

Investigating Iraqi EFL University Students' Use of Key Morphological Terms

Yousuf Taresh Hilal Jabur Al Amaya*

Elhaj Ali Adam Esmaeil

University of Gezira / College of Arts and Human Sciences/Al-Sudan

Article Info	Abstract
<p>Date of Article</p> <p>Received : 2023/1/9</p> <p>Received in revised form: -----</p> <p>Accepted: 2023/1/16</p> <p>Available online: 2023/4/16</p> <p>Keywords:</p> <p>EFL University Learners, General Morphological Terms, Word-Formation Terms, Grammatical Competence.</p>	<p>The current study investigates the Iraqi college learners' abilities to handle morphological terms as a main part of EFL learners' grammatical competence. In this study, morphological terms are classified into two types: General Morphological Terms and Word-Formation Terms. It is worth mentioning that this study is restricted to the morphological terms that are of concern to the EFL university students because such terms represent rather important part of grammar, than minor concepts and details. After surveying such terms, the researcher devised a questionnaire prepared for a representative sample of (100) Iraqi EFL college students chosen randomly from the 3rd year stage (academic year 2021-2022) in the Department of English, College of Education for Human Sciences, Al Muthanna University, Iraq with the purpose of investigating those learners' abilities in this respect.</p>

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Introduction

1. Grammar in Linguistic Studies

Grammar is an essential part of the system of a language, which can be described in terms of scientific rules or generalizations. According to the Greek philosophers, grammar was a branch of philosophy connected with the 'art of writing'. Trask (2014: 98) defines grammar as "the part of the structure of a language which includes sentence structure (syntax) and word-order (morphology)". A linguist who specializes in the scientific study of grammar in this sense is referred to as 'grammarian'. He (Ibid.) describes grammar as the entire structure of a language, including not only its syntax and morphology but also its

phonology, semantics, and possibly its pragmatics.

Hannounah (2008: 1) states that by the Middle Ages, grammar had come to be considered as a set of rules usually in a form of text-books, dictating 'correct usage'. However, most modern linguists argue that grammar should represent actual usage and express the rules whereby sentences are generated and understood. In this sense, grammar becomes a very valuable tool in developing a learner's performance in either his native language or a foreign language. Until recently, grammar was regarded as a branch or discipline of linguistic study intermediate between semantics and

phonology and comprising morphology and syntax as illustrated in the following figure (Ibid: 2).

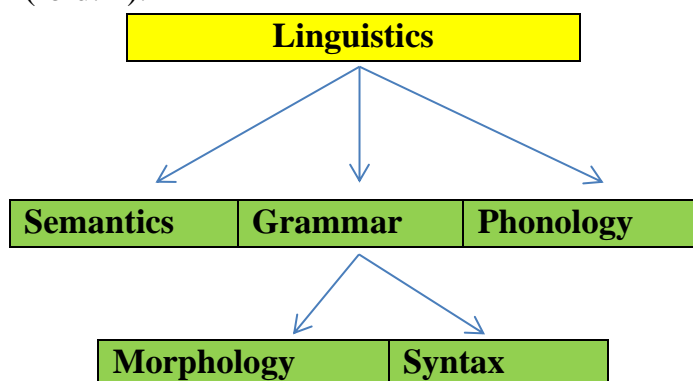


Figure (1): The Place of Grammar in Linguistic Studies. (Hannounah, 2008:1)

1.1 Features of Modern Grammar

Hamash and Abdulla (1968: 8) argue that language is different from writing and sounds are different from letters. Writing is not language but a way of picturing speech. In English, for instance, writing does not picture sounds accurately, because words are written with letters that are not pronounced and sometimes people pronounce sounds which are not represented by the letters used for writing them. Modern grammar tries to explain speech, not letters and spelling.

The function of modern grammar is to describe the way speakers of a particular language express themselves clearly. In fact, modern grammar does not prescribe what people should say. Grammar should prescribe rules, but patterns; not correct or false utterances, but grammatical and ungrammatical.

Language has form and meaning (content). The latter is difficult to analyze objectively because it is greatly a non-linguistic phenomenon. On the other hand, form can be analyzed and scientifically handled. Thus,

modern grammar should discuss form and avoid meaning (content) as much as possible (Ibid: 9).

1.2 Grammar: Meaning and Function

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into consideration the meanings and functions these sentences have in the system of the language. It may or may not include the description of the sounds of a language (Richards and Schmidt, 2002: 230). Equally important, in Generative Linguistics, grammar describes the speaker's knowledge of the language. It looks at language in relation to how it may be structured in the speaker's mind, and which principles and parameters are available to the speaker when producing the language (Ibid: 231).

Furthermore, Crystal (1987: 232) defines grammar as "part of any language"; that is to say, there is no language without sounds, therefore, there is no language with grammar. Indeed, grammar is that part of language that represents the tools by which people indicate structural meaning. In the example below:

The dogs spotted the cat.

- (1). The word (the) is a grammatical word because it has a grammatical function.
- (2). The sound /s/ in the word (dogs) is actually fundamentally grammatical because it indicates number.
- (3). (dogs) is the word that did the spotting and (cat) was spotted.

Therefore, the word-order in this sentence is a grammatical feature that indicates meaning.

The grammar of a language implies two aspects: (1) Morphology and (2) Syntax.

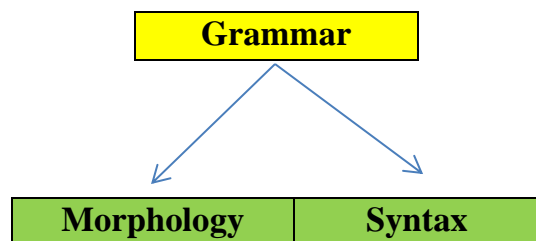


Figure (2): The Branches of Grammar (Crystal, 1987: 233)

In other words, grammar means all the structural instruments that indicate grammatical meaning. It is the way of describing the structure of all the grammatical units and sentences which account for all of the grammatical sequences and rule out all the ungrammatical sequences.

2. Morphology: Definition and Meaning

According to Andrew (2002: 32), morphology is the area of grammar concerned with the structure of words and the relationships between words involving the morphemes that compose them. That is to say that morphology is the scientific study of the structures of the words of the language. Richards and Schmidt (2002: 342) state that morphology is the scientific study of morphemes and their different forms (allomorphs) and the way through which they combine in word-formation. For instance, the English word (unfriendly) is formed from (friend), the adjective-forming suffix (-ly) and the negative-forming prefix (un-). That is to say that morphology deals with the structural units of words in a language. The order of these structural units affect meaning, for example: (friendly) and (unfriendly) have different meanings.

Furthermore, Al Khuli (2009: 55) maintains that morphology is the branch of linguistics that deals with morphemes. It is a part of

grammar, which includes both morphology and syntax. Morphology deals with the word structure, whereas syntax deals with the sentence structure.

