The scheme of the fieldwork can be divided into two experiments.

**Experiment One:**
- Consists of two Questionnaires and an Observation form:
- Designing two questionnaires by the Researcher- one for students and the other for teachers (the same type and number of questions).
- Distributing the students' questionnaire among 100 students (50 students of the First Year and 50 of the Second Year) and the teachers' questionnaire among 20 teachers.
- Designing an observation form for observing English classes.
- Observing 8 English classes (4 classes of the First Year and 4 of the Second Year).
- Designing a model course for the Experimental Group and a pre-test and post-test for the Experimental Group and the Control Group according to their needs, desires and answers to the questionnaire items.

**Experiment Two:**
- Consists of a pre-test and a post-test for the Experimental Group and the Control Group and a teaching period of the model course for the Experimental Group within the two tests.
- The Experimental Group is to be taught the syllabus or the course by the Researcher within the two tests for one semester (three months, i.e. 12 weeks, with 4 hours per week, coming to 48 hours). This group consists of 30 students (15 students of the First Year and 15 of the Second Year). A syllabus course is to be designed for teaching this group according to the students' needs, desires and answers to the questionnaire items in the area of affixes.
- The Control Group is not to be taught the syllabus or the course by the Researcher. This group is to share the pre-test and the post-test with the Experimental Group. This group consists of the same number of students of the first group.
- Finally, comparing the results of the pre-test and the post-test of the Experimental Group and the Control Group to see if there is any improvement and progress in the level of the students of the Experimental Group after teaching them the model course.
Dear Student,

I am a Ph. D. student at the University of Pune in India and I am doing research in English language teaching under the title "The Importance of the Processes of Word-Formation in the Acquisition of English as a Foreign Languages". My focus is on Prefixes and Suffixes (Affixes). The research focuses on the teaching of vocabulary. As a part of my research, I have prepared this questionnaire to find out your problems, difficulties, needs and interests as students in the Department of English, College of Education – Zingibar, University of Aden, in relation to the topic of the research. I would be grateful if you answer the questionnaire. Your answers will be used only for research purposes and will be kept confidential. However, you may not write your name if you feel uncomfortable.

Your cooperation is highly appreciated.  
The Researcher.

Section – I: Students' profile.

(1) Name: _____________________________________ Sex: ______________
Age: __________________ Specialization: __________________________
Level: __________________________

* Put a tick (V) against the most appropriate choice that best answers the question or matches your needs:

(2) Do you like learning English?
(a) Yes
(b) No

(3) Do you think that English language is important?
(a) Yes
(b) No

(4) Do you think that your learning of English in the school stage has provided you with sufficient vocabulary and affixes?
(a) Yes
(b) No
(c) To some extent
Section – II: Evaluation of Vocabulary and Affix Teaching Methods and Teaching Materials of in Use.

(5) Do you read the following in English at the Department?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>(b) Magazines</td>
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<tr>
<td>(c) Short stories</td>
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<td>(d) Plays</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(e) Novels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Adventure stories</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(6) Do you think that the present syllabus accounts for the importance of vocabulary and affixes in learning English?

(a) Yes
(b) No
(c) To some extent

(7) Do you think that your teachers pay attention to improve your vocabulary and affixes?

(a) Yes
(b) No
(c) Sometimes

(8) Do you think that paying attention by your teachers to the teaching of vocabulary and affixes is important for you in learning English?

(a) Yes
(b) No
(c) To some extent

(9) The methodology used in the teaching of vocabulary and affixes for you in the classroom is:

(a) Sufficient
(b) Not sufficient

(10) How often do you study and practice vocabulary and affixes in the classroom?

(a) Always
(b) Often
(c) Sometimes
(d) Never

(11) The time allotted for studying and practicing vocabulary and affixes by you in the classroom is:

(a) Sufficient
(b) Not sufficient
(12) How often are you assessed in vocabulary and affixes?
   (a) Once a month
   (b) Once every two months
   (c) Once every three months

(13) Are you doing homework, assignments or exercises of vocabulary and affixes regularly?
   (a) Yes
   (b) No
   (c) Sometimes

(14) Are you provided with textbooks?
   (a) Yes
   (b) No
   (c) Sometime

(15) Are you provided with dictionaries in the classroom?
   (a) Yes
   (b) No
   (c) Sometimes

(16) What sort of library do you have in the College?
   (a) Very good
   (b) Fairly good
   (c) Good
   (d) Poor

Section – III: Importance of Implementation of Vocabulary and Affixes and Students’ Attitude and Motivation.

