CHAPTER THREE

RESEARCH METHODOLOGY

3.0. PRELIMINARIES

This chapter presents the methodology of the practical part of the present study. It is the empirical application of the theoretical framework concepts and review of the relevant literature on vocabulary and affixes, and their importance in acquiring EFL in a classroom, stated and comprehensively and broadly looked at and discussed in the preceding chapter. The chapter sheds light on the research methodology and the procedures used by the Researcher to conduct the fieldwork. It provides a description of the techniques and methods adopted in carrying out the collection of the data of this study.

The chapter discusses the phases and schedules that the Researcher employed in the design, development and implementation of the format of the instruments adopted as measurement in elicitation of the data of the current study. It gives an account of the criteria applied to establish the efficiency of the instruments designed, such as validation, piloting, reliability evidences and the administration process.

In addition, the present chapter throws light on the subjects of the instruments. These instruments are students’ questionnaire, teachers’ questionnaire, classroom observation forms and pre-test and post-test. The instruments are used by the Researcher to execute the experimental part of the study. The chapter also looks into the scheme and steps performed in investigating and exploring the problems, difficulties and needs of the students of the First and Second Year of the Bachelor Level, Department of English, College of Education – Zingibar, University of Aden, Yemen, in the area of vocabulary and affixes, and their importance in acquiring English. The research methodology of the study is based on two main experiments. The first one is conducted in the data description of the students’ questionnaire, teachers’ questionnaire and classroom observation forms. The second experiment is concerned with the teaching period of the model course for the experimental group and the results of the pre-test and post-test of the experimental group and the control group (see Appendices).
3.1. PLACE OF THE FIELD STUDY

The present study was undertaken in the Department of English, College of Education – Zingibar, University of Aden, Yemen, where the students of English in the First and Second Year of the Bachelor Level and the teachers of the Department were used for conducting the fieldwork.

The Researcher is a teacher of English and a part of the Teaching Staff of the Department from 1994. He, as a teacher and out of his experience, perceived that the students of the Department face problems and difficulties in the area of vocabulary and affixes in learning English in the classroom.

3.2. POPULATION OF THE STUDY

The population of the present study included the students of English in the First and Second Year of the Bachelor Level, Department of English, College of Education, Zingibar, University of Aden, Yemen, and the teachers of the Department.

3.3. DATA COLLECTION INSTRUMENTS

There are several procedures which one has to follow for collecting data. Collected data provides most of the required information for a researcher. The most common instruments used for data collection are: questionnaires, interviews, observations, tests and so on.

The selection of the instrument depends on the kind of the research approach and type of information required.

The present study under investigation has a survey research procedure which has adopted the elicitation technique. According to Nunan, elicitation technique is extremely common in the applied linguistics literature. Based on a survey, Nunan found that the elicitation technique is the most frequently employed in data collection method. He, (1992: 136) states that:

\textit{Elicitation techniques vary enormously in scope, aim and purpose. They include studies which obtain their data by means of stimulating as: a picture, a diagram or standardized test, as well as those based on questionnaire, survey and interview data.}

For the purpose of this work, the elicitation techniques or instruments used in data collection are students’ questionnaire, teachers’ questionnaire, classroom
observation forms and pre-test and post-test. These tools are the most suitable and appropriate instruments for the present descriptive research design.

The Researcher preferred to apply the triangulation procedure in the case of the present study. Cohen and Manion (1980) define triangulation as: *Triangulation refers to the use of two or more methods of data collection in an investigation of certain phenomenon.*

It is worth pointing out that the implementation of several different techniques as a triangulation procedure in an investigation of a certain issue is regarded as a very important source, which may provide the researcher reliable and valid data through the results of the several different instruments.

Seliger and Shohamy (1989: 122 – 123) claim that:

*Often, several different methods are used in the same study in order to compile a more complete picture of the activity covered. Because, data are collected from different sources and with different means such as observations, tables, questionnaires, interviews, case histories, field notes and so on.*

They add that:

*The use of variety of methods to collect data allows the researcher to validate findings through triangulation. In triangulation, the same pattern or example of behaviour is sought in different sources. Use of this process increases the reliability of the conclusions reached.*

Hence, the triangulation procedure through a questionnaire, an observation form and a test are applied in the data collection of this work. The Researcher believes that the use of triangulation approach would help him to complete the picture of the problem being investigated.

A questionnaire, an observation form and a test constitute the major tools and the most effective means in collecting the data of the current study, in addition to the researcher’s experience as a teacher at the Department of English, College of Education – Zingibar, since 1994. This research investigates the problems, difficulties, needs and interests of the students in the area of vocabulary and affixes in learning EFL in the classroom.

Three formal ways of gathering information, i.e. a questionnaire, an observation form and a test, can be effectively used to identify the real problems, difficulties, needs and interests of the learners.

Following are the different data collection methods:
3.3.1. QUESTIONNAIRES (EXPERIMENT ONE)

3.3.1.1. OVERVIEW

The questionnaire is the most common instrument which is used in collecting the data of studies and research nowadays. It plays important role in providing the researcher accurate and reliable information. It makes the work easy. It is a major means applied in collecting the data because of its merits. Questionnaires are widely known as useful tools of measurements in the aspects of educational research.

The questionnaires provide many advantages. They can be easily used by researchers or teachers in a classroom to measure the development of any teaching or learning activity. In addition, using questionnaire in any field setting usually allows the researcher to collect a large amount of data that cannot be obtained by using other tools of measurement. Questionnaire is an easy research process. It gives quick and fairly accurate results of the investigation. It is a kind of facility for the respondents and the researcher.

It has been universally accepted as data gathering instrument, especially in educational research. It is used when factual information is desired (Best and Kahn 1996: 230).

A questionnaire has the following characteristics:

(i) It covers large sample of population.

(ii) It is an objective instrument that can be used in analyzing students’ needs. This is so because the needs can be reflected in statistical measures.

(iii) It is more convenient for the subjects than any other instrument. They can say what they want without hesitance. The close-ended questionnaire, like the one used in this study, gives answers in advance and subjects have only to choose the suitable one according to what they feel.

According to Mohieu(1985), a questionnaire is the only way to determine whether a learner has a positive or negative attitude.

Its unique advantage lies in being appropriate and very useful in data gathering (Best and Kahn, 1995). It is regarded as a very useful device in registering the perception, feelings, opinions, attitudes and motivation of the individuals.

Experts in both educational and behavioral research like Best and Kahn (1993), Koul (1997), Kothri (1990) among others, acknowledged the importance, practice and popularity of questionnaires as tools in collecting data in social and
educational studies. In their discussion of questionnaire as a tool in education research, Best and Kahn (1993: 229 – 230) recognize:

*The general category of inquiry forms includes data-gathering instructions through which respondents answer questions or respond to statements in writing.*

However, when information cannot be obtained through other tools like school reports or census, then a questionnaire is to be adopted. When designing a questionnaire, much care should be taken about its significance which should be carefully and clearly stated. In defining a questionnaire, Kothri (1990: 124) asserts:

*Questionnaire consists of number of questions printed or typed in a definite order on a form or a set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down reply in the space meant for the purpose of questionnaire itself. The respondents have to answer the questionnaires on their own.*

Additionally, Koul (1997: 146) in his definition of questionnaire considers the matters for which such a device can be utilized. It can be of the objective of gathering information on either psychological, social or educational topics that can be sent or given to individuals or group of individuals, as in the case of this study, with the aim of attaining data related to some problems under research.

The questions can be classified into two types in terms of the nature of the questions constructed in a questionnaire. Questions that require only short responses are called closed questionnaires, whereas those needed to be answered in open category or response are known as open questionnaires.

For the purpose of the present study, two types of questionnaires were designed and constructed to elicit information: one for the students and the other for the teachers. The students’ questionnaire was designed for the students of the Department of English, College of Education – Zingibar, University of Aden, Yemen, in the First and Second year of the Bachelor level. The teachers’ questionnaire was designed for the teachers of the Department.

**3.3.1.2. STUDENTS’ QUESTIONNAIRE**

The questionnaire was one of the major instruments used for data elicitation in the present work. The questionnaire was addressed to the students. A
questionnaire was used to investigate the problems, difficulties, needs and importance of vocabulary and affixes for the students under the study.

The decision to use a questionnaire in the elicitation of data was based on the assumption that by conducting a well designed questionnaire, it is possible to survey the learners’ approaches, attitudes, perspectives and views towards vocabulary and affixes in learning English in the classroom. This can provide a quick insight into the theoretical orientation that has been discussed in the previous chapter.

