UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Departamento de Investigación y Posgrados

Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS.

Tesis previa a la obtención del título de Magister en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

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Cuenca – Ecuador

2018

RESUMEN

El propósito de este estudio fue investigar el rol de la morfología derivacional en la destreza de lectura y la adquisición de vocabulario en hispano hablantes quienes están aprendiendo inglés como Lengua Extranjera. Treinta y cinco estudiantes del Instituto de idiomas de la Universidad Politécnica Salesiana, sede Cuenca recibieron instrucción en cuanto a estrategias relacionadas a morfología derivacional para mejorar la adquisición de vocabulario y su destreza lectora. Los instrumentos utilizados para la recolección de datos fueron tanto cualitativos como cuantitativos: cuestionario, encuesta, pre-tests y post-test, los mismos que fueron entregados y administrados a los estudiantes. El vocabulario fue evaluado a través de un test adaptado de vocabulario y lectura de Nelson-Deny; la lectura fue evaluada con un examen tipo PET de suficiencia de Cambridge, partes 3, 4 y 5.

La práctica y el entrenamiento en algunas estrategias de morfología derivacional fueron necesarias a través de la aplicación de planes de clase que contenían el desarrollo de actividades que ayudaron a los participantes en el desarrollo de destrezas de segmentación de palabras, reconocimiento de clases de palabras, de oraciones gramaticales y no gramaticales, producción de palabras, y el escoger correctamente una palabra según la función que tenga la misma en una oración.

Los resultados en este estudio demostraron que la morfología derivacional contribuyó notablemente en la adquisición de vocabulario y mayor comprensión lectora. El ganar una conciencia en cuanto a la estructura de una palabra, y el cómo segmentarla, ayudó a los participantes a asignar significados a nuevas palabras encontradas en un texto.

Palabras clave: morfología derivacional, adquisición de vocabulario, destreza lectora, prefijos, sufijos, clases de palabras.

ABSTRACT

This current study investigated the roles of derivational morphology awareness in reading comprehension and vocabulary acquisition for Spanish speakers who are learning English as a Foreign Language. Thirty-five students of the Language Institute of Politecnica Salesiana University, Cuenca Headquarters were instructed in English derivational morphology strategies for vocabulary acquisition, and reading skills. Qualitative instruments, such as a questionnaire, and a survey were used, and administered to each participant. In addition, quantitative instruments were applied via pre-tests and post-test of vocabulary; a Nelson-Denny Reading and Vocabulary adapted test, and a reading comprehension one through a mock exam of the PET proficiency test of Cambridge reading parts 3, 4, and 5.

Training on some strategies was needed through the application of four lesson plans, which contained activities to help participants develop skills to segment words, to recognize open class parts of speech, to judge grammatical and ungrammatical sentences, to produce words, and to choose the correct word in a reading according to its function in a sentence.

The outcomes in this study showed that morphological awareness made a significant contribution to vocabulary acquisition as well as word reading fluency. Having an awareness of morphological structure and the ability to break down morphologically complex words into their constituent parts helped participants assign meaning to new words they encountered in texts.

Key words: derivational morphology awareness, vocabulary acquisition, reading comprehension, prefixes, suffixes, parts of speech.

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Cuenca, mayo de 2018.

Karol Marilyn Díaz Contreras

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DEDICATION

I have to be grateful with God and His divine love. He has blown my soul and spirit with all His wisdom, and has given me the gift of life. Through His light, I have been able to achieve every goal I have set up in my life. My most pure love and dedication to my parents, especially my mother because she has supported me in every step I have given, and has accepted my mistakes as the human being I am. To my son, who is my reason for living, and who has taught me to be strong, independent, caring, responsible, and tender. Finally, I want to dedicate this work to my soul mate Leo. His support, understanding, and patience has shown me that love can defeat any fear or prejudice.

