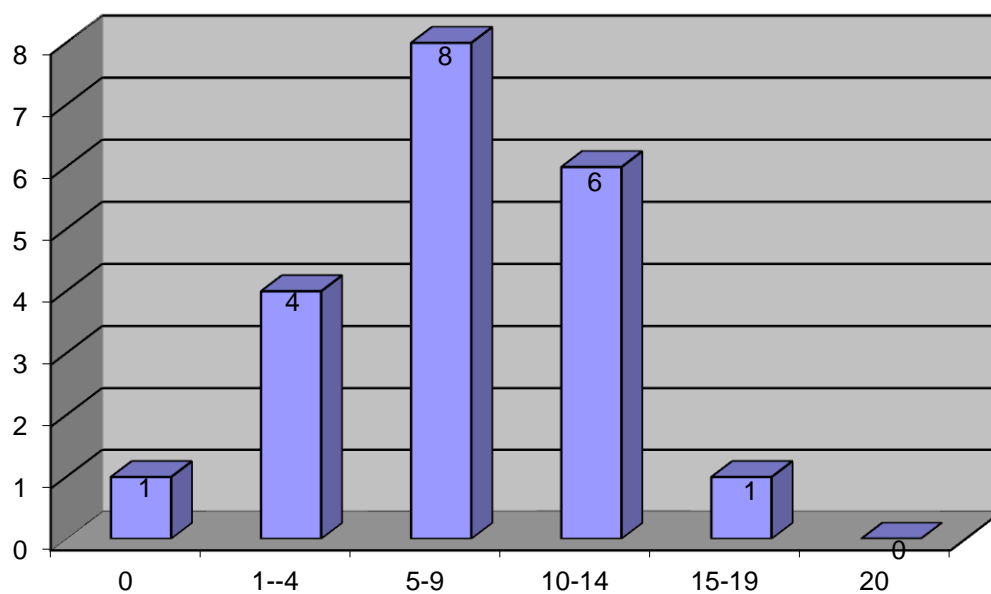
Results of Male Students in the Test

Table (18)



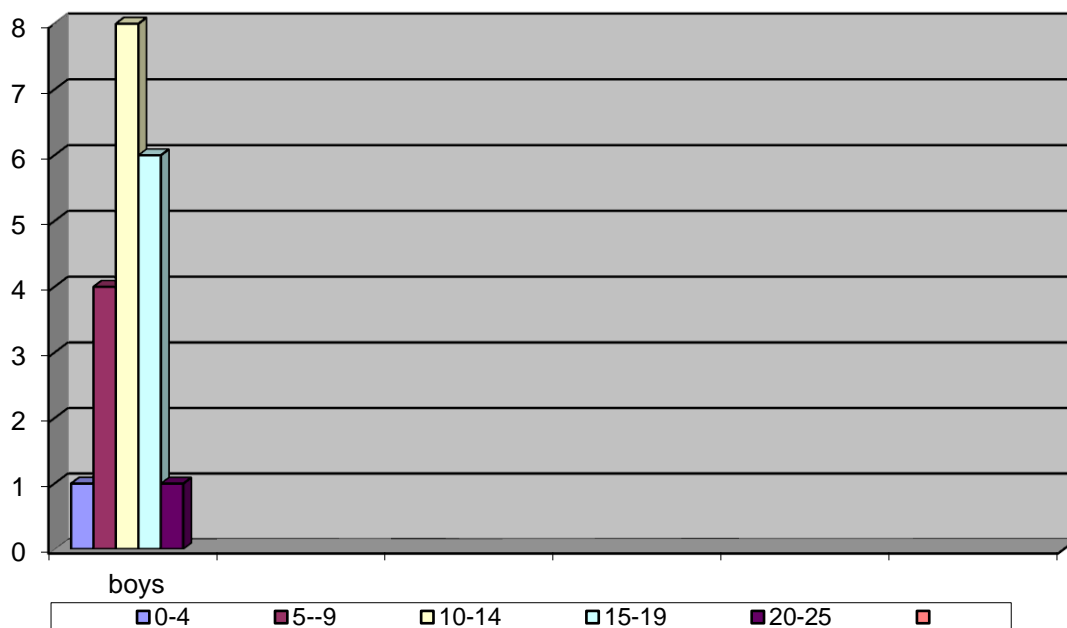
Results of Male Students in the Test

Table (19)



Results of Male Students in the Test

Table (20)



In relation to female students, the tables (21-27) elucidate that though there is an increase of the percentage in marks ranging from 5 up to 9, and 10 up to 14, a qualitative leap can be seen in marks ranging from 15 up to 19 in a way that the percentile ratio of the school distribution does not only exceed that of normal distribution, but it also scores 100%. This is completely attributed to factors: the affects that are exerted by the researcher to teach female students the most important derivational rules and usages and the degree of readiness that is showed by female students to activate with the remedial lessons given by the researcher to improve their morphological performance.