3.3.1.2.1. AIMS OF THE INSTRUMENT

The first step in drawing up a questionnaire is to decide its exact purpose and aim. It is possible to accomplish the purpose only when this has been done.

Once a decision is taken to administer the questionnaire instrument in the investigation of a particular behavior or phenomenon, it is very important to determine the aims of the data collection method, the information required to be gathered and to what extent the instrument will contribute in the collection of the required data and eventually how the tool will achieve perfect objectives which are set up at the advanced stage.

In the present study, the questionnaire instrument aims chiefly to gather information regarding three major parameters:

(a) EVALUATION OF VOCABULARY AND AFFIX TEACHING METHODS AND TEACHING MATERIALS IN USE

This parameter attempts to elicit information from the students about the teaching methods and materials of vocabulary and affixes in use, the availability and utilization of the materials used in teaching/learning vocabulary and affixes in learning English in the classroom, whether the materials help the students or not in learning vocabulary and affixes in teaching/learning English in the classroom.

(b) IMPORTANCE OF IMPLEMENTATION OF VOCABULARY AND AFFIXES AND STUDENTS’ ATTITUDE AND MOTIVATION

This aspect attempts to obtain information from the students regarding the importance of the use of vocabulary and affixes in teaching/learning English in the classroom and the main problems and difficulties which hinder the learners in
the usage of prefixes and suffixes. In addition, it investigates the students’ attitude and motivation towards teaching/learning vocabulary and affixes.

(c) NEEDS

This section has the most important impact on the questionnaire instrument as it requires the respondents to offer their views, as perceived through them, regarding their needs in the area of prefixes and suffixes for using them effectively and productively in learning English in the classroom to communicate in English in daily life interaction, different social settings and the academic requirements.

3.3.1.2.2. QUESTIONNAIRE FORMAT

As stated earlier (3.3.1.2.1), the questionnaire is designed to collect information regarding three aspects (mentioned above). Therefore, the purpose of the questionnaire, the information required and the sources are well defined which can be regarded as the main characteristics of the efficient instrument of data collection. However, a researcher should take into consideration the principal features of the questionnaire, which could be summarized in the following way:

(a) Define clearly the purpose of the questionnaire.
(b) Decide exactly what information is required.
(c) Analyze it into its component parts.
(d) Frame a series of questions designed to elicit it (Evans, 1984: 49).

It is worth pointing out that before designing the questionnaire schedule, the Researcher referred to an intensive review of related literature covering many ethnographies and studies in questionnaire design. The Researcher made use of some sources in designing the questionnaire and went through a number of relevant studies.

With a view to preparing a purposeful, reliable and valid questionnaire, some authoritative literature in this field was consulted which helped the researcher to design the questionnaire; such as: Best and Kahn (1996), Seliger and Shohamy (1989), Cohen and Manion (1994), Borg and Gall (1979), Singh (1997), Asamawi (2000), Gay (1981), Oppenheim (1992), Travers (1964), Nunan (1992), Hatch and Farhady (1982), Brown (1988), and Bell (1993).
The questions or items in the questionnaire were formed in a simple and clear language. Ambiguous, embarrassing, presuming, hypothetical, complex and long questions were avoided lest they should require great efforts on the part of the respondents in answering them. As such, every effort was made to make the questionnaire a fit instrument to obtain reliable results. It was kept as short and comprehensible as possible, and only long enough to serve the purpose of the research. It had an overt purpose of providing a wider framework for facilitating elicitation of freer and more adequate responses.

The questionnaire was designed in a structured way, with a high degree of explicitness. It required the subjects to mark responses and this type is considered to be efficient. The responses are based on a Likert’s scale (Likert, 1932), in which the questionnaire is marked by a tick mark on the proper option or alternative. The answers of the subjects are determined by choosing one of the options or alternatives.

The items of the current questionnaire are close ended. They give answers in advance and subjects have only to choose the suitable one according to what they perceive. The items are written in the form of questions that investigate the problem of the study. The current instrument consists of the best alternatives.

The format of the instrument consists of four sections and thirty five interlinked and carefully formed questions grouped under the four sections. The questions have covered all the aspects relevant to the topic of the study. The questions are investigating, exploring and eliciting information in the area of vocabulary and affixes in learning English in the classroom. They were followed by pre-provided optional answers and the respondent had to mark the proper option by a tick mark. The possible responses would depend on the need, belief, perception, attitude, motivation, experience and, most important of all, the top priority of the respondents’ vocabulary and affixes (see Appendix 1).

The four sections of the questionnaire are as follows:

1. Section one includes profiles of students.
2. Section two contains questions about the methods, techniques, materials and aids used in teaching/learning vocabulary and affixes in learning English in the classroom and students’ evaluation of them.
3. Section three includes the importance of the use of vocabulary and affixes in teaching/learning English in the classroom and students’ attitude and motivation towards that.
Section four contains a sample of what was needed by students in the area of prefixes and suffixes in learning English in the classroom as perceived by them.

The first parameter (Questions 1 – 4) addresses students' profile. It is an introductory, a preliminary section to which the subjects respond easily and confidently as it elicits personal information about the participants; such as: name, sex, age, level, specialization, motivation to learn English and their previous education of English vocabulary and affixes. This information becomes crucial for the research as it gives an idea about the background of the subjects of the study in order to relate the two stages of learning in a proper sequence. This helps to bridge the gap which may have arisen between the previous education and the present situation.

The second dimension (questions 5-16) tackles the evaluation of the teaching methods and materials, the availability and utilization of the methods, techniques, materials and aids used in teaching/learning vocabulary and affixes in the classroom. It concentrates on the evaluation aspect of the English methods and materials in use. In this regard, the informants are given a chance to evaluate the English methods and materials in use, by providing their views towards the availability and utilization of these methods and materials; such as; syllabus, time allocated for teaching / learning vocabulary and affixes, practicing vocabulary and affixes in the classroom, assessment in vocabulary and affixes, doing homework of vocabulary and affixes, using dictionaries in classrooms, the library and so on.

As a matter of fact, the students’ evaluation offers guidelines to the research, as such participants partially represent half of the education circle (i.e. the learning process), whereas the teachers represent the other half, viz. the teaching process. Therefore, students' evaluation will enlighten the researcher and will assist him in suggesting appropriate methods and materials which may meet the needs of the learners.

The third aspect (questions 17 – 29) includes the importance of the use of vocabulary and affixes in teaching/learning English in a classroom and students' attitude and motivation towards that. It also attempts to obtain information regarding the main problems and difficulties which hinder and constrain the learners in the usage of prefixes and suffixes. It tackles the problems and difficulties that cause hindrances / constraints to the learners in using prefixes and suffixes. So, the hindrances / constraints that affect the teaching/ learning
process are to be taken into consideration in the collective data procedure, and should occur in conjunction with the needs of analysis.

The subjects are asked to give their own views regarding their attitudes and motivation towards the importance of vocabulary and affixes in learning English in the classroom. Answers of this query as provided by learners are necessary in the investigation. The questions of this section are about the role of vocabulary and affixes in learning English, vocabulary and affixes in relation to the four skills, the role of prefixes and suffixes in vocabulary expansion and improvement, and their role in recognition of meaning of the words.

The last aspect (questions 30 – 35) is concerned with the needs. It contains some examples of what is needed by students in the area of prefixes and suffixes in learning English in the classroom. In this parameter, the students are asked to express their perception about their needs, to indicate their needs in prefixes and suffixes in order to reinforce the acquisition of them and enable the students for acquiring new words to help them in increasing and expanding their vocabulary to have mastery of language by using words effectively and productively to communicate in English in interaction in daily life, different social settings and the academic requirements.

In fact, learners form the center of the learning process; therefore, they should be taken into consideration and be involved at all stages of the process. They can perceive what they want to learn and how they want to learn. Accordingly, the First and Second year learners of English of this study are at a conscious stage where they are aware of their precise needs now, in study, or future needs, or post study needs. Therefore, they are in a position to express their viewpoints regarding their needs properly.

