

	<p>កាលិកបត្រស្រាវជ្រាវមនុស្សសាស្ត្រនិងវិទ្យាសាស្ត្រសង្គម</p> <p>Cambodian Journal of Humanities and Social Sciences</p>	
<p>Website: https://cjhss-journal.com/</p>		

Analysis of Cambodian EFL Undergraduate Students’ Vocabulary Errors in English Affixes

ការវិភាគលើកំហុសក្នុងវាក្យសព្ទអញ្ជាស់បទភាសាអង់គ្លេសរបស់ និស្សិតសកលវិទ្យាល័យនៅកម្ពុជា

Chumrong Chhom

Secretariat of Academician Council, Royal Academy of Cambodia
Email: chhom.chumrong@gmail.com

Received: March 20, 2024; Accepted: June 12, 2024; Published: July 05, 2024

CORRESPONDENCE: ✉ chhom.chumrong@gmail.com

Citation: Chhom, C. (2024). Analysis of Cambodian EFL Undergraduate Students’ Vocabulary Errors in English Affixes. *Cambodian Journal of Humanities and Social Sciences*, 3(1), 9-29

ABSTRACT

The main objectives of the current study are to assess Cambodian EFL undergraduate students’ vocabulary learning achievement in affixes and to explore Cambodian EFL undergraduate students’ errors in affixes in relation to verbs, adjectives, and nouns. In order to investigate the variables, 110 EFL undergraduates in the University of Cambodia, Angkor Khemara University, Khemarak University, and Human Resource University were chosen in using voluntary and convenient sampling techniques. The data were collected in two phases: survey and interview. The findings showed that the students’ overall achievement in using ‘Affixes’ was at a medium level ($Mean=25.63, SD=7.477$). Categorically, 20.7% of the participants were poor, 35.5% were medium, 32.7% were good, and only 10% were excellent in vocabulary learning achievement in ‘Affixes’. In addition, the students’ achievement in ‘Affixes’ was significantly different in relation to gender ($t(108) = 2.578, p = 0.011$), in which male students scored a bit higher than their counterparts. Furthermore, the findings revealed three main common errors: mismatch between base words with correct prefixes and suffixes, spelling errors, and difficulty of correct part of speech identification. The findings also gave some recommendations on affix learning which focused on the teachers’ roles to provide students proper instruction of word formation activities, engage them with texts, and review them through practices and quizzes as often as possible in English classes.

Keywords vocabulary learning, affix, prefix, suffix, error

សង្ខេប

គោលបំណងសំខាន់នៃការស្រាវជ្រាវនេះគឺវាយតម្លៃលទ្ធផលនៃការរៀនវាក្យសព្ទអង្គាសបទកាសាអង់គ្លេសរបស់និស្សិតខ្មែរថ្នាក់បរិញ្ញាបត្រនិងស្វែងយល់ពីកំហុសក្នុងការប្រើប្រាស់អង្គាសបទរបស់និស្សិតទាក់ទងនឹងកិរិយាស័ព្ទ គុណនាម និងកិរិយាស័ព្ទ។ និស្សិតថ្នាក់បរិញ្ញាបត្រជំនាញកាសាអង់គ្លេសចំនួន១១០នាក់ ដែលកំពុងសិក្សានៅសាកលវិទ្យាល័យកម្ពុជា សាកលវិទ្យាល័យអង្គរខេមរា សាកលវិទ្យាល័យខេមរៈ និង សាកលវិទ្យាល័យធនធានមនុស្ស ត្រូវបានជ្រើសរើសឱ្យចូលរួមក្នុងការសិក្សាតាមវិធីជ្រើសរើសដោយការស្ម័គ្រចិត្តនិងការជ្រើសរើសសំណាកងាយៗ។ ទិន្នន័យត្រូវបានប្រមូលតាមពីរដំណាក់កាល៖ ការស្ទង់មតិ និងការសម្ភាស។ លទ្ធផលនៃការស្រាវជ្រាវបានបង្ហាញថា លទ្ធផលនៃការរៀនវាក្យសព្ទអង្គាសបទកាសាអង់គ្លេសរបស់និស្សិតស្ថិតក្នុងកម្រិតមធ្យម ($Mean=25.63, SD=7.477$)។ ក្នុងនោះដែរ 20.7% នៃនិស្សិតទាំងនេះមានសមត្ថភាពទាក់ទងនឹងវាក្យសព្ទកម្រិតខ្សោយខ្លាំង, 35.5% ទទួលបានមានលទ្ធផលកម្រិតមធ្យម, 32.7% ទទួលបានលទ្ធផលល្អគួរសម និងមាននិស្សិតតែ10% ប៉ុណ្ណោះដែលមានលទ្ធផលនៃការរៀនកម្រិតខ្ពស់លើអង្គាសបទកាសាអង់គ្លេស។ បន្ថែមពីនេះ លទ្ធផលស្រាវជ្រាវក៏បានបង្ហាញថានិស្សិតប្រសើរបានប្រសើរជាងនិស្សិតស្រី។ លទ្ធផលអំពីការវិភាគទៅកំហុសទូទៅក្នុងការរៀនអង្គាសបទកាសាអង់គ្លេសបានបង្ហាញនូវទិដ្ឋភាពចំនួនបី៖ កំហុសក្នុងការកំណត់បុព្វបទនិងបច្ច័យឱ្យស្មើជាមួយពាក្យដើម កំហុសអក្ខរាវិរុទ្ធ និង កំហុសក្នុងការកំណត់ថ្នាក់ពាក្យឱ្យបានត្រឹមត្រូវ។ តាមរយៈលទ្ធផលនេះ ការសិក្សាបានផ្តល់នូវអនុសាសន៍មួយចំនួនលើការសិក្សាអង្គាសបទក្នុងកាសាអង់គ្លេស ដោយផ្តោតលើតួនាទីរបស់គ្រូបង្រៀនក្នុងការបង្ហាញនិស្សិតពីការបង្កើតពាក្យ ការបញ្ចូលអង្គាសបទក្នុងអត្ថបទ និង ការរំលឹកឡើងវិញតាមរយៈការអនុវត្តនិងការធ្វើតេស្តឱ្យបានញឹកញាប់តាមអាចធ្វើទៅបាននៅក្នុងម៉ោងសិក្សា។

ពាក្យគន្លឹះ: ការរៀនវាក្យសព្ទ អង្គាសបទ បុព្វបទ បច្ច័យ និងកំហុស

1. INTRODUCTION

In general, besides the four macro skills for EFL students, vocabulary and grammar are also the micro skills to be acquired by them. While English grammar is important, students also need to focus on developing their vocabulary skills. As raised by (Al-Jarf, 2007), having learnt new words, students can enhance their macro skills as well as promote their second language comprehension and production. Moreover, studying a foreign language involves lexical richness, which means knowledge of words (Kyle & Crossley, 2016). In addition, in order to measure lexical development of the students, there are two ways: lexical density to measure how many lexical items such as nouns, verbs, adjectives, and adverbs are used in the text; lexical variety to measure how many different words are used in the text (Halliday, 1989, as cited in Ebedy, 2020).