Crystal (2003: 301) emphasizes that morphology is generally divided into two main fields of study: (1) Inflectional Morphology and (2) Derivational Morphology. According to Hannounah (1999: 99), inflectional morphology does not produce or create new words in English language, that is to say that they do not change the part of speech of words. But it indicates aspects of the grammatical function of a word, for instance, it changes the noun from singular to plural, or the tense of the verb from present to past (girls → girls, watch → watched). Inflectional morphemes are (-ing, -s, -er, est, ed). they change the form of a word in order to express its relationship to other words in a sentence. On the other hand, derivational morphology produces or makes new words in the language and it works on making words of a different grammatical category, that is to say, it changes the part of speech of the word, for instance, when add a derivational morpheme (-ure) is added to the verb (fail), it is changed into a noun (failure), and when we add (-ment) to the verb (punish), it is changed into a noun (punishment). Therefore, The derivational morphemes combine with words in an arbitrary matter and they do not close off the word, that is to say, more than one derivational morpheme can be added to the end of the word. For instance, (nation n.) → (national adj.) → (nationalize v.) → (nationalization n.). On the whole, derivational morphology changes an existing word into a new word. The following figure illustrates the main fields of morphology:

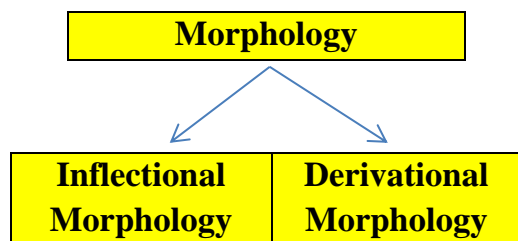


Figure (3): The Main Fields of Morphology (Hannounah, 1999: 98)

2.1 Morphological Terms

Terms are defined as special lexical items which occur in a particular discipline or subject-matter. A term is instinctively referred to as "a lexical unit" consisting of one or more than word which represents a concept inside an area of knowledge typically nominal that is:

1. frequently occurring in texts restricted to a particular field, and
2. having a specific meaning in a certain field of knowledge (Kageura, 2002: 9).

According to Alberts (1998: 1), a term is a visual linguistic representation of a mental concept and can be classified into the following kinds: single term, compound word, phrase, collocation, letter word, abbreviation, etc. She (Ibid.) adds that terms can be employed as such if the user already possesses a precise outline of knowledge that determines the role of the term in a structure.

Richards and Schmidt (2002: 544) state that a technical term is:

1. A word whose occurrence is limited to a particular field of knowledge and which has a specialized . For instance, 'phoneme', morpheme, 'word' and 'syntax' in linguistics.
2. A common word which has a specialized meaning in a certain domain, such as 'matter' in chemistry.

2.1.1 Morphology

Defined as the term that literally means "the study of forms" (Yule, 2010: 67). He (Ibid) considers that the term was originally employed in biology, but since the middle of the 19th century, has also been employed to describe the type of investigation that explains all the basic units (elements) in language. These elements (units) are technically known as morphemes. According to Stageberg (1981: 83), *morphology* is defined as the linguistic term employed to refer to the study of the internal structure of words. Yule (2010: 67) defines *morphology* as the term that refers to the investigation of basic forms in language.

Looked at from another angle, Some linguists consider *morphology* as the scientific study of the rules by which words are formed. Fromkin, et al (2017:37) define *morphology* as the scientific study of the internal structure of words, and of the rules by which words are formed. This term consists of two morphemes, (morph) + (ology). The morpheme (morph) means 'element' while the morpheme (ology) means 'branch of knowledge', therefore, the meaning of *morphology* is the branch of knowledge concerning (word) forms. In addition, *morphology* is the linguistic term that refers to our internal grammatical knowledge concerning the words of our language.

2.1.2 Morpheme

Hannounah (1999: 95) defines *morpheme* as the term used in morphology to refer to the basic unit of the grammatical structure. She (Ibid.) adds that *morpheme* is the minimal unit of meaning or grammatical function, that is to say, the smallest meaningful unit of a language, for instance, the English word reopened in the sentence The experts reopened

the investigation of the lost animal, which consists of three morphemes, i.e. open (a minimal unit of meaning), re-, (a minimal unit of meaning) and -ed (a minimal unit of grammatical function indicating past tense). Morphemes have two distinct kinds: (1) Free Morpheme: They are the morphemes that have distinct meanings, such as study, write, exam, etc. Generally speaking, free morphemes are regarded as the set of separate English forms, and (2) Bound Morpheme: The morphemes that cannot normally stand alone with a distinct meaning, but which are attached to another form, such as -ist, -er, re-, -ed and -s (bound morphemes are mainly affixes).

Richards and Schmidt (2002: 341) define *morpheme* as the term that refers to the smallest meaningful unit in a language. That is to say that a morpheme cannot be divided without changing or destroying its meaning, for example, the English word nice is a morpheme. If the n is removed, it changes to ice, which has a different meaning. They (Ibid.) maintain that some English words consist of only one morpheme, e.g., read, write, nice, exam, book. On the other hand, other words have more than one morpheme, for instance, the English word unkindness consists of three morphemes: the stem kind, the negative prefix un-, and the noun-forming suffix -ness. Morphemes can have grammatical functions, e.g., in English the -s in She talks a lot is a morpheme that has a grammatical function.

Moreover, Trask (2003: 300) defines *morpheme* as the term which refers to the minimal distinctive unit of grammar, and the central concern of morphology. Equally important, Stageberg (1981: 83) argues that

morpheme is the term that refers to a short segment of language. He (Ibid.) states that:

1. The *morpheme* is a word or a part of a word that has meaning.
2. The *morpheme* cannot be divided into small meaningful units.
3. The *morpheme* occurs in different verbal environments with a relatively stable meaning. For instance, the English word straight meets the aforementioned criteria since it has meaning, it cannot be divided into smaller meaningful elements, and it can occur in different verbal environment with a relatively stable meaning, e.g., straightedge and straighten, manage also meets the aforementioned criteria because it has meaning, it cannot be divided into smaller meaningful parts and it can occur in different verbal environments with a relatively stable meaning, e.g., manageable and manageability.

Furthermore, Fromkin et al (2017: 54) maintain that a single word may be composed of one or more morphemes:

One Morpheme: boy, desire, meditate

Two Morphemes: boy + ish = boyish, desire + able = desirable, meditate + tion = meditation

Three Morphemes: boy + ish + ness = boyishness, desire + able + ity = desirability

Four Morphemes: gentle + man + li + ness = gentlemanliness, un + desire + able + ity = undesirability

More Than Four Morphemes: un + gentle + man + li + ness = ungentlemanliness, anti + dis + establish + ari + an + ism = antidisestablisharianism. They (Ibid.) argue that a *morpheme* may be represented by a single letter such as the morpheme 'a-' (meaning without), e.g., amoral and asexual, or by a single syllable, e.g., child [tʃaɪld] and '-ish'

in childish [tʃaɪldɪʃ]. A *morpheme* may also consist of two syllables, e.g., camel [kamɪ], lady [leɪdi], water [wo:tə], or of three syllables, e.g., Hackensack [hakɪnsək], crocodile [krokədail], or of four syllables, e.g., hallucinate [həlusineɪt], helicopter [helikoptə]. Therefore, a *morpheme* which is a linguistic unit is an arbitrary union of a sound and a meaning (or grammatical function) that cannot be further analyzed. Equally important, Hamash and Abdulla (1968) indicate that a *morpheme* can be formed of one or more phonemes; in this regard, the phoneme is a meaningless unit while the *morpheme* has lexical meaning, the science that studies these small meaningful units (morphemes) is known as morphology.

2.1.3 Word

Defined as one of the most essential units of linguistic structure. In early stages of acquiring our first language as children, people utter single words like no, mind, mammy, and they must learn thousands of words in order to speak our native language fluently. According to Miller and Gildea (1987: 231) native speakers of a particular language know approximately 80,000 words by age of 17. This list of words for any language, though not a complete list, is referred to as its 'lexicon' (Hannounah, 1999: 103).