The current questionnaire consists of the best alternatives such as:

<table>
<thead>
<tr>
<th>a) Most Important</th>
<th>b) Important</th>
<th>c) Less Important</th>
<th>d) Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Most Useful</td>
<td>b) Useful</td>
<td>c) Less Useful</td>
<td>d) Not Useful</td>
</tr>
<tr>
<td>a) Always</td>
<td>b) Often</td>
<td>c) Sometimes</td>
<td>d) Never</td>
</tr>
<tr>
<td>a) Enough</td>
<td>b) Not Enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Sufficient</td>
<td>b) Not Sufficient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The content of the present instrument is based on the following sources:

1. Review of Literature
2. Teaching experience of the Researcher
3. Data obtained from the interviews with students and teachers.
4. Suggestions from ELT experts, teachers, colleagues and professors.
The figure below illustrates the format of the questionnaire, the four parameters of the device, the aims that the aspects lead to and the distribution of the items among the parameters:

Figure (3.1.) Format of the Students’ Questionnaire Schedule.
3.3.1.2.3. SUBJECTS OF THE QUESTIONNAIRE

Since this study investigates the importance of vocabulary and affixes in acquiring English for the students of the Department of English, College of Education – Zingibar, University of Aden, Yemen, in the First and Second year of the Bachelor level in the academic year 2007 – 2008. Therefore, it is logical to select the subjects of the questionnaire instrument from the area of the work under investigation, which is authentic and factual. The Researcher has selected randomly 100 informants in two groups i.e. one group of 50 from the 1st year and another group of 50 from the 2nd year.

A large number of subjects were necessary for two reasons. Firstly, a large sample was essential for the data analysis to yield significant and generalizable results because of the study design and the instruments used. Secondly, a large number of subjects from two levels were also needed so that the views of the informants of the two groups will enrich the work and will yield sufficient data.

The informants were kind enough to participate willingly as the subjects of the questionnaire instrument. They were also keen and interested in learning English. They were cooperative and mature enough to know their needs. They enthusiastically accepted to be the informants of the study.

3.3.1.2.4. DESIGN AND DEVELOPMENT OF THE INSTRUMENT

As a matter of fact, the design and development of the questionnaire had gone through several steps and various stages for modification and adjustment at the construction stage, before it appeared in its final form, presented to the respondents and employed in the empirical study. The purpose of this hard work and time-consuming effort was to ensure reasonable validity and reliability for the questionnaire which had been used as a basic and major instrument for data collection of the present study.

3.3.1.2.5. VALIDITY OF THE QUESTIONNAIRE

One of the most important characteristics of any questionnaire is the fact that it must be valid i.e. it has to be designed in such a way that it measures what it is intended to measure and nothing else. Best and Kahn (1996: 208) state that: 

*Validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure.*
Validity is usually taken to mean that the questionnaire is in fact measuring what it claims to measure. The questions have to be validated in terms of their relevance to the research aims.

The Researcher, as a member of the Teaching Staff of the Department of English since 1994 and out of his experience, perceived that the students of the Department are facing problems and difficulties in the area of vocabulary and prefixes and suffixes in learning English in the classroom.

The first step of the Researcher was to design and construct a draft of the initial form of the questionnaire investigating and exploring the problems, difficulties and needs of the students of the study in the area of vocabulary and affixes and their importance.

A copy of the draft of the initial form of the questionnaire was given to the Research Guide, for her expert opinion. Her valuable suggestions and remarks had been taken into consideration and the questionnaire was modified according to the Guide’s modification. Several copies of the modified instrument were given to a panel of ELT experts and experienced colleagues in the University of Aden and the College of Education-Zingibar, for evaluation and for validating the questions incorporated to obtain their critical opinions, suggestions and comments regarding the content validity and reliability of the instrument.

In the light of the validators’ valuable remarks and recommendations, which were taken into consideration seriously by the Researcher and incorporated into the instrument, the version of questionnaire was revised, modified, reconstructed and rewritten once more for the second time and was given the validating touch, taking into account all the feedback offered by the Jury in the validating stage.

Since the situation in Yemen is different regarding educational background and socio-cultural milieu, and for the purpose of the study, it was necessary to check the suitability of the language and items to the level of the students, the validity, clarity and relevance of the instrument to the objectives of the study, the comprehensiveness, comprehensibility and coverage of the questionnaire to the aspects of the study under investigation, and the structure of the questions.

3.3.1.2.6. PILOTING OF THE QUESTIONNAIRE

Piloting means to try out the instrument in order to determine which items can be revised or eliminated (Reid, 1998: 325).
The instrument should have a trial run with some subjects to check the comprehension of the respondents of the items that are included in the questionnaire. To construct a reliable and valid questionnaire, it should be piloted accurately. The purpose of piloting the instrument is to ensure its validity and reliability. Validity concerns the ability of the instrument to measure what it is supposed to measure, whereas reliability refers to the extent to which the results of the instrument are free of error.

Borg and Gall (1979: 22) define a pilot study as:

*A small scale model of the research project, usually involving only a few subjects, which is carried out in order to improve the plan before the researcher makes the major investment in time and effort required to carry out the planned research.*

Thus, if any weaknesses are observed in the instrument, the researcher can modify them before administering it to the actual sample of the study.

The pilot study was conducted to identify short-comings, if any, in the instrument items for incorporating the required improvements. By piloting the questionnaire, the Researcher desired to discover the items which seemed to be difficult or ambiguous in order to avoid them or modify them as necessary before their final administration.

A pilot study was necessary to find out the problems in the study under investigation. It was a pre-requisite for the next stage, which was designing an instrument to find out the problems, difficulties and needs of the students of the study in the area of vocabulary and word formation, prefixes and suffixes, and their importance.

The piloting aims at building a solid confirmation of those problems, difficulties, needs and the importance being perceived by both the students and the teachers and for arriving at a more comprehensive questionnaire for analyzing both the students' perception as well as the teachers' perception.

It is important to stress that before using any questionnaire. It is necessary to try it out in order to examine the relevancy of the information obtained, the clarity of the questions, the format and amount of time required to answer the questions, so that the questionnaire can be revised if necessary. This process significantly improves the quality of the data being obtained.
The piloting was basically conducted for achieving the following purposes:

1. To examine the validity and reliability of the questionnaire.
2. To examine its clarity regarding instructions.
3. To see to what extent it is systematic, objective and accurate to serve the aims of the present study.
4. To find out if the questions can yield the kind of data required and to eliminate any ambiguous or confusing items to the learners.
5. To find out whether the students’ answers can give any clues and conclusions regarding hypothesis and questions of the present study.
6. To arrive at a precise estimation of the time needed for the average students to complete the questionnaire.

The Researcher initially tried out the questionnaire, after validating and refining it, on sample subjects of 20 informants i.e. 20% of the subject population. The trial group included students from the 1st and 2nd year of the English Department of the Bachelor level. This small group was in fact similar to the main population of the study for whom the instrument was intended. The students who participated in the pilot study were excluded from the main sample of the study.

The students were asked to underline any words, items and questions that were vague, incomprehensible or difficult. Their queries about the meaning of some items were answered by the Researcher to make sure that the questions were understandable and attainable and unambiguous, to check the comprehension of the respondents of the items included in the questionnaire and the relevancy of the items in accordance to the aims of the instrument in particular and the aims of the work as a whole under investigation.

In the light of the subjects’ feedback and comments made by them and the unanswerable questions, the Researcher had to change the wordings of some questions. Therefore, changes had to be made to ensure that all respondents could answer the questions. The items were carefully dealt with. Some were rephrased or changed where necessary. The items that were unimportant and irrelevant were omitted. As a result, some words were shifted, whereas some questions were re-arranged and re-phrased in order to avoid ambiguity.

In this regard, it is worth pointing out that the researcher made great effort to make the questionnaire instrument as clear and accurate as possible and he tried to use simple language in order to avoid complexity in the items, as clear
questions lead to clear responses, clear responses in turn help the investigator in the data analysis phase.

Based on the suggestions made by the ELT experts and the try out with the students, a final review was carried out. The review was designed to keep the instrument to manageable size and to the levels of clarity and simplicity in view of demands upon the respondents. The instrument has been consistently revised, moderated and developed. Thus, the study instrument took its final form after the pilot study (See Appendix 1). The data collected from the pilot study was used in establishing the reliability of the questionnaire.

In the trial run, the students completed the questionnaire in about one and half hour. On the basis of the time the trial group took, the researcher estimated that the time required was one and half hour and all the main sample subjects of the study having the questionnaire were given the same period of time which proved to be reasonable.

3.3.1.2.7. EVIDENCE OF RELIABILITY

Another important notion in any instrument is the fact that it has to be reliable. Thus, the Researcher had to establish the reliability of the instrument. The data collected from the pilot study was used in establishing the reliability of the instrument. Best and Kahn (1996: 208) state that:

Reliability is the degree of consistency that the instrument or procedure demonstrates; whatever it is measuring, it does so consistently.