However, what causes challenges for EFL students is when they face numerous unfamiliar words in reading texts (Kamimura, 2018). Hence, it could lead to

difficulty to understand the meaning or context of the texts. August et al. (2009) mentioned that not only does insufficient vocabulary knowledge hinder reading comprehension across various subjects, but it also impacts writing proficiency at the grade level. Moreover, it leads to a lack of understanding concerning the roles of words in grammar (Wallace, 2008). Thus, in order to comprehend the text content under such situations, students usually use lexical inferencing to guess the meaning of unknown words in sentences. Besides, students also use a word-part technique, a memory strategy, that learners break down new words into smaller word parts including affixes and roots, and then connect their meaning to the whole meaning of the word, which results in better memory traces than memorization (Webb & Nation, 2017, as cited in Suzuki, 2022).

According to Kim (2013), language learners could learn words with affix systems or patterns more effectively than just learn them by heart. Such affixation strategies could facilitate learners to

naturally enlarge their knowledge of meaning or grammatical categories.

Based on the above-mentioned views, the researcher could conclude affix knowledge is a major element to enlarge vocabulary development for every EFL learners. Nevertheless, according to the researcher's own teaching experience in English classes, most students still face difficulty to produce words by using such affixes. Therefore, this is why the researcher was interested in conducting this study.

2. LITERATUR REVIEW

2.1. Definition of Prefixes and Suffixes

Prefixes and suffixes are commonly known as affixation. A prefix is a word part that is preceded by the base word which commonly changes the meaning of the base word. Moreover, prefixes never change the spellings of the base word as they are just added in front of the word. For example, un- and re- are the most frequently used in English, which make both of them easy to comprehend. The prefix [un-] means 'not', so un-happy means not happy while re- means again or back, so re-do equals do again, and repay means pay back (Yurtbaşı, 2015). Suffixes are one more letters appended to the end of a base word to modify its meaning, alter its conjugation, or creating new words. Knowing the meanings and definitions of suffixes not only assists students to understand and use in the right context but also facilitates them to make a proper guess of the new words' meanings (Hien & Nhan, 2022).

2.2. Morphological Awareness

Regarding affixes, there have been numerous studies such as Danilović et al. (2013); Hayashi and Murphy (2011); Mochizuki and Arizawa (2000); Tamara and Shirahata (2016). In the study of relationship between the size of learners' vocabulary and affix knowledge by Mochizuki and Arizawa (2000), it showed that the participants knew more than half of both 13 prefixes and 16 suffixes, of which re-, un-, and pre- prefixes and -ation, -ful, and -ment suffixes were the most easily comprehended.

Concerning English words can be separated into morphemes. A morpheme that can stand as a word by itself is called a free morpheme, while one that cannot

stand as a word alone is called a bound morpheme. Moreover, a bound morpheme that makes a derivational word by attaching to a word is called a derivational affix (Kamimura, 2018). The ability to identify morphemes and morphological structure of words is called morphological awareness, which involves base words and affixes, prefixes, suffixes, inflectional and derivational morphemes (Carlisle, 2003).

In the derivational and inflectional morpheme analysis by Tariq et al. (2020), derivational morphemes can be both prefixes and suffixes in English. Actually, all prefixes are derivational morphemes because they change the meaning in spite of not changing the syntactic class of the derived words. For example, -un in unhappy, -in in ineffective, -dis in dislike and -re in rewrite modify the meanings but not the syntactic class of the words. What can change the syntactic class of the words are derivational suffixes. For instance, -ful in beautiful, -ness in happiness, -tion in modernization, and -ly in happily change the part of speech of the derived words. Regarding inflectional morphemes, they do not make any new meanings but just give grammatical statistics to the derived words. For example, when we add -s to a teacher to make a plural noun, it becomes teachers. However, a teacher and teachers are both used as a noun.

Kuo and Anderson (2006) raised that morphological awareness refers to the ability to use the knowledge of word formation rules and the pairing of sounds and meanings. It is also related with metalinguistic awareness and linguistic competence such as phonological awareness, syntactic awareness and vocabulary knowledge. Ghasemi and Vaez-Dalili (2019), who studied by using three methods of morphological awareness such as textual enhancement (TE), metalinguistic explanation (ME), and morpheme recognition (MR) on the development of Iranian intermediate EFL learners' reading comprehension, found out that textual enhancement method was helpful to improve EFL learners' single-sentence reading comprehension test. Moreover, metalinguistic explanation enabled students to learn various prefixes, suffixed and roots by getting higher scores in their reading comprehension post-test. In addition, morpheme recognition could help EFL

learners to learn the morphemes without the instructors' help. All in all, morphological awareness is the most effective strategy to promote learning English words (Graves, 2004).

2.3. Benefits of Learning through Affixes

Danilović et al. (2013) who investigated the interrelatedness between EFL learner' affix knowledge and their receptive and productive vocabulary size, it was shown that not only was there a moderate positive correlation between the overall receptive vocabulary and prefix knowledge but also statistical correlation between the overall receptive vocabulary and suffix knowledge. In addition, while there was a significant correlation between the learners' productive vocabulary and prefix knowledge, no correlation was found between their productive vocabulary and suffix knowledge. In addition, Braiek (2014), who studied about the effect of affix knowledge on English vocabulary learning, found out that not only does affix knowledge play a key role in language learning, but it also has a positive impact on vocabulary learning.

In the study Hayashi and Murphy (2011) on receptive and productive knowledge of inflections and derivations of Japanese ESL learners with native speakers of English, it was found that Japanese ESL learners' productive derivational knowledge had positive correlation with their receptive and productive vocabulary size. Regarding the receptive measure of affix knowledge, derivative affixes were significantly scored better by Japanese ESL learners than English native speakers. However, concerning the productive measure of affix knowledge, the production of inflectional suffixes and class-changing and class-maintaining affixes were highly achieved by the English native speakers.

Sukyng (2020) who conducted a study on Thai students regarding the effects of affix instruction, it was found out that the group of students who got the affix instruction could significantly get better receptive and productive affix knowledge than the group without the affix instruction. Moreover, the above study's findings revealed the positive opinions of the affix instruction in their regular English language classroom as when they absorb the affix knowledge, this can facilitate them to learn complex

words and strengthen their English language skills. In addition, not only do English affixes promote the learners' word knowledge but also enhance their reading, writing, and grammar skills (Sukyng, 2020).

Therefore, the main role of EFL/ESL teachers is to design lesson plans and teach some specific affixes and roots in each session through different methods of morphological awareness, while the students' main role is to carry out the given materials via reading different texts and focusing on those affixes and roots (Ghasemi & Vaez-Dalili, 2019). Teachers and researchers should be aware of the students' learning strategies so that they could create a learning environment which could obtain high-quality learning outcomes. In addition, it is essential for teachers to instruct their students what effective strategies to help them learn more effectively to build up their vocabulary skills (Ghalebi et al., 2020). In fact, teaching vocabulary can be done through various strategies, including analyzing word origins and structure, creating semantic maps, using analogies, reading aloud, incorporating drama, utilizing dictionaries, and practicing with cloze sentences (Woodard, 1998).

2.4. Challenges of Learning Affixes

Even though students could get benefits from comprehending the affixes, various challenges were also found. In the error analysis by Al-Jarf (2018), some problems were made by the students in the acquisition of adjective-forming suffixes such as mismatching the adjective suffix and the word, spelling errors, and difficulty associating the stimulus word with its correct part of speech. Moreover, the students were revealed to use some faulty strategies by using a familiar suffix regardless of the word form as well as using transparent spelling. In addition, it was found to have correlation between the number of errors and students' vocabulary knowledge (Al-Jarf, 2018).