Equally important, the best definition of *word* is that proposed by Leonard Bloomfield (1933: 243) who defines *word* as "a minimum free form", that is to say, the smallest form that can occur by itself indicating meaning. Nevertheless, this definition does not apply to all languages, nor to all word-types. According to Richards and Schmidt (2002: 588), *word* is the smallest of the linguistic units that can

occur on its own in speech or writing. Furthermore, Hannounah (1999: 103) argues that *word* is associated with various kinds of information:

1. Phonetic / Phonological Information: For every word people know, they have learned a pronunciation; that is to say, part of knowing the word repeat is knowing a particular sequence of sounds [ri'pi:t].
2. Morphological Information: For every word people have learned, they intuitively know something about its internal structure. For instance, our intuitions inform us that the word tree cannot be divided into any meaningful sections. On the other hand, the word trees consists of two parts: the word tree (1st morpheme) + {-s plural} (2nd morpheme).
3. Syntactic Information: For every word people learn, they master how it fits into overall structure of sentences in which it can be used. For instance, we know that the word write can be used in a sentence like Yousuf always writes short stories; whereas the word readable can be used in a sentence like This book is readable. Indeed, native speakers intuitively and unconsciously know how to use words in sentences.
4. Semantic Information: For every word people know, they have learned a meaning or several meanings. For instance, to know the word sister is to know that it has a certain meaning (a female sibling).
5. Pragmatic Information: For every word people learn they know not only its meaning or meanings, but how to use it in the context of discourse or different situations. For instance, the word brother can be used not only to refer to 'a male sibling', but also as a conversational exclamation in 'Oh brother'! What a mess!.

According to Yule (2010: 500), *word* is a linguistic term referring to a unit of expression which has universal institutive recognition by native speakers, in both spoken and written language. That is to say, word is a fundamental unit in the two main aspects of language: spoken aspect and written aspect where it plays an essential role language communication.

2.1.4 Stem

William (1972: 129) defines *stem* as the grammatical term referring to the basic word-form, which is used with other bound morphemes (also referred to as "the basic morpheme"). In addition, Hannounah (1999: 97) considers *stem* as the term which refers to any part of a word seen as a unit to which an operation can be applied, as when one adds an affix to a *stem* or that basic morpheme in a word that has the basic principal meaning. For instance, in the English word unhappy, the base form (*stem*) is 'happy', the base form (*stem*) in the word 'treatment' is 'treat', the base form (*stem*) in the word 'examination' is 'exam', the base form (*stem*) in the word 'unhappiness' is 'happy', etc. (Ibid.). She (Ibid: 98) says that base morpheme (*stem*) is classified into two kinds: (1) free base morpheme (*free stem*), and (2) bound base morpheme (*bound stem*). In fact, in English there are many words in which the element is not in fact a free morpheme. The following figure illustrates the two kinds of *stem*.

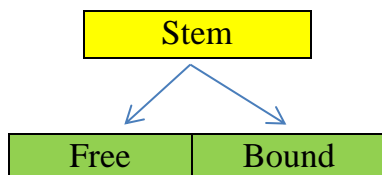


Figure (4): Types of Stem (Hannounah, 1999: 97)

As regards the two types of stem, most of stems in English are free morphemes. For instance, the word 'readability' has the free morpheme (free stem) 'read' which can stand alone comprising the principal meaning of the word, and 'dress' in the English word 'undressed' is the free morpheme (free stem) of the word. On the other hand, a bound stem is defined as a morpheme in a word that represents the stem but to which it is hard to attach a precise or clear meaning (i.e. it cannot stand alone as a separate word with meaning, e.g., (-ceive) in the English word 'receive' and (-peat) in the English word 'repeat' (Ibid: 99).

Furthermore, Al-Khuli (2009: 62) makes a clear distinction between *root* and *stem* arguing that if all the affixes are removed from a word, what remains is called *root*. This can be formalized as such: **Word – Affixes = Root** (The roots of 'internationalization', 'reviewing', 'returnable', and 're-evaluation' are nation, view, turn, and value, respectively). On the other hand, the meaning of stem is different from the meaning of root. The stem is the word to which the affix is added. The following formula can be applied to what is said above:

Word – Last Affix = Stem (The stems of 'internationalization', 'reviewing', 'returnable', and 're-evaluation' are internationalize, review, return and re-evaluate, respectively. Therefore, the stem may be a root or a root plus affixes. The root of 'mightiness' is might, but the stem is mighty. The root of 'greatness' is great, and so is the stem in this respect (Ibid.).

According to Yule (2010: 295), *stem* is defined as a grammatical term which refers to the base form to which affixes are added in the formation process of words. That is to say,

stem is a main interest of morphologists in forming words by attaching affixes to a stem to create a word. Moreover, Richards and Schmidt (2003: 513) regard 'stem' as the term employed in morphology to refer to a part of a word to which an inflectional affix is attached. For instance, in English the inflectional affix (-s) can be added to the stem college → colleges to constitute the plurality. They (Ibid: 514) also state that the stem of a word may be:

1. a root plus a derivational affix, e.g., teach + er = teacher, drive + er = driver, act + or = actor.

2. two roots, for example, text + book = textbook, work + shop = workshop

Therefore, we can have: text + s = texts, (worker + er) + s = workers, (work + shop) + s = workshops (Ibid.).

2.2 Word-Formation Terms

Defined as the morphological term which refers to the process used in a language for the creation of new words (Richards and Schmidt, 2002: 589). That is to say, new words can be created by certain morphological process. Indeed, one can understand a new word in his/her language and cope with the use of different forms of that new word, for instance, even if people had never seen or heard the word 'somp' before, they probably had no difficulty understanding the grammatical meaning of the other new words created from the word 'somp', such as somps (noun), somping (verb), sompist (noun) (Hannounah, 1999: 104). That is say, a language gets new words by means of definable processes employed by the uses of the language.

Crystal (2003: 502) defines *word-formation* as the term which refers to the whole process of morphological variation in the constitution

of words, that is to say, including the two main sections of inflection (word variation signalling grammatical relationships) and derivation (word variation signalling lexical relationships). As a matter of fact, in a more precise sense, word-formation refers to the latter process only, this process can be sub-classified into: (1) compound word-formation, for example, blackbird is formed from the free units (elements) black + bird, and (2) derivational word-formation, for example, national → nationalize → nationalization formed from the addition of the bound elements (-al), (-ize) and (-ation).

Trask (2003: 240) defines *word-formation* as the term used in morphology to refer to the processes employed for creating new lexical items in a language. Among those processes used in English are compounding, derivation, blending, and back-formation. In fact, some of these processes change the meaning of the word whereas others change the part of speech of the word.

2.2.1 Inflection

Defined as the term used in morphology to refer to one of the two processes of word-formation, the other is derivation. Inflectional morphemes signal grammatical relationships, such as plural, past tense and possession, and do not change the grammatical class of the stems to which they are attached, that is to say, the words constitute a single paradigm, e.g., travel, travels, travelled. A word is said to be inflected for past tense, plural, etc. In traditional grammatical studies, the term *accidence* was used in this sense (Crystal, 2003: 233). According to Richards and Schmidt (2002: 257), *inflection* is the grammatical term which refers to the process

of adding an affix ("always suffixes" Al Khuli, 2009: 59-60) to a word or changing it in some other way according to the rules of the grammar of a language. For instance, in English, verbs are inflected for third-person singular: I always help them, he/she always helps them, and for past tense: I helped them yesterday, he/she helped them yesterday. Most nouns may be inflected for plural forms: house → houses, book → books, examination → examinations, man → men.