Reliability refers to the extent to which the instrument measurements are dependable given the same circumstances. A reliable instrument is one which is consistent, precise, trustworthy and objective. Singh (1997: 55) argues:

Reliability may be defined as the consistency of scores obtained from one set of measures to another.

The reliability criterion provides information on whether the data collection procedure is consistent and accurate. Prior to the questionnaire being administered, it is important to have a trial run on the sample of subjects in order to reveal if there is any variable.

One method of expressing instrument reliability is in terms of a reliability coefficient, which is a correlation coefficient based on the agreement of two sets of data from the same basic instrument.
The purpose is to achieve an estimate of consistency expressed in terms of a coefficient of correlation. For estimating the reliability of the present instrument, the Test-Retest Method was applied. As such, it is worthwhile to look at it at some length.

**TEST- RETEST METHOD**

It is one method of computing the instrument reliability and obtaining the correlation coefficient. It involves administering the same instrument to the same group of students within the span of a few days and calculating correlation coefficient between the two sets of scores. Reliability coefficients determined by the test-retest method are sometimes referred to as coefficients of stability, because they indicate consistency of performance on a single informant over a period of time.

Brown (1988: 99) points out:

*Test Re-test reliability is usually estimated by administering the same test / questionnaire twice to one group of subjects and then calculating a correlation coefficient between the pairs of scores of the two administrations.*

Richards et.al (1992: 377 – 8) state:

*Test retest reliability is an estimate of the reliability of the instrument to the extent that it gives the same results if administered at two different times. This is evaluated from the coefficient of correlation, which is obtained from the two administrations of the instrument.*

In order to arrive at consistent and stable results, the researcher has used the test-retest reliability measurement to calculate the correlation coefficient between the answers of the respondents in piloting the instrument twice. In this regard, the questionnaire had to be assessed by trying it out on a sample from the area of study. Then, it was re-administered on the same sample. Twenty students, i.e. 20% of the subject population and those who were not included in the main sample of the study, were asked to fill in the questionnaire. Two weeks later, they were asked to give their responses to the questionnaire again. The questionnaire was piloted to the same sample twice.

The answers in the first attempt were compared to the answers in the second attempt. The reliability coefficient was calculated. The reliability coefficient was
found to be a reasonable indicator of the reliability of the questionnaire. Such results show clearly that the questionnaire is reliable.

Fortunately, there were no variations in all the responses and perceptions of the sample subject in both the attempts. This result of high consistency over a period of time is sufficient to establish the reliability of the questionnaire as a major instrument of the data collection of the present study. The reliability of the instrument is a matter of consistency, as it produces similar results under similar circumstances on different occasions.

3.3.1.2.8. ADMINISTRATION PROCESS

Before carrying out the administration process of the questionnaire instrument, all the development steps of the efficient procedure were taken into consideration. Designing a questionnaire, which is valid, reliable and unambiguous, is a very important issue.

It was mentioned in (3.3.1.2.6.) that on the basis of the pilot study, the Researcher estimated that 1 ½ hour was to be allotted for the questionnaire to be filled in by the main sample subjects. Those learners who took part in the pilot study were not included in the main study sample.

At the beginning of the administration process and before the questionnaires were handed to the main sample subjects, the Researcher asked the students to respond them. The Researcher gave complete idea to them about the aim and purpose of the study as well as the importance of the information that they would provide. He also explained to them the procedure to be followed. In addition to that, the questionnaires were enclosed by a covering letter placed at the head of the questionnaire papers. The covering letter included a brief statement explaining the aim of the Researcher and the purpose of the study. In the letter, the informants were assured that the information obtained from their answers would be confidential and used for research purpose only.

The adjusted and final form of the questionnaire was circulated by hand in the class among 100 students of the Department of English, College of Education - Zingibar, in the 1st and 2nd year of the Bachelor level in the academic year 2007 – 2008. 50 students were taken from each year. The questionnaires were distributed among the students in the class in the presence of the Researcher and some teachers of the English Department. The Researcher was there to give a hand in filling the questionnaire. Actually, the subjects were told how to fill the
questionnaire accurately. They were given instructions and asked to respond to the questions in it. The Researcher explained the questions to ensure that the respondents understood them and would be responding properly and appropriately. The Researcher persuaded the subjects to deliberate the accuracy and veracity in their responses and ask for any clarification or interpretation if necessary. All the items of the questionnaire were supplied by multiple choices (Likert’s Scale) in order to assist the informants to respond easily.

At the end of the administration process, the questionnaire forms were collected. Fortunately, all the items of the questionnaires were responded which indicated a high degree of explicitness of the instrument.

Later on, and as part of data analysis, those questionnaire forms were analyzed and discussed.

3.3.1.3. TEACHERS’ QUESTIONNAIRE

Teachers’ questionnaire was another major tool of the present study. The teachers’ questionnaire and the students’ questionnaire constitute the major tools in collecting the data of the current study. They are the most effective means of data elicitation in this work. When the procedure of data collection is multiple, the data obtained are more accurate and reliable. The instrument was addressed to the teachers of the Department of English, College of Education-Zingibar, University of Aden, Yemen. The instrument was designed and constructed to investigate the teachers’ perspectives, views and opinions towards vocabulary and affixes and their importance in teaching English in classrooms.

3.3.1.3.1. RATIONALE OF THE INSTRUMENT

The rationale of constructing the teachers’ questionnaire is two-fold:

Firstly, since teachers and learners constitute the main elements in any ELT situation, it is important to examine the perspectives of teachers towards the issue being investigated as they represent the teaching process. The learners’ perspectives and views have been already examined in the students’ questionnaire.

Secondly, by juxtaposing the students’ responses in the students’ questionnaire with those provided by the teachers in the teachers’ questionnaire, the Researcher would arrive at a more objective picture of the situation under investigation. In contrast, the responses of either group (student informants in
students’ questionnaire or teacher informants in teachers’ questionnaire) will give only a partial or probably a distorted picture.

3.3.1.3.2. AIMS OF THE INSTRUMENT

The aims of the teachers’ questionnaire in one way or the other are not different from those of the students’ questionnaire; the students’ questionnaire is designed to elicit the perspective of the students whereas the teacher’s questionnaire is designed to elicit the perspective of the teachers. In short, the aims of the teachers’ questionnaire can be concluded in these parameters:

(a) EVALUATION OF VOCABULARY AND AFFIX TEACHING METHODS AND TEACHING MATERIALS IN USE

This parameter is concerned with the evaluation of the teaching methods and materials of vocabulary and affixes in use, the availability and utilization of the materials used in teaching/learning vocabulary and affixes in teaching English in the classroom, from the perspective of the teacher informants.

(b) IMPORTANCE OF IMPLEMENTATION OF VOCABULARY AND AFFIXES AND STUDENTS’ ATTITUDE AND MOTIVATION

This parameter concentrates on the importance of the use of vocabulary and affixes in teaching/learning English in a classroom and students’ attitude and motivation from the view points of the teacher informants. It also investigates the main problems and difficulties which hinder the learners in the usage of prefixes and suffixes.

(c) NEEDS

The last parameter deals with the needs. It requires the teacher informants to offer their views regarding what is needed by the students in the area of prefixes and suffixes in learning English in a classroom for using them effectively and productively to communicate in English in daily life interaction, different social settings and academic requirements. The parameter gives a sample of prefixes and suffixes needed by students.
3.3.1.3.3. QUESTIONNAIRE FORMAT

It is worth pointing out that the design of the questionnaire in all developmental steps is based on several ethnographies and studies in questionnaire design; such as Best and Kahn (1996), Seliger and Shohamy (1989), Cohen and Manion (1994), Borg and Gall (1979), Singh (1997), Asamawi (2000), Gay (1981), Oppenheim (1992), Travers (1964), Nunan (1992), Hatch and Farhady (1982), Brown (1988), and Bell (1993). These studies helped the Researcher to design the questionnaire.

As stated earlier (3.3.1.3.), teachers’ questionnaire is one of the major instruments, in addition to the students’ questionnaire, that have been adopted in collecting the data obtained in the current research.

The teachers’ questionnaire format consists of thirty five items. It is divided into four sections. The items of the questionnaire are interlinked and grouped under the four sections and cover all the aspects relevant to the topic of the study under investigation.