ACKNOWLEDGMENTS

> "There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning"
>
> Jiddu Krishnamurti

My sincere gratitude is for the University of Cuenca, my Alma Mater, and all my professors who have shared their knowledge with the only interest of helping us become better professionals and better people. I am thankful with all of them, but especially with María Gabriela Tobar, my director and friend, who has helped me, with her wise advice, to carry out this work. I would also like to thank my family, and all the ones I love for their support through all my development as a professional and as a person.

INTRODUCTION

The field of language education is changing at an ever-increasing rate. Traditional notions of education are giving way to newer, more innovative ways of thinking about how we learn, teach and acquire knowledge.

Nowadays, young people understand that lifelong learning is going to be the norm for them. In addition, learning a second language could be a ticket for a better paid job. Traditional ways of assessing language acquisition are inadequate in today's world (Pappamihiel & Walser, 2009). Today language acquisition is seen as a complex, nonlinear and communicative endeavor.

Students want to learn a language not only to communicate, but also as a means to find contacts, meet people and establish partnerships (Soontiens, 2004). If this trend remains to be the most useful application of language, then students need to be conscious about earning autonomy in their learning (Oxford, 1995).

Although students at Politécnica Salesiana University, who are learning English as a foreign language, at the fifth level, pursue the communication of their ideas and feelings by speaking and writing fluently, or by comprehending articles or texts by themselves; it can be difficult for them to do it accurately, perhaps, due to lack of vocabulary. Vocabulary knowledge plays a fundamental role in literacy development and therefore, scholastic success (National Reading Panel, 2000).

Therefore, morphological awareness is the ability to reflect on and to manipulate morphemes and employ word formation rules in a language (Kuo & Anderson, 2007). One important factor regarding depth of vocabulary knowledge is the ability to develop morphological analysis. Since English learners frequently start reading articles with limited vocabulary, they need to apply any available strategies to accelerate vocabulary acquisition.

Research has shown that morphological awareness is significantly related to various aspects of literacy development including word identification, vocabulary, and reading comprehension (Deacon & Kirby, 2004: Winskel & Wijaja, 2007).

In L1, many studies have demonstrated a robust relationship between morphological knowledge and reading (Deacon, Campbell, Tamminga & Kirby, 2010). Considering this aspect, there is a great possibility that L2 learners can also improve their understanding of word decomposition rules through reading and the continuous accumulation of morphological knowledge.

As a result, this research project consists of supporting previous research by investigating whether for Spanish-speaking students, who are learning English as a second language, morphological awareness contributes to vocabulary acquisition and reading comprehension in this language.

A second question asked in this study is whether knowledge and practice of derivational morphology through some strategies can help students of EFL to decode texts, and as a result, to become better readers.

These strategies were presented through lesson plans, and a variety of activities to instruct students about derivational morphology, and also, to develop their independence as learners.

The population of this research was Spanish-speaking university students, at the Politecnica Salesiana University, who were taking classes in fifth level of English, and who had a range of reading ability in the first language, and have emerged second language English and literacy skills. These participants were selected because previous research suggests that the

contribution of morphological awareness increases with reading experience (Carlisle, 1995; Singsong et al., 2000).

This study was conducted through the application of an adaptation of the Nelson-Denny Reading and Vocabulary test, and a shortened mock PET examination exam, reading section; parts 3,4, and 5.

The first chapter provides an overview of the problem, main cause of this research, the antecedents, the objectives, the research questions, the justification, and the importance of this study. A subsequent chapter presents theoretical frameworks regarding derivational morphology awareness, its strategies, and some studies, which contributed in the literature review. The background information presented in here, were the foundation, and the rationale for this research. A methodology chapter outlines the procedures followed to conduct the current research and provides specific details about the measures and instruments used, and the participants' characteristics.

To conclude, this research provides insight into the value of language reading skills while acquiring English language in a university context. Reading comprehension has been chosen as the focal point or goal of the present study because it is this higher-level cognitive skill that is so critical to success in colleges and universities (Short & Boyson, 2012).

