

Investigating the Difficulties Encountered by
Iraqi EFL University Learners' Performance in The
Pronunciation of Morphophonemic Changes at College Level English
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Abstract

This study is mainly concerned with the morphophonemic changes as one of the of the common and essential processes in the English derivation on the one hand , and as a problematic area for English language learners on the other hand .

This study aims at investigating the difficulties encountered Iraqi EFL university learners in their pronouncing of morphophonemic changes .

To achieve the aim above the present study hypothesizes that : the learners do not encounter difficulties in the pronunciation morphophonemic changes .

The hypothesis has been verified through adopting a diagnostic test of two questions . The test has been applied to a sample of 140 Iraqi EFL learners at their fourth year from department of English , College of Education , University of Wasit during the academic year 2010-2011. Then the subjects' responses have been collected and analyzed to draw the findings of this study.

The analysis gives the following results :

1-Iraqi EFL university learners face difficulties in the pronunciation of morphophonemic changes as the highest rate of their incorrect responses in Q1 , Q2 (66.7,58.67) which outweighs the rate of their correct responses (33.7, 41.33).

2-The students face more difficulty at the production level than the recognition level.

In the light of the results , certain recommendations and suggestions have been put for further studies.

1.1 The Problem and Its Significance

To learn any foreign language , the learner is to acquire all its skills and rules. Thus, any sort of weakness during practicing the language , the learner commits errors especially in phonology ,i.e., when the speaker speaks or pronounces the word in another way there will be mishearing by the hearer . As an essential activity in the target language as the pronunciation students must acquire all aspects of its components .Weern and Thueunissen(1986:2) point out that "there are good reasons for not neglecting pronunciation skill .They state that:1-a good pronunciation make oneself understood ,2- the message across easily ,and 3- pronunciation is quite attractive.

Undergraduate college students ,whose major job is teaching English ,still face difficulty in recognition and pronunciation words after adding certain suffixes ,i.e., morphophonemic changes . The students were observed , after along period of learning English language , lacking the ability of the recognition and the pronunciation of the morphophonemic changes.

Committing such errors in pronunciation of morphophonemic changes indicates that they would not be a good modal , and this in turn will affect the achievements of the pupils in this area of the language learning .Al-Hamash (1985:20) states that " if the teacher lacks efficiency in the language skills , he is a poor modal .The teacher, then ,is the cornerstone of the process of language learning and teaching . Being so important , the teacher ,therefore ,ought to have a native like in the foreign language he is teaching"

1.2 Values of the Study

The values of the study stems from the following :

- 1-The theoretical value lies in presenting a survey of morphophonemic changes related to the pronunciation .
- 2- The practical value lies in :a- the study will provide pedagogical implications for teaching pronunciation ,b-it also has the practical value for the dictionaries designers to design a new dictionary contains the morphophonemic changes ,since this feature is absolutely ,if not partially, disappeared in many dictionaries.

1.3 Aims of the Study

The study aims at :

- 1- Showing the importance of morphophonemic changes .
- 2- Investigating the problems (difficulties) that face the students in their performance of pronouncing morphophonemic changed words .

3- Drawing conclusions and suggesting solutions for further studies.

1.4 Hypothesis of the Study

The present study assumes that:
Students at Wasit University /College of Education /English Department face no difficulties in their pronouncing of words with morphophonemic changes.

1.5 Scope of the Study

The study is limited to :
1-The morphophonemic changes ;the change that takes place in the pronunciation of the original (stem) after adding certain suffixes.
2-Fourth stage students ,College of Education ,English department, at Wasit University .

1.6 Procedures of the Study

The procedures adopted in the current study are as the followings:

- 1-Write the related literature theoretically.
- 2-Constructing a test to elicit students' performance in the pronunciation of morphophonemic changes.
- 3-Testing the hypothesis of the study.
- 4-Analyzing results and data.

2.1 Introduction

Right from the beginning ,the morphophonemic study concerns with morpheme as well as phonology .It can be considered as a separate field of grammar , since it tries to ; classify , analyze , and show how the morpheme operate in the phonological level . So it is a midway between Grammar and phonology.