Section one (items 1-4) addresses the teachers’ profile. It is a preliminary part as it elicits the subjects to introduce themselves and offer personal information about their names, qualifications, experiences, teaching subjects, motivation in teaching English and the students’ previous education of English vocabulary and affixes.

Section two (items 5 – 16) investigates the evaluation of the teaching methods and materials, the availability and utilization of techniques, methods, aids and materials used in teaching/learning vocabulary and affixes in teaching English in a classroom as perceived by the teachers; such as : syllabus, time allocated for vocabulary and affixes in the classroom, practicing of vocabulary and affixes, methodology used in teaching vocabulary and affixes, assessment in vocabulary and affixes, doing vocabulary and affix homework, providing dictionaries, the library facility and so on.

In fact, as English teachers actually apply different teaching methods and materials, it is crucial that they are involved in the evaluation process, and they certainly will provide valuable perspectives for researchers.

Evaluation of methods and materials is one of the important methods of framing a more objective picture of the situation under investigation. The
evaluation process should be systematic. It should be seen as a matching exercise: matching your analyzed needs with available solutions.

The third aspect (items 17 – 29) is concerned with the importance of the use of vocabulary and affixes in teaching English in a classroom and students’ attitude and motivation from the view points of the teacher informants. It also investigates the main problems and difficulties which hinder and constrain students in the usage of prefixes and suffixes.

In this regard, the teacher is the only person who has authentic contacts with his students. Therefore, he will probably perceive the students’ problems and difficulties regarding the learning of the target topic.

The last aspect (Items 30 – 35) includes the needs. It contains some examples of what is needed by students in the area of prefixes and suffixes in teaching English in a classroom, as perceived by teachers, in order to reinforce the acquisition of them and enable students acquiring new words to increase and expand their vocabulary and have mastery of language to use words effectively and productively for communication in interaction in daily life and different social settings. This is mainly what this work is investigating. It is the main aim of the study, so this section is the most important part. It can be described as the core of the questionnaire. Obviously, teachers are in a position in which they can perceive well what their learners accurately need. Therefore, teachers should be included at all stages of investigation of the students’ needs.

The teachers’ questionnaire consists of the same alternatives of the students’ questionnaire (See 3.3.1.2.2). In addition, blanks were provided so that they could be filled in with suitable comments, or reasons could be furnished regarding filling up of certain parts of the questionnaire (see Appendix 2).

The content of the teachers’ questionnaire was based on the same sources of the students’ questionnaire (See 3.3.1.2.2.).
It may be necessary to clarify the teachers' questionnaire format in the following figure which illustrates the four sections of the instrument, the aims that the aspects lead to and the distribution of the items among the parameters:

Figure (3.2.) Format of the Teachers' Questionnaire Schedule
3.3.1.3.4. INFORMANTS OF THE QUESTIONNAIRE

The most important characteristic of the research is that it should take into consideration all the relevant subjects and procedures. Therefore, logical research aims to investigate different perspectives regarding particular issues, then compares, juxtaposes and contrasts them with the data obtained in order to arrive at more objective and invaluable results.

In the situation of the present research, the Researcher used triangulation methods (3.3.), i.e. two or more procedures of data collection methods are applied, a students’ questionnaire is already administered to elicit the students’ perspective regarding the current issues (3.3.1.2.3.). Consequently, the second instrument, teachers’ questionnaire is designed to elicit the teachers’ perspective. The students and teachers are always considered as a complement to each other in any ELT situation (teaching / learning process).

Hence, twenty members of the teaching staff of the Department of English, College of Education – Zingibar, University of Aden, Yemen, who are involved in English teaching programs, have been selected to function as the subjects of the teachers’ questionnaire instrument.

3.3.1.3.5. DESIGN AND DEVELOPMENT OF THE INSTRUMENT

Like students’ questionnaire (3.3.1.2.4), the designing and developing of the teachers’ instrument had gone through several steps and various stages for modification and adjustment at the construction stage. Later on it appeared in its final form and was presented to the informants in the empirical study after establishing its validity and reliability.

3.3.1.3.6. EVIDENCE OF VALIDITY

Validation is the process of creation, piloting and testing of items to determine whether the items measure up to the claimed standard. Validation should be built into the foundation of the instrument and not added on as an afterthought (Agnoff, 1988: 23).

The questionnaire must be valid i.e. it has to be designed in such a way that it measures what it is intended to measure. The questions have to be validated in terms of their relevance to the research aims.

Several copies of the draft form of the questionnaire were given to the Research Guide and a Jury of ELT experts and experienced colleagues in the
University of Aden and the College of Education – Zingibar, for evaluating and validating the incorporated questions to obtain their valuable opinions, suggestions, comments, remarks and recommendations regarding the content validity and reliability of the instrument.

On the basis of the validators’ invaluable evaluations, the version of the questionnaire was revised, modified, reconstructed and re-written.

3.3.1.3.7. PILOTING OF THE QUESTIONNAIRE

The questionnaire should have a trial run with some colleagues in order to decide which items are to be kept and which one to be revised or eliminated.

Four teachers of the Department of English, College of Education, Zingibar, University of Aden, Yemen, participated in the pilot study (i.e. 20% of the population). The aim of the trial process was to measure the piloting of the instrument in use. Of course, this procedure provided a valuable revision as some items were re-arranged and re-phrased, before putting the schedule in its last phase. Some items were also dropped, because they were considered as irrelevant to the aim of the instrument. Piloting is not an optional step; it is necessary in order to get results, to analyze and to help you to decide which items are to be kept and which items to be eliminated.

The piloting aims at building a solid confirmation of those needs being perceived by both the teachers and the students and aims to arrive at a more comprehensive questionnaire for analyzing both the felt needs of the students as well as the perception of those needs by the teachers. Thus, the instrument took its final form after the pilot study (See Appendix 2).

3.3.1.3.8. RELIABILITY OF THE QUESTIONNAIRE

Reliability refers to a degree to which the instrument gives consistent results. A procedure of data collection is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different people.

The questionnaire has to be reliable. Thus, the Researcher had to establish the reliability of the instrument. The data obtained from the pilot study was used in establishing the reliability of the instrument. In order to arrive at accurate and consistent results, the Researcher used the test re-test reliability measurement to calculate the correlation coefficient between the answers of the informants in piloting the instrument twice. The instrument was administered twice within two
weeks with a sample of four informants to examine the accuracy and consistency of the data provided. Fortunately, the data obtained was consistent which indicated a high criterion of the reliability. Therefore, it is considered as an adequate evidence for the reliability of the current instrument and a good indicator of agreement between the two different times of administrations.

3.3.1.3.9. ADMINISTRATION OF THE QUESTIONNAIRE

As it is well known, the administration process of the instrument is the most difficult procedure amongst the different data collection methods, because it required the Researcher to be more skilful, knowledgeable and flexible in operating all the schedule items in a systematic sequence and gentle way in order to make the procedure more effective.

The administration in the present study was conducted in an individual way. At the beginning of every process, the Researcher gave the informants full idea about the aim of the study and the importance of their contribution, so that, they could be more subjective and avoid bias in their responses (op.cit). The informants of the administration process were twenty members of the Teaching Staff who participated in filling in the final form of the questionnaire.

They were assured that the information obtained from their answers would be confidential and would be used for research purpose only. In fact, all the responses provided invaluable information, which are related to the aim of the instrument. Actually, at the end of every administration, the Researcher thanked the participants and emphasized that the participation would provide valuable insights to the results of the present work.

It is very important to appreciate the co-operation extended by the informants and they should be thanked for their help (Evans, 1984: 51).

Later on, and as part of the data analysis, those questionnaire forms were analyzed and discussed.

3.3.2. CLASSROOM OBSERVATION FORM

Observation is the procedure in which one or more persons observe what is taking place in a number of real life situations and they categorize and record relevant activities according to some previously designed schedule plans. In Best and Kahn’s view (1993: 222), direct observation, as a data collection tool, may also make an important contribution to descriptive research. Certain types of
information can best be attained all the way through direct assessment by the Researcher. However, they further argue that when the observation concerns aspects of material objects or specimen, the process is relatively simple, and may consist of categorizing, assessing, or counting. But when the process engages the study of human subjects in action, it is much more multifaceted.