CHAPTER 1

THE PROBLEM

1.1 BACKGROUND AND JUSTIFICATION

Much research has been conducted about derivational morphology and its benefits to vocabulary growth and reading comprehension gains. Studies have shown the supremacy of derivational morphology (Deacon & Kirby, 2004; Kieffer & Lesaux, 2008).

In our city, teachers encounter that students have difficulty to understand simple texts or articles because they do not have adequate vocabulary. Even, most of the students have attended at least 7 years of instruction of English; the results in the process of learning this language are still poor, especially in the development of new vocabulary, and therefore, reading comprehension gains. Probably this is because teachers, in our context, still use traditional teaching strategies like repetition drills, and mechanical exercises; this is reflected in the limited development of English language acquired by students in the last decades (Calle et al, 2012).

Vocabulary knowledge is fundamental to reading comprehension since it is not easy to understand a text if we do not know most of the words presented there. Increasing vocabulary in our students is, therefore, a relevant part of the process of education. In addition, the understanding of the morphemic structure of the words is essential when it comes to decoding texts (Kieffer & Lesaux, 2008).

Droops and Verhoeven (2003), describe reading comprehension as the product of word decoding, vocabulary knowledge, morphosyntactic processing, and oral text comprehension. Thus, word recognition and morphological analysis, which are strongly linked to reading comprehension, need to be studied and learned in order to facilitate the understanding of texts.

For these reasons, this study is directed to help students in Fifth level of English, at the Salesian Language Institute, acquire vocabulary through the derivation of words, and through language learning strategies, which are proved to help in the development of students' autonomy and self-learning, and thus, to better understand texts in English (Griffit, 2007).

1.2 PROBLEM STATEMENT

In learning a second or foreign language, vocabulary plays a vital role in the productive skills: speaking and writing, as well as in the input skills: reading and listening; therefore, there is a need for more vocabulary instruction at all grades and at all ages. Moreover, the ability a student has to develop and apply vocabulary knowledge when reading is directly related to his facility to extract meaning in order to comprehend a written text (Beck, McKeown & Kucan, 2002).

Like vocabulary knowledge, morphological awareness involves word-level learning, but it is characterized as a meta-linguistic ability because it involves procedural knowledge about words and the rules that govern their formation (Kuo & Anderson, 2008).

Derivational morphological awareness is demonstrated when students manipulate derived words, recognize connections between different morphological forms of a word, and produce new derivations of known words. Among morphological tasks, extracting a base word from a derived word that does not share its part of speech (eg. bake from bakery) may have special relevance for accessing the meaning of novel derived words encountered while reading (Kuo & Anderson, 2008).

Therefore, morphological awareness should be given more importance in university courses because knowledge of derivational suffixed English words may result in accurate development of reading skills. Language learners familiar with the formation of new English words through

prefixes, suffixes, and roots may have more words in their vocabualry, and comprehend texts better (Kieffer 2013).

Studies carried out in Derivational Morphology Awareness reveal that, in many instances, students with the ability of breaking words into their meaningful parts, not only build up their vocabulary, but also have a better comprehension of reading (Keiffer & Lesaux, 2007).

Unfortunately, most of the studies mentioned above center their attention on children between ages 5 to 12 who are native speakers of English, and who are developing their knowledge on derivational morphology (Keiffer & Lesaux, 2012; Kuo & Anderson, 2008). Just a few studies focus on young adults who are learning English as a foreign language, and whose first language is Spanish (Medellín Gómez & Auza 2008).

As a teacher, I have noticed that it is extremely difficult for students at the Salesian Language Institute to produce new derivations of known words by adding affixes (prefixes and suffixes). Therefore, they lack the ability of identifying open class parts of speech when these words are in a text. Thus, for them *beauty* and *beautiful* are nouns or adjectives, and have no distinction in meaning. They only relate to the known word or memorized meaning, and do not distinguish the function of the word in a sentence (syntax), inferring in this way, its proper meaning (Volkova, 2004). Consequently, their reading comprehension is poor causing a limitation in their understanding of texts or articles in English (Katz, Jerrold & Postal, 1964).