2.2 Definition of "Morphophonemic"

First of all we have to know what is meant by morphophonemic (Mph henceforth) .Mph is that branch of linguistics which studies morpheme from the point of view of their phonological shapes . Morphemes is abstract units of grammatical analysis which appear in various phonological shapes. (Thakur,1997: 56)

Mph enumerates, analyzes, and classifies such phonological shapes with the purpose of providing an understanding of how morphemes operate at

the level of phonology. Lyons (1968:116) describes it as "a section of linguistic description intermediate between grammar and phonology". Mph is a term used mostly in American linguistics. In British linguistics "morph phonology" and sometimes even the shorter term "morphology" is used as its synonymous term. (Thakur, 1997:46)

2.3 The Morphophonemic Changes

We have already known what is meant by Mph, but what is Mph changes (Mphch henceforth) which is too much concerned in the present study. Stager (1981:135) states that "one set of nouns has as the stem of the plural an allomorph is different from the stem of the singular. The morpheme {calf} for example, has /kaf/ as a singular allomorph but /kav-/ as the plural allomorph, and the plural suffix /-z/ conforms to the voiced sounds /v/. Changes in the phonemic form of allomorphs as they appear in different forms of a word are called Mphchs.

Principally, the present study concerns with only the changes that take place in the pronunciation of the stem after adding certain suffixes, such as the following examples:

House + s /hauzðz/
Mouth + s /mauðz/
Christian +ity /kristiænðti/
Calf + s /kavz/

(Thakur, 1997:46)

Some nouns ending in /f, θ/ do not make a Mphch, like chiefs: others have two forms of plural, like /yuθs/ or /yuðz/.

(Stager, 1981:135)

2.4 Bloomfield's Process of Mph

Leonard Bloomfield captured a new description of the process of Mph representations. Fudge (1973:91) states that "Bloomfield's procedure was This:

"Whenever possible take one allomorph (alternant in his terminology) as a basic, and derive the other from it by rule. So in knife, he takes the phonemic shape /knaif/ as the basic alternant or undertaking form, and specifies as a set of procedures for obtaining the correct alternant. Thus, the 'peculiarity' of the plurals of knife, mouth, house can be described by saying that the final { f, θ, s }

underlying singular is replaced by / v , z , ð / before the bound form {=plural suffix} is added" .

This means that the correct description here is a series of steps or procedures , two applied to /naif/: 1- change the voiceless final to voiced ;2- attach the appropriate alternant of the plural suffix . Ibid (1973 : 95) shows that "Bloomfield introduces two fundamentally important notions: a- mutation rules (rules that change one thing into another ,or replace one with another) ; and b- process of rule order: processes , at least some times.must be applied in particular sequences to get the correct results.

3.1 Introductory Note

This section attempts to explain the procedures that have been used in this study and describe the following topics : objectives of the test, material selection , test design ,and the sample of the study . It is also concerned with the discussion of the test virtues in term of reliability and validity through the use of the statistical means .

Finally, this section describes the pilot and the main administration of the test along with the scoring scheme which has been adopted .

3.2 Objectives of the Test

Language testing represents a measured concentration on language and knowledge (Davis,1999:9) . Testing in language provides a balance between the practical and technical aspects of language testing that is neither too complex nor too simple (Bachman ,1990:20) . The test is useful to compare the performance of students to each other .the present test has been constructed primarily to investigate the ability of EFL university learners in pronouncing Mphch. It is a diagnostic test aiming at measuring the area of difficulty encountered by Iraqi EFL university learners in the pronunciation of Mphch. As well as trying to identify the causes of their errors so that the appropriate remedial recommendations can be suggested on the basis of the test results.

3.3 Material Selection

The whole sample has been exposed to the same test in "Mphch" whose material is taken from the morphological and phonological ,and grammatical books such as " An Introductory English Grammar (1981) by N. Stagberg " in addition to the other books mentioned in section two.