Regarding errors, there are two kinds of errors: interlingua error is caused by interference of the learner's native language to the target language they learn, and intralingua error is made by the learners who does not look at the structure of the mother tongue but use generalization based on partial exposure to the target language (Amin, 2014). Based

on Channel (1981), four common types of errors are made by learners such as wrong collocation, native language induced errors, overuse of general terms, and insufficient generalization. In the study on Japanese EFL learners' prefix knowledge by Tamara and Shirahata (2016), they found out that some prefixes namely non-, semi-, pre-, re-, and anti- were found to be highly accurate, while prefix ante- was the most difficult for the learners.

Mochizuki and Arizawa (2000) also found a stable difficulty order of prefixes due to four possible factors such as loan words, instruction, frequency of prefixes, and polysemous nature of a prefix. Similarly, instruction, frequency of suffixes, frequency of words that contain a suffix, and the polyfunctional nature a suffix were also the possible factors that led to the difficulty order of suffixes. Focusing on teaching side, Braiek (2014) raised that in general teachers focused limitedly on teaching prefixes and suffixes. In contrast, they could strengthen the students' vocabulary well by integrating systematic teaching affixes into a lesson. As evident, his finding found that students' shortage of knowledge about the correlation between various affixes and their function as well as meaning could affect their abilities to use the lexical system. As can be seen from the above problems raised by the only researchers outside the country regarding the affixes, the researcher intended to conduct this study to find out the reality of students' vocabulary learning achievement in Cambodia, particularly exploring the errors in English affixes.

2.5. Research Objectives

The present study had the following objectives:

- To assess Cambodian EFL undergraduate students' vocabulary learning achievement in affixes.
- To explore Cambodian EFL undergraduate students' errors in affixes in relation to verbs, adjectives, and nouns.

¹ The researcher is a lecturer teaching EFL subject in the selected universities.

3. METHODOLOGY

In this study, both quantitative and qualitative research methodologies were used (Creswell & Creswell, 2018), and the gathered data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 25. The data collection for this study was conducted in two phases and was illustrated in Section 3.3.

3.1. Research Sample

The present study was conducted with 110 undergraduate students studying in the University of Cambodia, Khemarak University, Angkor Khemara University, and Human Resource University. A total of 63 female and 47 male students participated in the study. The research samples were formed using voluntary and convenient sampling techniques presented in Table 1 below.

Table 1
The distribution of the research samples

Sample	Female	Male	Sampling Method
Survey	63 (57.3%)	47 (42.7%)	Volunteer
Interview	10 (62.5%)	6 (37.5%)	Convenient

Note: The sample for in-depth interview was selected from the survey sample for their convenience of meeting and interviewing.

3.2. Research Instrument

The study utilized two instruments: achievement test and interview questions. The achievement test was designed in the form of an online survey which consists of two key parts presented below.

A. Achievement Test

The achievement test was specifically designed by the researcher¹ to assess the students' ability in using affixes, relying on the actual contents of English subject taught to EFL undergraduate students in the selected universities.

• Part I: General Information

This part consists of seven items about the respondents' background information such as gender,

age, university location, university type, learning schedule, year of study, and major of study.

● *Part II: Main Test about Affixes*

This part consists of 40 testing items and is divided into three sections. Each item gets 1 score, so the total scores are 40.

- Section 1: this section is made up of 10 items designed to measure the students’ understanding of ‘Base Words’, of which five are ‘Noun’ and the rest are ‘Adjective’.
- Section 2: this section contains 10 items whose purpose is to assess students’ ability in identifying ‘Prefix’, of which five items focus on ‘Adjective Prefixes’ while the rest are on ‘Verb Prefixes’.
- Section 3: this section contains 20 items, of which 10 items are aimed to measure students’ learning achievement of ‘Verb Suffixes’, 5 items on ‘Adjective Suffixes’, and the rest on ‘Noun Suffixes’.

B. Interview Questions

Sixteen respondents were interviewed about their general understanding and experiences regarding the definitions of prefixes, suffixes, techniques of learning the affixes, benefits and challenges of learning them, common errors of using them, teacher’s instruction on them, and suggestions on improving their learning of the affixes.

3.3. Data Collection

Data collection was conducted in two phases: online testing survey and in-depth interview.

- Phase 1: Online Testing Survey

For phase one, since the students were directly taught and controlled by the researcher, the data collection was carried out in an online format. Moreover, as the study focused not only on Phnom Penh students but also provincial students, the online survey was more convenient. The data collection took place around 60 days, and the questionnaire URL link in the Google Form was sent to the students via Telegram groups. In addition, to prevent from missing responses in any questions, all of them were turned on “required” so that the students did not skip any of them.

- Phase 2: In-depth Interview

In this phase, the researcher conducted in-depth interviews with the selected 16 students to deeper study the students’ perceptions, understanding and difficulties in using ‘Prefixes’ and ‘Suffixes’.

3.4. Data Analysis

The test survey data were coded and entered into the SPSS program for analysis. Descriptive summaries and statistical tabulations were used to present the research findings. Inferential independent t-test was used to compare students’ achievement with regard to gender. The interpretation of the students’ learning achievement in ‘Affixes’ from the test was based on the criteria presented in Table 2 below.

Table 2
Interpretation criteria for the students’ vocabulary learning achievement in affixes.

Score Range	Conclusion	Interpretation
0 – 19.99	Poor	Considerably having very poor achievement in using ‘Affixes’ in English vocabulary.
20 – 27.99	Medium	Considerably having moderate achievement in using ‘Affixes’ in English vocabulary.
28 – 34.99	Good	Considerably having good achievement in using ‘Affixes’ in English vocabulary.
35 – 40	Excellent	Considerably having very good achievement in using ‘Affixes’ in English vocabulary.

The interpretation criteria were developed by the researcher using the total scores.

The interview data were transcribed carefully with the identify of each student was anonymously coded as Student One to Student Sixteen. The transcriptions were then qualitatively analyzed and coded into different themes represented different errors that the students made in their learning of ‘Affixes’

4. RESEARCH FINDINGS

4.1. Participants' Information

There were 110 students participated in the study, 57.3% were female and male 42.7% were male students. Moreover, 60% of the participating students attended the universities in Phnom Penh while 40% of them studied in the provinces. Among them, 33.6% were pursuing Year 1, while sophomores 15.5%, junior students 31.8% and senior students 19.1%. In relation to their majors, English literature students ranked the highest proportion (81.8%), of whom 50.91% were female and 30.91% were male, followed by Information Technology (IT) major (10%), and management (8.2%).

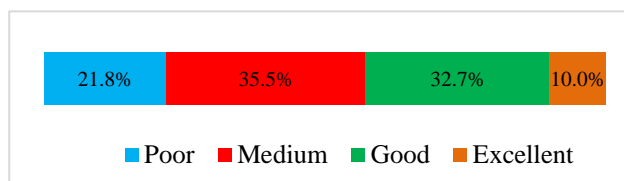
4.2. Students' Achievement in Using Affixes in English Vocabulary

In relation to objective one, the researcher used a 40-item achievement test to assess the students' achievement in using affixes in English vocabulary.

Based on the test results, it was revealed that the students' overall achievement in using 'Affixes' was at a medium level ($Mean=25.63$, $SD=7.477$), meaning the students considerably had moderate achievement in using 'Affixes' in English vocabulary.