In addition, students of this generation tend to read for obligation and not for pleasure at college level, especially those ones belonging to low social backgrounds (as most of the participants in this study), having, as a consequence, a low reading ability (Clark & Foster, 2006).

Being aware of these problems, it was necessary to provide the students with some strategies, so they could improve their reading comprehension through the acquisition of more vocabulary by learning the rules, which govern derivational morphology awareness.

Therefore, this study will address the use of Derivational Morphology Awareness to expand EFL students' vocabulary acquisition to improve their reading skills.

1.3 RESEARCH QUESTIONS

The research questions are the following:

• To what extent can derivational morphology awareness help students improve vocabulary acquisition and reading skills?

• Can knowledge and practice of English derivational morphology and morphological strategies help EFL Intermediate learners to accurately understand English texts?

1.4 OBJECTIVES

General

- To increase students' vocabulary and ability to read through derivational morphology strategies.

Specific

- To find out students' perceptions about derivational morphology.
- To determine strategies that allow students to recognize different parts of speech, and thus facilitate decoding texts.

- To determine vocabulary and reading gains through tests related to derivational morphology awareness, reading and vocabulary, before and after the treatment.

CHAPTER 2

THEORETICAL FRAMEWORK

Theories of Teaching a second language come from first language acquisition where listening precedes the speaking ability, and fluent reading precedes the writing ability, in school years (Sima, T. et al., 1993).

For instance, according to Lee and Heinz (2016), the few studies that have been conducted to examine the reading and spelling development of children who receive classroom instruction in a language other than the language they speak at home, suggest that the reading developmental trajectories of such children are very similar to those of native speakers across different languages.

Theories for vocabulary development, morphology awareness, and reading comprehension that were applied in this study, and that contributed to vocabulary acquisition and improvement of reading comprehension skills are described below.

2.1 THEORIES OF VOCABULARY DEVELOPMENT

Building vocabulary is extremely important for success in undergraduate and graduate studies; however, having a wide one takes time and practice. Nakata (2006) acknowledged that vocabulary acquisition requires continuous repetition for effective vocabulary learning. Vocabulary acquisition is not something a student can spend time learning and memorizing, like grammar, and be successful. Nation and Waring (1997) stated that learners need to encounter the word multiple times in authentic speaking, reading, and writing contexts at students' appropriate level.

The first theory that contributes to vocabulary growth is *Schema Theory* since students with limited schemas, or prior knowledge, have more difficulty learning new words (Jenkins & Dixon, 1983). Schema Theory states that all knowledge is organized into units. A schema represents knowledge about concepts, objects and the relationships they have with other objects, situations, events, etc. A simple example would be to think of a schema for dog. For instance, this word will be related with bark, teeth, legs, fur, etc., which constitutes the prior knowledge. Stahl, Jacobson, and Davis (1989) stated that according to *Schema Theory*, the reader's background knowledge serves as scaffolding to construct the understanding and comprehension of a text.

The second one is the *Zone of Proximal Development* (ZPD) developed by Vygotsky in 1978, where scaffolding has its foundations. The ZPD was understood by Vygotsky to describe the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation. Regarding reading, the relevant knowledge that the reader possesses can determine the extent to which a text can be understood (Spilich, Vesonder, Chiesi, & Voss, 1979). Higher levels of background knowledge can provide richer textual interpretations, which can result in better remembering what has been read, and consequently, in advanced memory performance.

The third one is Stanovich's (1986) theory of the *Matthew* effect, which also applies to students with limited vocabularies. He proposed that students who do not read well do not read, leading to a deficit of vocabulary building opportunities.

Students who read more will come across a greater number of words and get more practice at decoding words. Also, they will have greater opportunities to enhance their knowledge of morphology and spelling than less avid readers. Reading comprehension and

vocabulary knowledge are correlated (Carroll, 1993). Clearly, knowledge of key word meanings is essential to understand the meaning of a text.