Stageberg (1981: 92) states that the inflectional affixes in English can be schematized as follows:

Inflectional affix	Examples	Name
1. {-s}	books, readers, women	Noun Plural
2. {-s}	student's, worker's, doctor's	Noun Singular possessive
3. {-s}	students', workers', doctors'	Noun Plural Possessive
4. {-s}	repeats, sees, fights	Present Third-Person Singular
5. {-ing}	repeating, working, reading	Present Participle
6. {-ed}	repeated, worked, wrote	Past Tense
7. {-ed}	repeated, spoken, eaten	Past Participle
8. {-er}	colder, sooner, nearer	Comparative
9. {-est}	nearest, soonest, coldest	Superlative

Table (1): English Inflectional Affixes (Stageberg, 1983: 92)

Yule (2010: 69) states that *inflection* does not produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are employed to show if a word is plural or singular, if it is in the past tense, past participle

tense or present tense, if it is in the comparative or superlative form, and if it is in the possessive form or not. Al Khuli (2009: 59-60) maintains that inflectional morphemes are always suffixes, and they do not change the root class.

2.2.2 Derivation

Defined as the morphological term that refers to the most word-formation process in modern English, i.e. word-formation of new English words. *Derivation* is accomplished by means of a large number of small characters (elements) of the English language which are not usually given separate listing in the English dictionary. However, these characters (elements) are called 'affixes' such as un- in unhappy, -ful in joyful, -ish in boyish, and pre- in prejudice (Hannounah, 1999: 107). The following figure illustrates the kinds of affixes employed in derivational morphology.

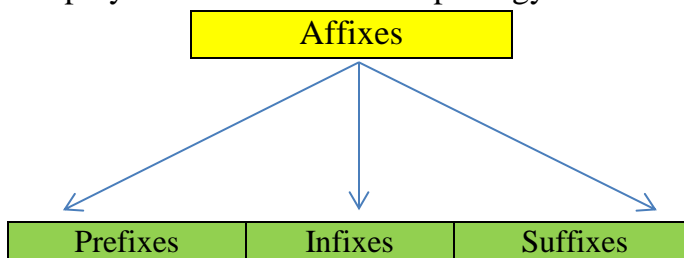


Figure (5): Types of Affixes Used in Derivational Morphology (Hannounah, 1999: 108)

According to Trask (2003: 67), *derivation* is a linguistic term used in morphology to refer the process of obtaining words from other words by adding affixes, e.g., prehistory and historical are derived from 'history'. He (Ibid.) says that derivational morphology is the morphological term which refers to the part of morphology which is concerned with constructing words (lexical items) from other words by adding prefixes or suffixes, for

example, rewrite is derived from 'write' and booklet is derived from 'book'. In addition, Stageberg (1981: 94) states that derivational suffixes consist of all suffixes that are not inflectional. The characteristics of these morphological suffixes are:

1. The words with which derivational suffixes combine are an arbitrary matter. For instance, to create a noun from the verb 'establish', 'ment' must be added → establishment, but the verb 'fail' become a noun when it combines only with 'ure' → failure. That is to say, the process is arbitrary. The following examples clearly illustrate this arbitrariness:

discover (verb) → discovery (noun)

compose (verb) → composition (noun)

2. In many cases, a derivational suffix changes the part of speech of the word to which it is added, for instance, the verb 'repeat' becomes a noun by the addition of 'ition' → repetition, the noun 'act' becomes an adjective by the addition of '-ive' → active.

3. Derivational suffixes usually do not close off a word, that is say, after a derivational suffix one can sometimes add another derivational suffix and can frequently add an inflectional suffix. For instance, to the word 'fertilize', which ends in a derivational suffix, another derivational suffix must be added, '-er' → fertilizer, and the inflectional suffix '-s' can be added, which closes off the word → fertilizers.

Furthermore, Fromkin, et al (2017: 121) state that derivational morphemes have clear semantic content. In this regard, they are like content words, except they are not words. When a derivational morpheme is added to a base, it adds meaning. The derivational word may also be of a different grammatical class

than the original word, as illustrated by suffixes such as '-able' and '-en', when a verb is suffixed with '-able', the result is an adjective as in 'desire' (verb) + '-able' = 'desirable' (adjective), and when the suffix '-en' is added to an adjective, a verb is derived, as in: 'dark' (adjective) + '-en' = 'darken' (verb).

2.2.3 Affixing

Defined as the collective term for the types of formative that can be used only when added to another morpheme (stem), that is to say, affixes are a type of bound morpheme. *Affixes* are limited in number in a language. They are generally classified into three types depending on their position with reference to the stem of the word: the *affixes* which are added to the beginning of a root or stem are called 'prefixes', e.g. unhappy, unimportant, dislike, the affixes which follow a stem are called 'suffixes', e.g. happiness, readiness, boyish, foolish, and the affixes which occur within a stem are called 'infixes' (Fromkin et al, 2017: 15). Additionally, the third kind of *affixes* 'infixes' is not normally found in English, but in other languages. It refers to an affix which is incorporated inside a word structure. For instance, in 'Kamhmu', a language spoken in South-East Asia, the infix '-rn-' is added to verbs to form corresponding nouns, e.g., 'to eat with a spoon' (hip v.) → hrniip n. which means 'spoon' (Hannounah, 1999: 108).

Trask (2003: 9) defines *affix* as a term used in morphology to refer to a small piece of grammatical material which cannot stand by itself but which must be attached to something else within a word. For instance, the '-er' in rewrite, the '-ness' in readiness, and the plural marker '-s' as in books. He (Ibid.) adds that an *affix* is usually a single morpheme and

certainly it is a bound morpheme. That is to say that even affixes have grammatical meaning and function, but they cannot stand alone in a language.

2.2.4 Compounding

Defined as a term used in phonology referring to the process of the joining of two separate words to produce a single form. In fact, this compounding process is frequently used in German and English, but less common in French and Spanish. In English language, compound words are such as, book + case → bookcase, sun + burn → sunburn, wall + paper → wallpaper, text + book → textbook, and many other English compound words (Hannounah, 1999: 106).

However, Richards and Schmidt (2002: 98-9) define *compounding* as the grammatical term used in morphology to refer to a combination of two or more words which function as a single word. For instance, self-made (a compound adjective) in the following sentence He was a self-made man. Compound words are written either as a single word, e.g. headache, as hyphenated e.g., self-government, or as two words, e.g., police station.

Al-Khuli (2009: 71) defines *compounding* as a morphological term used to describe the processes of combining two words together to form a new word. Compounding process can take various forms:

1. Noun + Noun = Noun, e.g.,

text + book = textbook

foot + ball = football

class + room = classroom

rain + bow = rainbow

table + cloth = tablecloth

class + mate = classmate

2. Adjective + Adjective = Adjective, e.g.,

icy + cold = icy-cold

red + hot = red-hot

bitter + sweet = bittersweet

3. Noun + Adjective = Adjective, e.g.,

water + tight = watertight

life + long = lifelong

head + strong = headstrong

4. Verb + Noun = Noun, e.g.,

pick + pocket = pickpocket

dare + devil = daredevil

5. Adjective + Noun = Noun, e.g.,

black + board = blackboard

poor + house = poor house

white + board = whiteboard

6. Adjective + Verb = Adjective, e.g.,

high + born = highborn

7. Noun + Verb = Verb, e.g.,

spoon + feed = spoon-feed

brain + wash = brainwash

day + dream = daydream (Ibid.)

