The Effectiveness of a Program Based on the Teaching of Affixes in Developing Morphological Awareness among the Students of the Faculty of Arts, Dhamar University

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	Abstract *This study aimed to investigate: a) To what extent the teaching of affixes affects in developing the students' morphological awareness of English, b) If there are significant differences between the experimental group and the control group in the English morphological awareness. Due to the nature of the study, the researcher used quasi- experimental research. The instruments of data collection were morphological awareness tests which involve the tests of prefixes, suffixes, distributional and syntactic aspect. The study used means, standard deviation, paired sample t-test and an independent sample t- test. The program went through ten affixes sessions for two months and 15 days. The participants of this study were forty-two students. They were second-year students enrolled in the Bachelor of Arts at the University of Dhamar in Yemen in the academic year 2022 /2023. The findings revealed that the participants' level of morphological awareness was highly developed and that there were statistically significant differences at the significance level (≤ 0.05) of the morphological awareness test as a whole, and for each of its four domains separately in favour of the students of the experimental group in the participants' mean scores before and after using affixes program and between the experimental and control group in favour of the experimental group. It was observed that the program was very interesting and successful. Thus, it enabled students to identify and produce different word classes and have a lot of vocabularies which are necessary for EFL learners. They became perfect in the morphological awareness after the teaching of affixes.*

1. INTRODUCTION

Language is an important tool that is used to communicate and contact each other. Words are the main components of language and without words, no sentence can be formed or understood. Thus, the most important way for learning different words is by teaching. Teaching is one of the applications of linguistics, Language is necessary for instruction to take place. Thus, when teaching language to students, it is crucial to clearly use linguistic theories, particularly those pertaining to morphology. Words or vocabulary are the fundamental component of language that enables students to use English actively, represent the central topic of morphology, which is defined as the study of words' internal structures and the rules guiding their formation in a

language (ÖZ, 2014). According to Manova and Aronoff (2010) morphology contains a wide range of significant components called affixes, which when combined, express an even greater range of semantic meanings.

Morphology, the study of word inner structure, offers an enormous amount of knowledge that learners need to advance their English language skills. Due to their tendency to become preoccupied with finding resources, methods, and approaches that they believe will enhance their students' learning, many English teachers are still ignorant of the language's essential function in the process of productive and effective learning. Students' morphological awareness must be fully developed since it improves English instruction in more ways than one. Anwar and Rosa, (2020) state that students who receive treatment or who possess morphological awareness make it easier for them to learn English, according to several studies conducted by experts in the field of English teaching. Many researchers recommend the importance of explicit instruction of English derivational morphology (Schmitt & Zimmerman, 2002; Khodadoust et al., 2013; Varatharajoo, Asmawi, & Abedalaziz, 2015; Amirjalili & Jabbari, 2018; Iseni, 2022).The present study focuses on the area of teaching affixes program for learning morphological rules and enhancing students' morphological awareness and vocabulary as well. A very little work is available today especially in the Republic of Yemen, Dhamar University.

Since this study will be beneficial to students, teachers, and researchers, it is expected that it will make a significant contribution to the advancement of the teaching and learning processes. It can also benefit teachers by giving them a great method for encouraging students to actively participate in class.

1.1. Study Questions
The present study tried to answer the following research questions :

1- What is the effect of teaching affixes in developing the students' morphological awareness of English?
2- Are there any significant differences between the experimental group and the control group towards affixes in English morphological awareness?

1.2. Aims of the Study
This study aimed to :

1. Investigating the effect of teaching affixes in developing the students' morphological awareness of English.

2. Investigating whether there are significant differences between the experimental group and the control group towards affixes in English morphological awareness.

1.3. Study Limitations
The scope of the present study is limited in terms of the following aspects. It measures the effectiveness of teaching affixes in developing students' morphological awareness by a pre and post-test, which includes different domains, (analytical, distributional, and syntactic). Additionally, during the second semester of the academic year 2022–2023, the population of

this study is restricted to second-grade students in the English Department at the Faculty of Arts, Dhamar University in Yemen.