Figure 1

The distribution of the students' achievement in using affixes



In addition, categorically, 20.7% of the students had very poor achievement in using 'Affixes' in English vocabulary. Only 10.0% of them fell into an excellent category. Respectively, 35.5% and 32.7% of the students performed at considerably moderate and good achievement in using 'Affixes'.

Furthermore, independent t-test indicated that the students' achievement in 'Affixes' was significantly different in relation to gender ($t(108) = 2.578$, $p = 0.011$). Male students ($Mean = 27.7$, $SD = 7.544$)

performed better compared to female students ($Mean = 24.08$, $SD = 7.097$).

4.3. Students' Errors in Affixes

With respect to objective two, the presentation of the students' errors in affixes were shown based on Base Words, Prefixes and Suffixes.

A. Errors Made with Base Words

For the first section in which students needed to identify the base words out of the 10 words, the students were revealed not to identify the base words accurately yet, particularly for the four syllables up. As evident, only 28.2% of the students could get the correct base word of decentralization, 20% for disempowerment, 33.6% for effectiveness, 37.3% for independence, 39.1% for both democratic and international respectively, and 45.5% for both disadvantages and paternalistic respectively. Only two base words got the most correct responses: 79.1% for incompetent and 76.4% for consultation.

For incorrect responses, the highest one was 80% for disempowerment, followed by decentralization (71.8%), effectiveness (66.4%), independence (62.7%), international and competent (60.9% respectively), as well as disadvantages and paternalistic (54.5% respectively).

Concerning the detected errors of the base words, the results showed that some students seemed to wrongly choose the base words by just deleting the prefixes, for example, centralization from decentralization (35.5%), empowerment from disempowerment (22.7%), advantages from disadvantages (30.9%), and dependence from independence (30.9%). Furthermore, some students just removed the suffixes to consider as the base words, for instance, disadvantage from disadvantages (19.1%), paternalist from paternalistic (22.7%), effective from effectiveness (60.9%), and consultant from consultation (22.7%). In addition, a few students even chose the non-existent base words such as advant from disadvantages (4.5%), incompetete and petent from incompetent (17.3% & 0.9% respectively), inter from international (9.1%), demo from democratic (7.3%), patern, from paternalistic (23.6%), and ness from effectiveness (0.9%) (Table 3).

Table 3

The distribution of the errors students made with 'Base Words'

Testing Words	Expected Response	Errors Detected		
Decentralization	Central 31 (28.2%)	Centralization 39 (35.5%)	Centralize 28 (25.5%)	Decent 12 (10.9%)
Disempowerment	Power 22 (20%)	Empower 39 (35.5%)	Disempower 24 (21.8%)	Empowerment 25 (22.7%)
Disadvantages	Advantage 50 (45.5%)	Advantages 34 (30.9%)	Advant 5 (4.5%)	Disadvantage 21 (19.1%)
Incompetent	Competent 87 (79.1%)	Incompete 19 (17.3%)	Petent 1 (0.9%)	Competitive 3 (2.7%)
International	Nation 43 (39.1%)	International 15 (13.6%)	Inter 10 (9.1%)	National 42 (38.2%)
Democratic	Democrat 43 (39.1%)	Demo 8 (7.3%)	Democracy 55 (50%)	Democratization 4 (3.6%)
Paternalistic	Paternal 50 (45.5%)	Patern 26 (23.6%)	Paternalist 25 (22.7%)	Paternalism 9 (8.2%)
Effectiveness	Effect 37 (33.6%)	Effective 67 (60.9%)	Effectively 5 (4.5%)	Ness 1 (0.9%)
Consultation	Consult 84 (76.4%)	Consultant 25 (22.7%)	Consultive 1 (0.9%)	Tation 0 (0.0%)
Independence	Depend 41 (37.3%)	Dependence 34 (30.9%)	Independent 23 (20.9%)	Dependent 12 (10.9%)

B. Detection of Errors in 'Prefixes'

To find out errors related to prefixes, the researcher divided the test for adjective prefixes and verb prefixes.

▪ Adjective Prefixes

For the adjective prefixes, students were found to understand and use the prefixes well enough as the majority of them chose the right prefixes. According to the table below, most students got high percentages of correct responses. As evident, 77% chose correct prefix dis- for the adjective 'organized', 77.3% selected correct prefix un- for the adjective 'authorized', 53.3% chose correct prefix dis- for 'satisfied', 70.9% chose correct prefix un- for 'scheduled', and 73.6% chose correct prefix non- for 'hierarchical'.

Concerning incorrect responses, some students chose wrong prefixes of adjective 'satisfied' of 42.7%, followed by 'organized' (30%), 'scheduled' (29.1%), 'hierarchical' (26.4%), and 'authorized' (22.7%) (Table 4).

Although majority of the respondents chose the right prefixes for the target adjectives, some errors were also found. Based on the above table, students seemed to favor to choose the known prefixes such as un-, dis-, in-, im- and mis-. Among those, un-, in-, and dis- were the most common errors detected among the respondents. For example, 55.4% chose prefix un-, of which unorganized was (16.4%), unsatisfied (34.5%), unhierarchical (4.5%). For prefix in-, 48.2% favoured to it, in which inorganized was 12.7%, inauthorized 8.2%, insatisfied 6.4%, inscheduled 6.4%, and inhierarchical 14.5%. The third most common prefix was dis- (30%): disauthorized (11.8%), disscheduled (10.9%), and dishierarchical (7.3%). The least common errors were mis- (15.4%) – misscheduled (11.8%), misauthorized (2.7%), misorganized (0.9%) – and im- (1.8%) (Table 4).

Table 4

The distribution of the errors students made with 'Adjective Prefixes'

Testing Prefixes	Expected Response	Errors Detected		
Dis-	Disorganized 77 (70%)	Unorganized 18 (16.4%)	Inorganized 14 (12.7%)	Misorganized 1 (0.9%)
Un-	Unauthorized 85 (77.3%)	Disauthorized 13 (11.8%)	Inauthorized 9 (8.2%)	Misauthorized 3 (2.7%)
Dis-	Dissatisfied 63 (57.3%)	Unsatisfied 38 (34.5%)	Insatisfied 7 (6.4%)	Imatisfied 2 (1.8%)
Un-	Unscheduled 78 (70.9%)	Disscheduled 12 (10.9%)	Inscheduled 7 (6.4%)	Misscheduled 13 (11.8%)
Non-	Non-hierarchical 81 (73.6%)	Unhierarchical 5 (4.5%)	Inhierarchical 16 (14.5%)	Dishierarchical 8 (7.3%)

▪ Verb Prefixes

Concerning the verb prefixes, some prefixes were correctly and commonly recognized by the students such as dis- for verb 'appear' (92.7%), 'qualify' (66.4%), 'encourage' (58.2%), and 'credit' (37.3%), except the prefix de- got the least correct responses of only 15.5% to form the verb for 'skill'. Therefore, the highest incorrect responses fell on 'skill' which was probably not a familiar verb to the students as 84.5% did not choose 'de' to form the verb of skill, while the least incorrect responses were on 'appear' because only 7.3% chose the wrong answers.

For the most common errors of verb prefixes, as shown in Table 5, students seemed to favour prefix un- the most (unskill 63.6%, uncredit 50.9%, unencourage 7.3%, and unappear 0.9%), followed by prefix dis- (discourage 27.3% and disskill 5.5%), prefix in- (inqualify 28.2% and inappear 3.6%), prefix de- (decourage 7.3% and decredit 9.1%), and lastly prefix im- (imqualify 4.5% and imcredit 2.7%). Moreover, students seemed to forget to change the spelling of the verb, for instance, 'discourage', not the right one of 'discourage'.

