



تعلم الطلاب معنى البادئات والغرض منها ليصبحوا أكثرطلاقة في اللغة الإنجليزية

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How learning the meaning and purpose of prefixes may help students become more fluent in English while maintaining their native language

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الملخص :

في اللغات الغنية شكلياً مثل العربية، وفرة أشكال الكلمات الناتجة عن زيادة تركيبات المورفيم أكبر بكثير من اللغات ذات الأشكال الأقل تأثراً. (Kirchhoff: 2006) يبحث هذا المشروع البحثي في الطرق التي يمكن للطلاب من خلالها تحسين تعلمهم للغة وعدم تداخلها في لغتهم الأم. يختلف الطلاب عن بعضهم البعض في طرقهم لتحسين كفاءتهم اللغوية ولديهم أساليب ومواقف تعليمية مختلفة. قد يساعد هذا البحث الطلاب للتغلب على المشاكل التي تسببها البادئة أثناء تعلمهم لغة جديدة. لقد اخترت البادئات كموضوع لهذا العمل لأنه تم إيلاء اهتمام أقل للبادئات في دروس اللغة الإنجليزية العامة. من تجربتي كمدرس للغة الإنجليزية، قمت بتدريس اللغة الإنجليزية باستخدام أكثر من نسخة واحدة من كتب الدورة. لم تتناول كتب الدورات التدريبية هذه البادئات في تمارين بناء الكلمات.

Abstract:

In morphologically rich languages such as Arabic, the abundance of word forms resulting from increased morpheme combinations is significantly greater than for languages with fewer inflected forms (Kirchhoff:2006). This research project investigates ways that students can improve their language learning and will not interfere with their mother tongue. Students differ from each other in their ways of improving their language proficiency and have different learning styles and attitudes. This research may help students to overcome problems that prefix cause while they learn a new language. I have chosen prefixes as my topic for this work because less attention is given to

prefixes in General English Classes. From my experience as an English teacher, I taught English using more than one version of course books. Those course books have not deal with prefixes in word-building exercises

1- Introduction:

One of the ways that native speakers of a language enlarge their vocabulary is through knowledge of word-building devices like prefixes. Gaining control over prefixes helps language speakers and language learners to understand new words “by relating them to known words or prefixes and suffixes and helps us to build new words (Nation: 2001) "In fact, affixation is the most common way of forming new words.” (Yule: 2006). This study also focuses on properties of Arabic morphology (that I assume to be common in many dialects. An overview of Arabic morphology is given after discussion of data collection and definition of the problems and solutions).

2- Problem studied:

How understanding the meaning and the function of prefixes helps students to improve their English language without interfering with L1.

3- Data collection:

Essentially, collecting data means putting the research design to work. The data collection is done through an analytical test. This analytical test is designed to find the problems that students can encounter while they learn a new language (see appendix one).

4- Problems students have with prefixes and suggested strategies to help them

4-0 Meaning:

There are more than one meaning in some prefixes such as, "in" (not, into).

"ex" (out, beyond).

Also several prefixes have the same meaning "not", e.g.

(un, in, im, ir, dis), unable, inadequate, impossible, irrelevant, dislike.

Solution:

This problem can be solved in several ways such as, the teacher gives the students a matching activity with prefixes and their meanings. These words usually come from a reading text or listening text to give students a chance to



practice the input language in a context and help them learn the words in the new language.

Another way to address this problem is to give students discovery exercises or activities, where they have to find words with unknown prefixes and look up their meanings in a monolingual dictionary. By doing these kinds of activities, students will learn to work independently and develop an interest in word parts, and word formation.

4-1 Interference from the L1:

Some affixes may have different meanings, or not the same, e.g. "Adrusu" the prefix (a) in Arabic denotes in English "I do the action", "tadrusun" the prefix and suffix (ta-, -na) in Arabic means in English "you (fp) study".

The following section gives information about features of the Arabic language that can interfere with the learning of English

Arabic morphology:

The morphological mechanisms behind the growth of Arabic word forms are discussed in this section. The discussion is based on information from grammar textbooks such as that by Haywood and Nahmad (1965), as well as descriptions in various Arabic articles, including one by Kirchhoff (2006).

Arabic words are formed on two different levels. In Arabic, surface forms are created by combining a variety of vocalic and consonantal patterns with semantic bases. A root, which typically consists of three characters, can convey many meanings. A meaningful and precise phrase can only be made by fusing a root with a pattern. When a root and a pattern are united, they form a stem. A stem can be an entirely finished surface form in certain instances, while in others, affixes are added.

The second level of word formation is inflectional, and this is usually a concatenated process. Gender, number, and case information on nouns and person, number, gender, tense, and mood information on verbs are all encoded via inflectional affixes. The following table illustrates Arabic affixes in relation to the English language.

(A) Translation	(E) Translation	Affixes	(A) word
<u>A</u> drusu	I study	a-	أدرس (أنا)
<u>Na</u> drusu	we study	na-	ندرس (نحن)
<u>Ta</u> drusu	you (ms) study	ta-	تدرس (أنت)
<u>Ta</u> drus <u>ina</u>	you (fs) study	ta- , -ina	تدرُسِينَا (أنتي)

<u>TadrusAn</u>	you (dual) study	ta-, -An	تدرسان (مثنى)
<u>Yadrusun</u>	you (mp) study	ya-, -n	يدرسان (أنثما)
<u>Tadrusna</u>	you (fp) study	ta-, -na	تدرسان (أنتن)
<u>Yadrusu</u>	he studies	ya-	يدرس (هو)
<u>Tadrusu</u>	she studies	ta-	تدرس (هي)
<u>Yadrusan</u>	they (dual) study	ya-, -An	يدرسان (مثنى)
<u>Yadrusun</u>	they (mp) study	ya-, -n	يدرسون (هم)
<u>Yadrusna</u>	they (fp) study	ya-, -na	يدرسان (هن)

According to the previews table, the affixes in English (suffix, prefix) are not the same in Arabic.