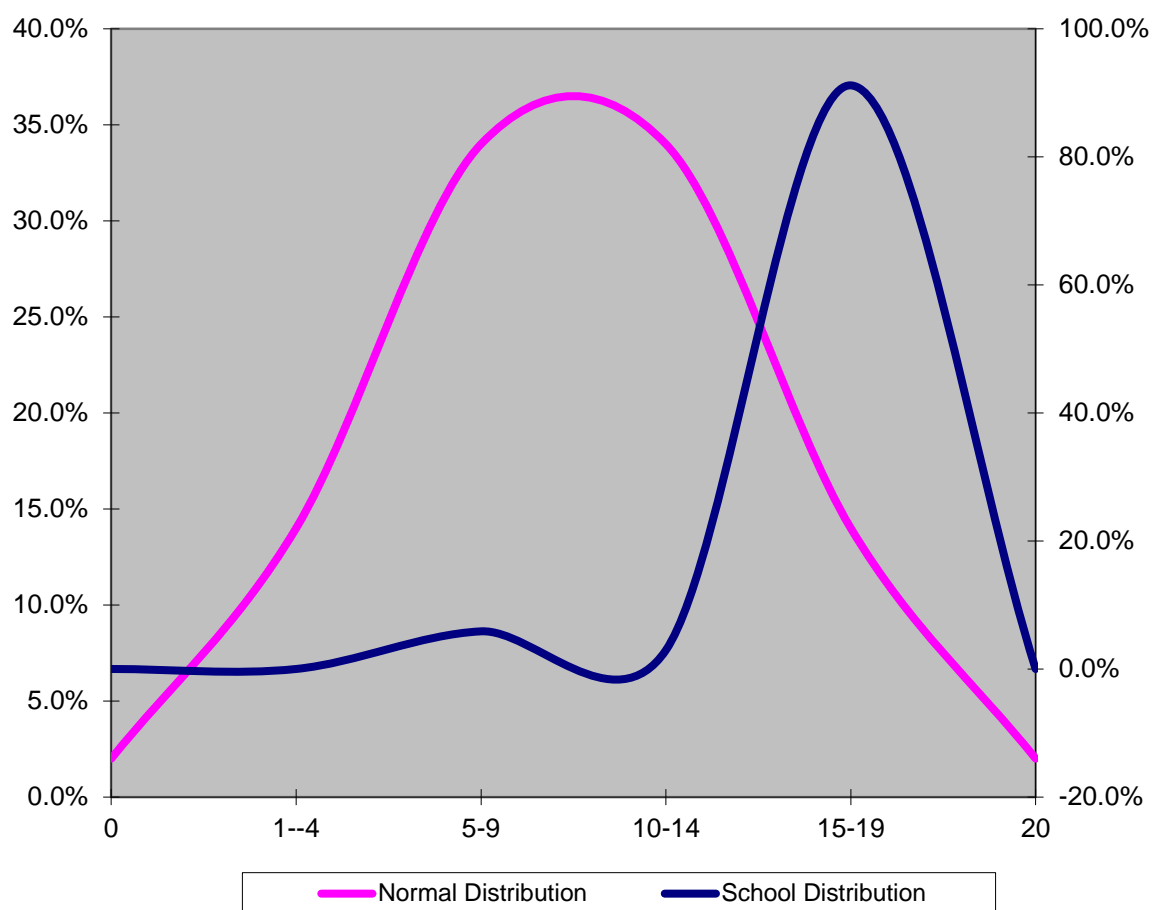
Results of Female Students in the Test

Table (21)