(17) According to your point of view, the role of vocabulary and affixes in learning English is:
   (a) Most important
   (b) Important
   (c) Less important
   (d) Not important

(18) Do you feel that lack of sufficient vocabulary and affixes can constrain and hinder your better learning of English?
   (a) Yes
   (b) No
   (c) To some extent
(19) Acquiring sufficient vocabulary and affixes helps you in learning English better:

(a) Yes
(b) No
(c) To some extent

(20) Tick the appropriate option you feel is the best regarding the role of vocabulary and affixes in the following abilities, according to the degree of importance:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Important</th>
<th>Less Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Ability to converse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Ability to read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Ability to write</td>
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<td></td>
</tr>
<tr>
<td>(d) Ability to follow conversations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Ability to study and pass exams</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(21) In which skill in English do you think your vocabulary and affixes can be practiced and improved more?

(a) Speaking
(b) Reading
(c) Writing
(d) Listening

(22) In your opinion, knowing the analysis of the internal structure of words and word formation and word building makes you understand words better and learn English better:

(a) Always
(b) Sometimes
(c) Never

(23) According to your opinion, introducing you to the important role that prefixes and suffixes play in learning English better is:

(a) Most important
(b) Important
(c) Less important
(d) Not important

(24) Knowing the meaning of the prefixes and suffixes involved in building and forming words helps you in recognizing the meaning of those words and learning English better:

(a) Always
(b) Sometimes
(c) Never
(25) To know the meaning of the prefixes and suffixes helps you in recognizing the meaning of other words built and formed by the same affixes:

(a) Always  
(b) Sometimes  
(c) Never

(26) Classifying prefixes and suffixes in groups according to their similar meaning for you is:

(a) Most useful  
(b) Useful  
(c) Less useful  
(d) Not useful

(27) To classify prefixes and suffixes in groups according to their same word-class for you is:

(a) Most useful  
(b) Useful  
(c) Less useful  
(d) Not useful

(28) Knowing the contrasting meaning of the prefixes and suffixes helps you in expanding your vocabulary for learning English better:

(a) Always  
(b) Sometimes  
(c) Never

(29) To know the prefixes and suffixes involved in building and forming words helps you in recognizing the word-class of those words:

(a) Always  
(b) Sometimes  
(c) Never
Section – IV: A Sample of Prefixes and Suffixes Needed by Students

(30) Introducing the prefixes that make change in the word meaning to you; such as:

(I) Negative Prefixes:
dis-, il-, im-, in-, ir-, non-, un-

(II) Number Prefixes:
mono-, bi-, di-, tri-, multi-, poly-

(III) Prefixes of Time and Order:
fore-, pre-, post, ex-, re-

(IV) Prefixes of Size or Degree:
micro-, mini-, super-, ultra-, over-

(V) Prefix of Place or Location:
under-, sub-, pan-, inter-, out-, tele-, trans-

(a) Most important
(b) Important
(c) Less important
(d) Not important

(31) Introducing the suffixes that make change in the word-class to you; such as:

(I) Noun Suffixes:
-age, -ant, -ance, -ation, -ce, -er, -or, -ment, -ness, -cy

(II) Verb Suffixes:
-en, -ify, -iz, -ise

(III) Adjective Suffixes:
-able, -ful, -ive, -ish, -less, -ous, -y, -ic, -ive, -worthy, -some, -like

(IV) Adverb Suffixes:
-ly, -wise, -ward(s)

(a) Most important
(b) Important
(c) Less important
(d) Not important

(32) Introducing the different pronunciations of the past and past participle tense suffix (ed) at the end of verbs according to the rules of verb endings to you is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
(33) Knowing the different pronunciations of the third person singular present tense suffix (-s) at the end of verbs according to the rules of verb endings is:

(a) Most important  
(b) Important  
(c) Less important  
(d) Not important

(34) Introducing the different pronunciations of the plural suffix (-s) at the end of nouns according to the pluralization rules concerning the endings of nouns to you is:

(a) Most important  
(b) Important  
(c) Less important  
(d) Not important

(35) To introduce the different pronunciations of the possessive suffix (-s') at the end of nouns according to the possession rules concerning the endings of nouns to you is:

(a) Most important  
(b) Important  
(c) Less important  
(d) Not important
Dear Colleague,

I am a Ph. D. student at the University of Pune in India and I am doing research in English language teaching under the title "The Importance of the Processes of Word-Formation in the Acquisition of English as a Foreign Languages". My focus is on Prefixes and Suffixes (Affixes). The research focuses on the teaching of vocabulary. As a part of my research, I have prepared this questionnaire to find out your problems, difficulties, needs and interests as students in the Department of English, College of Education – Zingibar, University of Aden, in relation to the topic of the research. I would be grateful if you answer the questionnaire. Your answers will be kept confidential. However, you may not write your name if you feel uncomfortable.

Your cooperation is highly appreciated.

The Researcher.

Section – I: Teachers' profile.

(1) Name: ______________________________________________________

   Academic qualification: _________________________________________

   How long have you been teaching English? _________________________

   Name your teaching subjects:

   (a) ___________________________ (b) ______________________________

   (c) ___________________________ (d) ______________________________

   * Put a tick (V) against the most appropriate choice that best answers the question or matches your students' needs.

   * In case you would like to add some information, use the space provided for the comment.

(2) Do you enjoy teaching English?

   (a) Yes
   (b) No

   Comment: ___________________________________________________

(3) Do you think that English language is important?

   (a) Yes
   (b) No

   Comment: ___________________________________________________

(4) Do you think that learning of English in the school stage has provided students with sufficient vocabulary and affixes?

   (a) Yes
   (b) No
   (c) To some extent

   Comment: ___________________________________________________
Section – II: Evaluation of Vocabulary and Affix Teaching Methods and Teaching Materials of in Use.

(5) Do your students read the following in English at the Department?

<table>
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<tr>
<th></th>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment: ___________________________________________________

(6) Do you think that the present syllabus accounts for the importance of vocabulary and affixes in learning English?

(a) Yes
(b) No
(c) To some extent

Comment: ___________________________________________________

(7) Do you pay attention to improve your students' vocabulary and affixes?

(a) Yes
(b) No
(c) Sometimes

Comment: ___________________________________________________

(8) Do you think that paying attention to the teaching of vocabulary and affixes is important for your students in learning English?

(a) Yes
(b) No
(c) To some extent

Comment: ___________________________________________________

(9) The methodology used in the teaching of vocabulary and affixes in the classroom for students is:

(a) Sufficient
(b) Not sufficient

Comment: ___________________________________________________

(10) How often do your students study and practice vocabulary and affixes in the classroom?

(a) Always
(b) Often
(c) Sometimes
(d) Never

Comment: ___________________________________________________
(11) The time allotted for studying and practicing vocabulary and affixes in the classroom by students is:

(a) Sufficient
(b) Not sufficient
Comment: ________________________________

(12) How often are the students assessed in vocabulary and affixes?

(a) Once a month
(b) Once every two months
(c) Once every three months
Comment: ________________________________

(13) Are students doing homework, assignments or exercises of vocabulary and affixes regularly?

(a) Yes
(b) No
(c) Sometimes
Comment: ________________________________

(14) Are students provided with textbooks?

(a) Yes
(b) No
(c) Sometimes
Comment: ________________________________

(15) Are students provided with dictionaries in the classroom?

(a) Yes
(b) No
(c) Sometimes
Comment: ________________________________

(16) What sort of library do you have in the College?

(a) Very good
(b) Fairly good
(c) Good
(d) Poor
Comment: ________________________________
Section – III: Importance of Implementation of Vocabulary and Affixes and Students’ Attitude and Motivation.

(17) In your point of view, the role of vocabulary and affixes in learning English is:

(a) Most important
(b) Important
(c) Less important
(d) Not important

Comment: ____________________________

(18) Do you feel that lack of sufficient vocabulary and affixes can constrain and hinder students in learning English better?