2. LITERATURE REVIEW

The study of how words are connected in a language is known as morphology. It is associated with the methodical correspondence between form and meaning found in vocabulary (Tarigan & Stevani, 2020). One aspect of academic English that may improve students' performance is their understanding of morphemes and affixes, such as prefixes and suffixes (Bhatti & Mukhtar, 2020). When it comes to the significance of morphology in English language teaching (ELT), developing morphological awareness is essential since it does not only make it easier for students to acquire the language but also makes it easier for teachers to instruct it. Numerous studies performed by experts in the field of English teaching have demonstrated that students who possess morphological awareness or who receive instruction based on morphology experience more success in their English language learning, ultimately leading to improved English proficiency (Anwar & Rosa, 2020).

According to Kuo and Anderson (2006), morphological awareness is the capacity to recognize morphemes and the morphological structure of words. They also state "morphological awareness refers only to the ability to manipulate morphemes and employ word formation rules". According to Eviyuliwati, Dzikrika, and Hasibuan, (2021) a morphological analysis typically consists of three stages. The first step is to break down unknown words into their affixes and roots. Finding the meaning of those components is the next stage. For students to correctly recognize the meanings, they must already be familiar with each part. The last stage is to recombine the elements into a new, meaningful word after you have determined the meaning of each one.

2.1.Morpheme

Morpheme is a smallest meaningful unit. According to Katamba (1994), The smallest, invisible unit of semantic content or grammatical meaning combined with a word is called a morpheme. For instance, the word "apples" [book+-s}] has two morphemes: a free morpheme, "book" and a bound morpheme, "-s." The bound morpheme, "-s," indicates the plural and therefore is a grammatical morpheme. According toVercellone and Tedesco (2020), The smallest units of language that have meaning are known as morphemes.

2.2.Types of morphemes
2.2.1. Free and Bound Morphemes

According to Bauer, Lieber, and Plag (2015), and Tarigan and Stevani (2020) the aspect of morphology known as morphemes is responsible for expanding vocabulary knowledge. Morphemes come in two different types: bound morphemes and free morphemes. A morpheme that is free is one that can be used as a word by itself. A Bound morpheme, on the other hand, is one, which can only appear in the structure of a word in conjunction with at least one other morpheme, it cannot be used as a single word by itself. In toys, for example toy is a free morpheme, whereas (-s) is a bound morpheme (Thakur, 2010).

2.3.Affixation

According to Al-Mekhlafi (2015), affixation is a fundamental method for expanding the English language's vocabulary, it can be considered as one of the most effective methods for creating new words in the English language.

2.3.1. Affixes and Roots

Affixes play an important role in learning English as a foreign language. It aims to look into the issues, challenges, requirements, and interests related to affixes, as well as their significance for vocabulary acquisition. (Bhatti& Mukhtar, 2020).

The fundamental components of all words are called roots. By acquiring knowledge of prefixes and suffixes, students may comprehend the meaning of a variety of words and develop the ability to break down unfamiliar words into easily understandable parts, which all help with meaning comprehension. It's essential to comprehend where a word's prefix (at the beginning) and suffix (at the end) are located. **(**Karimkhanlooei & Maboudi, 2017)**.**

2.3.2. The prefix

A word element called a prefix is attached to the start of a word to form another word. According to Iseni (2022), A prefix is an affix that comes before the word stem. When it is introduced at the beginning, it changes one word into another.

2.3.3. The suffix

One type of morphological process in language that combines bound and free morpheme parts to create new words is the suffix. A language's vocabulary will increase with the addition. (Pradita & Sadiq, 2016)**.**

Researchers emphasized that teaching affixes is an excellent strategy for improving English learners' proficiency of morphological awareness. For example, Kim (2013) stated that having accurate understanding of frequently occurring affixes would eliminate the need for students to constantly search for words, allowing them to pick up vocabulary much faster. Anwar and Rosa (2020) claimed that students who possess morphological awareness perform better when acquiring English. Eviyuliwati, et al. (2021) additionally demonstrated the effectiveness of the morphological analysis method for vocabulary instruction. Shen and Crosson (2022) discovered that words can shift from one grammatical class to another. Nouns are transformed into verbs and adjectives, verbs are changed into nouns and adjectives, and so on.

3. METHODOLOGY
3.1.The Study Design

The approach used in this study was a qualitative approach. The present study intended to examine the effectiveness of a program based on the teaching of affixes in developing the morphological awareness among the students of the Faculty of Arts. Participants were divided into two groups: the first was the experimental group, and the second was the control group. Students were given care for the first group by giving them the teaching program of affixes in developing morphological awareness and vocabulary, while the control group was taught in a conventional way.