Exam analysis									
	0-4	5-9	10-14	15-19	20-25		Total	0-5	15-20
girls	0	0	2	1	31		34	0.0%	91.2%
							0	0.0%	0.0%
							0	0.0%	0.0%
							0	0.0%	0.0%
							0	0.0%	0.0%
Total	0	0	2	1	31	0	34	0.0%	91.2%
Percentage	0.0%	0.0%	5.9%	2.9%	91.2%	0.0%			
Total Number of Pupils in Each Percentile Band									
	0	1--4	5-9	10-14	15-19	20	0-5	15-20	
Total Num of Pupils	0	0	2	1	31	0	0	31	
Distribution of Pupils Across 4 Percentile Bands									
	0-4	5-9	10-14	15-20					
Total Num of Pupils	0	2	1	31					
Percentage	0.0%	5.9%	2.9%	91.2%					
Percentage of Pupils in Each Percentile Band									
	0	1--4	5-9	10-14	15-19	20	0-5	15-20	
School Distribution	0.0%	0.0%	5.9%	2.9%	91.2%	0.0%	0.0%	91.2%	
Normal Distribution	2.0%	14.0%	34.0%	34.0%	14.0%	2.0%	16.0%	16.0%	

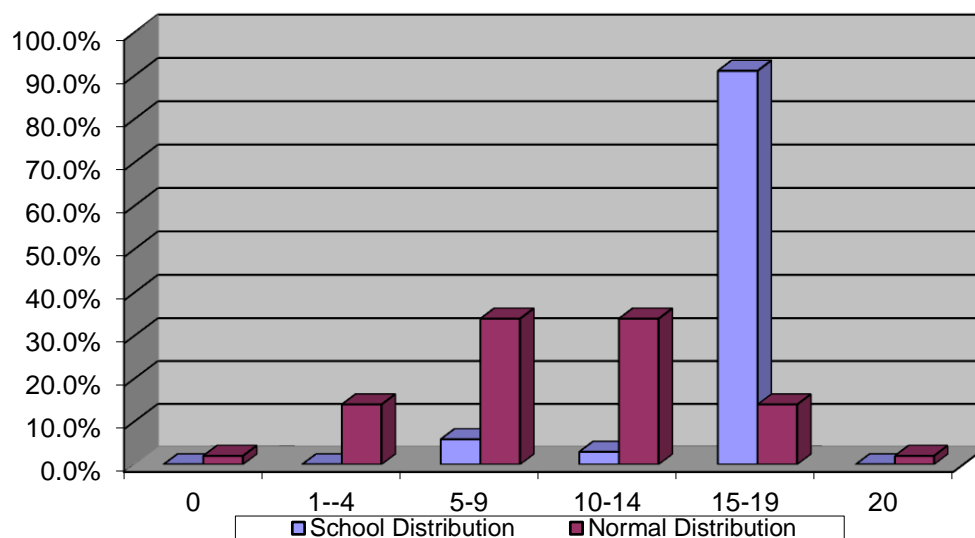
Results of Female Students in the Test

Table (22)