(a) Yes
(b) No
(c) To some extent

Comment: ____________________________

(19) Acquiring sufficient vocabulary and affixes helps students in learning English better:

(a) Yes
(b) No
(c) To some extent

Comment: ____________________________

(20) Tick the appropriate option you feel is the best regarding the role of vocabulary and affixes in the following abilities, according to the degree of importance:

<table>
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<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>(b) Ability to read</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>(c) Ability to write</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>(d) Ability to follow conversations and lectures</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>(e) Ability to study and pass examinations</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

Comment: ____________________________

(21) In which skill in English do you think students’ vocabulary and affixes can be practiced and improved more?

(a) Speaking
(b) Reading
(c) Writing
(d) Listening

Comment: ____________________________
(22) In your opinion, directing students to the analysis of the internal structure of words and word formation and word building makes them understand words better and learn English better:

(a) Always  
(b) Sometimes  
(c) Never  
Comment: ___________________________________________________

(23) In your opinion, introducing students to the important role that prefixes and suffixes play in learning English better is:

(a) Most important  
(b) Important  
(c) Less important  
(d) Not important  
Comment: ___________________________________________________

(24) Knowing the meaning of the prefixes and suffixes involved in building and forming words helps students in recognizing the meaning of those words and learning English better:

(a) Always  
(b) Sometimes  
(c) Never  
Comment: ___________________________________________________

(25) Knowing the meaning of the prefixes and suffixes helps students in recognizing the meaning of other words built and formed by the same affixes:

(a) Always  
(b) Sometimes  
(c) Never  
Comment: ___________________________________________________

(26) Classifying prefixes and suffixes in groups according to their similar meaning for students is:

(a) Most useful  
(b) Useful  
(c) Less useful  
(d) Not useful  
Comment: ___________________________________________________

(27) To classify prefixes and suffixes in groups according to their same word-class for students is:

(a) Most useful  
(b) Useful  
(c) Less useful  
(d) Not useful  
Comment: ___________________________________________________
(28) Knowing the contrasting meaning of the prefixes and suffixes helps in expanding students' vocabulary for learning English better:

(a) Always
(b) Sometimes
(c) Never
Comment: ___________________________________________________

(29) To make students know the prefixes and suffixes involved in building and forming words helps them in recognizing the word-class of those words:

(a) Always
(b) Sometimes
(c) Never
Comment: ____________________________________________

Section – IV: A Sample of Prefixes and Suffixes Needed by Students

(30) Introducing students to the prefixes that make change in the word meaning; such as:

(I) Negative Prefixes:
   dis-, il-, im-, in-, ir-, non-, un-

(II) Number Prefixes:
   mono-, bi-, di-, tri-, multi-, poly-

(III) Prefixes of Time and Order:
   fore-, pre-, post-, ex-, re-

(IV) Prefixes of Size or Degree:
   micro-, mini-, super-, ultra-, over-

(V) Prefix of Place or Location:
   under-, sub-, pan-, inter-, out-, tele-, trans-

   is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
Comment: ___________________________________________________
(31) Introducing students to the suffixes that make change in the word-class; such as:

(I) Noun Suffixes:
-age, -ant, -ance, -ation, -ce, -er, -or, -ment, -ness, -cy

(II) Verb Suffixes:
-en, -ify, -iz, -ise

(III) Adjective Suffixes:
-able, -ful, -ive, -ish, -less, -ous, -y, -ic, -ive, -worthy, -some, -like

(IV) Adverb Suffixes:
-ly, -wise, -ward(s) is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
Comment: __________________________

(32) Introducing students to the different pronunciations of the past and past participle tense suffix (-ed) at the end of verbs according to the rules of verb endings is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
Comment: __________________________

(33) To make students know the different pronunciations of the third person singular present tense suffix (-s) at the end of verbs according to the rules of verb endings is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
Comment: __________________________

(34) Introducing students to the different pronunciations of the plural suffix (-s) at the end of nouns according to the pluralization rules concerning the endings of nouns is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
Comment: __________________________

250
(35) To introduce students to the different pronunciations of the possessive suffix (-s') at the end of nouns according to the possession rules concerning the endings of nouns is:

(a) Most important
(b) Important
(c) Less important
(d) Not important
Comment: ___________________________________________
**APPENDIX – 3**