Moreover, the selection of the items of the test and its questions have been approved by a jury of experienced university lecturers .List of the names of the jury members arranged according to their academic ranks:

1-Asst. Prof. Adil Abid Salih , English Language Department ,College of Education, Wasit University (Ph.D.)

2-Asst .Prof. Ali Muhsin Gharab ,English Language Department, College of Education,Wasit University ,(Ph.D.)

3-Asst.Prof . Fida'a Muhsin Mutar ,Oriental Studies Department ,College of Art ,Wasit University ,(Ph.D.)

4-Asst. Prof . Inaas Naji Kadhim ,English Language Department, College of Education, Wasit University ,(Ph.D.)

5-Asst.Prof. Wa'el Taqi Abid Al-Hadi, English Language Department ,College of Education ,Wasit University ,(Ph.D.)

6-Inst. Hashim Eaiwi Mumamed , English Language Department, College of Education, University of Wasit ,(M.A.)

7-Inst. Mazin Jasim Muhamed, English Language Depatment, College of Education, Wasit University ,(M.A.)

3.4 Test Design

The test has been designed in a way that tests the subjects at both levels : recognition and production .It consists of two questions : the first is designed to measure the subjects ' responses at the recognition level , while the second question is formed to measure the subjects' responses at the production level .Each question has 25 items . The second question consists of 25 items each of which has four options aimed at measuring the subjects' ability to choose the correct pronunciation (sounds) of the Mphch (see appendix 1) .

First question is a gap filling exercise . In this respect ,Van Else(1984:323) claims that "gap filling items are more reliable , more valid , and preferred by teacher". This question includes 25 items ,the testees are required to supply a correct form of the appropriate transcription to the words given (before and after)adding certain suffix (see appendix 1) .

Finally , a good test should meet different criteria : validity , reliability, economy , scorability , and administrability (Harrison , 1993:10) These are going to be discussed in some detail in the following sections.

3.5 Validity and Reliability

Validity is the appropriateness of a given test or any of its components parts as a measure of what it is supposed to measure (Alderson et al.,1995:170). For Bell(1981:192) and Davis (1999:21), validity is concerned with the truth of the test and its relations to what it is intended to test . To achieve the test surface credibility or public acceptability ,the present test has been exposed to some administrators who have been shown their approved of the test as a whole (see appendix 1)

Content validity depends on the analysis of the language being tested and the objectives of a particular course (Heaton ,1988:160). Thus, the items of the present test are assumed to be valid as they are constructed to satisfy the items of the test (see section 3.2)

Furthermore, the test has been submitted to a jury of experts (see section 3.3) in order to assess its face and content validity .The jury has judged the test as being valid to measure the purpose for which it is designed and offered some suggestions which have been taken into consideration ; accordingly ,certain instructors have been modified whereas some items have been replaced by others .

On the other hand , reliability is the means which seeks for the accuracy of scoring and accuracy of administration procedures of the test (Gronlund ,1976:102). Stiggins (1999:23) states that" reliability refers to the consistency of assessment scores and it shows the statistical methods used to establish consistency of students ' performance within a given test or a cross more than one test .See also (Weir,1993:20).

A test is reliable if its scores remain relatively stable from one administration to another (Harris , 1969:144). To ensure that, a definite scoring scheme has been used see (section 3.9)

In addition , the instructions of the test were clearly explained and the subjects were encouraged to answer the question of the test .

Heaton (1988:163-4) mentions that there are different methods for estimating the reliability of a test such as : test-retest, two equivalent forms ,split-half ,and Kurder-Richardson method. The method adopted to estimate the reliability of the present test is Kurder-Richardson of which the following formula can be considered :

$$R = N / N1(1-(N-m)/Nx2)$$

R : stands for "reliability"

N :stands for "the number of the items in the test"

m : stands for "the mean of the test scores"

X : stands for " the standard deviation of the test scores "

The computation of this formula has yielded that the reliability coefficient of the present test is (0.9) which is a highly positive correlation.