According to Trask (2014: 49), *compounding* is a grammatical term used to form a word by combining two (or more) smaller words, e.g., redhead, hatchback, scarecrow, overthrow, forget-me-not, five-pound-note. Some compound words contain an additional affix, e.g., blue-eyed → (-ed), over-represented → (-ed). However, Crystal (2003: 92) considers *compounding* as a term used widely in descriptive linguistic studies to refer to a linguistic unit which is composed of elements that function independently in other environments. Compounding found in compounding words (i.e. the words consisting of two or more free morphemes), e.g., bedroom, washing-machine, rainfall.

Yule (2010: 85) describes *compounding* as the grammatical term used in morphology to

refer to the process of combining two independent words to create a new word, e.g., water + bed = waterbed. He (Ibid.) indicates that *compounding* is a technical term used in morphology, (i.e., a word-formation process) to join two separate words to produce a single form. Therefore, *Lehn* and *wort* are combined to produce Lehnwort in German. Compounding process is frequently used in many languages such as English and German, but much less commonly used in languages such as French and Spanish. For example,

waste + basket = wastebasket

book + case = bookcase

finger + print = fingerprint

paw + print = paw-print

2.2.5 Borrowing

Defined as the term used in morphology to refer to the process by which a word found in a certain language and used in another language. For instance, English has borrowed many words from other languages, e.g., castle is borrowed from Norman French, ballet is borrowed from Modern French, vanilla is borrowed from Spanish, soprano is borrowed from Italian, and kayak is borrowed from Modern French. Such borrowing words are known 'loan words' (Trask, 2014: 31). Additionally, Crystal (2002: 56) describes *borrowing* as a linguistic term used in comparative and historical linguistics to refer to a linguistic form taken over by one language or dialect from another language; these borrowing words are usually called 'loan words', e.g., restaurant, bondomie, chagrin came to English from French.

Richards and Schmidt (2002: 56-57) define *borrowing* as a word or phrase which has been taken from one language and used in another

language. For instance, English has taken al fresco (meaning in the open air) from Italian and moccasin (meaning a type of shoe) from an American Indian language. They also add that native speakers of English try to pronounce borrowings as they are pronounced in their original languages. Notwithstanding, if a borrowed word or phrase is widely used, most native speakers of English pronounce it according to the English Sound System. For instance, French garage [garaʒ] changes in British English as [gæra:ʒ] or [gæridʒ], nonetheless, American English keeps something like the French pronunciation.

According to Harman and Stork (1972: 231), *borrowing* is one of the most common sources of new words in English. It refers to the taking over of words from other languages. Throughout the history of English language, English has adopted so many 'loan words' (borrowing words) from European and Asian languages, such as alcohol from Arabic language, boss from Dutch language, piano from Italian language, and yogurt from Turkish language. Equally important, other languages also borrow terms from English as in the Japanese use of suupaamaaketto meaning 'supermarket' or Hungarians talking about 'sport' say klub for 'club' and futbal for 'football'.

2.2.6 Coinage

Hannounah (1999: 105) considers *coinage* as a term used in morphology referring to one of the least common morphological processes of word-formation in English. It means the invention of completely new words. The words: aspirin, nylon, Kleenex are originally words used as trade names, but they have become known words in the language.

Trask (2014: 150) considers *coinage* as grammatical term which refers to a newly created word, such as CD, internet, or geopathic. That is to say, the development of science and technology and changes of life needs impose the invention of new words in the language. Yule (2010: 285) defines *coinage* as "the invention of new words in the language", e.g., Xerox. The most distinctive sources are inventing commercial names for new products that have become terms for any version of products. Older examples are: aspirin, nylon, Vaseline and zipper. In the same way, recent examples of coinage in English are: granola, Kleenex, Teflon, and Xerox. New products, concepts and new human activities are the usual sources of *coinage* (Yule, 2010: 54).

2.2.7 Back-Formation

Bollinger (1968: 210) defines *back-formation* as a very specialized sort of reduction process where a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). A common example of *back-formation* is the noun 'television' that came first into use and then the verb televise was derived from it. Other examples, edit is created from 'editor', emote is formed from 'emotion' and opt is constituted from 'option'.

According to Richards and Schmidt (2002: 45), *back-formation* is defined as a grammatical term used in morphology referring to a kind of *word-formation* through the removal of an affix from an existing word. For instance, native speakers of English have constituted the verbs televise, peddle, and babysit from 'television', 'peddler', and 'babysitter', respectively. Moreover, new words

are more typically created by adding affixes to existing words.

2.2.8 Conversion

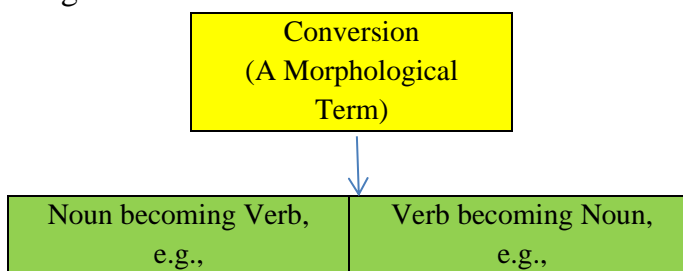
Nasr (1980: 223) defines *conversion* as a morphological term which refers to the change in the grammatical function of a word, for instance, when a noun changes to be employed as a verb without any reduction. It is also referred to as 'category change' or 'functional shift'. For example, the nouns paper and butter are employed as verbs in the following sentences:

1. She has buttered the toast.
2. Sami papered the bedroom walls last month.

Hannounah (1999: 107) indicates that in Modern English, *conversion* is considered as a productive process and it implies verbs changing into nouns like the verbs guess, must, and spy → a guess, a must, and a spy, respectively. In addition, adjectives such as dirty, empty becoming verbs: to dirty, to empty, or adjectives becoming nouns, such as crazy and nasty → a crazy and a nasty. Furthermore, other forms, adverbs such as up and down becoming verbs as in the following sentences:

1. The archaeologists upped the pieces of the statues in 1997.
2. The workers downed the boxes of apples yesterday.

The following figure illustrates the morphological processes of conversion in English:



(a paper n.) → (to paper v.)	(to spy v.) → (a spy n.)
Adjective becoming Verb, e.g., (empty adj.) → (to empty v.)	Adjective becoming Noun, e.g., (crazy adj. → a crazy)
Adverb becoming Verb, e.g., (down adv. → down v.)	
These changes take place without any reduction	

Figure (6): The Process of Conversion in English Morphology, adopted from Hannounah, 1999: 107)

Furthermore, Yule (2010: 285) indicates that *conversion* is a linguistic term which refers to the process of changing the function of a word, such as a verb to a noun, an adjective to a noun, a noun to a verb, as a way of constituting new words, also called 'category change' or 'functional shift', e.g., vacation (noun) → vacation (verb) as in the following sentence:

She is vacationing in Texas. According to Trask (2014: 56), *conversion* is a morphological term referring to a type of language change in which a word is moved from one part of speech to another, without any modification or affixation. *Conversion* is very common in English, e.g., the adjective brown has become a verb, as in the sentence: The worker must brown the meat, the noun access has become a verb, as in the sentence: Many scientific facts can be accessed from these books, and the verb drink has become a noun, as in the sentence: He had a quick drink.