In addition to that, Kothri (1990: 118) describes the observation technique as:

*The Observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability.*

The method of collecting data is being criticized by some experts because it is an expensive method; information provided by observation is limited, and sometimes unforeseen factors may intervene with the observation task. Nevertheless, if properly used, observation method according to Koul (1997: 175) has the following advantages:

- *It provides a direct procedure for studying various aspects of human behavior, which may be the only effective way to gather data in particular situation.*
- *It enables the observer to code and recode behavior at the time of its occurrence.*

In addition to these two advantages. Best and Kahn (1993: 229) classified a number of characteristics of good observation of which the following points have been cited:

- *Observation is carefully planned, systematic, and perceptive.*
- *Observers know what they are looking for and what is irrelevant in a situation. They are not distracted by the dramatic or the spectacular.*
- *Observers are aware of the wholeness of what is observed. Although they are alert to significant details, they know that the whole is often greater than the sum of its parts.*
- *Observers are objective. They recognize their likely biases, and they strive to eliminate their influence upon what they see and report.*

Attention was given to choosing such a tool for collecting data in the present study. The main advantages of observation according to Kothri (1990), for instance, are that subjective bias is eliminated, if observation is done accurately.
Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method.

Borg and Gall (1983) describe questionnaire and interview as self report methods when collecting data. They add: 

*People often bias the information as they offer about themselves, and sometimes they cannot accurately recall the events and aspects of their behavior in which the researcher is interested. The observational method, if used properly, overcomes these limitations.*

In accordance with the above arguments and justifications for using observation as a method of data collection, a schedule of observation was developed with special attention paid to ensure consistency in such a tool. The schedule was designed to account for all necessary aspects and also those that are related to the present study. The Researcher, therefore, believed that observing classes in English of First and Second year would enable him to get an idea of the teaching of vocabulary and affixes in teaching English in the classroom. Moreover, the Researcher wanted to find out whether or not what have been reported in the questionnaires by the students and lecturers are being followed or reflected in the classes.

Observations of several English classes of First and Second year were executed by the Researcher. The main intention in administering those observations was to look into the focal causes of vocabulary and affix problems, difficulties and needs of the learners in actual classes of teaching English. They were also carried out to observe closely the behaviour, attitude and motivation of both the learners and the teachers in such classes and to get in touch with the teaching atmosphere. The observations were attended to specify the shortcomings of teaching practices and the conditions of learning emerged in the Department. They also sought to investigate and inspect classroom activities, teacher / learner relationship and how vocabulary and affixes were taught and managed in terms of methods, materials, programs and activities.

The Researcher attended the classes as a non-participant observer with their full number as usual as any other natural classes and observed the actual
situations of teaching /learning process of vocabulary and affixes in the classroom. The observations were carried out by the Researcher also hoping to illustrate further the responses of both learners and teachers gained in the questionnaires.

Needless to say, the recordings of the observations of those classes were done immediately after attending each observed class to ensure the inclusion of every detail afresh, i.e. after each session of observation, an observation schedule form was filled by the Researcher to ensure that all information that was gained was recorded afresh.

Later on, and as part of the data analysis, those items in the observation forms were analyzed and discussed.

3.3.2.1. THE SAMPLE

The Researcher observed eight lectures of the English classes. Four lectures were of the First Year and four were of the Second Year students of the Bachelor level of the Department of English, College of Education-Zingibar, University of Aden, Yemen.

3.3.2.2. DESIGN AND DEVELOPMENT OF THE INSTRUMENT

Observation was not as easy as option of the students’ questionnaire and the teachers’ questionnaire. However, since the study is concerned with the importance of prefixes and suffixes, it was essential to include observation as one of the instruments of the current study in order to investigate closely students’ and teachers’ behavior in teaching and learning vocabulary and prefixes and suffixes, in actual English classes. An objective observation of the learners and lecturers in action in a typical, formal, classroom situation, no doubt, can throw light on the stand the learners take regarding their problems, difficulties and needs in the field of vocabulary and affixes. Observation is a technique that can often reveal characteristics of groups, or individuals, which would have been impossible to discover by other means. According to Bell (1987) direct observation may be in many instances more reliable than what people say.

The first step of the Researcher was to design a classroom observation checklist. The researcher made a review of some relevant literature and studies which used observation in collecting data; such as: Seliger and Shohamy (1990), Dyer (1979), Wainryp (1993), Nunan (1989), Philipson et al (1991), Murphy

The Researcher made use of the checklists designed by Central Institute of English and Foreign Languages (CIEFL), 1993, Hyderabad, India, with some modifications. Those sheets were designed for an ELT Curriculum Implementation Project (CBSE – ELT Project, 1993).

In short, the Researcher has referred to several sources in order to design the appropriate observation checklist.

The observation form consists of 35 questions intended to investigate the materials, techniques and methods used in teaching and learning vocabulary and affixes in English classes, students’ and teachers’ behavior, attitude and motivation in those classes and the problems, difficulties and needs of the students in the area of vocabulary and affixes in learning English in a classroom.

The observation form included questions about time allocated for teaching vocabulary and affixes, practicing vocabulary and affixes, methodology used, assessing, homework, providing dictionaries and textbooks, and so on (see Appendix 3).

3.3.2.3. VALIDITY OF THE FORM

One of the important characteristics of the instrument is that it must be valid, i.e. it has to be designed in such a way that it measures what it is intended to measure. Validity is usually taken to mean that the instrument is in fact measuring what it claims to measure. The items have to be validated in terms of their relevance to the research aims.

In this regard, several copies of the draft form of the observation sheet were given to a panel of ELT experts and experienced colleagues in the College of Education – Zingibar and the University of Aden, for their valuable suggestions, comments, remarks and recommendations to approve its validity and reliability.

The invaluable evaluations of the validators were taken into consideration seriously by the Researcher and incorporated into the instrument. The version of the observation sheet was revised, modified reconstructed and rewritten (See Appendix 3)
3.3.2.4. RELIABILITY OF THE FORM

Another important notion about instrument is the fact that it has to be reliable, i.e. it has to give consistent and same results when it is used on different occasions. Thus, the Researcher had to establish the reliability of the observation sheet. In order to arrive at accurate and consistent results, the researcher used the test-retest method to calculate the correlation coefficient between the two different times of the observation sessions.

The Researcher observed eight English lectures, four lectures were of the First Year and four were of the Second Year. Two weeks later, the Researcher observed the same teachers again. The results of the two observation sessions were compared and calculated by using Cooper's Formula to find percentages of agreement between the two different times (AL-Mufti, 1991). It was found that the reliability coefficient agreement between the two observation sessions was a high one (84.28). Therefore, it is considered as adequate evidence for the reliability of the current instrument and a good indicator of the agreement between the two different times of the observation sessions. Such results show clearly that the observation sheet is reliable (see Appendix 4).

Before attending any class, the Researcher took care to ask each lecturer privately for permission to attend the class explaining to him/her the aims of the research in order to build a good rapport with the lecturer.

It is very important to appreciate the co-operation extended by the teachers and they should be thanked for their help.

3.4. THE SYLLABUS OUTLINE (EXPERIMENT TWO)

One can shed light on the syllabus outline and discuss the purpose and the methods of the model course units that were taught to the experimental group during the teaching period, in addition to the pre-test and post-test designing and administering. The model course syllabus is concerned with the needs and interests of the candidates that were required in the area of affixes in their answers to the questionnaire items (see Chapter Four). The model course syllabus was conducted in the experiment on the basis of the needs of the respondents in the questionnaire and related to the aim of the course. Following are the units of the model course with their exercises, which were practiced by the learners in the teaching period classes.
The syllabus outline was prepared according to the most important items selected by the respondents in their answers to the questionnaires (Chapter Four). It is as follows:

1. Teaching vocabulary and affixes is important for students in learning English.
2. Improving students' vocabulary and affixes.
3. Sufficient time for practicing and studying vocabulary and affixes.
4. Tasking students with vocabulary and affixes.
5. Practicing and improving students' vocabulary and affixes within the four skills of English language.
6. Making students know the analysis of the internal structure of words and how words are formed and built.
7. Introducing students to the important role that prefixes and suffixes play in learning English.
8. Making students know the meaning of the prefixes and suffixes involved in building and forming words.
9. Making students be trained in recognizing the prefixes and suffixes involved in building and forming words.
10. Teaching prefixes and suffixes classified in groups according to their similar meaning.
11. Teaching prefixes and suffixes classified in groups according to their same word-class.
12. Making students know the contrasting meanings of the prefixes and suffixes.
13. Making students be trained in recognizing the prefixes and suffixes of the word-class.
14. Introducing students to the prefixes that make change in the word meaning.
15. Introducing students to the suffixes that make change in the word-class.
16. Introducing students to the different pronunciations of the past and past participle tense suffix (-ed) at the end verbs.
17. Introducing students to the different pronunciations of the third person singular present tense suffix (-s) at the end of verbs.
18. Introducing students to the different pronunciations of the plural suffix (-s) at the end of nouns.
19. Introducing students to the different pronunciations of the possessive suffix (-s') at the end of nouns.