3.6 The Sample

The sample of this study consists of 140 of 4th. Year Iraqi EFL university learners of the department of English in the college of education at University of Wassit during the academic year (2010-2011).Repeaters and teachers have been excluded because they may affect the results of the present study .

The fourth year students are chosen to apply the test because they are most advanced and qualified learners in the area of phonology and morphology ,and the topic of the test under investigation has been taught to them in their second and third year of the study at university.

The total number is only 140 subjects ,70 subjects from each section.The subjects represent (80 %)of the total number of the students (see table 1)

The following table shows the representative rate of the sample :

Table(1)

University	Total	Numberof Participants	Representative Rate
Wassit	150	140	80%

3.7 Pilot Administration

The pilot test was carried out immediately after the construction of the test .The aim behind the administrations of the pilot test was to specify the time required for the main test ,to see whether the items of the test are clear to the subjects ,to check which of them needs modifications ,and to analyze the items to determine their effectiveness in terms of item difficulty and discrimination power of the item (see section 3.7.1).

A pilot test was applied on the 5th. of February 2011 to twenty subjects chosen randomly from the fourth year students in the department of English

,college of education /Wasit University .Those subjects were excluded from the main test

The results of the pilot test has indicated that the time required to answer the whole items of the test was one hour. All the results obtained from the pilot administration of this test had been incorporated to the final version of the test.

3.8 Item Analysis

According to Davis(1968:192) , item analysis " a means of estimating how much information each single item in a test contributes to the information provided by the test as a whole ". It is another technique which can be used with performance –reference test through the unidimensional trait assumptions underlying their use (Baker,1989:89).

Item analysis is the systematic evaluation of the effectiveness of the individual items of a test .The aim of such analysis is to examine the test items of ease of difficulty and to discriminate between good and weak students (Brown,1996:50).

The difficulty level or(facility value) of each item is indicated by the percentage of students who get the item right (Groulund,1976:211).

Khoday(1999:125)defines item difficulty as "the proportion of test takers who selected the keyed responses of a given multiple choice item .

The following formula is used to find out the level of difficulty for each item in the tests :

$Fv = \frac{N \text{ correct}}{N \text{ total}}$,this formula can be illustrated as follows:

Fv : stands for "facility value"

N correct :stands for "number of student answering correctly"

N total : stands for "the total number of the students taking the test"

(Brown,1996:65)

After applying this formula to the results of the test ,it has been appeared that the item difficulty ranges between 0.12 to 0.80 (see Table 2). In this respect , Bloom, et al.(1981:95) point out that a good spread of results can be obtained if the items vary in difficulty from 0.20 to 0.80. Therefore , the item difficulty of the present test is satisfactory.

On the other hand, the following formula has been used to find out the item discrimination power :

$$DP = \frac{RU - RL}{1/2N}$$

This formula can be illustrated as follows :

DP: stands for "discrimination power"

RU: stands for "the number of the students in the upper group who got c

RL: stands for "the number of the students in the lower group who got the item correct"

N: stands for "the total number of the testees included in the item analysis"

(Brown,1996:65)

After calculation , it has been found the discrimination power is between 0.20 and 0.80 (see Table).In this respect , Ahman and Glock (1975:139)assert that a good result can be obtained if the items vary in their discrimination power (0.20 and above). Accordingly, Ebel(1972:359) admits that "good classroom test items have indices of discrimination of (0.30 or more)". See also Ferguson(1966:167)and Larson(1982:221).