**CLASSROOM OBSERVATION FORM**

<table>
<thead>
<tr>
<th>Level: __________________</th>
<th>Class time allotted: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: ________________</td>
<td>Number of students: ________</td>
</tr>
</tbody>
</table>

1. Time allocated for teaching affixes:
   - (a) Enough (b) Not enough (c) To some extent

2. Time allocated for practicing and studying affixes:
   - (a) Enough (b) Not enough (c) To some extent

3. Teacher's efforts to teach and stimulate affixes on the part of students:
   - (a) Sufficient (b) Not sufficient (c) To some extent

4. Teacher's efforts to improve students' affixes:
   - (a) Sufficient (b) Not sufficient (c) To some extent

5. Students are asked and encouraged to ask about affixes:
   - (a) Yes (b) No (c) Sometimes

6. Affixes are used in sentences by the teacher and students:
   - (a) Yes (b) No (c) Sometimes

7. Students are assessed in affixes:
   - (a) Yes (b) No (c) Sometimes

8. Students are doing homework, assignments or exercises of affixes:
   - (a) Yes (b) No (c) Sometimes

9. Internal structure of words and word formation and word building are introduced to students:
   - (a) Yes (b) No (c) Sometimes

10. Affixes involved in building and forming words are introduced to students:
    - (a) Yes (b) No (c) Sometimes

11. Students are trained to recognize affixes involved in building and forming words:
    - (a) Yes (b) No (c) Sometimes

12. Meanings of affixes involved in building and forming words are taught to students:
    - (a) Yes (b) No (c) Sometimes

13. Students are introduced to the affixes that make change in word meaning and word-class:
    - (a) Yes (b) No (c) Sometimes
(14) Affixes are classified in groups according to their similar meaning for students:
(a) Yes  (b) No  (c) Sometimes

(15) Affixes are classified in groups according to their same word-class for students:
(a) Yes  (b) No  (c) Sometimes

(16) Contrasting meaning of affixes are given to students:
(a) Yes  (b) No  (c) Sometimes

(17) Students are taught the different pronunciations of the suffixes (-s) and (-ed) at the end of words:
(a) Yes  (b) No  (c) Sometimes

(18) Students' attention is drawn to the affixes that make change in the sound:
(a) Yes  (b) No  (c) Sometimes

(19) Students' attention is drawn to the affixes that make change in the spelling:
(a) Yes  (b) No  (c) Sometimes

(20) Students' attention is drawn to the affixes that make change in the stress:
(a) Yes  (b) No  (c) Sometimes

(21) Students are taught the important role of affixes in forming word meaning and word-class:
(a) Yes  (b) No  (c) Sometimes

(22) Affixes are pronounced by the teacher and students:
(a) Yes  (b) No  (c) Sometimes

(23) Students are given a chance to converse and communicate with each other:
(a) Yes  (b) No  (c) Sometimes

(24) Students are given a chance to read:
(a) Yes  (b) No  (c) Sometimes

(25) Teacher's efforts to correct students' mistakes in pronunciation and spelling:
(a) Sufficient (b) Not sufficient (c) To some extent

(26) Use of mother tongue by the teacher:
(a) Avoided (b) Practiced (c) Found in rare cases

(27) Use of mother tongue by students:
(a) Avoided (b) Practiced (c) Found in rare cases

(28) Teacher's command of English:
(a) Good (b) Fair (c) Poor
(29) Students’ command of English: 
(a) Good  (b) Fair  (c) Poor

(30) Teacher’s preparing of lessons: 
(a) Good  (b) Fair  (c) Poor

(31) Teacher’s performance: 
(a) Friendly (b) Strict (c) Indifferent

(32) Availability of reference books for the teacher: 
(a) Good  (b) Fair  (c) Poor

(33) Availability of prescribed textbooks, curricular English text materials and dictionaries for students: 
(a) Good  (b) Fair  (c) Poor

(34) Availability of books, references, literary texts, prescribed textbooks, curricular English text materials and dictionaries at the Department and College library: 
(a) Good  (b) Fair  (c) Poor

(35) General impression of class/lesson: 
(a) Good  (b) Fair  (c) Poor
### APPENDIX – 4