Table 5

The distribution of the errors students made with 'Verb Prefixes'

Testing Prefixes	Expected Response	Errors Detected		
Dis-	Disappear 102 (92.7%)	Unappear 1 (0.9%)	Misappear 3 (2.7%)	Inappear 4 (3.6%)
Dis-	Disqualify 73 (66.4%)	Imqualify 5 (4.5%)	Misqualify 1 (0.9%)	Inqualify 31 (28.2%)
De-	Deskill 17 (15.5%)	Unskill 70 (63.6%)	Disskill 6 (5.5%)	Underskill 17 (15.5%)
Dis-	Discourage 64 (58.2%)	Unencourage 8 (7.3%)	Disencourage 30 (27.3%)	Decourage 8 (7.3%)
Dis-	Discredit 41 (37.3%)	Uncredit 56 (50.9%)	Imcredit 3 (2.7%)	Decredit 10 (9.1%)

C. Detection of Errors in 'Suffixes'

To find out errors on using suffixes, the researcher also divided into noun suffixes from verbs, adjective suffixes from verbs, noun suffixes from adjectives, as well as noun suffixes for persons.

▪ Noun Suffixes Formed from Verbs

Regarding the noun suffixes formed from verbs, most of the students could understand and use them well enough as they chose the correct suffixes for the verbs: refuse – refusal (68.2%), classify – classification 87.3%, excite – excitement 84.5%,

analyse – analysis 82.7%, and decide – decision 83.6% (Table 6).

However, findings also found some common errors. The verb ‘refuse’ got the most common error of -ation 20.9%, followed by -fication 6.4%, and -ity 4.5%. For the verb ‘classify’, some chose the wrong suffixes such as -fity 8.2%, -ment 2.7%, and -ity 1.8%. Also, the verb ‘excite’ had only a few wrong choices by students such as -fication 7.3%, -ness 4.5%, and -fity 3.6%. Moreover, the verb ‘analyze’ had a few errors such as -ment 7.3%, -fication 6.4%, and -ment 7.3%. Furthermore, ‘decide’ got some wrong choices such as -ment 9.1%, -fication 6.4%, and -ability 0.9%.

Thus, it could be seen that most students (47.4%) favored to choose the familiar suffixes of -ation (such as refutation (20.9%), refusification (6.4%), excitification (7.3%), analyzification (6.4%), and decidification (6.4%). The second most common errors made by the students (19.1%) were -ment as in classiment (2.7%), analyzement (7.3%), and decidement (9.1%). The third most common error was for suffix -ity (18.1%) as in classifyity (1.8%), classifyity (8.2%), excitefity (3.6%), analyzity (3.6%), and decidability (0.9%).

Table 6

The distribution of the errors students made with ‘Noun Suffixes’ formed from verbs

Testing Suffixes	Expected Response	Errors Detected		
-al	Refusal 75 (68.2%)	Refutation	Refusity	Refusification
		23 (20.9%)	5 (4.5%)	7 (6.4%)
-ation	Classification 96 (87.3%)	Classifyity	Classifity	Classiment
		2 (1.8%)	9 (8.2%)	3 (2.7%)
-ment	Excitement 93 (84.5%)	Excitification	Excitefity	Exciteness
		8 (7.3%)	4 (3.6%)	5 (4.5%)
-sis	Analysis 91 (82.7%)	Analyzification	Analyzity	Analyzement
		7 (6.4%)	4 (3.6%)	8 (7.3%)
-sion	Decision 92 (83.6%)	Decidification	Decidability	Decidement
		7 (6.4%)	1 (0.9%)	10 (9.1%)

▪ **Adjective Suffixes Formed from Verbs**

In relation to the adjective suffixes formed from verbs, it could be seen that among the five verbs: most students were able to choose the right answers. The verb ‘produce’ to ‘productive’ got the most correct responses of 83.6%, followed by ‘respond’ to ‘responsive’ 77.3%, then ‘committed’ from ‘commit’ 72.7%, and ‘forgetful’ from the verb ‘forget’ 62.7%, except ‘participatory’ from the verb ‘participate’ with only 41.8% of correct responses.

To find out the errors of adjective suffixes formed from the above verbs, some students were found to

use familiar suffixes for the target verbs such as -ive (committive (20.9%), productive (8.2%)), -ory (commitory (2.7%), productory (6.4%)), -ish (forgetish (3.6%), participatish (0.9%)), -ful (respondful (7.3%), committful (3.6%), productful (1.8%), participateful (15.5%)), which are non-existent or incorrect for those verbs. Some of them also used familiar suffix -ness, for example, ‘forgetness’ (30%) and -less for ‘respondless’ (10%). These errors reflected some students’ unfamiliarity of changing the correct spellings for certain verbs to form adjectives.

Table 7

The distribution of the errors students made with ‘Adjective Suffixes’ formed from verbs

Testing Suffixes	Expected Response	Errors Detected		
-ful	Forgetful 69 (62.7%)	Forgetty	Forgetish	Forgetness
		4 (3.6%)	4 (3.6%)	33 (30%)
-sive	Responsive 85 (77.3%)	Respondless	Repsondish	Respondful
		11 (10%)	6 (5.5%)	8 (7.3%)

-ory	Participatory 46 (41.8%)	Participatual 46 (41.8%)	Participatish 1 (0.9%)	Participateful 17 (15.5%)
-ed	Committed 80 (72.7%)	Commitive 23 (20.9%)	Commitory 3 (2.7%)	Commitful 4 (3.6%)
-tive	Productive 92 (83.6%)	Producive 9 (8.2%)	Productory 7 (6.4%)	Productful 2 (1.8%)

▪ Noun Suffixes Formed from Adjectives

Regarding the noun suffixes formed from adjectives, the majority of the students chose the right suffixes. Among those, 'creativity' got the most correct answers formed from the adjective 'creative' of 90.9%. Moreover, 84.5% of the students chose correct suffix 'specialization' for the adjective 'specialized'. Furthermore, the adjective 'difficult' was the third to get the most correct chosen answers of 'difficulty' (80.9%). The fourth adjective with the most correct answers was 'confidence' for the adjective 'confident' with 73.6%. The least correct one was 'scarcity' for the adjective 'scarce' (62.7%).

For incorrect responses, the highest one was the suffix for the adjective 'scare' of 37.3%, followed by

confident (26.4%), difficult (19.1%), specialized (15.5%), and creative (9.1%) (Table 8).

For the errors for the noun suffixes formed from adjectives, based on results in the table below, it was shown that students still preferred to wrongly choose the familiar suffixes for different base words, most of whom chose suffix -tion as in creativization (4.5%), difficulization (10.9%), scarcitification (23.6%), and confidenization (6.4%). The second most common suffix error was -ity such as creatibility (3.6%), speciality (7.3%), difficulivity (7.3%), and confidenity (10.9%). The third most favoured error was -ness such as scaretyness (10.9%), and confidentness (9.1%). The fourth most common error was -ment such as creativement, specialment, and difficultment (0.9% respectively).