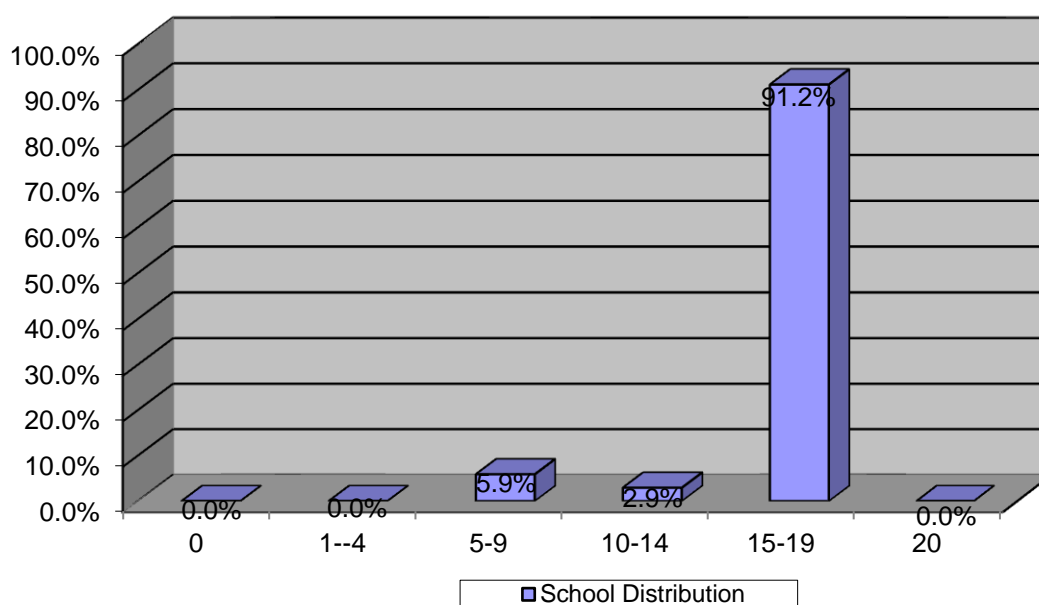
Results of Female Students in the Test

Table (23)



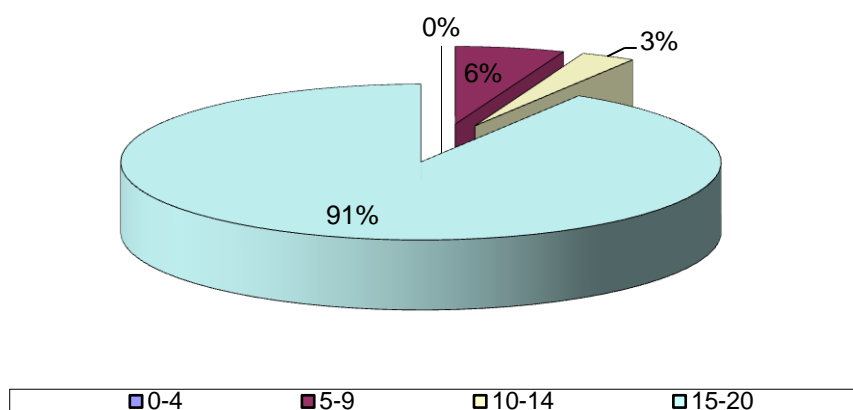
Results of Female Students in the Test

Table (24)



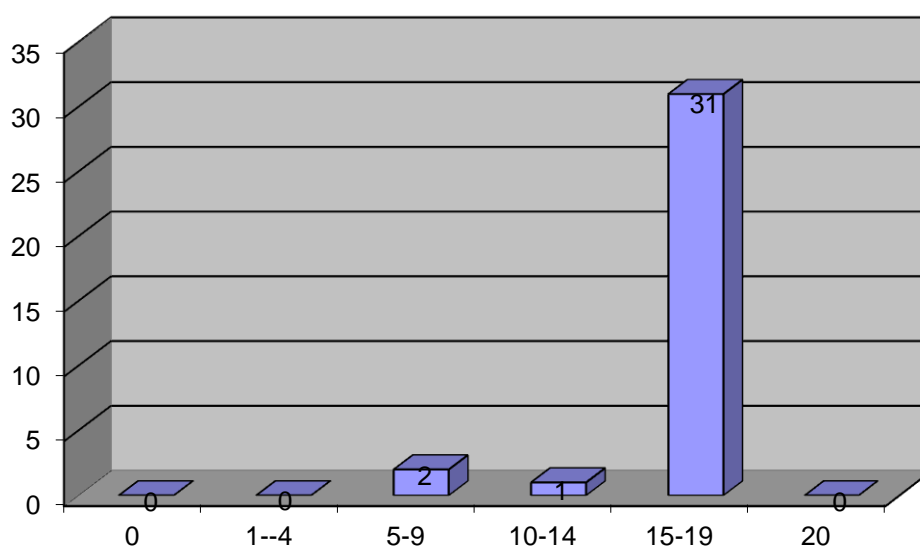
Results of Female Students in the Test

Table (25)