There are different types of suffixes with the same sound in Arabic which mean different in English. This will confuse the learners of language when to use these suffixes. The following table will be as an example to proof my statement,

(A) Translation	(E) Translation	Affixes	(A) word
<u>Ketaboha</u>	She own the thing	ha	كتابها
<u>Ketabatoha</u>	She did the action	ha	كتابتها
<u>Kalamoho</u>	He own the thing	ho	قلمه
<u>Benaoho</u>	He did the action	ho	بناؤه
<u>Katabat</u>	She did the action	at	كتبت
<u>Najahat</u>	She did the action	at	نجحت
<u>Darasat</u>	She did the action	at	درست

What can we understand from the table above is that, the Arabic suffix (ha) have two meaning?

The first meaning is (she own the thing) like in (ketaboha), and the second meaning is (she did the action) like in (ketabatoha). Whereas the Arabic suffix (at) has the same meaning (she did the action) whenever you can use it in Arabic like in (katabat, darasat, najahat).

Solution:

Besides exposing students, a lot to English usage, comparing Arabic (L1) and English (L2) can help. If not overdone, this is a helpful technique, especially in monolingual classes. This is beneficial for teaching Arabic to pupils. By offering students a list of relevant phrases or a text with "problem" prefixes and instructing them to deduce the meanings of the sentences or texts



from context, teachers can highlight the forms on the board and also conduct guided discovery exercises.

Limited in L1:

For students whose L1 does not have same prefixes in L2 (e.g. Arabic), the structure of prefixes will be new and needs which one explaining (i.e. deductive approach). For these students, recognizing prefixes and being able to extract them from a word will be more difficult than for students who are familiar with them. Those who use prefixes in their L1 might use them in different ways (e.g, inflectional or derivational but to change the part of speech).

Solution:

Especially at lower levels of learning English, when students encounter prefixes for the first time, awareness rising might be limited to a few common prefixes. The teacher may use words that came up in a text and point out some prefixed words, which we then they discuss together and see what they do to the word (Does the meaning change when we take the prefix away?).

Activities involving correcting the text may help students to look more carefully at the context. Some teachers do not like to expose their students to texts with mistakes. The teacher can use the exercise "Change-the-text," in which students have to change a text with positive adjectives (e.g. limited, enough, secure, honest) into a text with negative (e.g. unlimited, insufficient, unsafe, dishonest). At higher levels, this can be extended to a written exercise, where students are asked to make any other relevant changes in order for the text to make sense.

Identifying prefixes:

Some words look as if they have a prefix attached to them but apparently they do not. They are bound stem like the following examples, (e.g. record, repeat, react, explosion).

Solution:

By asking the students to try to remove the prefix from words that they think they have prefixes and asking them whether they still contain meaning or not. If these words still have meaning or not, students will learn whether or not those words have prefixes.

If the words still have meaning without the prefix, then they contain a prefix. But, if they do not have meaning, then they do not have a prefix, and what looked like a prefix is a part of the root of the word.

Storage, retrieval and recall:

There are many prefixes with various meanings and have variations in spelling. Students have often no problem understanding these prefixes, but remembering when to use which and recalling them when needed is a problem for some students.

Solution:

The teacher can do the following solution to overcome this problem and they are, **regularly schedule "quizzes" and mini-lessons to review prefixes.** These can be choosing the correct answer with previously learned vocabulary or questions like "Which of these prefixes have a different meaning?", "Cross out the odd prefix?".

Create memorable situations in which students can actively use prefixes. This can work with visionary students who are keen on learning through pictures and videos.

Play games that are fun, create in-class motivation and help students remember more effectively. This type of activity can work well with kinesthetic students who are keen on learning through movement inside the class.

Train students in how to record and learn vocabulary more efficiently (e.g. writing complete phrases, personalizing sentences, looking up which prefixes a word can take and noting them together with the word, using index cards or vocabulary software).

5- What do students need to know about prefixes?

5-0 Receptive knowledge:

For students to be able to understand new words they have to be able to recognize how words are composed of various parts, know what these mean, and know how they come together to form new words with related meanings.

5-1 Productive knowledge:

If students also want to be able to use their knowledge of word parts productively, they need to have even more detailed knowledge of spelling,



pronunciation, and which word parts can be combined in oral language and writing.

Conclusion

In summary, in English, words are formed from a combination of letters. These letters are combined together to form a word stem. Sometimes these stems have meaning without the need to link to a prefix or suffix to form a meaningful word. Other times it is necessary to add a prefix or suffix to form a meaningful word. This process can be problem for students who want to learn a new language that is different in structure and rules from their native language, such as Arabic. Our jobs as teacher is to make it easier for Arabic (L1) interfering with their learning of English (L2). After I finished my research, I found that there are some problems to be considered when students are learning English and I tried to give possible solutions for these problems have been found. There are some affixes in Arabic which have the same sound and transcription but different in usage and meaning like homophones in English. These affixes may cause problem to the students who are not familiar with. Generally saying that, some Arabic students when they are going to write, speak or learn English as a language. They may think in Arabic then translate what they thought in Arabic to English. According to their thoughts, there will be problems in their process of learning the new language.

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Glossary:

L1	First language
L2	Second language
(ms)	Masculine singular
(fs)	Feminine singular
(mp)	Masculine plural
(fp)	Feminine plural
Rt	Root
Pr	Prefix
Suf	Suffix
Af	Affix
(A)	Arabic
(E)	English