Table 8

The distribution of the errors students made with 'Noun Suffixes' formed from adjectives

Testing Suffixes	Expected Response	Errors Detected		
		Creatibility	Creativization	Creativement
-ity	Creativity 100 (90.9%)	4 (3.6%)	5 (4.5%)	1 (0.9%)
-ation	Specialization 93 (84.5%)	Speciality 8 (7.3%)	Specializedness 8 (7.3%)	Specialment 1 (0.9%)
-ty	Difficulty 89 (80.9%)	Difficulivity 8 (7.3%)	Difficulization 12 (10.9%)	Difficultment 1 (0.9%)
-ity	Scarcity 69 (62.7%)	Scarcedence 3 (2.7%)	Scarcitification 26 (23.6%)	Scaretyness 12 (10.9%)
-ce	Confidence 81 (73.6%)	Confidenity 12 (10.9%)	Confidenization 7 (6.4%)	Confidentness 10 (9.1%)

▪ Noun Suffixes for Persons

The last test was to measure students' ability to identify correct suffixes for persons, in which students needed to read the definitions and then chose the correct nouns with suffixes for the persons. The most correct answer was 'electrician' (87.3%), followed by 'employee' (83.6%), 'pianist' (75.5%), typist (64.5%), and addressee (54.5%). For incorrect responses, the highest one was for the base word 'address' (45.5%), followed by 'type' (35.5%), while the lowest one was for 'electricity' (12.7%).

Regarding detection of suffix errors for persons, the results showed that most students seemed to use a familiar suffix '-er' for most answers, for example pianoer (9.1%) and electriciter (1.8%). Although the choices of addresser (20.9%), typer (33.6%), employer (14.5%) exist, they did not match with the correct definitions. Moreover, the second preferred suffix for person was '-or' such as addressor (19.1%), employer (1.8%), and electricitor (7.3%). The third most error was suffix '-ist' such as pianoist (13.6%), addressist (5.5%), and electricist (3.6%).

Table 9

The distribution of the errors students made with 'Noun Suffixes' for persons

Testing Suffixes	Expected Response	Errors Detected		
-ist	Pianist 83 (75.5%)	Pianoer	Pianoee	Pianoist
		10 (9.1%)	2 (1.8%)	15 (13.6%)
-ee	Addressee 60 (54.5%)	Addresser	Addressor	Addressist
		23 (20.9%)	21 (19.1%)	6 (5.5%)
-ist	Typist 71 (64.5%)	Typer	Typisee	Typor
		37 (33.6%)	1 (0.9%)	1 (0.9%)
-ee	Employee 92 (83.6%)	Employer	Employor	Employist
		16 (14.5%)	2 (1.8%)	0 (0%)
-ian	Electrician 96 (87.3%)	Electriciter	Electricitor	Electricist
		2 (1.8%)	8 (7.3%)	4 (3.6%)

4.4. Students' General Perceptions and Understanding of 'Affixes'

For the interview, 16 students were chosen among the 110 participants from the previous survey. They were selected based on the scoring categories and conveniences. All of them are students who reside in Phnom Penh. 50% of them studied in morning session, while 43.8% studied in the evening, and 6.3% were in the afternoon session. Among them, 10 were female and 6 were male.

▪ Definition of Prefixes and Suffixes

Regarding the definitions of prefixes and suffixes, all of the respondents could give clear definitions and examples.

▪ Techniques of Learning Prefixes and Suffixes

Concerning the techniques to learn the prefixes and suffixes, all the students raised a variety of techniques such as word analysis, memorization, word families, contextual learning, practice exercises, online resources, vocabulary list, charts, and word review. Moreover, note-taking was also considered an important method to learn those affixes by the students. Furthermore, there were three students who raised that Google and Youtube were also effective methods to learn the affixes.

For instance, Student Three raised: *"The techniques that I use to prefixes and suffixes are using the word list, using charts to remember, and reviewing in the free time."*

Among those techniques, some mentioned that practice exercises were the most effective to learn the prefixes and suffixes. Some said that memorization was the most effective one for them, while some raised that review was the most appropriate one.

For example, regarding the most effective technique, Student Five said, *"Do exercises. Because when I do exercise every day, it makes me remember more words, know how to use them, and understand them better."*

As Student Fourteen said, *"It has no exact rule for the prefixes and suffixes in English, so we have to note every word that we have met to improve our vocabulary."*

Moreover, Student Ten also raised similar ways, *"I think the most effective is taking note, which will be helpful later on when I am back home and need to review about it. Moreover, I can do more research on it from Google."*

Besides Google, Student Twelve mentioned that YouTube was the most effective method to learn prefixes and suffixes as he could learn not only from local teachers but also from foreign teachers.

In addition, Student Thirteen described her techniques as below:

"I read the definitions and how they are used. I separate the important points of prefixes and suffixes to find out their differences. The easy way to understand clearly is that I look at examples. I do the exercises that have in the textbook. I find more exercises in YouTube or Google."

▪ Benefits of Learning Prefixes and Suffixes

When asked to mention the benefits of learning and recognizing the prefixes and suffixes, the interviewed students raised about vocabulary expansion, reading comprehension, word knowledge, writing skill, effective communication, word formation, language learning efficiency, and academic and professional success.

As Student Three raised, *“Learning and recognizing those prefixes and suffixes help me understand unknown English words that I come across. Moreover, it can help me become better at spelling.”*

▪ Challenges of Learning Prefixes and Suffixes

However, the challenges in learning the prefixes and suffixes, a majority of the interviewed students raised about memorization, irregularities, and language variability. Most of them complained that they could not remember all the new words and their parts of speech after changing the meaning.

Being asked about difficulty of learning the affixes, Student One replied, *“I have faced several difficulties when learning prefixes and suffixes. Here are some of the common challenges: similar meaning, spelling variations, and weak base vocabulary.”*

Student Three said, *“The difficulty that I face in learning prefixes and suffixes is the fact that I cannot remember all the new words and cannot remember part of speech after changing the meaning.”*

Student Nine similarly raised, *“The difficulty I face in learning prefixes and suffixes is when the beginning or ending to a word makes it a different part of speech, a different tense, or even a different number.”*

Besides these, Student Four also raised about her difficulty of learning prefixes and suffixes such as lack of context, cultural differences, and complexity.

Furthermore, Student Ten complained, *“The difficulty in learning prefixes and suffixes is when I have added a wrong prefix or suffix into a based word, which becomes a non-existent one.”*

▪ Common Errors of Prefixes and Suffixes

For the common errors of using prefixes, incorrect spelling and word formation were the most common ones raised by the respondents. Most of the respondents raised the examples of the prefixes such as im-, ir-, mis-, dis-, and non- that were the common errors they made, while a few students also mentioned about prefixes il- and -un.

Student Six gave an example of the prefix error, *“We use the wrong prefixes with the word. For example, ‘legal’ must be ‘illegal’, but we use ‘unlegal’”.*

Student Two raised, *“Sometimes I got confused with im-, ir-, mis-, and non- when we added these letters to make the negative meaning of the root words.”*

Student Nine mentioned:

“The common errors I usually meet in using prefixes are prefixes don’t have one settled meaning, but instead multiple meanings. For example, the prefix “in-” can mean “in,” as it does in the word “influx” which means a flowing in. But it can also mean “not,” which we see in the word “invalid” or not valid.”

For the suffixes, the common errors which were mentioned by the respondents were confusion of word endings, failure to change spelling, and word class confusion. For instance, suffixes -ment, -tion, -ity, and -est were the common errors they made.