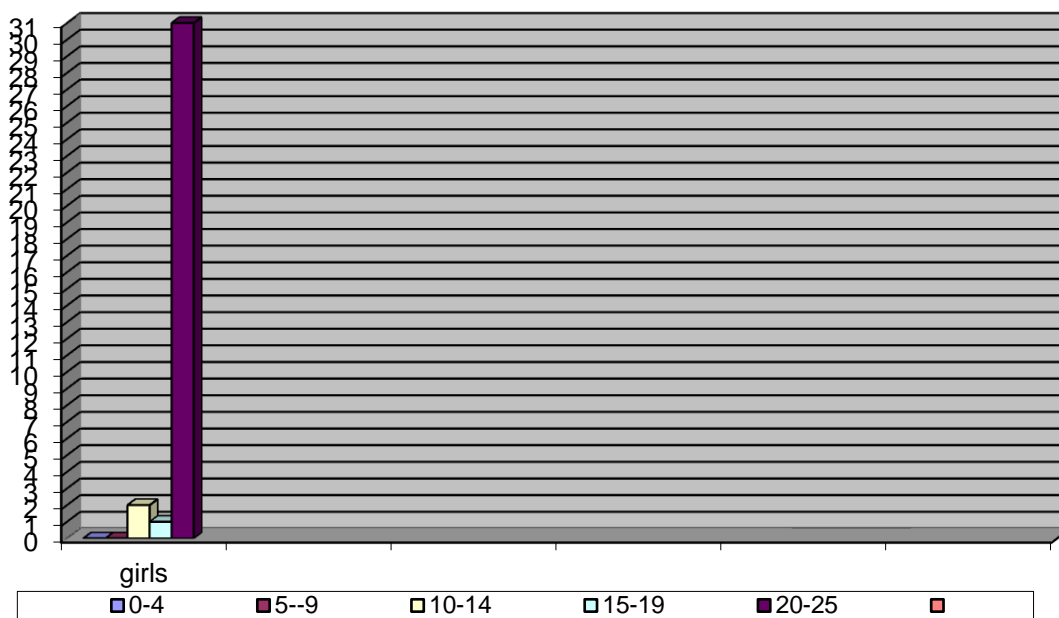
Results of Female Students in the Test

Table (26)



Results of Female Students in the Test

Table (27)



4.2.2. Results of the Test Related to Question Two

In spite of notable improvements shown by both male and female students in dealing with derivations and derivational suffixes, the original problem is still present. It resides in the following facts: the word roots are the causes behind such a problem in the sense that students are far from comprehending the morphological behavior of the roots. To straddle this gap, most, not all, of students work upon memorizing a detailed glossary of such roots found at the end of the text book entitled *Action Pack12*. In a word or another, students, males or females, lack sufficient preparations to treat with how morphological patterns of English words are well studied and how derivational suffixes are consciously dealt with.

4.3. Results of the Interview

Attempts are basically made to reach the highest degree of objectivity and honesty when the interview has been conducted and managed. The nature of the questions raised is descriptively-oriented in that the interviewees frankly describe and identify the origin of the obstacles in front of which students encounter.

4.3.1. Results of the Interview Related to Question One

All of the interviewees agree that the obstacles students face are rooted in the fact that they are not very much interested in studying English in general. More importantly, vocabulary is not given priority on students' part to help and then contribute to support their capacity of dealing with derivations and derivational suffixes. What is actually astonishing is that the topic of derivations and its drills is not taught at the early stages like 7th and 8th grades, but at the last stages like 11th and 12th grades. Ones again, the problem of neglecting the glossary found at the end of the textbook throws its glooming shadow on students in creating these difficulties.

4.3.2. Results of the Interview Related to Question Two

It has been revealed that the major causes resulted from such an educational decline in relation to teaching and learning derivational suffixes are attributed to the following facts. In the first place, students lack appropriate fluency that helps them manipulate derivational rules and parameters. Next, the question of proficiency totally disappears concerning how derivations and derivational suffixes are supposed to be taught and lectured. Thirdly, students lack the least limits of the mastery over other linguistic skills and activities that reinforce, in a way or another, their ability to comprehend derivations.

Chapter five

Discussions, Conclusion and Recommendations

5.0. Introduction

This chapter is mainly devoted to discuss the results reached out of answering the questions of the study. It also provides the essential conclusion arrived at when the study as a whole has finally been conducted. The chapter is ended with the possible recommendations in which the researcher believes that they may contribute to open new horizons for further studies.

5.1. Discussions of the Results Related to Question One

It is worth-mentioning to state that students of public schools actually encounter different morphological problems manifested in a great number of errors and mistakes committed in the realm of derivations and derivational suffixes. No doubt, such errors and problems occur most frequently and this shows how vast the gap is between students' morphological competence and their would-be performance. Moreover, students' obstacles of using derivational suffixes unveil a somewhat horrible outcome: there are repeated misuses of common derivational suffixes in a way that certain words would be created newly or would be absolutely distorted. This accordingly points out a profound, chronic collapse and deterioration on students' part in learning derivations and derivational suffixes.