3.2. Instruction of Affixes

The base words used for the instruction program under experiment is chosen from the 3000 Longman Communication course. This is a list of the 3000 most commonly used terms in written and spoken English. This list depends on a statistical analysis of the Longman Corpus Network's 390 million words. It represents the backbone of the English language. The study's base terms are some of the 3000 most commonly used words in written English as shown in table (1).

Table (1)

Based words, suffixes, and derived word to be taught in each instruction session.

Week	Target suffix	Base words	Derived words	Rules
Week 1	**-er/or**	Teach employ calculate read	Teacher employer calculator reader	Verb/noun+ er/or = noun
	-less	Help care use home	Helpless Careless Useless Homeless	Verb/noun+ less = adjective
	-ness	Kind dark sweet good	Kindness darkness sweetness goodness	Adjective+ ness = noun
	-ance/ence	Accept maintain absent appear	Acceptance maintenance absence appearance	Verb+ ance/ence = noun
	-ful	Help grate use hope	Helpful Grateful useful hopeful	Noun/verb+ ful = adjective
	-en	Fast deep light sad	Fasten deepen lighten sadden	Adjective+ en = verb
Week 2	**-ment**	develop enchant achieve encourage	development enchantment achievement encouragement	Verb+ ment = noun
	-ive	interact act prospect progress	Interactive active prospective progressive	Verb/noun+ ive = adjective

	-y	wave hair shine grain	Wavey hairy shiny grainy	Noun/verb+ y = adjective
	-sion/tion	admit submit invite create	Admission submission invitation creation	Verb+ sion/tion = noun
	-able/ible	Value reason prefer comfort	Valuable reasonable preferable comfortable	Verb/noun+ able/ible = adjective
	-ify	Speech simple person just	Speechify simplify personify justify	Noun/adjective+ ify = verb *Adjective bases were not among the frequency allowed
	-ee	Employ attend absent promise	Employee attendee absentee promise	Verb/noun+ ee = noun
	-ry/ory/ery	Cook nurse bake brave	Cookery nursery bakery bravery	Noun/verb+ ry = noun
	-ship	Owner scholar member partner	Ownership scholarship membership partnership	Noun+ ship = noun
Week 3	**-ize**	summary neutral memory individual	summarize neutralize memorize individualize	Noun/adjective+ ize = verb
	-ish	Boy green fool brown	Boyish greenish foolish brownish	Noun+ ish = adjective
	-dom	prince star master bore	princedom stardom masterdom boredom	Noun/adjective+ dom = noun
Week 4	**-ous**	victory continue	victorious continuous	Noun+ ous = adjective

		nutrition	nutritious	
		nerve	nervous	
	-ist	Type	Typist	Noun/adjective+ ist = noun
		social	socialist	
		dent	dentist	
		novel	novelist	
	-ic	Poet	Poetic	Noun+ ic = adjective
		drama	dramatic	
		alphabet	alphabetic	
		hero	heroic	
	-ly(adj)	home	Homely	Noun+ ly = adjective
		elder	elderly	
		day	daily	
		dead	deadly	
	-ly(adv)	Basic	Basically	Noun/adjective+ ly = adverb
		perfect	perfectly	
		general	generally	
		fluent	fluently	
	-hood	False	Falsehood	Noun/adjective+ hood = noun
		mother	motherhood	
		woman	womanhood	
		man	manhood	
Week 5	**-al(noun)**	Renew	Renewal	Noun/verb+ al = noun
		propose	proposal	
		revive	revival	
		deny	denial	
	-al(adjective)	Fiction	Fictional	Noun+ al = adjective
		region	regional	
		music	musical	
		logic	logical	
	-ity/ty	Safe	Safety	Adjective+ ity/ty = noun
		special	specialty	
		novel	novelty	
		minor	minority	
	-ian	Guard	Guardian	Noun+ ian = noun
		Canada	Canadian	
		civil	civilian	
		music	musician	
	-ism	Ideal	Idealism	Noun/adjective+ ism = noun
		journal	journalism	
		tour	tourism	
		critic	criticism	
	-ate	Value	Valuate	Adjective/noun+ ate = verb
		general	generalate	

| | | origin | originate | |
| | | individual | individuate | |

Table (2)

Based words, prefixes, and derived word to be taught in each instruction session.