The last one is *Saliency of Words*, or the concept that words are learnt because they are relevant or important. Brown (1993) found that the strength of context salience of a word was important for its acquisition, even though the word's frequency of exposure in a given text was low. Words, which are important (salient) in a specific context, are more likely to be acquired.

If knowledge of word form and meaning are important to vocabulary acquisition, then it is important to consider these four theories as the starting point for this study. As a matter of fact, the strategies used in here apply activities, which consider students' previous knowledge, independence, contextual meaning of words in a text, and students' reading habits.

2.2 THE BASICS OF MORPHOLOGY

Morphology plays an integral part in the formation and comprehension of English words. Although we may think of words as being composed of letters, it is more accurate to note that words are spelled with letters for the purpose of putting sound into written form.

Words are actually composed of morphemes, which link sound and meaning. Being able to use this level of language is central to building a vigorous vocabulary and comprehending English texts (Libben & Jarema, 2004).

Recognizing and understanding morphemes simplifies the students' job of word learning. Nagy and Anderson (1984) estimated that for each word learned, a child could understand three others. If every single word had to be learned independently, the vocabulary-learning task would be much more difficult.

Morphemes supply the raw materials for creating new words, and the agility of morphemes provides part of the generative power of the English language. Many new words are readily understandable because they are composed of familiar morphemes.

When learning English as a foreign language, we have to remember that Spanish and English both belong to the family of Indo - European languages. Although Spanish is a Romance language and English is a Germanic one, there are many commonalities between their derivational systems. Similar to Spanish, English derivational morphology involves relational, syntactic and distributional aspects. The first aspect refers to the common morphemes shared between two or more words (e.g., *heal, health*). The second aspect involves the association of derivational suffixes with specific syntactic categories (e.g., *-ness* and *–ion* indicate nouns, while *–ify* indicates verbs). The third aspect refers to the restrictions that apply to the combination of affixes. For instance, the suffix *–ous* is attached to nouns to make adjectives, no verbs (Ramírez, 2009).

English morphology includes knowledge of both derivational and inflectional morphemes. While an awareness of inflectional morphology develops grammatical accuracy, an awareness of derivational morphology plays a significant role in promoting students' vocabulary knowledge. Nagy and Anderson (1984) estimate that 60% of the unknown words which English readers encounter in texts have meanings that may be predicted on the basis of their component morphemes.

2.3 MORPHOLOGY AWARENESS AND SPELLING

Morphological awareness is the term used to describe one's sensitivity to morphological structure and one's ability to manipulate that structure (Carlisle, 2003). It refers to students'

understanding of the structure of words, as combinations of minimal units know as morphemes. It can be manifested when the reader decomposes morphologically complex words into constituent morphemes or recognizes morphological relationships between words. Of particular interest for understanding language development of students is derivational morphological awareness, which is the students' ability to manipulate derived words, recognize connections between different morphological forms of a word, and to produce new derivations of known words. Among morphological tasks, extracting the base word from a derived word, which are not from the same part of speech, for example; *popular* and *popularity*, may have special relevance for accessing the meaning of new derived words found while reading a text.

It seems that this kind of tasks are much more likely to result in extensive, accurate and generalizable morphological awareness. This, in turn, is more likely to contribute to reading success (Nunes, Bryant, & Olsson, 2003).

Derivational Morphology awareness is useful for acquiring academic vocabulary. Kieffer and Lesaux (2012) found evidence for a strong relation between English derivational morphology and general oral English vocabulary in a cohort of Spanish – speaking learners. Because of the role that derivational morphology plays in deciphering and acquiring new vocabulary encountered in spoken and written English language, it is considered an important factor in facilitating vocabulary acquisition. At the same time, having a wide vocabulary provides students with many more examples from which they may be able to derive morphological rules.

Limited morphological awareness might explain why many learners of English as a foreign language struggle to acquire the vocabulary they need to comprehend complex texts.