**RELIABILITY OF THE CLASSROOM OBSERVATION FORM**

a: first observation  
b: second observation

<table>
<thead>
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<th>Observed items</th>
<th>1a</th>
<th>1b</th>
<th>2a</th>
<th>2b</th>
<th>3a</th>
<th>3b</th>
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<td>1</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2. Time for practicing and studying affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3. Teaching and stimulating students in affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4. Improving students’ affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5. Asking students about affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6. Using affixes in sentences</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>7. Assessing students in affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8. Doing tasks of affixes by students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9. Introducing internal structure of words and word-forming and word-building to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>10. Introducing affixes of forming and building words to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>11. Training students to recognize affixes of forming and building words</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>12. Teaching students meanings of affixes of forming and building words</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>13. Introducing affixes of word meaning and word-class change to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>14. Classifying affixes with similar meaning for students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>15. Classifying affixes of same word-class for students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>16. Giving affixes of contrasting meaning to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>17. Teaching students the different pronunciations of the suffixes (-s) and (-ed) at the end of words</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>18. Drawing students’ attention to the affixes of sound change</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>19. Drawing students’ attention to the affixes of spelling change</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>20. Drawing students’ attention to the affixes of stress change</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>21. Teaching students the important role of word meaning and word-class affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>22. Pronouncing affixes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>23. Giving students a chance to converse and communicate with each other</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>24. Giving students a chance to read</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>25. Correcting students’ mistakes in pronunciation and spelling</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>26. Use of mother tongue by teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>27. Use of mother tongue by students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>28. Teachers’ command of English</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>29. Students’ command of English</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>30. Preparing lessons by teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>31. Teachers’ performance</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>32. Availability of references for teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>33. Availability of books for students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>34. Availability of books at Department and College library</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>35. General impression of class/lesson</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>118</td>
<td>22</td>
</tr>
</tbody>
</table>
Cooper's formula:

\[ R\% = \frac{A}{A + D} \times 100 \]

\( R\% \) = percentage of reliability
\( A \) = total agreement, \( D \) = total differences
Total agreement = 118, Total differences = 22
Therefore, percentage of reliability =
\[ R\% = \frac{118}{118 + 22} \times 100 = 84.28\% \]
APPENDIX – 5

Aden University
College of Education
Zingibar
Department of English

Time: 1 ½ hour

TEST OF ENGLISH AFFIXES

Q1. Forming nouns  (21 marks)

(a) Each of the sentences below contains a word printed in bold. Complete each sentence by using this word to form a noun which refers to a person who does a particular thing. Write down the answer in the space provided. The first one has been done for you.

1. If you are employed by a company, you are one of its ……………employee…………s
2. A ……………………is someone whose job is politics.
3. A woman who works as a …………………….does the same job as a waiter.
4. The ……………………s in a discussion are the people who participate in it.
5 The person who conducts an orchestra or choir is called the ……………………..
6. Your ……………………..is the person who teaches you.
7. A ……………………..is someone who earns their living by playing the piano.
8. If someone examines you, you are the …………………….and he or she is the…………………

(b) The suffixes in the following list are used to form nouns that refer to an activity, a process, or a state or condition. Look at the list of nouns formed from them. Write down the noun, verb, or adjective from which they have been formed in the space provided. The first one has been done for you.

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>VERB/NOUN/ADJECTIVE</th>
<th>NOUN FORMED</th>
</tr>
</thead>
<tbody>
<tr>
<td>-al</td>
<td>arrive</td>
<td>arrival</td>
</tr>
<tr>
<td>-ance</td>
<td></td>
<td>abundance</td>
</tr>
<tr>
<td>-cy</td>
<td></td>
<td>constancy</td>
</tr>
<tr>
<td>-dom</td>
<td></td>
<td>kingdom</td>
</tr>
<tr>
<td>-ence</td>
<td></td>
<td>independence</td>
</tr>
<tr>
<td>-ful</td>
<td></td>
<td>mouthful</td>
</tr>
<tr>
<td>-hood</td>
<td></td>
<td>boyhood</td>
</tr>
<tr>
<td>-ing</td>
<td></td>
<td>dancing</td>
</tr>
<tr>
<td>-ion</td>
<td></td>
<td>invention</td>
</tr>
<tr>
<td>-ism</td>
<td></td>
<td>criticism</td>
</tr>
<tr>
<td>-ity</td>
<td></td>
<td>sensitivity</td>
</tr>
<tr>
<td>-ment</td>
<td></td>
<td>agreement</td>
</tr>
<tr>
<td>-ness</td>
<td></td>
<td>happiness</td>
</tr>
<tr>
<td>-ship</td>
<td></td>
<td>ownership</td>
</tr>
</tbody>
</table>