Table 2. Prefixes, meanings and exemplifiers taught in each instruction session.				
	Target prefix	**Meaning**	**Exemplifiers**	**See also**
Week 6	**a-**	Without	Amoral apolitical atypical	
	ante-	Before	antecedent antedate anterior	fore-, pre-
	anti-	Against	antibiotics antioxidant antibacterial	
	auto-	Self	automatic automobile autoimmune	
	bi-	two, twice	bilingual bicycle bifocal	
	co-	with, together	cooperate co-guide co-author	
	contra- counter-	against, opposing	contraception counterclaim counteract	anti-
	de-	not, down or reversal	declassify degrade deactivate	negative prefixes
Week 7	**dis-**	not, opposite of	disadvantage disapprove disagree	negative prefixes
	ex-	previously, former, out of	ex-president extract export	
	extra-	above, outside	extraordinary extra-bright extrasensory	
	fore-	Before	forecast foretell	ante-, pre

			foreshadow	
	hyper-	above, too much	hyperactive hypertension hypersensitive	over-, super-, ultra
	il-, im-, in-, ir-	not, opposite of	Illogical impossible indistinct irrational	negative prefixes
	in-	in, movement to	Input implant import	
	inter-	between, connected	international interrelated, interact	
Week 8	**intra-**	Within	intra-generational intravenous intrastate	
	macro-	Large	macroeconomics macro-scale macrobiotic	
	mal-	bad, badly	malfunction malpractice malnutrition	
	micro-	Small	microscope, micrometer micro-economics	
	mid-	Middle	Midway midsummer midday	
	mis-	wrong, wrongly	Misunderstanding mistranslate mispronounce	
	mono-	One	Monolingual monotone monopoly	uni-
	multi-	Many	Multicultural multitask multicolored	poly-
Week 9	**non-**	Not	nonexistent nonsense nonprofit	negative prefixes
	out-	more, to a great extent	Outnumber outlive outrage	

	over-	over, above, too much	Overactive overflow overhead	hyper-, super-, ultra
	pre-	Before	Preview premarital pre-war	
	pro-	in favor of	pro-feminist pro-liberal proactive	
	post-	After	Postgraduate postpone post-independence	
	pseudo-	False	pseudo-intellectual pseudo-scientific pseudo-religious	
	re-	again, back	Rediscover redefine rename	
Week 10	**semi-**	half, partially	Semicircle semifinal semiannual	
	sub-	under, part of something,	Subway submarine subsection	
	super-, supra-	above, bigger	superpower supersonic superstar	
	tri-	Three	Tricycle triple triangle	
	ultra-	beyond, excessive	ultra-sensitive ultrasound ultramodern	hyper-, over-, supergun
	un-	Not	Unusual uncertain unusual	negative prefixes
	under-	too little, under	underestimate underwrite under-power	sub-
	uni-	One	Uniform unilateral unidirectional	mono-

It is important to note that the instructional program designed for the purpose of the present study focuses on affixes (derivational suffixes and prefixes). Derivational suffixes have a wider scope of word formation and grammatical function. Prefixes, on the other hand, are also included, as their main function in English is to change meaning only. However, inflectional suffixes are excluded for their limited number and grammatical function; there are only eight inflectional suffixes in English serving certain grammatical functions.

3.3.Treament

First, the students in the experimental group received an introductory class (session) to the basic concepts in morphology. Then, these students received ten weeks of teaching and reviewing word morphology with an emphasis on the prefixes and the three aspects of suffixes (derivational morphology). The students received clear and concise instruction on the methods of morphological analysis, the following are some of the steps:

1. Introducing the base and its meaning, such as "resist" or "moral"

2. Introducing the suffix or the prefixes (e.g., -ance) ;(e.g. im)

3. Adding the suffix or the prefixes to the base word (e.g., resist + ance = resistance); (e.g.; im+ moral= immoral).

4. Explaining why some terms have changed in spelling.

5. Describing each word's meaning while taking the base, suffix, or prefix into account.

6. Describing the function of each word according to its prefix or suffix (e.g., words ending in ance/ence are nouns), words preceded by im/un make opposite.

7. Supplying the words in level-appropriate sentences and clarifying each word's purpose in the sentence according to its part of speech (e.g. "Their resistance against the enemy's attacks led to success"). clarifying on the usage of nouns or noun phrases after possessive pronouns.

8. Describing the specific words or phrases to which the suffix can be added (for example, -ance/-ence is only permitted on verbs).

9. Making tasks and follow-up activities, like:

a. Locating the appropriate derived word to match a definition.

b. Matching the words with the appropriate suffixes or prefixes.

c. Splitting the words (valuable-value-able) (unhappy- un-happy).

d. Classifying words according on the parts of speech they belong to.