The following table shows the facility value and discrimination power of the test items:

Table(2)
The Facility Value and the Discrimination Power of the Test

No.of Question	No.of Item	FV.	DP.	No.of Question	No.of Item	FV	DP.
	1	0.23	0.48		1	0.43	0.75
	2	0.59	0.54		2	0.28	0.77
	3	0.34	0.66		3	0.77	0.65
	4	0.76	0.29		4	0.54	0.60
	5	0.55	0.63		5	0.32	0.36
	6	0.30	0.80		6	0.69	0.76
	7	0.53	0.65		7	0.50	0.86
	8	0.43	0.35		8	0.78	0.53
	9	0.40	0.61		9	0.56	0.43
	10	0.45	0.74		10	0.54	0.44
Q(1)	11	0.25	0.65	Q(2)	11	0.44	0.75
	12	0.31	0.53		12	0.35	0.43
	13	0.52	0.36		13	0.60	0.67
	14	0.49	0.38		14	0.54	0.25
	15	0.76	0.40		15	0.78	0.58

16	0.35	0.27	16	0.63	0.73
17	0.40	0.53	17	0.31	0.32
18	0.62	0.26	18	0.75	0.77
19	0.24	0.23	19	0.55	0.43
20	0.35	0.48	20	0.64	0.38
21	0.61	0.43	21	0.53	0.63
22	0.63	0.23	22	0.21	0.28
23	0.68	0.63	23	0.65	0.34
24	0.34	0.66	24	0.34	0.74
25	0.73	0.53	25	0.30	0.45

3.9 Final Administration

The main test was administrated on the 15th of February during the academic year 2011 .The time allowed for answering the test was one hour . The instructions for each question were given to the subject. They were instructed to answer on the same sheets to save time and effort They were asked not to write their names on the test sheets so as to avoid embarrassment . The process of marking the test has been done by the researcher using the scoring scheme presented in the following section .

3.10 Scoring Scheme

The scoring scheme is an important device to test the objectivity and reliability of the test . The test has been scored out of 50 .It contains two questions including 50 items .Each question includes 25 items .The scores have been distributed in such away to give one score(mark) for each correct answer and zero score for the incorrect answer and spelling mistakes. The items that are left by the subjects with no answer are considered to be incorrect responses and have also been given a zero score , since they predicted that the subjects have failed to give any answer.

4.1 Introductory Note

This section attempts to describe the set of the procedures followed in analyzing and discussing the data in the present study to arrive at conclusions . thus ,it starts with the analysis of the selected data to find out the areas in which Iraqi EFL university learners encounter difficulty in the pronunciation of Mphchs.

Finally, this section attempts to provide a presentation and discussion of the results with reference to the aims and hypothesis of the study.

4.2 Data Analysis

This section presents the general results of the main test with the tables and statistical means .It also analyzes the performance of the subjects at the recognition and the production levels .The analysis of data is of great importance since it will be the basis upon which the resear- cher's hypothesis mentioned in section (1.4) will either be verified or refuted .

4.2.1 Frequency and Percentage of the Subjects ' Performance of Mphch in the First Question

The first question is used to measure the subjects' performance at the production level . The following table shows the frequency and the percentage of the subjects' performance on each item in this question:

Table(3)

Frequency and Percentage of the Subjects' Performance
At the Production Level in Question (1)

No. of item	No of CRs.	%	No. of IRs.	%	No. of item	No. of CRs.	%	No. of IRs.	%
1-	31	26	89	74	14-	20	17	100	83
2-	57	47	63	52	15-	52	43	68	57
3-	60	50	60	50	16-	22	18	98	81
4-	44	37	76	63	17-	67	56	53	44
5-	33	27	87	72	18-	55	46	65	54
6-	62	51	58	48	19-	40	33	80	67
7-	13	11	107	89	20-	56	47	64	53
8-	25	21	95	79	21-	24	20	96	80

9-	36	30	84	70	22-	32	27	88	73
10-	49	41	71	59	23-	45	37	75	62
11-	53	44	67	56	24-	37	31	83	69
12-	23	19	97	81	25-	21	17	99	82
13-	42	35	78	65	Total	999	33.3	2001	66.7

It is concluded from the Table(3) the following:

1-The total number and the percentage of the correct responses are (999, 33.3), respectively (see appendix 2)

2- The total number and the incorrect responses (including avoided items) are (2001, 66.7),respectively (see appendix 2)

It can be concluded from the results presented in the table above that most of the subjects are incompetent in pronouncing Mphch since the total number of their incorrect responses outweigh that of their correct ones .