When language teachers introduce their learners to some strategies such as recognizing morphemes in reasonably common vocabulary, learners may be able to apply their knowledge of morphology to words they are not familiar with, or familiar, but encounter in a different morphological form. In order to enhance their students' morphology awareness, language teachers can implement a variety of activities, such as, semantic maps, cut, mix, and match; find the word; find the word that begins with any specific prefix, etc., that can be adjusted to suit each age group. For example, they could start morphology instruction for young learners with simple words and go on with more complex words (Graves, 2006; Yopp et al., 2009).

2.3.1 Inflectional Morphology

Morphology is concerned with the relatedness of lexical items and word formation. Inflectional morphology is the process of adding affixes to create new word forms from known lexical items without changing the grammatical category of the base forms to which they are added (Scalise, 1988).

In any language exhibiting inflection, each inflected word in a sentence carries a set of morphosyntactic properties; in English, for instance, the verb form *am* in the sentence "*I am a teacher*" carries the properties first-person singular subject agreement, present tense, and indicative mood. In many cases, an inflected word's morphosyntactic properties are associated with specific aspects of its morphology. For instance, the properties of subject agreement, tense, and mood carried by the verb form *wants* in the sentence "*She wants coffee*" are associated with the presence of the suffix –*s*.

Inflectional morphological awareness is considered to play an important role in reading competence (Casalis & Luis-Alexandre, 2000) and it contributes to distinct reading outcomes and

in different age groups. Moreover, its impact on reading skills is evident in various languages, such as English (Deacon, 2011).

Therefore, in a foreign language, readers can benefit from the use of morphemes, because recognizing and manipulating familiar morphemes in unfamiliar words facilitates, not only word recognition, but also understanding of word meaning. According to Kuo and Anderson (2006), many cross-sectional and longitudinal studies in different languages have repeatedly provided evidence for the influence of inflectional morphology on various aspects of reading.

2.3.2 Derivational Morphology

Derivational morphology often involves the addition of a derivational suffix or other affix. Such an affix usually applies to words of one lexical category (part of speech) and changes them into words of another such category. For example, the English derivational suffix *-ly* changes adjectives into adverbs (*happy → happily*).

Derivational suffixes are acquired later than inflectional suffixes since they are not as vital for communication nor are they as productive as inflectional suffixes. For example, children learning their mother tongue develop inflectional morphology before schooling, whereas the acquisition of derivational morphology flourishes during schooling (Koda, 2008).

While a child develops reading skills, an augmentation of a child's vocabulary size as well as an increase in knowledge of derivational morphemes is recorded (Kuo & Anderson, 2006). Therefore, there is an increase in vocabulary acquisition and reading comprehension with age.

Generally, highly-developed derivational awareness presents an advantage for vocabulary acquisition. Schmitt and Meara (1997) found that, without any explicit instruction of derivational

morphology, second language learners expanded their vocabulary size at the same time that they increased their awareness of derivational morphology.

English learners tend to have difficulty comprehending texts when reading in English, often because they know the meaning of few words and have not yet master the syntax of English (August & Shanahan, 2006). The more they know regarding the functions of morphemes, the more these second language learners can determine the meaning of unknown words and complicated syntactical structures within English texts.

2.4 MEASURING DERIVATIONAL MORPHOLOGY AWARENESS SKILL

Knowledge of morphology is also important in spelling English words. Many words retain spelling that represents morphemes rather than phonology, such as *island*, *sewing*, *meant*, and *autumn*. Young children may start with a phonological spelling strategy, but with age and increasing experience with writing, they gradually shift to a morphemic approach to spelling (Nunes, Bryant, & Bindman, 1997; Kemp, 2006). As examples, in the words passed, called, and waited, the past tense ending has the sounds /t/, /d/, and /id/, respectively. Learning to add the morpheme '-ed' on the end of regular past-tense verbs is a more successful strategy than trying to spell the sounds (Nunes, Bryant, & Bindman, 2006).