Therefore, the above mentioned items were taken into consideration in designing the model course for the experimental group because what students required was very important and necessary for the study of assessment and results. So the following items were included in the model course as the syllabus. Following were the units of model course which was taught to the experimental group.

3.4.1. THE MODEL COURSE UNITS
3.4.1.1. UNIT ONE (FORMING NOUNS)

The aim of this unit is to make students familiar with the affixes that form nouns in order to train students to recognize them easily and the word-class of words. Students are going to practice some very productive affixes that combine with a large number of words. They can combine with nouns, verbs and adjectives to form new nouns. Students are going to practice the internal structure of words and how words are formed and built in order to understand them better. Introducing students to the meaning of these affixes will help them in knowing the meaning of those words and other words formed by the same affixes. This will help in improving and expanding their vocabulary and reinforce the acquisition of vocabulary and affixes. They can use these words effectively and productively.

EXERCISE ONE:

The suffixes in the following list combine with nouns and verbs to form new nouns that refer to people or professions. Look at the list of nouns. Write down the noun or verb from which they have been formed in the space provided. The first one serves as an example.

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>VERBS/NOUN</th>
<th>NOUN FORMED</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ant</td>
<td>defend</td>
<td>defendant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assistant</td>
</tr>
<tr>
<td>-ee</td>
<td>trainee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>addressee</td>
<td></td>
</tr>
</tbody>
</table>
-ess ........................ actress
                  ....................... princess
-er  .................... driver
                  .................... painter
-ian  .................... historian
                  .................... musician
-ist  .................... novelist
                  .................... scientist
-or  .................... supervisor
                  .................... visitor

EXERCISE TWO:

Fill each blank with an agent noun related to the verb in each sentence.

Example: A person who translates is a translator.

1. A person who suffers is a .........................
2. A person who types is a .........................
3. A person who smokes is a .........................
4. A person who lies is a .........................
5. A person who teaches is a .........................
6. A person who sings is a .........................
7. A person who farms is a .........................
8. A person who preaches is a .........................
9. A person who dances is a .........................
10. A person who votes is a .........................
11. A person who composes music is a .........................
12. A person who is collects money is a .........................
13. A person who directs a play is a .........................
14. A person who leads others is a .........................
15. A person who prints books is a .........................
16. A person who reports the news is a .........................
17. A person who manages a business is an .........................
18. A person who drives a car is a .........................
19. A person who employs people is a .........................
20. A person who invents things is an .........................
EXERCISE THREE:

Each adjective below is given with a suffix. Put the adjective and suffix together and spell the resulting word correctly.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely</td>
<td>-ness</td>
</tr>
<tr>
<td>curious</td>
<td>-ity</td>
</tr>
<tr>
<td>strong</td>
<td>-th</td>
</tr>
<tr>
<td>foreign</td>
<td>-er</td>
</tr>
<tr>
<td>thin</td>
<td>-ness</td>
</tr>
<tr>
<td>noble</td>
<td>-ity</td>
</tr>
<tr>
<td>deep</td>
<td>-th</td>
</tr>
<tr>
<td>safe</td>
<td>-ty</td>
</tr>
<tr>
<td>dry</td>
<td>-ness</td>
</tr>
<tr>
<td>scarce</td>
<td>-ity</td>
</tr>
</tbody>
</table>

EXERCISE FOUR:

Fill each blank with a noun related to the adjective at the beginning of the sentences.

Example: Active men are noted for their activity.

1. Truthful men are noted for their ............
2. Generous men are noted for their ............
3. Patient men are noted for their .............
4. Efficient men are noted for their ...........
5. Brave men are noted for their ..............
6. Wise men are noted for their ...............  
7. Strong men are noted for their .............
8. Punctual men are noted for their ...........
9. Awkward men are noted for their ............
10. Loyal men are noted for their .............

3.4.1.2. UNIT TWO (FORMING VERBS)

The aim of this unit is to serve students the affixes that involve in forming verbs. It will train them to recognize easily the word-class of words. Such affixes can combine with nouns and adjectives to form verbs. They are very productive. This will help students in understanding words and their meanings better. This will increase students’ vocabulary and reinforce the acquisition of vocabulary and affixes to enable students to use words effectively and productively.
EXERCISE ONE:
Fill each blank with a verb form (past tense) related to the noun in parenthesis.

Example: (belief) The captain believed the guards.

1. (advice) The captain ……………..the guards.
2. (defense) The captain ……………..the guards.
3. (house) The captain ……………..the guards.
4. (offense) The captain ……………..the guards.
5. (use) The captain ……………..the guards.
6. (insult) The captain ……………..the guards.
7. (choice) The captain ……………..the guards.
8. (excuse) The captain ……………..the guards.
9. (relief) The captain ……………..the guards.
10.(suspect) The captain ……………..the guards.

EXERCISE TWO:
Fill the blanks in the second sentences with verbs which are related to the adjective in the first sentence.

Example: My children are very obedient.
They always obey me.

1. Our children are very destructive.
They ……………everything they find.
2. Our children are very different.
They always ……………in their opinions.
3. Our children are very forgetful.
They always ……………what we tell them.
4. Our children are very imaginative.
They ……………all sorts of things.
5. Our children are very amusing.
They always ……………their friends.
6. Our children are very dependent.
They ……………on us for everything.
7. Our children are very **helpful**.
   They .................us in every way they can.

8. Our children are very **creative**.
   They .................all kinds of wonderful things.

9. Our children are very **suspicious**.
   They even .................their friends.

10. Our children are very **annoying**.
    They .................all the people they meet.

3.4.1.3. UNIT THREE (FORMING ADJECTIVES)

The aim of this unit is to give students practice of the affixes involved in forming adjectives in order to train students to recognize them and the word-class of words easily. Those affixes can combine with adjectives, nouns and verbs to form new adjectives. They are very productive. This will make students understand words and their meanings better and improve their vocabulary to use words effectively and productively.

**EXERCISE ONE:**

Each noun below is given with a suffix. Put the noun and suffix together and spell the resulting word correctly.

- mud -y  peace -ful
- plenty -ful wave -y
- use -less mystery -ous
- nature -al influence -tial
- sympathy -etic sheep -ish
- number -ous salary -ed
- joy -ous space -ious

**EXERCISE TWO:**

Fill each blank with an adjective related to the noun in the first part of the sentence.

Example: In discussing **beauty** he mentioned many **beautiful** paintings.

1. In discussing **danger** he mentioned many ..................games.
2. In discussing **suspicion** he mentioned many ..................people.
3. In discussing **pain** he mentioned many ..................experiences.
4. In discussing poison he mentioned many ……………..plants.
5. In discussing education he mentioned many ……………..instructions.
6. In discussing art he mentioned many ……………..creations.
7. In discussing events he mentioned many ……………..years.
8. In discussing costs he mentioned many ……………..experiments.
9. In discussing colonies he mentioned many ……………..regions.
10. In discussing mysteries he mentioned many ……………..events.

3.4. 1.4. UNIT FOUR (FORMING ADVERBS)

The aim of this is to make students familiar with the affixes that form adverbs in order to be trained to recognize them easily and the word-class of words. These affixes can combine with adjectives and nouns to form adverbs. This will help students to understand words and their meanings better and improve their vocabulary to use words effectively and productively.

EXERCISE ONE:

Give an adverb form for each of the following adjectives and nouns:

Example: easy – easily

free recent front
round head merry
way long year
north wild loud

EXERCISE TWO:

Fill each blank with an adverb related to the adjective or noun in bold type.

Example: A brave soldier usually fights bravely.

1. A person on his way home is headed ……………..
2. An eager worker is one who works………………..
3. A magazine appearing every month is published ………………
4. A person going toward the east is moving ………………..
5. A person who takes a bath every day bathes …………………
6. A clear thinker is a person who thinks ………………….
7. A person who does something in an instant does it ……………….
8. A person with a soft voice usually speaks ……………….
9. A boat carrying people from a ship to the shore is taking them…………….
10. A person removing the various parts of an object is taking it ……………….