3.4. Participants

The participants of this study were forty- two students. They were second-year students enrolled at the Bachelor in Arts program at the University of Dhamar in Yemen in the academic year 2022 /2023. They were two groups of students in the second year of the English Department at the Faculty of Arts, Dhamar University, Yemen. There were about 21 students in each group. The participants of this study were homogenous in terms of language proficiency.

All the participants were in a second-year and have studied at the university for a year and one semester. They have studied some linguistic courses that do not involve affixation. Therefore, it was assumed that the participants would take pleasure in certain affixation rules and try to improve their morphological awareness and vocabulary too.

3.5. Tools of the Study

Data collection was required in order to answer the study's questions, which are related to the participants' morphological awareness influences by teaching affixes. Therefore, some tests were used. Morphological Awareness Test: Change et al. (2005) is the source of the morphological awareness test. The researcher modified and changed some things, there are four sections of the test: prefixes test, suffixes test, syntactic test, and distributional test.

4. DATA ANALYSIS
4.1. Testing the Research Hypotheses

The research hypotheses were validated as follows:

4.1.1. Testing the First hypothesis

The first alternative hypothesis states: **"There are statistically significant differences at the level of significance (≤0.05) between the mean scores of the experimental group students in the two applications (pre and post) to test the morphological awareness as a whole, and for each of its domains separately."**

The paired samples test for two related samples was used in the morphological awareness test overall and at the level of its four domains (prefixes, suffixes, syntactic, and distributional aspect) to compare and identify differences between the two applications (anterior and posterior) for the experimental group, and the Table (3) shows this:

Table (3):

The results of the t-test (paired samples test) to compare the mean scores of the experimental group in the pre- and post- application of the morphological awareness test

Test		Mean	N	Std. Deviation	T	Df	Sig	Effect Sizes Cohen's d	The effect size
Prefixes aspect Test	Pre	11.00	21	3.36	17.40	20	0.00	3.80	Huge
	Post	28.43	21	1.86					
suffixes aspect Test	Pre	13.24	21	6.76	11.38	20	0.00	2.48	Huge
	Post	29.86	21	0.36					
distributional aspect Test	Pre	6.71	21	2.37	3.98	20	0.00	0.87	Large
	Post	9.38	21	1.94					

syntactic aspect Test	Pre	10.57	21	2.79	7.74	20	0.00	1.69	Huge
	Post	16.43	21	1.60					
Morphological awareness	Pre	41.52	21	7.95	22.56	20	0.00	6.49	Huge
	Post	84.10	21	2.74					

From the table (1) it is clear that

- **The Prefixes test:** The mean of the pre-application was (11.00), while the mean of the post-application was (28.43), indicating that students' scores in the post-application were higher than their scores in the pre-application in this aspect, and the "T" value was (17.40) at the level of significance (0.00), which is statistically significant at the level (≤ 0.05), and the value of the effect size was (3.80), indicating a large effect size.

- **The Suffixes Aspect Test**: The mean of the pre-application was (13.24), while the mean of the post-application was (29.86), indicating that the students' scores in the post-application were higher than their scores in the pre-application in this aspect, and the "T" value was (11.38) at the level of significance (0.00), which is statistically significant at the level (≤0.05), and the value of the effect size was (2.48), indicating a large effect size.

- **The Distributional Aspect Test**: The mean of the pre application was (6.71), while the mean of the post application was (9.38), indicating that the students' scores in the post application were higher than their degrees in the pre application in this component, and the value of "T" was (3.98) at the level of significance (0.00), which is statistically significant at the level (≤0.05), and the value of the effect size was (0.87), indicating a large effect size.

- **The Syntactic Aspect Test**: The mean of the pre-application was (10.57), while the mean of the post-application was (16.43), indicating that the students' scores in the post-application were greater than their scores in the pre-application in this category, and the value of "T" (7.74) at the level of significance (0.00), it is statistically significant at the level (≤0.05), and the value of the effect size was (1.69), showing a large effect size.

- **The Morphological awareness test as a whole:** The mean of the pre-application was (41.52), while the mean of the post-application was (84.10), indicating that the students' scores in the post-application are higher than their scores in the pre-application in this component, and the "T" value was (22.56) with a significance level of (0.00), which is statistically significant at the level (≤0.05), and the value of the effect size was (6.49), indicating a large effect size.

