CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

6.0. PREVIEW

This chapter states the conclusions and the recommendations (the pedagogical implications) and finalizes this study with a concluding word for the scope for further study.

6.1. CONCLUSIONS

The purpose of this study has been to survey the importance of vocabulary and affixes in acquiring EFL for the Yemeni tertiary students of the First and Second Year, Department of English, College of Education - Zingibar, University of Aden, Yemen. The hypotheses of the study have been proved to be valid. The aims of this research have been achieved. The study has answered the research questions. On the basis of the analysis and the interpretation of the data several conclusions have been drawn. They are as follows:

1) The study indicates that students tend to learn better if their needs and interests are taken into account while preparing, designing and selecting the course units, the materials and the syllabus.

2) The modern learner-centered approach, which considers learners as the main source of the goals and aims of the course, is better than the traditional teacher-centered approach in which teachers impose their own ideas on the learners.

3) The study has revealed that affixes are problematic for students of the Department and one of their major difficulties is the recognition and the production of them. The Researcher has found that the students in the Experimental Group did not recognize the pronunciation of the three spoken realizations /sl/, /zl/ and /izl/ of the suffix (-s) and of the three spoken realizations: /t/, /d/ and /id/ of the suffix (-ed) at the end of words. They pronounce them as [s], [iz] and [id]. They pronounce them as they are pronounced in the spelling forms “s”, “es” and “ed”. Such sounds pose a problem for students in perceiving “s”, “es” and “ed”. Therefore, students need more practice, training and drilling in spoken English in this respect. The correct
recognition and perception of such sounds will ultimately improve the learners' spoken language.

4) The present study has shown that most of the errors committed by the learners in pronouncing some sounds of the affixes are attributable to the mother tongue interference. The Researcher has found that the students in the Experimental Group faced difficulty in pronouncing the sound \(/ŋ/\) of the suffix (-ing) and the sound \(/ʤ/\) of the suffix (-age). They pose a serious problem for the learners. These sounds do not exist and have no equivalent in Arabic sound system. This accounts for why the learners have difficulties in the pronunciation of such sounds. Mother tongue interference is clearly observed when students pronounce such sounds. They have the tendency to transfer the mother tongue pattern by replacing and substituting these sounds with easier and near equivalent ones which occur and they find in their mother tongue sound system, Arabic. Therefore, students need a lot of practicing, training and drilling in spoken English in this regard.

5) This study reveals that the learners in the Experimental Group have deficiency in recognizing and producing affixes which can be ascribed to the fact that they have poor background and knowledge of the language. In addition, affixes are generally ignored and neglected in the present syllabus, teaching process, methodology and teaching materials in use at the Department. Therefore, it is suggested that learners need to be exposed, introduced, trained and practise the various affixes that make changes in word-meaning, word-class, sound, spelling and stress, in order to be able to recognize them easily and produce them well to learn EFL better.

6) Students in the Experimental Group have problems, difficulties and constraints in affixes that basically emerge from their limited EFL competence and proficiency. They have poor background and knowledge of the language. This may be ascribed to their inadequate and insufficient vocabulary acquisition in their previous English education in the pre-university stage (school stage).

7) Teachers have to find out their students' needs and interests before starting a course of affixes in order to achieve their goals.
8) The Researcher noticed that for effective and comprehensible affix lessons, all the students should participate in the activities and exercises in the class. They should play a role in choosing the course units and the materials. The syllabus should be designed according to their needs and interests.

9) Affix task is very important. It can improve students’ abilities. Therefore sufficient time for practising affixes should be allotted.

10) The results of the post-test of the experimental group have proved three of the hypotheses of the research (No. 3, 4 and 5).

The post-test results indicate:

1) Student-centered approach, new teaching methods and teaching materials and sufficient time for studying and practising affixes help to develop the knowledge and background of the learners in the area of affixes.

2) Students’ participation in selecting the course units, methods, materials and syllabus designing according to their needs and interests helps to improve their competence in English.

3) The difference between pre and post-test results show that the gap between previous teaching methods of affixes and recent technology and techniques of modern teaching of affixes can be bridged.

6.2. RECOMMENDATIONS FOR PEDAGOGICAL IMPLICATIONS

In the light of the findings and conclusions of the present study, several recommendations have been brought into the fore. The following are the main ones emanated and arrived at in this study.

1) The results of the pre-test of the Experimental Group and the Control Group proved the weakness of the students of the two groups in the area of the affixes because of neglecting the process of word-formation in TLEFL classrooms and teaching materials at the Department. It is the result of negligence of vocabulary as a teaching item in the curriculum and syllabus in Aden University and priority being given to the rules of sentence construction or language form and structure. Therefore, this study recommends that the present syllabus, teaching methods and teaching materials should be improved, adapted and developed to improve and reinforce the acquisition of affixes and vocabulary for the students. Then they will be able to use words effectively and productively.
The new syllabus, methods and materials should make them competent and proficient in English. They should give them mastery and command of it for interaction, communication and academic requirements.

2) The study recommends that the syllabus designers, the teachers and the material developers should take into consideration the students' needs, interests, desires and choices in the area of affixes. They should be matched and met. Consequently, the present syllabus should include particular components for the teaching of affixes to be taught at the departments and form a part of the teaching process of English teaching methods and teaching materials. Then students can practice and drill and be properly trained to be able to recognize and produce affixes easily and improve their vocabulary. This can help for better learning of English and better achieving the course objectives.