Student Two said, *“I could not recognize well with -ment, -tion, -ity, and -est.”*

Student Ten raised:

“The same case as prefixes. Sometimes I get confused and misspell suffixes especially with -tion and -sion; for example, Innovation instead of innovation. Moreover, I use incorrect suffix; for instance, sometimes I am not sure when to add the suffix -s and -es.”

▪ Teachers’ Instruction and Suggestions

In relation to their teacher’ instruction of prefixes and suffixes in the classroom, teachers were said to play a crucial role in providing clear explanations, engaging activities, and practice opportunities to help them grasp the concepts and apply them effectively, as raised by Student Sixteen.

For suggestion to improve their vocabulary learning of the prefixes and suffixes, the respondents needed the teachers to assign more practice and quizzes, use flashcards, and engage with text to help them see the words in action and grasp their usage much faster. Furthermore, teachers should review the lessons and use Q&A method.

Furthermore, Student Four suggested, *“In order to demonstrate how prefixes and suffixes are used, I would like my teacher to include their instruction in a variety of contexts, including science, history, literature, and mathematics.”*

Moreover, Student Five stressed that teachers' role was extremely important since they were the ones who taught the students how to use the affixes, explain the meanings, and corrected the mistakes they made in order to enable them to comprehend better.

5. DISCUSSION

As having shown in the findings section, this study found out that students had a moderate overall learning achievement in affixes. In regard to the reasons why most of them in the present study did not obtain high vocabulary learning achievement in affixes, according to the researcher's personal teaching experience, prefixes and suffixes do not have exact rules for students to remember how to use them unless they read to understand meanings and do exercises as often as possible to acquire the target affixes. In addition, based on the interview results, most of the students brought up their challenges of studying prefixes and suffixes namely memorization, irregularities, and language variability.

Hien and Nhan, (2022) that suggested students should not only memorize words, but they had better enlarge their vocabulary and comprehend the meaning of words from affixes. Moreover, they should regard using affixes as a way to enhance their knowledge of the words. As raised by Salih et al. (2023), the students who grasp the understanding of affixes can regarded to have a powerful weapon to be the 21st century skillful students and to infiltrate in the most competitive job markets.

Furthermore, one of the difficulties as raised by the interviewees that all the new words were difficult to

remember and to recognize the parts of speech after changing the meaning. This was consistent with the study of Braiek (2014) who made a conclusion that the majority of the students struggled with forming new word classes using affixes.

Also, the interviewees raised about the difficulty of learning prefixes and suffixes because of contextual shortages, cultural differences, and complexity. Based on personal teaching experiences of the researcher, affixes are included in a small portion in the lessons, which cannot help students develop their vocabulary learning. Moreover, the affixes are usually given separately in a few words, not integrated into the passage or text, which makes students feel difficult when facing them in the reading text in the test.

Another main finding of this present study was in relation to gender, in which male students were revealed to score higher in their affix test than their counterparts. This might show that male students had more knowledge on affixes than their female students. However, there is no clear reason behind this difference between the performance of male and female students.

The above finding was consistent with the study of that Al-Mekhlafi (2015) studied about the relationship between affixation awareness and linguistic intelligence among Yemeni EFL learners and whose findings showed that male students' scores were higher than their female counterparts in the tests, which revealed a statistically significant difference between the two samples. However, this finding was contrary to the study of Braiek (2014) whose finding revealed that female students had more knowledge of affixes than their male counterparts.

Concerning the common errors of affixes made by the students, it could be divided into three main kinds of errors. First, the students made errors in matching the base words with correct affixes. These kinds of errors could derive from the students' overgeneralization on some certain affixes by using only familiar ones regardless of the word forms. Even though the students could give clear definitions and raise a lot of techniques of learning affixes as shown in the interview phase, they still made a lot of errors in

matching base words with correct prefixes and suffixes as shown in the survey results.

Second, the students made errors in spellings for the affixes. The errors could occur as students might not pay attention to some spelling rules for specific affixes, which made them fail to recognize the changes of words with certain affixes. As can be seen in the survey results, students chose the incorrect responses, most of which were even non-existent to be used with the target base words. As evident, the interviewees raised that confusion of word endings, failure to change spelling, and word class confusion were the causes of the errors.

Third, the students were unable to identify the correct parts of speech formed from the base words. As can be seen from the survey findings, some students seemed to choose only familiar affixes for the target words without realizing the correct parts of speech. Moreover, the interviewees raised the issues of not remembering all the new words and their parts of speech after changing the meaning. Based on personal teaching experience, when students met new words and affixes, they seemed to produce the errors as they had never used those words, for example, 'deskill' to form the verb of 'skill'.

This was in line with the study of [Ramadan \(2015\)](#) that also raised overgeneralization and misapplication of rules was one of the main causes of morphological errors. Moreover, it was also consistent with the study of [Akande \(2005\)](#) that brought up some factors for the errors namely the inconsistency in English morphological rules, overgeneralization of rules, misapplication of rules and interference of the subjects' mother tongue on English.

6. CONCLUSION

6.1. Conclusion

The aim of this study was twofold: to assess students' vocabulary learning achievement in affixes, and to explore students' common errors in affixes in relation to verbs, adjectives, and nouns. Based on this study's findings, out of the 110 students, 20.7% were poor, 35.5% were medium, 32.7% were good, and only 10% were excellent in their vocabulary learning achievement in affixes. In addition, male students

were found to score a bit higher than their female counterparts since male got 27.70, while the female got only 24.08 for their mean scores.

Regarding the common errors of using affixes in the study, mismatching the base words with correct prefixes and suffixes, spelling errors, inability to identify correct parts of speech were revealed to be the common errors the students made. The factors that might cause these common errors were in terms of overgeneralization, lack of understanding spelling rules, as well as occurrence of new words and affixes.

Finally, based on the conclusions drawn from the findings, the researcher would give some recommendations for EFL teachers. First, they should often include proper instruction of word formation activities in their English classes. Second, they should include affixes in texts to enhance their students' vocabulary development. Third, they should try to review those affixes through as frequent practices and quizzes as possible.

6.2. Implications

In light of the findings of the present study, there are two pedagogical implications for teachers and curriculum designers. First, some teachers might not include enough instruction of affixes along with enough practices regarding new word formation by using affixes in their English classes. Thus, teachers should use different methods in their classes to raise students' awareness to use various affixes so that they will be able to read and understand a variety of texts. Second, it could be related to curriculum implication as the designers might not focus enough on developing students' English vocabulary skills, particularly on word formation by using affixes. Therefore, the curriculum designers should consider to include various word-formation strategies in the curriculum to help raise students' morphological awareness and, in particular, to enhance their English vocabulary learning achievement in affixes.

6.3. Limitation and Direction for Further Study

The present study has a few limitations. First is limitation of data technique as the researcher used only a 40-item test to assess the students' vocabulary learning achievement in base words, prefixes and suffixes, which could not cover various aspect of

vocabulary learning development. In addition, there was difficulty in determining what exact reasons that male students could get higher scores than their female counterparts. Moreover, method is another limitation since the researcher conducted the online survey in Google form and sent via telegram to the target students in only a few universities in Phnom Penh and provinces; thus, the number of samples did not cover the whole country.