We reach the conclusion that there were statistically significant differences between the mean scores of the experimental group students in the two applications (anterior and posterior) to test the morphological awareness as a whole and for each of its four domains individually, with the post application being more favorable. The proposed program is what led to the development of the morphological awareness, indicating the acceptance of the first alternative hypothesis, and for this reason it was approved, and the null hypothesis was rejected. This difference might be linked to the teaching approach that was adopted.

4.1.2. Testing the Second Alternative Hypothesis

Regarding the second alternative hypothesis which states: "There are statistically significant differences between the mean scores of the students in the two groups (experimental and control) in the post application of the morphological awareness test as a whole, and for each aspect separately, at the level of significance (≤ 0.05)."

The morphological awareness test as a whole and at the level of its four domains (prefixes, suffixes, syntactic, and distributional aspect) were carried out based on the t-test for two independent samples to compare and ascertain the differences between the two groups (experimental and control) in the post application, as shown in Table (4).

Table (4)

The results of the t-test (Independent Samples Test) for the comparison between the mean scores of the control group and the experimental group in the post application of the morphological awareness test.

Test	Group	N	Mean	Std. Deviation	T	Df	Sig	Effect Sizes Cohen's d	The size effect
Prefixes Test	Experimental	21	28.43	1.86	12.30	40	0.00	3.79	Huge
	Control	21	11.24	6.13					
Suffixes aspect Test	Experimental	21	29.86	0.36	9.81	40	0.00	3.03	Huge
	Control	21	13.38	7.69					
distributional aspect Test	Experimental	21	9.38	1.94	4.03	40	0.00	1.24	Very large
	Control	21	7.19	1.57					
syntactic aspect Test	Experimental	21	16.43	1.60	8.81	40	0.00	2.72	Huge
	Control	21	10.67	2.54					
Morphological awareness	Experimental	21	84.10	2.74	16.87	40	0.00	5.21	Huge
	Control	21	42.48	10.97					

• **The Prefixes Aspect Test**: the mean scores for the experimental group were (28.43), while mean scores for the control group were (11.24). The value of "T" was (12.30), which is statistically significant at the level (≤ 0.05), indicating that the experimental group students' level is higher than the control group students' level in the post application in the test items of all the domains.

• **The Suffixes Aspect Test**: The experimental group's mean scores were (29.86), while the control group's mean scores were (13.38). The value of "T" was (9.81), which is statistically significant at the level (≤ 0.05), indicating that the experimental group's students are at a higher

level than the control group's students in the post application test items in this field. The value of the effect size was (3.03), indicating a significant difference between the two groups' levels.

• **The Distributional Aspect Test**: The mean of the experimental group was 9.38, while that of the control group was 7.19. The value of "T" was (4.03), which is a statistical function at the level ($\leq$0.05), suggesting that the students of the experimental group outperformed those in the control group on the post application test. The effect size value was (1.24), indicating that the effect size is very large.

• **The Syntactic aspect Test**: The experimental group's mean score was 16.43, while the control group's mean score was 10.67. The value of "T" was 8.81, which is statistically significant at the level ($\leq$0.05), indicating that the experimental group's students performed better than the control group's students on the post-test items. The value of the effect size was calculated as 2.72, which is a very large effect size.

• **The Morphological awareness test as a whole:** The control group's mean score was (42.48), while the experimental group's mean score was (84.10). The value of "T" was (16.87), which is statistically significant at the level ($\leq$ 0.05), indicating that the experimental group's students performed better than the control group's students overall in the post-application of the test. The value of the effect size was (5.21), demonstrating a substantial variation between the two groups' performance levels.

From the previously mentioned, it is evident that there are statistically significant differences between the mean scores of the two groups of students (experimental and control) in the post application of the morphological awareness test for each of its four domains separately, and these differences are statistically significant at the level of significance ($\leq$ 0.05) in favor of the students of the experimental group. This difference can be attributed to the teaching strategy that was used, the proposed program, which led to the improvement of the experimental group's students. Thus, the **first** research question has been answered, which states**, "What is the effectiveness of the program based on teaching morphological affixes in developing morphological awareness among students of the Faculty of Arts, Dhamar University?"**

In addition, the second question was answered, which states, "Are there any significant differences between the experimental group and the control group towards affixes in English morphological awareness?