The consequences of such collapse and deterioration increasingly seem to be too adverse to avoid because they represent a sort of learning fossilization, and it is hard to be of a short-term reformation. Moreover, these obstacles, which are classified as being the most serious, have the greatest effects on students' intelligibility. For instance, some derivational suffixes are attached to wrong words or syllables of words. Next, a misleading meaning can be easily recognized as a result of deformed words. Another effect is that there is an increase in losing the correct spelling of some derivational affixations.

As stated above, students' morphological performance has highly been affected by these difficulties. So, any attempts exerted for real remediation are doomed to failure. However, there may be a great chance of successful remediation when the drills and exercises are designed in a simplified and abridged way to meet students' poor level. For example, teachers tend to use very rigid and monotonous instructions when students are asked to do these exercises inside classes.

The results of this study approximately cope with the orientations furnished by Shamsan and Attayib (2015). This is very much attributed to the influences of mother tongue under which students of public school are. The nature and texture of English word-formation is far from that of Arabic one. Students are hard to have mastery over second language word design and this leads to some sort of confusion and slow in learning English morphology in general and derivational processes in particular.

5.2. Discussions of the Results Related to Question two

One of the different causes that lead to make obstacles in front of students of public schools in dealing with derivations and derivational suffixes is that some students may become under psychological pressure that prevents them from asking their teachers to clarify any point related to derivational processes. This psychological pressure may be represented in a form of embarrassment according to which students may be hesitant towards interrogating or repeating questions about the study material in general.

Other causes are resulted from specialized areas of derivations, i.e. some derivations are loan affixations borrowed from old or archaic languages like ancient Greek and Latin. Here, the problem is of dual nature: first, students, by all means, are forced to overcome such a problem because it is an essential part of their course material. Second, teachers are committed to straddle any material gap students may have because this is naturally part of teachers' assumed responsibility on teaching, educational and pedagogical grounds.

5.3. Conclusion

The study reaches the following conclusions:

1. The domain of morphological derivations requires a good deal of attention, interest and care students should consciously show.
2. Students are so poor not only in derivations and derivational suffixes but also in other linguistic topics. In other words, the problem of committing mistakes in derivational suffixes can obviously be regarded as being accumulative problem resulting from other problems which students are encountering in relation to, for example, parts of speech, word order or sentence patterns.

3. Teachers are not fully qualified in teaching English courses in general and English derivations in particular, and this forms the major part of the obstacles students face. Accordingly, this is partially attributed to the shortage, if not the lack, of training courses, teaching workshops and symposiums.
4. Students need a lot of intensified drills and exercises about derivations and derivational suffixes in order to guarantee that their morphological performance is going on the right way.
5. Educational supervisors have to diagnose truly the points of weakness that are accompanied with the teaching procedures and methods teachers of public schools have adopted in connection with derivations and derivational suffixes.

5.4. Recommendations

The researcher recommends the following:

1. Derivations and derivational suffixes have to be taught, lectured and contained within *Action Pack Courses* in early grades i.e. grade 8 or 9.
2. The strategy of adopting remedial courses given to students is highly appreciated in order to enrich and support students' knowledge of derivational processes.
3. Teachers of different levels should be undergone by much intensified teaching courses, academic workshops and credited symposiums so as to enable them to be acquainted with the latest pedagogical procedures and techniques in teaching derivations and derivational suffixes.
4. Enough time must fairly be allotted to teach morphology in general and derivational processes in particular.

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Appendices

Appendix A

Test

Test

Complete the following sentences with the suitable words derived from the words in brackets:

1. Scientists _____ that there might be a life on Mars soon. (estimation)
2. The _____ of fireworks goes back to the Chinese. (invent)
3. When do you _____ to receive your test results? (expectancy)
4. Many candy advertisements are usually presented in an _____ manner in the TV. (attract)
5. Markets have different types of food which are _____ prepared from animal products. (artificial)
6. The _____ system must be linked with the requirements of social and economic developments for any country. (education)
7. Jordan has a _____ of being a friendly and welcoming country. It is one of the safest places to visit in the Middle East. (repute)
8. Maha is very _____ to eating fish: so she avoids eating it. (allergy)
9. Penicillin was one of the most important _____ s in the history of medicine. (discover)
10. People have started to buy _____ produced meat and other kinds of food. (artifice)
11. It is unlikely to _____ unless you pay much effort on what you do. (successfully)
12. The discovery of penicillin is considered a great _____. (achieve)
13. Omar is very active, intelligent and _____ student. (organization)
14. Learning foreign languages is good for your personal _____. (develop)
15. I can't help you. You need _____ from a computer expert. (advise)
16. Would you _____ my calculations? I feel there's something wrong. (revision)
17. I am seeking for an _____ heart surgeon. (experience)
18. I can't _____ everything I've just said: you should listen carefully. (repetition)
19. The company is pleased with your works and is happy to give you a _____. (recommend)
20. Nuts contain useful _____ such as oils and fats. (nutrition)
21. _____, Amman is the most active city in Jordan. (economy)
22. His final _____ was that he broke a new world record in running. (achieve)
23. At university there are many _____ courses which you can do. (option)
24. Most Jordanians _____ in big cities such as Amman, Zarqa and Irbid. (concentration)
25. Bakir speaks English _____. (fluency)

الاختبار مناسب

تمت بحمد الله

فهم الزميلة
٢٠١٧/٤/١٨

<p style="text-align: center;">Appendix B</p> <p style="text-align: center;">Panel of Experts</p>

No.	Name	Rank	Place of Work
1	Dr.Saleh Miklala Fryhatt	Associate Professor	Al - Isra University
2	Dr.Ola Al-Dabagh	Associate Professor	University of Petra
3	Dr.Basil Hussein	Associate Professor	Al - Zaytoonah University

Appendix C

Middle East University Permission Letter



MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

مكتب رئيس الجامعة
President's Office

الرقم: ٦٠٧ / ٢٣ / ٢٠١٧
التاريخ: ٢٠١٧ / ٣ / ٦

معالي وزير التربية والتعليم الأكرم

تحية طيبة وبعد،،،

أرجو التكرم بتسهيل مهمة الطالبة مها زهير نسيب نسيب ورقمها الجامعي (401510100) ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، في القطاعات التالية:

1- مديرية لواء القويسمة (عمان الثالثة).

2- مدرسة أبو علندا الثانوية للبنات.

3- مدرسة أبو علندا الثانوية للبنين.

لتطبيق الأداة المعدة للبحث المعنون بـ:

الصعوبات التي يواجهها طلاب المدارس الحكومية في الأردن في دراسة

الاشتغاقات المصرفية

وتفضلوا بقبول فائق الاحترام والتقدير

رئيس الجامعة
٥.3.2017
أ.د. محمد محمود الحيلة

المصلحة العامة
إلى وزارة التربية والتعليم
الرقم: ٠٨
أ.د. محمد محمود الحيلة
إلى مدير إدارة:



Appendix D

Permission Letter to Secondary Schools



وزارة التربية والتعليم
مديرية التربية والتعليم للواء القويسمة



وزارة التربية والتعليم
مديرية التربية والتعليم للواء القويسمة

٢٠١٤

الرقم
التاريخ
الموافق

مديرة مدرسة أبو علندا الثانوية للبنات
مدير مدرسة أبو علندا الثانوية للبنين

السلام عليكم ورحمة الله وبركاته

الموضوع : البحث التربوي وتسهيل مهمة

تقوم الطالبة " مها زهير نسيب نسيب " جامعة الشرق الأوسط/ تخصص لغة انجليزية وآدابها بإجراء دراسة بعنوان " الصعوبات التي يواجهها طلاب المدارس الحكومية في الأردن في دراسة الاشتقاقات الصرفية " ، وذلك لغايات درجة الماجستير ، ويحتاج ذلك إلى تطبيق أدوات الدراسة على عينه من مشرفي وطلبة المدارس المعنية . يرجى تسهيل مهمة الطالبة المذكورة أعلاه وتقديم المساعدة الممكنة لها .

واقبلوا الاحترام

مدير التربية والتعليم
الدكتور محمد فالح الجبور

نسخة / مدير الشؤون التعليمية والفنية
نسخة / ر.ق . التدريب والتأهيل والإشراف التربوي
نسخة / الملف العام

ع.ح

ص ب (٩١٧٤)

فاكس (٤١٦٠٣٠٥)

تلفون : (٤١٦٦٣٠ ١-٤)