2.2.9 Acronym

Hannounah (1999: 107) defines *acronym* as a linguistic term which refers to the process where some new words are formed from the initial letters of a group of other words. *Acronym* often consists of capital letters, as in UNICEF which is formed from 'United

Nations Children's Fund', NATO which is derived from 'North Atlantic Treaty Organization'. On the other hand, some acronyms can also lose their capital letters to become everyday terms such as radar that is formed from 'Radio Detecting and Ranging'. Equally important, Yule (2010: 282) states that *acronym* is a linguistic term referring to a new word constituted from the initial letters of other words, e.g., UN is formed from 'United Nations', U.S.A. is created from 'The United States of America'.

According to Al-Khuli (2009: 71), *acronym* is a morphological term which refers to a word formed from the initial letters of other words in the same language, e.g., UNO is formed from 'United Nations Organization', UNESCO is created from 'United Nations Educational, Scientific, and Cultural Organization'. In the same vein, Richards and Schmidt (2002: 8) describe *acronym* as a grammatical term that refers to a word produced from the initials of the phrase it represents, for instance, I.P.A. represents 'International Phonetic Association' or 'International Phonetic Alphabet'.

2.2.10 Blending

Yule (2010: 284) mentions that *blending* is a grammatical term used in morphology to refer to the process of combining the beginning of one word and the end of another word to create a new word, e.g., brunch is formed from 'breakfast and lunch'. In the same vein, Hannounah (1999: 106) states that *blending* is a term used in morphology to refer to process of combining two separate forms to create a single term by taking only the beginning of one word and joining it to the end of the other word. For instance, smog is formed from 'smoke and fog', motel is produced from 'motor

and hotel', telecast is created from 'television and broadcast'. However, Trask (2014: 30) maintains that *blending* is a grammatical term referring to a word which is created by combining pieces of other words, such as smog (smoke + fog), guesstimate (guess + mate), and Oxbridge (Oxford + Cambridge).

According to Richards and Schmidt (2002: 55) define *blending* as a linguistic term used in morphology which refers to a relatively unproductive process of word-formation by which new words are formed from the beginning (usually the first phoneme or syllable) of one word and the ending of another word, e.g., vog is formed from 'volcano and fog'.

2.2.11 Clipping

Crystal (1985: 121) defines *clipping* as a linguistic term used in morphology referring to the reduction of a word of more than one syllable to a shorter form. For instance, the reduction of 'gasoline' into gas and the clipping processes of 'advertisement' is ad, 'professor' is prof and 'laboratory' is lab. Equally important, Trask (2014: 43) defines *clipping* as a grammatical term referring to a word which is derived by cutting a piece off from a longer word or phrase, usually one with the same meaning, e.g., gym is formed from gymnasium, flu is created from 'influenza', phone is formed from 'telephone', net is created from 'internet', sitcom is formed from 'situation comedy'. He (Ibid.) argues that a clipping form is a real word, and not an abbreviation. In the same vein, Yule (2010: 284) says that *clipping* is the process of reducing a word of more than one syllable to a shorter form, e.g., ad is reduced from 'advertisement'.

3. Test Design

In applied linguistics as well as theoretical linguistics, the purpose of test designed by teachers and researchers is to examine the learners' achievement in a certain linguistic field. Consequently, the researcher devised a two-section questionnaire with the first part involving ten items each one of them comprises four options among which the testee is required to choose the right linguistic term that meets what is asked for, a procedure Al Jubouri (2014: 56-7) calls "a close-ended test". The second section of the questionnaire, that is devised to examine the learners' measure also has ten items having spaces to be filled by an appropriate linguistic term.

The present test can be considered as an achievement test because it detects over a long term learnability of a learner as Harrison (1983: 7) asserts. For carrying out this detection, the questionnaire under issue, comprises two kinds of terms: **General Morphological Terms** and **Word-Formational Terms**. In the recognition section, items (1), (2) and (3) represent the general-morphological terms and are intended to examine the learners' recognition abilities in the following terms: morphology, morpheme, and word, respectively while the rest of items (4), (5), (6), (7), (8), (9), and (10) stand for the word-formation terms and aim to find out the Iraqi EFL college learners' recognition competence in the following terms: inflection, suffixing, acronym, conversion, borrowing, back-formation, and blending, respectively. The second part of the questionnaire, the production question, set out to identify the Iraqi EFL college students' competence in morphological terms by writing the appropriate

linguistic term which matches what is asked for. In this respect, items: (4), (9), and (10) represent the general morphological terms: stem, word-formation and morphology, respectively while the other items of the question: (1), (2), (3), (5), (6), (7), and (8) represent the word-formation terms: inflection, conversion, compounding, coinage, affixing, clipping, and back-formation, respectively.

After designing the questionnaire of the current study, one hundred 3rd year students from the Department of English, College of Education for Human Sciences, Al Muthanna University, Iraq are randomly chosen as a representative sample of Iraqi EFL college students. The items of the test are selected very carefully to cover the morphological terms. In addition, the items of the test are worded with a great care and attention so that ambiguity is ruled out completely. Therefore, the items of the test demand no more than a single response (Ibid: 20).

4. Discussion and Results

After collecting the data that stand for the examinees' answers, it is obvious that the learners face a serious difficulty when coming to deal with the items involved in the questionnaire of the current study. The following data table reveals the students' weak performance in the recognition section.

Iraqi EFL College Learners' Recognition in Morphological Terms			
Question Items	Morphological Terms	Correct Responses	Percentage
General Morphological Terms			
1	Morphology	74	74%
2	Morpheme	64	64%
3	Word	57	57%
Total	3	195	Average 65%
Word-Formation Terms			

4	Inflection	52	52%
5	Suffixes	50	50%
6	Acronym	23	23%
7	Conversion	51	51%
8	Borrowing	32	32%
9	Back-Formation	31	31%
10	Blending	32	32%
Total	7	271	Average 38.71%
Totals	10	466	Total Average 46.6%

Table (2): Iraqi EFL University Learners' Recognition Achievement in Morphological Terms

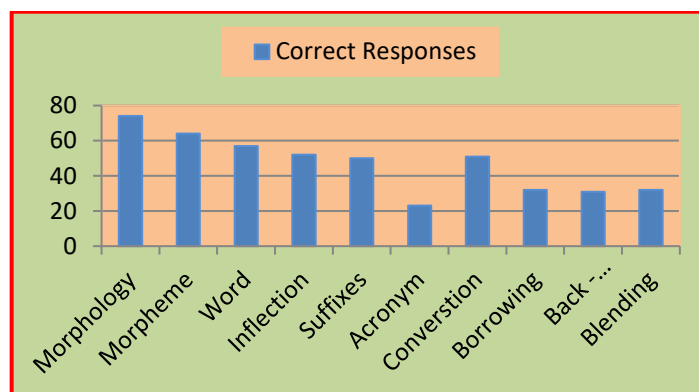


Figure (7): Iraqi EFL University Learners' Recognition Achievement in Morphological Terms

As shown from Table (2) and illustrated by Figure (7), Iraqi EFL college students' performance is strictly limited in recognizing morphological terms. Item (1), which represents the definition of one of the most important linguistic term in morphology is expected to display an outstanding success on the part of the examinees as it refers to the definition of morphology, as Fromkin et al (2017) affirm, reveals (74%) of the correct answers. Concerning item (2) which requires the general morphological term 'morpheme' witnesses (64%) of the correct answers, an indication that Iraqi EFL college learners have

good knowledge in this essential morphological term since this linguistic term is not a new term in the EFL college students' linguistic knowledge. In this respect, Hannounah (1999) says that morpheme is "the basic unit of the grammatical structure", Many linguists, including Schmidt(2002), argue that learners are more interested in basic concepts than secondary concepts. As regards word, which is represented in item (3), is a term to which (57) EFL college students who answered this item correctly did not find it difficult to get access, therefore, they can distinguish it from morpheme, allophone, and phoneme as Miller and Gildea (1987) assert.