257
Q2. Forming Verbs  (12 marks)

–en, –ify, and –ize combine with nouns and adjectives to form verbs. Look at the following lists of adjectives and nouns. Put the corresponding verb in the space provided. The first one in each list has been done for you.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>VERB</th>
<th>NOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>harden</td>
<td>horror</td>
<td>horrify</td>
</tr>
<tr>
<td>modern</td>
<td></td>
<td>memory</td>
<td></td>
</tr>
<tr>
<td>deep</td>
<td></td>
<td>beauty</td>
<td></td>
</tr>
<tr>
<td>intense</td>
<td></td>
<td>sympathy</td>
<td></td>
</tr>
<tr>
<td>false</td>
<td></td>
<td>apology</td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td>glory</td>
<td></td>
</tr>
<tr>
<td>sterile</td>
<td></td>
<td>length</td>
<td></td>
</tr>
</tbody>
</table>

Q3. Forming Adjectives  (18 marks)

(a) The following suffixes combine with verbs to form adjectives.

<table>
<thead>
<tr>
<th>–able</th>
<th>–ible</th>
<th>–ed</th>
<th>–ful</th>
<th>–ive</th>
</tr>
</thead>
<tbody>
<tr>
<td>–ing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look at the verb printed in bold and write down the appropriate adjective in the space provided. The first one has been done for you.

1. Mr. Quickwater has a great many ..........admirable.......... admire
   qualities.
2. There was an .........................story in the paper
   this morning.
3. I have extra French lessons with a .........................schoolmaster.
4. He made himself .........................by handing round the coffee cups.
5. Deaths caused by reckless driving are
   .................................avoid
6. He felt very ...........................towards her and loved her dearly.
7. The coat was ............................in shades of blue and green.
8. she slept on a .........................bed with rough, prickly sheets.
9. .................................paper tissues are more hygienic than handkerchiefs.
10. The photos made him look quite ...........................attract

258
(b) The following suffixes combine with nouns and adjectives to form other adjectives.

<table>
<thead>
<tr>
<th>–able</th>
<th>–al</th>
<th>–ary</th>
<th>–ful</th>
<th>–ic</th>
</tr>
</thead>
<tbody>
<tr>
<td>–ish</td>
<td>–ive</td>
<td>–like</td>
<td>–ly</td>
<td>–ous</td>
</tr>
<tr>
<td>–y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look at the noun or adjective printed in **bold** and write down the appropriate adjective in the space provided. The first one has been done for you.

1. The time seemed to stretch out in a **dreamlike** manner.  
   dream
2. There is the danger of an **explosion** that could be caused by a gas leak.  
   accident
3. She thought how **fool** he’d been and was not angry any more.  
   fool
4. The newspapers printed a shocking and **shame** story.  
   shame
5. The sky was **cloud** and light rain was falling.  
   cloud
6. The hotel was large and **comfort**.  
   comfort
7. Judy was very **compliment** about my work.  
   compliment
8. Most tinned fruits contain **excess** amounts of sugar.  
   excess
9. She is such a **friend** and sweet-tempered child that everyone just naturally loves her.  
   friend
10. There were two letters from Michael, warm, **humour** and full of information.  
    humour

**Q4. Forming Adverbs**  (7 marks)

The following affixes combine with adjectives and nouns to form adverbs.

<table>
<thead>
<tr>
<th>–ly</th>
<th>–ward(s)</th>
<th>–wise</th>
</tr>
</thead>
<tbody>
<tr>
<td>a–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look at the noun or adjective printed in **bold** and write down the appropriate adjective in the space provided. The first one has been done for you.

1. Do you intend to go to India **directly**, or are you visiting some countries on the way?  
   direct
2. The shots from my own gun broke the stillness………..
3. It was about midnight when he started ……………………
4. Put them ……………………………
5. He extended one hand rather ………………over the counter.
6. We sailed ……………………
7. Turn it on ……………………
8. He did everything ……………………..