5. DISCUSSION OF THE FINDINGS
5.1. Discussion of the Findings Concerning the first Question of the study

The first question of the study was (What is the effectiveness of the program based on teaching morphological affixes in improving morphological awareness among students of the Faculty of Arts، Dhamar University?) to achieve this purpose, the researcher examined the previously mentioned hypotheses and has noticed that the experimental group's post-test scores were higher and better than the pre-test, which served as the first indication of the program's strong impact on students' development of morphological awareness, the results of the paired sample t-test confirmed this. The results of the independent sample t-test demonstrated that the experimental class taught using affixes performed noticeably better than the traditional class

taught conventionally, supporting the second section of evidence. This provided us with an answer to the study's essential question, which was whether teaching affixes had a significantly significant impact on EFL students' morphological awareness.

5.2. Discussion of the Findings Concerning the second Question of the study

The second question of the study was (Are there any significant differences between the experimental group and the control group towards affixes in English morphological awareness?) Based on the results of testing the morphological awareness test as a whole, the mean score for the experimental group was (84.10), in contrast to (42.48) for the control group. Overall, the experimental group's students outperformed the control group's after the test was administered, as shown by the value of "T" (16.87), which is statistically significant at the level (≤ 0.05). There was a substantial difference in the two groups' performance levels, as indicated by the effect size value of (5.21).

Based on the previous information, it is clear that the mean scores of the experimental and control groups differ statistically significantly for each of the morphological awareness test's four domains after it was administered. These differences are statistically significant at the significance level (≤0.05) and favor the experimental group's students. The difference can be related to the suggested program and the instructional technique that were employed, both of which helped students in the experimental group to progress.

Thus, the second question was answered, which states, "(Are there any significant differences between the groups that were experimental and control towards affixes in English morphological awareness?).

6. MAIN FINDINGS

Based on the data analysis of the study instruments and the responses to the research questions addressed in this study, the results of this investigation can be summarized as follows:

1. The results of this investigation indicate an excellent relationship between teaching affixes and student's morphological awareness. That is teaching affixes program has enhanced students' morphological awareness during and after the period of treatment.

2. The results of the research demonstrate that the experimental group and the control group differed significantly from each other in morphological awareness, it has been observed that teaching affixes program provided learners' awareness of morphological rules, and helped students to apply morphological analysis for words they have never encountered before. Moreover, it helped to apply morphological rules for predicting new forms from pre-existing parts as well.

7. CONCLUSIONS AND RECOMMENDATIONS

Understanding affixation method increases the excitement of known words and the familiarity of unknown ones. The process of affixation facilitates vocabulary development, because it can yield a large number of words. knowing affixes and roots offers two benefits for an English learner. They can be utilized to aid in the learning of unknown words by linking them to existing terms or familiar prefixes and suffixes, and it can also be used to help in the learning of new words assessing whether an unexpected word has been effectively expected

from context. It has been noted that acquiring vocabulary through affixes will enhance their comprehension of unknown words in addition to expanding their vocabulary of word meanings.

Based on the obtained data from the current study, it was noticed that at the beginning of the treatment period, the participants of the study were very weak of morphological awareness and vocabulary, they were so brief in their communication, and did not have enough vocabulary to communicate with others or knowledge of how words can be formed into different parts of speech by adding affixes. Conversely, by the end of the treatment duration, it was found that the participants of the experimental group showed a remarkable ability to form words of different word classes and have a lot of vocabularies which are necessary for EFL learners. They became perfect in the morphological awareness after the treatment of affixes.

To sum up teaching affixes develops the EFL students' morphological awareness and vocabulary, through teaching affixes procedures, the EFL students have ability to form different words and use them in written or spoken language.

Students became able to understand the way English words are formed, they were able to create more words and better comprehension of text by combining roots, suffixes, and prefixes. They could discover the meaning of an unknown term by splitting and investigating the meaning of a suffix, prefix, or other word root. Based on these sentences, students would be able to understand how to enhance their vocabulary by using the affixation approach and hence their morphological awareness would be improved.

In addition, Teacher's feedback has an essential role in giving learners opportunities to practice English Language inside or outside a class confidently. Finally, teaching affixes merges between learning and fun, which stimulate intrinsic motivation through practicing EFL practically, and it is considered as a basic goal of learning any language.

EFL teachers should teach students basic affix rules to enhance morphological awareness and vocabulary. They should choose morphology materials with numerous activities and teach students how to derive different speech parts from the same word base.

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