Assumed to have nothing to do with acronym, borrowing, and blending which are given in the items (6), (8), and (10), respectively represent a big challenge for the students in question, where the learners gain only (23), (32), and (32), respectively correct answers, an indication that such grammatical terms should be involved in the textbooks of secondary schools in Iraq and given more details and exercises. It is worth mentioning that item (6) shows that EFL learners at issue committed (77) incorrect responses in acronym term. The reason for this weak performance may be attributed to the fact that the morphological term 'acronym' is used in big organizations such as governmental institutions, army, and big commercial corporations (Stageberg, 1981: 32). Furthermore, Pyles (1972: 330) discusses the difficulty of acronym when he says that acronyms are not always easy to recognise, especially by learners who are not familiar enough with scientific inventions, the manufacturer's name, or with story of naming.

On the other hand, items (4), (5), and (7) which are devised to examine the morphological terms: inflection, suffixing, and conversion, respectively reveal somewhat better performance; item (4) which is designated to examine inflection, reveals (52%) of the correct answers, indicating that about half of the learners can pass this item successfully. Item (5) which witnesses (50%) of the correct answers is also considered as a successful item in the EFL college learners' performance simply because suffixes are given more attention and clear examples in the textbook devoted to the 2nd year students 'An Introductory English Grammar' (Stageberg, 1981: 89-92). Item (7) which is associated with the morphological term conversion witnesses (51) correct answers (out of 100) because conversion is very common in English (Trask, 2014). Item (9) which examines back-formation reveals a sharp difficult (31%) of the correct answers in the EFL college learners' performance simply because the learners in question are not accustomed to this linguistic term.

Furthermore, EFL college learners' recognition performance in the General Morphological Terms under scrutiny: morphology, morpheme, and word (56.66%) of the correct answers is better than their recognition performance in the Word-Formation Terms involved in the current study: inflection, suffixing, acronym, conversion, borrowing, back-formation, and blending (38.71%) of the correct answers, an assumption that EFL college students can understand the general concepts of morphology easily as they are the main terms of morphology as Hamash (1968) asserts.

The results illustrated in Table (2) and Figure (7) also reveal that the most difficult morphological terms (acronym and back-formation, borrowing, blending) represented in items (6), (9), (8), and (10), respectively which range between (23) and (32) correct answers are lower on the scale of learning than the other set of items (4), (5), and (7) which represent the morphological terms inflection, suffixes, conversion, respectively. This outcome may be attributed to the fact that not all the morphological terms go on a systematic or regular way (i.e., most of them are irregular and depend on memorization. Bauer (1983: 4) argues that irregular cases are treated as outside the scope of rules, and are instead explicitly memorized.

Moving to the production section of the questionnaire, the situation is completely different when one checks the results achieved by the examinees as showed in Table (3) and illustrated in Figure (8) below:

Iraqi EFL College Learners' Production in Morphological Terms			
Question Items	Morphological Terms	Correct Responses	Percentage
General Morphological Terms			
4	Stem	51	51%
9	Word-Formation	52	52%
10	Morphology	69	69%
Total	3	172	Average 57.33%
Word-Formation Terms			
1	Inflection	54	54%
2	Conversion	62	62%
3	Compounding	20	20%
5	Coinage	52	52%
6	Affixing	53	53%
7	Clipping	22	22%
8	Back-Formation	19	19%
Total	7	282	Average 40.28%
Totals	10	454	Total

			Average
			45.4%

Table (3): Iraqi EFL University Learners' Production Achievement in Morphological Terms

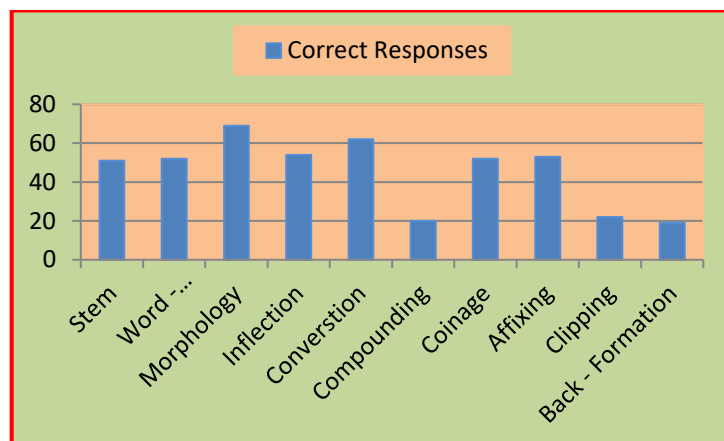


Figure (8): Iraqi EFL University Learners' Production Achievement in Morphological Terms

Indeed, there is a real problem with the learners who sit for this section of the questionnaire. Item (10), which is devised to elicit from the EFL college learners in question one of the general morphological terms, 'morphology', witnesses (69%) of the correct answers. This traceable to the fact that all EFL college learners, including the learners under scrutiny are clearly accustomed with the definition of morphology as Al Khuli states that morphology is defined as a "branch of linguistics" that deals with word-structure.

Moving to item (9) which is designed to detect the morphological term word-formation as one of the main terms in morphology shows (52) correct answers (out of 100) gained by the testees. This is traceable to the fact that learners are more interested in outer circle concepts than inner circle ones as Garman (1990) asserts. Items (3) and (8) which are designed to check the word-formation terms:

'compounding' and 'back-formation' witness only (20) and (19) correct responses, respectively. In this regard, the learners at issue are confused as to the morphological process of these two terms. In addition, these weak results gained by the learners in question concerning the aforementioned items demand college instructors to give detailed accounts on these topics (compounding and word-formation) as many linguists, including Hannounah (1999) who suggests the significance of these two concepts in English morphology.

Item (5) which is designed to examine one of the important word-formation terms 'coinage' shows that more than half of the learners in question can respond correctly. All EFL learners, including the learners under scrutiny are interested in the new terms and names used for new technological products like internet, satellite, cellphone, as Yule (2010) asserts.

Concerning item (7) which refers to 'clipping' morphological term, Iraqi university learners' failure is demonstrated by the very low marks (22%) of the correct responses, an indication of their defective linguistic ability with regard to production. Such a problem should be addressed and the EFL college learners' productive ability has to be amended intensive study of word-formation terms as Hannounah (1999) has asserted. In addition, the words resulted from clipping process are very difficult words as Stageberg and Oaks (2000: 136) state that clipping words are established in the speech of particular individuals and not employed enough by speakers of a language to impose changes within a dictionary.

The word-formation term 'inflection' which is mostly explained in intermediate and secondary school textbooks, and which is required as the correct answer for item (1) shows no difficulty in its management by the EFL college learners at issue which gain (54%) of the correct answers in the production part of the questionnaire. This good achievement may be due to the fact that previous knowledge positively affects learning as Schmidt (2002) argues.