Q5. Forming Negatives (19 marks)

A large number of prefixes are used to form words with negative meanings. Some of the most common ones are listed below.

<table>
<thead>
<tr>
<th>Dis–</th>
<th>il–</th>
<th>im–</th>
<th>in–</th>
</tr>
</thead>
<tbody>
<tr>
<td>ir–</td>
<td>non–</td>
<td>un–</td>
<td></td>
</tr>
</tbody>
</table>

Now look at the words listed below. Write down their negative forms next to the appropriate prefix. The first one has been done for you.

legal      smoker     capable     practical     athletic
security   relevant   possible    obey         officially
agreement  loyal       happy       rational    willingness
logical    mature      responsible  ability     convenient

**dis-** …………………………………………………………………………………..
**il–**  ……………………………………………………………………………………..
**im–** ……………………………………………………………………………………..
**in–** ………………………………………………………………………………………
**ir–** ………………………………………………………………………………………
**non–** ……………………………………………………………………………………..
**un–** ……………………………………………………………………………………..

Q6. Pronunciation of Past and Past Participle Tense Suffix (-ed) (9 marks)

How is the pronunciation of the past and past participle tense suffix (-ed) realized 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>search</td>
<td>V</td>
<td>d</td>
<td>id</td>
<td>sneeze</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>list</td>
<td></td>
<td></td>
<td></td>
<td>behave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pick</td>
<td></td>
<td></td>
<td></td>
<td>rate</td>
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<tr>
<td>befriend</td>
<td></td>
<td></td>
<td></td>
<td>consider</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>miss</td>
<td></td>
<td></td>
<td></td>
<td>limp</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Q7. Pronunciation of Plural Suffix (-s)  (7 marks)

How is the pronunciation of the plural suffix (-s) realized 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>park</td>
<td>V</td>
<td></td>
<td></td>
<td>cup</td>
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<tr>
<td>fit</td>
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<td>card</td>
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<tr>
<td>excuse</td>
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<td></td>
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<td>game</td>
<td></td>
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</tr>
<tr>
<td>bus</td>
<td></td>
<td></td>
<td></td>
<td>branch</td>
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</tr>
</tbody>
</table>

Q8. Pronunciation Third Person Singular Present Tense Suffix (-s)  (7 marks)

How is the pronunciation of the third person singular present tense suffix (-s) realized 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>
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<th>/s/</th>
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</thead>
<tbody>
<tr>
<td>hope</td>
<td>V</td>
<td></td>
<td></td>
<td>walk</td>
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<tr>
<td>mix</td>
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<td>settle</td>
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<td>beg</td>
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<tr>
<td>touch</td>
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<td></td>
<td>write</td>
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</tr>
</tbody>
</table>
### APPENDIX – 6

**ANSWER KEY FOR PRE-TEST AND POST-TEST**

**Q1. (a)**
1. politician
2. waitress
3. participant
4. conductor
5. teacher
6. pianist
7. examinee; examiner
8. 

**Q1. (b)**
- abundant
- constant
- king
- independent
- mouth
- boy
- dance
- invent
- sensitive
- agree
- happy
- owner

**Q2.**
- modernize
- deepen
- intensify
- falsify
- fat
- sterilize
- memorize
- beautify
- sympathize
- apologize
- glorify

**Q3. (a)**
1. lengthen

**Q3. (b)**
- amusing
- retired
- useful
- avoidable
- protective
- patterned
- collapsible
- disposable
- attractive

**Q4.**
- around
- homeward
- aside
- nervously
- northward
- clockwise
- awkwardly

**Q5.**
- disability
- disagreement
- disloyal, disobey
- illogical
- immature
- impossible
- impractical

**Q6.**
- list - /id/
- pick - /t/
- befriend - /id/
- miss - /t/
- sneeze - /d/
- behave - /d/
- rate - /id/
- consider - /d/
- limp - /t/

**Q7.**
- fit - /s/
- excuse - /iz/
- bus - /iz/
- cup - /s/
- card - /z/
- game - /z/
- branch - /iz/

**Q8.**
- mix - /iz/
- beg - /z/
- touch - /iz/
- walk - /s/
- settle - /z/
- language - /iz/
- write - /s/