3) It is recommended that sufficient time should be allocated for teaching and practising vocabulary and affixes at the Department. The learners should be given opportunities to practise them by conversing, interacting and communicating with each other. Teachers of the Department are advised to give students a chance for practising and participating in the different kinds of spoken English activities in the classroom such as conversations, discussions, debates, asking and answering questions, interactions and so on, to have competence and proficiency in vocabulary and affixes, in particular, and the language, in general. Teaching and practicing vocabulary and affixes should aim at improving the overall competence and proficiency of learners in communication in English in their daily life interaction, social settings and academic requirements.

4) In any educational program, the learners’ needs, interests and motivations are essential, and the only way to enhance these things is to get the learners involved in the learning process through implementation of learner-centered methods of teaching English, in general, and vocabulary and affixes, in particular. It is recommended that a shift from the traditional teacher-centered approach of teaching to the modern learner-centered approach should be made because it ensures a reasonable development in the proficiency and competence of learners in English, in general, and vocabulary and affixes, in particular. A learner-centered approach to learning EFL based on the learners’ needs and interests produces better
motivated and active learners and thus leads to better results in terms of acquiring EFL.

5) Vocabulary and affixes cannot be acquired in the classroom alone, so students should devote some of their time, energy and hard work towards improving their vocabulary and affixes outside the classroom. They should access and expose themselves to different types of teaching English books, use media and different types of the recent aids such as internet, computer C. D., T.V., video cassettes and so on, to assist their improvement of vocabulary and affixes.

6) This Research advises the teachers of the Department to attend conferences, meetings, seminars and workshops that will help them to develop and improve their methods and strategies, performance and solve their problems in teaching English, in general, and vocabulary and affixes, in particular. Better and modern methods, technology and techniques in teaching vocabulary and affixes would ensure minimizing their problems for students. Teachers, then, should be equipped with updated methods, technology and techniques, which would not be in effect without the continuing education or in-service training of the teachers to promote the quality of teaching English, in general, and vocabulary and affixes, in particular. Programs like continuing education or in-service training, workshops, seminars, conferences and meetings are supportive to teachers. It is through such programs that teachers polish their skills and hence become effective in classes. They are good means to make teachers acquire new ideas and try new methods and techniques. They can also discuss problems and find solutions. Therefore, the Department, the College and the University authorities should pay attention to such activities and programs to improve teachers’ skills and encourage them to be dedicated to their job.

7) It is recommended that students should be exposed to tasks, tests, exercises and activities in affixes, since affixes are problematic for learners in recognizing and producing them. Teachers are advised to take into consideration the importance of such tasks, tests, exercises and activities in order to help the learners to cope with the problems of recognizing and producing affixes and overcome them. Contextualized definition exercises
can be useful for students to encourage them using productive affixes that have been introduced to them.

8) It is recommended that, students should do practice and be trained in spoken English. Then they can overcome the problem of the influence/interference of the first language of the learners when pronouncing some difficult English sounds of some affixes. The learners can get solutions of the problems which result from the negative transfer or the carry-over of patterns from their mother tongue, i.e. Arabic to English, the target language.

9) Teachers are advised to identify and introduce affixes for students and focus on them in their teaching programs. They should draw students’ attention to the importance of affixes in acquiring EFL. They should be identified and introduced to students through word-analysis, internal structure of words, word-building and word forming, meaning of affixes, classification, memorization and so on. Further, students should be introduced to the rules of pronunciation of affixes, spelling, word-class, stress and so on. In addition, teachers should draw students’ attention to the affixes that change word meaning, word-class, sound, spelling, stress and so on. Moreover, teachers should pay attention to correcting learners’ errors of affixes in pronunciation, spelling, stress and so on.

10) The basic principle of language teaching/learning is to build up the learners’ language skills and abilities. Now the concern of language teaching is to make the learners play a major role and participate in the learning process. Therefore, learners are required to contribute actively to innovation in the syllabus design and the teaching methods and materials to meet and match their needs and interests, since they are the customers of the educational institutes. As far as affixes are concerned, students need to contribute to the selection of the materials and the activities of affixes. They should participate in negotiating and choosing the syllabus, methods and materials according to their needs and interests. For effective and comprehensible teaching/learning process of vocabulary and affixes, all the students should participate in the activities in the class. The learners are well aware of their needs and interests concerning affixes. Students tend to learn better if their needs and interests are taken into account while preparing, designing or selecting the syllabus, teaching
Methods and teaching materials. Teachers have to find out their students' needs and interests before starting preparing, designing or selecting the syllabus, methods and materials in order to achieve their goals.

11) It is recommended that English language be introduced as early as possible in schools at grade four of the basic education at the age of ten, instead of at grade seven at the age of thirteen, in order to acquire adequate and sufficient vocabulary and affixes and improve their competence and proficiency in English at the tertiary level at the required level. Further, we might need to promote English language as an important means in different walks of life rather than persisting in the out-dated tradition of offering a mere subject called English.

12) The study recommends that over-crowding the class should be avoided and 30 students should be fixed in each class so as to reinforce affix acquisition and giving all students a chance to practise affixes well and participate in the affix lesson activities and exercises.

13) As a prerequisite to the TLEFL, this study recommends that the University and College should fund the Department and the College library to purchase new books, reference books, curricular text materials, prescribed textbooks, literary texts, dictionaries, newspapers, magazines, and so on, from the market or from abroad and bring them within the reach of the students in order to encourage them for self-study and improve their reading profile. The University and College should establish well-equipped and updated departmental and college libraries and subscribe journals and periodicals in ELT, applied linguistics and language learning. The two libraries should include latest books because neither students nor teachers can afford to buy expensive books.

6.3. SCOPE FOR FURTHER STUDY

There are many topics and problems in the field of English language learning and teaching still to be studied. Furthermore, the present study can serve as a platform for the other closely related studies such as teaching of different parts of speech, and other processes of word-formation in English in the pre-university stage (school stage) and the university stage. It is a great need to investigate these areas thoroughly.