Item (6) which demands the word-formation term 'affixing' does not represent a serious problem since (53) EFL learners in question can answer properly as shown in Table (2) and illustrated in Figure (2) due to the fact that this word-formation term is also related to other grammatical topics where Stageberg and Sciarini (2006) argue that according to the Behaviourism Theory in language learning, FL learners are more interested in the concepts that are used in many different disciplines, e.g., morphology is used in language and biology as well.

The learners at hand gain (52%) of the correct answers in item (4) which requires the general morphological term 'stem' as the correct answer. General or main terms and concepts in a certain linguistic area usually receive a strong emphasis by foreign language learners who are more interested in general and major concepts than sub-concepts and terms or secondary terms and concepts as Steinberg and Sciarini (2006: 211) assert.

Concerning item (2) which reflects the word-formation term 'conversion' receives (62%) of the correct answers as revealed in Table (2) and shown in Figure (2). An

indication of the good achievement in English morphology with respect to production level.

Conclusions

The current study arrives at the following conclusions:

1. Iraqi EFL college learners are considerably affected by psycholinguistic factors in learning English morphological concepts.
2. Iraqi EFL college learners considerably perform much better in General Morphological Terms than Word-Formation Terms at the recognition level (65% in General Morphological Terms and 38.71% in Word-Formation Terms).
3. Iraqi EFL college learners' achievement in General Morphological Terms is significantly better than their achievement in Word-Formation Terms at the production level (57.33% in General Morphological Terms and 40.28% in Word-Formation Terms).
4. The Word-Formation Terms: acronymy, borrowing, back-formation, and blending are the morphological terms that Iraqi EFL college learners much more suffer from in English morphology at the recognition level.
5. Iraqi EFL college learners considerably fail in the Word-Formation Terms: compounding, clipping, and back-formation at the production level.
6. Iraqi EFL college learners considerably succeed, to a certain extent, in recognizing and producing the Word-Formation Terms: inflection, suffixing, conversion, and coinage.
7. There is a serious need for teaching English morphology right from the first year in Departments of English in all Iraqi Colleges of Education, Basic Education, and Arts.

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Appendix

The Questionnaire Form

Section I (Recognition): Choose the most appropriate answer (5 marks for each item).

1.scientifically studies the structure of words and the relationships between words involving the morphemes which constitute them.

(Syntax / Phonology / Morphology / Philology)

2.refers to the basic unit of grammatical structure holding meaning or grammatical function.

(Word / Allophone / Phoneme / Morpheme)

3. is one of the most fundamental units of grammatical structure. It is defined by Bloomfield (1933) as "a minimum free form". In reality, it can occur on its own in speech or writing.

(Morpheme / Affixation / Allophone / Word)

4. The morphological process of adding an affix to a word or changing it in some other way according to the rules of the grammar of a language, e.g., house → houses, is known as Yule (2010) states that this process does not produce new words in the language, but rather to show aspects of the grammatical function of a word.

(inflection / coinage / derivation / borrowing)

5. In the English words: readiness and boyish, the underlined parts are known as

(infixes / suffixes / inflections / prefixes)

6. The morphological process by which new words are formed from the initial letters of a set of words, is called

(coinage / conversion / acronymy / blending)

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Yule, George (2010). 4th Edition. **The Study of Language**. Cambridge: Cambridge University Press

7. In Modern English,is regarded as a productive morphological process which implies verbs changing into nouns, adjectives changing into verbs, adjectives becoming nouns, or adverbs changing into verbs, e.g., (spy n.) → (to spy v.).

(coinage / clipping / borrowing / conversion)

8.is a word or phrase which has been taken from one language and then used in another language, e.g., castle is taken from French.

(Conversion / Clipping / Borrowing / Back-Formation)

9. is a grammatical term used in morphology which implies a type of word-formation process by which an affix is removed from an existing word, e.g., television → televise.

(Conversion / Coinage / Back-Formation / Acronymy)

10. The morphological process of combining the beginning of one word and the end of another word to create a new word, e.g., brunch is created from (breakfast and lunch) is known as

(blending / coinage / back-formation / acronymy)

Section II (Production): Fill in the blanks with the term that best suits the utterance in which it occurs (5 marks for each item).

1. signals grammatical relationships, such as plural, past tense and possession, and do not change the grammatical class of the stems to which they are attached, e.g., college → colleges, repeat → repeated, write → writes.

2. is a linguistic term used in morphology to refer to the process of changing

the function of a word, such as a noun to a verb, as a way of forming new words in the same language, also known as 'category change or 'functional shift'.

3. "This book is considered as a 'self-study' course in English literature". The underlined word is formed of two words. This morphological process known as is frequently employed in English and German.

4. Many morphologists state that if we remove all the affixes from a word, what remains is called root, e.g., internationalization → nation. On the other hand, is the word to which an affix is added, e.g., internationalization → internationalize.

5. The development of science and medicine demands the invention of new words and terms. Yule (2010) says that is "the invention of new words in the language". For instance, internet, CD, aspirin, nylon, Vaseline.

6. is grammatically classified into three types depending on its position with reference to the stem of the word: prefix, infix, and suffix, e.g. dislike, hriip (Kamhu language), and happiness.

7. is a linguistic term used in morphology referring to the reduction of a word of more than one syllable to be a shorter form, e.g., laboratory → Lab.

8. A very specialized type of morphological reduction processes where a word of one grammatical type (usually a noun) is reduced to form another word of a different grammatical type (usually a verb) is known as, e.g., emotion (n.) → emote (v.).

9. is defined as the whole grammatical process of morphological variation in the constitution of words in the language, involving the two main types: inflection and derivation.
10. is defined as a "branch of linguistics" (Al-Khuli, 2009), that deals with word-structure.

الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة المثنى، العراق لغرض البحث في قدرات هؤلاء المتعلمين في هذا الجانب .
الكلمات المفتاحية: متعلمو اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي، المصطلحات المورفولوجية العامة ، مصطلحات تشكيل الكلمة ، الكفاءة النحوية.

تقصي استخدام طلبة المستوى الجامعي العراقيين الدراسين اللغة الإنجليزية كلغة أجنبية لمصطلحات المورفولوجيا

يوسف طارش هلال جبر العميه

الحاج علي آدم إسماعيل

جامعة الجزيرة / كلية الآداب و العلوم الإنسانية / السودان

المستخلص:

إن الدراسة الحالية تبحث في قدرات المتعلمين العراقيين على المستوى الجامعي الدراسين اللغة الإنجليزية لغة أجنبية في التعامل مع مصطلحات المورفولوجيا بكونها جزء رئيسي من الكفاءة النحوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. في هذه الدراسة، فإن مصطلحات المورفولوجيا تصنف إلى نوعين: مصطلحات المورفولوجيا العامة و مصطلحات تشكيل الكلمة. و من الجدير بالذكر فإن هذا البحث محدود بمصطلحات المورفولوجيا التي تصب في اهتمام طلبة المستوى الجامعي الدراسين اللغة الإنجليزية كلغة أجنبية و ذلك لكون هذه المصطلحات تمثل جزءا هاما جدا من النحو أكثر من المفاهيم و التفاصيل الفرعية. و بعد اجراء المسح لهذه المصطلحات، فإن الباحث قد صمم استبانة اختبارية أعدت للعينة التمثيلية المكوّنة من (100) من طلبة المستوى الجامعي العراقيين الدراسين اللغة الإنجليزية كلغة أجنبية، المرحلة الثالثة، قسم اللغة