3.4.1.5. UNIT FIVE (FORMING NEGATIVES)

The aim of this unit is to give students practice of the affixes that form negatives. A large number of affixes are used to form words with negative meanings. Students will get familiar with such affixes in order to be trained to recognize them and their meanings easily. This will help students to improve their vocabulary and use words effectively and productively.

EXERCISE:

Fill each blank with a negative related to the word in parentheses:

Example: The boy disappeared from the hotel during the night. (appeared)

(1) What you say is __________. (logical)
(2) Your demands are ___________. (reasonable)
(3) After an hour’s delay, passengers were becoming ___________. (patient)
(4) I find your whole behavior quite ___________. (comprehensible)
(5) The whole idea is a complete ___________. (sense)
(6) What they have to tell us may be emotionally ___________. (acceptable)

3.4.1.6. UNIT SIX {THE PRONUNCIATION OF THE PAST AND PAST PARTICIPLE TENSE SUFFIX (-ed)}

The aim of this unit is to make students familiar with the pronunciation of the three spoken realizations: /t/ , /d/ and /id/ of the past and past participle suffix (-ed) at the end of verbs. Students will be trained to recognize such realizations in order to produce them easily. The correct recognition and production of such sounds will ultimately improve the learners’ spoken language.
EXERCISE:

How does the pronunciation of the past and past participle tense suffix (-ed) realize in the case of the following words? Tick (V) the appropriate box. The first one has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
<th></th>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>suck</td>
<td>V</td>
<td></td>
<td></td>
<td>View</td>
<td></td>
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<tr>
<td>resist</td>
<td></td>
<td></td>
<td></td>
<td>Enlarge</td>
<td></td>
<td></td>
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<tr>
<td>snub</td>
<td></td>
<td></td>
<td></td>
<td>Pervade</td>
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<tr>
<td>scrap</td>
<td></td>
<td></td>
<td></td>
<td>Embezzle</td>
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<tr>
<td>tide</td>
<td></td>
<td></td>
<td></td>
<td>Impoverish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.4.1.7. UNIT SEVEN {THE PRONUNCIATION OF THE PLURAL SUFFIX (-s)}

The aim of this unit is to make students familiar with the pronunciation of the three spoken realizations: /s/, /z/ and /iz/ of the plural suffix (-s) at the end of nouns. Students will be trained to recognize such realizations in order to produce them easily. The correct recognition and production of such sounds will ultimately improve the learners’ spoken language.

EXERCISE:

How does the pronunciation of the plural suffix (-s) realize in the case of the following words? Tick (V) the appropriate box. The first one has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
<th></th>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>shark</td>
<td>V</td>
<td></td>
<td></td>
<td>Bush</td>
<td></td>
<td></td>
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<tr>
<td>building</td>
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<td>Play</td>
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<td>difference</td>
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<td>Disease</td>
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<td>struggle</td>
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<td>Trace</td>
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<td>bun</td>
<td></td>
<td></td>
<td></td>
<td>Ticket</td>
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</tbody>
</table>
3.4.1.8. UNIT EIGHT {THE PRONUNCIATION OF THE THIRD PERSON SINGULAR PRESENT TENSE SUFFIX (-s)}

The aim of this unit is to make students familiar with the pronunciation of the three spoken realizations: /s/, /z/ and /iz/ of the third person singular present tense suffix (-s) at the end of verbs. Students will be trained to recognize such realizations in order to produce them easily. The correct recognition and production of such sounds will ultimately improve the learners' spoken language.

EXERCISE:

How does the pronunciation of the third person singular present tense suffix (-s) realize in the case of the following words? Tick (V) the appropriate box. The first one has been done for you.

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<th>/z/</th>
<th>/iz/</th>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
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<tbody>
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<td>cut</td>
<td>V</td>
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<td>grin</td>
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<td>lose</td>
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<td>pay</td>
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<td>wash</td>
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<td>cough</td>
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<td>chew</td>
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<td>buzz</td>
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<td>flow</td>
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<tr>
<td>laugh</td>
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</tr>
</tbody>
</table>

Before giving any exercise, the researcher explained that particular affix to the students. He introduced them to the learners, showing their importance in forming and building words, describing the internal structure of words and the affixes involved in forming and building words. The Researcher explained to the students the important role of affixes in forming word-class and word meaning. He described to them the meanings of affixes and how they could be recognized. He provided them examples by using affixes in sentences. The Researcher asked students questions about affixes. He asked students to use affixes in sentences. The Researcher gave students an opportunity to interact and communicate with each other by using affixes. Then, after having enough time for practicing vocabulary, the lesson was evaluated by giving exercises.

At the end of the last unit, the Researcher asked the students to express their opinions frankly about the model course. The students told that their vocabulary and affix abilities were improved after this course. The course succeeded and it
fulfilled the hypotheses and the aims of the study. The teaching period of the model course was 1 semester (three months = 12 weeks, and it was four hours per week, i.e. 48 making hours).

The model units and exercises of this course were adopted from different teaching vocabulary and affix books. They are Sinclair et al (1991), Thakur (1997), Algeo (1974), Mc Arthur (1972), Monson (1968), Mackin (1966) and Croft (1960). All these sources were fitted and adopted to the students' needs in order to achieve and serve the purpose of the study.

3.4.2. PRE-TEST AND POST-TEST DESIGNING AND ADMINISTRATING

According to the elements of the model course, the Researcher conducted pre-test and a post-test. The 60 students were divided into Experimental Group (30 students) and Control Group (30 students). Each group consists of 15 students of the First Year and 15 of the Second Year. The pre-test was given to them, in order to compare the results to find out if there were any differences in the students' levels. After the pre-test, the experimental group was taught the model course. After the teaching period of the model course for the experimental group, the post-test was given to the two groups, in order to compare the results of the two groups to find out if there was any improvement and progress in the level of the experimental group.

The pre-test and post-test were prepared by the Researcher depending on the answers, needs and desires of the students in the area of affixes according to the questionnaire items. The two tests were designed according to the elements of the model course.

3.4.2.1. TEST VALIDITY

Before administering the test, the Researcher showed it to experts in the field in order to validate it and check the context of questions, the design, the fitness and the level of the test. The Researcher wanted to determine if the test was suitable to the students' level. In other words, the test was validated by experts and colleagues in Aden University and the Department of English. Their valuable ideas, opinions and comments were taken into account and the test was restructured again.
3.4.2.2. TEST RELIABILITY

The reliability of a test refers to the acceptance of the test by the students. So before administering the pre-test to the experimental and control groups, the Researcher has checked the test reliability by administering it to a sample of students other than the students of the two groups and it was successful in the acceptance and comprehension of the candidates in the test. The time allotted for the test was 1 ½ hour.

3.4.2.3. TEST ADMINISTRATING

The final draft of the test was administered as a pre-test for the two groups. After that there was the teaching period of the model course to the experimental group which was based on the students’ needs and desires in the questionnaire items in order to measure the effectiveness of the model course on the students’ level in the area of affixes. The duration of the teaching program was one semester (three months, i.e. 12 weeks. It was four hours per week. The total was 48 hours). At the end of the teaching period, the Researcher administered the post-test to the two groups to make a comparison between the first results of the pre-test and the result of the post-test to find out if there was any significant improvement and progress as expected in the level of the experimental group in the area of affixes after the teaching period of the model course. The test which was used earlier as a pre-test was used as a post-test. The rationale for using exactly the same test for both pre-test and post-test was to ensure exactly comparable tests. It was found that there was a clear difference in the score of the experimental group, which proved that, the teaching of the model course was effective and improved the students’ level in the area of affixes and vocabulary. In other words, the hypotheses of the study were proved.

So those figures were translated into conclusions and recommendations of this study by this process.

3.4.2.4. THE SAMPLE

The Researcher selected the sample randomly from the students of the First and Second year of the Bachelor level, Department of English, College of Education, Zingibar, Aden University, Yemen. The sample comprised 60 students. Thirty students were of First Year and 30 were from Second Year. The sample was divided into two groups. The first group comprised 30 students (15 of
the First Year and 15 of the Second Year). It was named an Experimental Group. The second group comprised the same as the first group. It was named a Control Group. The subjects were chosen according to the following characteristics:

1. Both groups were equal in number (30 students each).
2. Both groups contained students of the First and Second Year equal in number (15 students each).
3. All of them were of the same age (20-24 years).
4. Both groups were mixture of males and females.
5. The pre-test was given to both groups.
6. The Researcher taught only the Experimental Group for one semester.
7. The post-test was given to both groups.