For the future study, the researcher may conduct in a number of directions. First, for later research, the researcher will design a much better test to cover other key aspects of EFL students' vocabulary learning development in affixes so as to get a more comprehensive understanding of how effective instruction shall be conducted by teachers in their English language classes. Second, the researcher will conduct a gender-related study on errors of affixes to find out a more comprehensive results of male-female students' vocabulary learning achievement differences. Last but not least, the researcher will collect student samples which cover more universities than this in the whole country.

Acknowledgement

The author is deeply indebted to the Institute of Humanity and Social Sciences, the Royal Academy of Cambodia, for granting the financial support which led to the implementation of this research. Moreover, he would like to pay his greatest thanks to Mr. Tong Ly and Mr. Sothea Seng for their advice and review in this study. Furthermore, he also wishes to thank to all the parties concerned, including the deans, lecturers, and particularly to the undergraduate students in the academic year 2023-2024 at the University of Cambodia, Khemarak University, Angkor Khemara University, and Human Resource University, whose cooperation means the world to this research.

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**Chumrong
CHHOM**



Workplace:

- Secretariat of Council of Academicians, Royal Academy of Cambodia (SCA-RAC)

B.Ed. in TEFL

Institute of Foreign Language (IFL), RUPP

MA in TEFL

Norton University, Cambodia

Research Interest:

- Learning engagement
 - Language performance
 - Motivation & attitude
 - Teaching and learning grammar
-

APPENDIX

Test on English Affixes

I am doing research on “Analysis of Cambodian EFL Undergraduate Students’ Vocabulary Errors in English Affixes;” therefore, I would like to invite you all to spend around 40 minutes to respond to this survey. The purpose of this research is to find out the students’ performance related to using affixes on their vocabulary learning focusing on root words, prefixes and suffixes. Thus, your participation can help create necessary data and useful knowledge related to the above research, which is the most current issue that has been comprehensively studied in Cambodia yet.

Your participation in this study will not involve any risk to the respondents because the information which is provided to me is kept confidential and used by me in the purpose of organizing, analyzing, and writing the research report only.

I would like to deeply thank for your participation in this survey.

Part 1: General Information

- Q1. Gender: Male Female
- Q2. Age: Below 18 18-24 25-30 Over 30
- Q3. Location of University: Phnom Penh Province
- Q4. Type of University: Public/State Private
- Q5. Study Session: Morning Afternoon Evening Weekend
- Q6. Current Level: Year 1 Year 2 Year 3 Year 4
- Q7. Major: English Literature Finance and Banking Accounting
 Management Law Others

Part II: Students’ Knowledge in Using Affixes

Section 1: Base Words

Choose correct base words among the following choices.

- What is the base word for *decentralization*?
A. centralization B. centralize C. central D. decent
- What is the base word for *disempowerment*?
A. power B. empower C. disempower D. empowerment
- What is the base word for *disadvantages*?
A. advantage B. advantages C. advant D. disadvantage
- What is the base word for *incompetent*?
A. incompete B. competent C. petent D. competitive
- What is the base word for *international*?
A. international B. inter C. national D. nation

6. What is the base word for *democratic*?
A. demo B. democrat C. democracy D. democratization
7. What is the base word for *paternalistic*?
A. patern B. paternal C. paternalist D. paternalism
8. What is the base word for *effectiveness*?
A. effect B. effective C. effectively D. ness
9. What is the base word for *consultation*?
A. tation B. consultant C. consult D. consultive
10. What is the base word for *independence*?
A. dependence B. depend C. independent D. dependent

Section 2: Prefixes

Choose correct prefixes for the following words.

11. What is the best prefix for *organized*?
A. unorganized B. disorganized C. inorganized D. misorganized
12. What is the best prefix for *authorized*?
A. unauthorized B. disauthorized C. inauthorized D. misathorized
13. What is the best prefix for *satisfied*?
A. unsatisfied B. dissatisfied C. imsatisfied D. insatisfied
14. What is the best prefix for *scheduled*?
A. unscheduled B. disscheduled C. misscheduled D. inscheduled
15. What is the best prefix for *hierarchical*?
A. unhierarchical B. non-hierarchical C. dishierarchical D. inhierarchial
16. What is the best prefix for *appear*?
A. unappear B. disappear C. misappear D. inappear
17. What is the best prefix for *qualify*?
A. disqualify B. imqualify C. inqualify D. misqualify
18. What is the best prefix for *skill*?
A. unskill B. disskill C. deskill D. underskill
19. What is the best prefix for *encourage*?
A. discourage B. disencourage C. decourage D. unencourage
20. What is the best prefix for *credit*?
A. uncredit B. decredit C. discredit D. imcredit

Section 3: Suffixes

Choose correct suffixes for the following words.

21. What is the correct suffixed form of *refuse*?
A. refutation B. refusal C. refusity D. refusification
22. What is the correct suffixed form of *classify*?
A. classification B. classifyity C. classifyity D. classiment
23. What is the correct suffixed form of *excite*?
A. excitification B. excitefity C. excitement D. exciteness
24. What is the correct suffixed form of *analyze*?
A. analyzification B. analysis C. analyzement D. analyzity
25. What is the correct suffixed form of *decide*?
A. decidification B. decidement C. decision D. decidability
26. What is the correct suffixed form of *forget*?
A. forgetful B. forgetty C. forgetish D. forgetness
27. What is the correct suffixed form of *respond*?
A. responsive B. respondful C. respondish D. respondless
28. What is the correct suffixed form of *participate*?
A. participial B. participateful C. participatory D. participatish
29. What is the correct suffixed form of *commit*?
A. committed B. commitive C. comitory D. commitful
30. What is the correct suffixed form of *produce*?
A. producive B. productive C. productory D. productful
31. What is the correct suffixed form of *creative*?
A. creatibility B. creativity C. creativization D. creativement
32. What is the correct suffixed form of *specialized*?
A. specialization B. specializedness C. speciality D. specialment
33. What is the correct suffixed form of *difficult*?
A. difficulization B. difficulivity C. difficulty D. difficultment
34. What is the correct suffixed form of *scarce*?
A. scarcification B. scarcity C. scarcetyness D. scarcedence
35. What is the correct suffixed form of *confident*?
A. confidenization B. confidentity C. confidentness D. confidence
36. A person who plays the piano is called _____.
A. pianoer B. pianist C. pianoee D. pianoist

37. A person to whom a letter is addressed is called _____.
A. addresser B. addressist C. addressee D. addressor
38. A person who types letters and other documents is called _____.
A. typer B. typist C. typisee D. typor
39. A person who is employed by someone is called _____.
A. employer B. employist C. employee D. employer
40. A person who fixes electricity is called _____.
A. electriciter B. electricist C. electrician D. electricitor

Thanks for spending your valuable time to complete this survey!

Questions for Follow-up Interview Guide

1. How do you define prefixes? How are they used? Please give a few examples.
2. How do you define suffixes? How are they use? Please give a few examples.
3. What techniques or methods do you use to learn prefixes and suffixes?
4. Among the techniques you have, which one do you think is the most effective for you? Why?
5. What are the benefits of learning and recognizing those prefixes and suffixes in your everyday study?
6. What difficulty do you face in learning prefixes and suffixes?
7. What are the common errors do you usually meet in using prefixes?
8. What are the common errors do you usually meet in using suffixes?
9. What do you think of the instruction of prefixes and suffixes in your English classroom? Do you think the teachers' instruction can help you improve your learning and using prefixes and suffixes?
10. Regarding prefixes and suffixes, what suggestions or requests do you want your teachers to do to improve your learning them?