4.2.2 Frequency and Percentage of the Subjects' Performance in Pronouncing Mphch in the Second Question

The question is designed to measure the subjects' ability to recognize Mphch and it also tests the subjects at the recognition level (see Table 4)

Table (4)
Frequency and Percentage of the Subjects' Performance at the Recognition level in Question (2)

No. of Item	No. of CRs.	%	No. of IRs.	%	No. of Item	No. of CRs.	%	No. of IRs.	%
1-	70	58	50	42	14-	63	52	57	47
2-	63	52	57	47	15-	41	34	79	66
3-	56	47	64	53	16-	35	59	85	71
4-	60	50	60	50	17-	27	22	93	77
5-	44	37	76	63	18-	57	47	63	52
6-	50	42	70	58	19	20	17	100	83
7-	33	27	87	72	20-	74	61	46	38

8-	66	55	54	45	21-	59	49	61	51
9-	36	30	84	70	22-	45	37	75	62
10-	55	46	65	54	23-	37	31	83	69
11-	40	33	80	67	24-	54	45	66	55
12-	43	36	77	64	25-	59	49	61	51
13-	53	44	67	56	Total	1240	41.33	1760	58.67

Table (4) sums up the results as follows :

- 1- The total number and the percentage of correct responses are (1240, 41.33), respectively (See appendix 2)
- 2-The total number and the percentage of incorrect responses(including avoided items) are (1760 , 58. 67) , respectively(See appendix 2)

From the results obtained from Q(1)andQ(2),the researcher concludes that the subjects have encountered difficulty which is obvious from the high number of their incorrect responses(2001,1760)see table (3),(4).

These results verify the hypothesis of the present study which stated in (1.4).

5.1 Introductory Note:

This section summarizes a number of conclusions based on the general findings of the present study. This section also ends with a set of pedagogical recommendations and some suggestions for future studies related to the subject under discussion.

5.2 Practical Conclusions

In the light the preceding survey and discussion related to the findings ,aims, and hypothesis of this study ,the following conclusions have been drawn :

1-Iraqi EFL university learners at fourth stage face difficulty in recognizing and producing (pronouncing) Mphch . This is indicated by their low performance in the main test as the rate of their correct responses (33.3 ,41.33) which is lower significantly than that of their incorrect ones (66.7,58.67).This validates the hypothesis of the study which states that Iraqi EFL university learners face difficulty in the pronunciation of Mphchs.

2-At the production level ,the findings of data analysis for question one show the subjects' incompetence to produce ,i.e., pronounce the word after adding certain

suffixes given within the question .The rate of their incorrect (concerning question 1)is(66.7),whereas that of their correct ones is (33.3).This in turn verifies the hypothesis of the present study which posed in(1.4)

3-The subjects' performance in the whole test has also revealed that EFL university learners encounter more difficulties at the production level than the recognition one. The subjects' performance at the production level has obtained a mean of (66.7)against a mean of (58.67)at the recognition level .This also validates the hypothesis of the study.

5.3Pedaagogical Recommendations

On the bases of the results of the present study ; the following pedagogical recommendation can be posited:

1-The process of Mphch should be determined in the EFL teaching programme. This subject can be introduced in the early years of the teaching programme . In essence ,this topic should be taught more extensively at university level extending from first year of study on wards. Moreover , more emphasis and practice should the students exposed to .

2- The reason behind the students' unfamiliarity with Mphch is that the material of this topic is presented to the students only once during their second and only in one textbook and is limited to some kinds of Mphch. So, this area of study should be recycled continuously as declared in Al-Hamash (1985:45)that " second language material should be presented once only .The topics should re-appear again and again in different context , but with increasing depth".

3-The result of the present study can be of use to teachers and syllabus designers since they can provide the necessary information for the preparation of material of teaching programme that can enhance the students to encounter the difficulties in Mphchs.

5.4 Suggestions for Further Studies

The following topics are suggested for further research in this area:

1-Asimilar study can be conducted for investigating the difficulties encountered by EFL university learners in learning other processes relating to Mphchs.

2-A study can be conducted to show errors made by Iraqi EFL university learners in Mphchs.

3-A contrastive study can be dedicated to show the Mphch in Arabic and English.

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Q1-Transcribe the following words :

1-describe / / , / /

describe +tion

2-destoy / / , / /

destroy +tion

3-divide / / , / /

divide +sion

4-drive / / / /

,drive+ed

5-sign / / / /

,sign +al

6-house / / , house+s

7-cloth / / / /

,cloth+es

8-advertise / / ,advertise+ ment/

9-negation / / , negate +ive /

10-oblige / / oblige +atory l /

11-narrate /	/	, narrate+ive/	/
12-practice/	/	,practice+able/	/
13-transit/	/ , /		/
		transit+tion	
14-intervene/	/ ,	intervene+tion/	/
15-patriot/	/	,patriot+ic/	/
16-symbol/	/ ,		/
		symbol+ism	
17-meter /	/	metric/	/
18-south /	/	, south+ern/	/
19-pronounce/	/ ,		/
		pronounce+tion	
20-wise /	/	, wise+dom/	/
21-electric/	/	,electric+ian/	/
22-office/	/	, office+ial/	/
23-type /	/	, type+ical/	/
24-plagiarize/	/ ,		/
		plagiarize+ism	
25-phone /	/	, phone +ic /	/

Q2-Write the number of the item and the correct pronunciation (sounds)for the underlined letters:

1-historical (I , ð , o: , æ)

2-operative (e , ai , ei , ð)

3-christianity (t , ʃ , ʒ , ʧ)

4-information (o , e , o: , ð)

5-national (ei , ai , æ , ð)

6-confession (s , z , ʒ , ʃ)

- 7-defection (e , æ , I , i:)
8-linear (I , i: , ei , ai)
9-resignation (ei , i: , e , ai)
10-comedian (e , I , i: , ∂)
11-conversation (o , o: , u , ∂)
12-dramatic (∂ , æ , a: , e)
13-opposition (o , ou , ∂u , ∂)
14-ability (ei , æ , e , ∂)
15-advantageous (e , a: , ei , æ)
16-leaden (i: , e , I , ∂)
17-allegation (e , I , i: , ∂)
18-outhority (o: , o , ∂ , æ)
19-collegiate (e , i: , I , ∂)
20-combination (ai , ei , i: , I)
21-deputize (u∂ , u: , u , ju:)
22-designate (I , e , i: , ∂)
23-divinity (I , i: , ai , ei)
24-extremeity (i: , e , I , ∂)
25-synonymous (o , o: , ∂ , I)

Appendix (1)

A Draft Copy of the Test

University of Wassit
College of Education
Department of English

Dear Mr. / Madam

The researcher intends to conduct an empirical study entitled "Investigating the Difficulties Encountered by Iraqi University EFL Learners In the Pronunciation of Morphophonemic Changes"

The aim of the study is to investigate the performance of Iraqi EFL Fourth Year learners of the Department of English/College of Education / University of Wassit in recognizing and pronouncing morphophonemic changes , i.e. , the changes in the pronunciation of the basic words after adding certain suffixes.

The test consists of (50) items falling into two questions .The first question is devoted to testing the learners at the recognition level and the second question is designed to testing them at the production level.

You are kindly requested to check the written test items and state if they are suitable for this study or not .Any addition or modification will be highly regarded.
Your cooperation in this matter which aims at developing teaching English in Iraq will be greatly appreciated .

Thank you in advance for your kind cooperation.

The Researcher
Asst.Lect. Faris

Appendix (2)

The Formula of Accounting the Total Number and
the Percentage of Correct and Incorrect Responses

1- Total Number of CRs=the accounting of the students who answer the question correctly.

2-Total Number of IRs= the accounting of the students who answer the question incorrectly.

3-The percentage of CRs = $\frac{\text{total number of correct responses}}{\text{Number of items x number of students}}$

The percentage of IRs= $\frac{\text{total number of incorrect responses}}{\text{Number of items x number of students}}$