Anglin (1993) studied vocabulary development by asking six- through ten-year-old children to define words, and he analyzed their responses. In the process of figuring out unfamiliar words, the children demonstrated their understanding of morphology. For instance, few of the children knew the word *treelet*, but some of the fifth-graders knew the word *piglet*, and could define *treelet* by analogy. Anglin called this process "morphological problem solving."

Several researchers have suggested that morphology awareness is a type of metalinguistic skill that is critical for efficient reading. Morphological awareness has been linked to early reading skills (Carlisle, 1995) and to children's spelling (Nunes, Bryant, & Bindman, 1997), and morphology awareness appears to gain in importance as reading difficulty increases in middle school and beyond (Verhoeven & Carlisle, 2006).

2.4.1 Reading Skill

Derivational awareness is a type of morphological awareness, which is relatively late acquired. This is not only for the relatively large number of derivational suffixes in English, but also for the nature of the derivational process because derivation implies phonological and orthographic changes. Also, when adding an affix to a word, it usually leads to change in the meaning of the word, and sometimes, the grammatical category of the base form.

Research has shown that basic knowledge about derivational structure is acquired relatively early in school years. However, understanding the functions of derivational affixes and the distributional properties of derivational morphology, or the development of more refined derivational knowledge, requires extensive literacy experience and takes a long time to mature (Tyler & Nagy, 1990).

On the other hand, learning of a foreign language often takes place on the basis of children's existing experience in their mother tongue (L1). Typically, foreign language (L2) learning begins after children have started their L1 literacy education in schools for a certain number of years. L2 reading researchers argue that metalinguistic awareness can be transferred across languages (Grabe, 2009; Koda, 2005, 2008). Transferred L1 competence can provide facilitation for development of corresponding competence and reading skills in a L2, and such

transfer seems to be governed by the typological distance between the two languages (Koda, 2005, 2008).

Morphological awareness depends on experience with printed words for refinement, but itself is also functional in the development of reading comprehension ability. Because it entails the ability to perform morphological analysis, morphological awareness has often been found to be a significant contributor to word learning and vocabulary development in that learners can decompose unknown morphologically complex words into their constituent morphemes and apply morphological rules to derive meanings of unknown words (Paribakht & Wesche, 1999). More recent research has revealed that, in addition to being important to vocabulary development, morphological awareness is also a significant contributor to reading comprehension (Nagy et al., 2006).

Because of the inter-relations between morphological awareness and vocabulary knowledge on one hand, and vocabulary knowledge and reading comprehension on the other hand, researchers often controlled for vocabulary knowledge when the unique contribution of morphological awareness to reading comprehension was examined (Nagy et al., 2006); for example, showed that, after partialing out the influence of vocabulary knowledge, morphological awareness explained a significant proportion of variance in reading comprehension among Grades 2, 4, and 6.

The contribution of morphological awareness to reading comprehension, according to Nagy (2007), can be explained by three possible reasons: first, the contribution could be attributed to the mediating effect of learners' lexical inferencing ability. In other words, morphological awareness facilitates meaning of complex words during reading; this "on the spot vocabulary learning" (Nagy, 2007, p. 64) in turn helps learners resolve vocabulary gaps in reading and lead to better comprehension. In addition, learners can use the syntactic signals

provided by suffixes in derived words to help analyze complex sentences, which also contributes to comprehension. Finally, morphological awareness may also contribute to comprehension via its effect on fluency of decoding morphologically complex words.

Very limited research has so far been conducted in the field of investigation on L2 learners with morphological awareness as a construct of central interest, and the few relevant studies sometimes led to different findings regarding whether morphological awareness could make a contribution in L2 reading comprehension. Kieffer and Lesaux (2008) found that Spanish English as a Second Language (ESL) learners' derivational awareness had a unique effect on reading comprehension over and above oral vocabulary and word reading ability. The connection between morphology and reading can be represented as follows:

Morpheme Meaning Extraction ⟶ Reading Comprehension

Morpheme Knowledge -naut (traveler) oceanaut	⟶	Understand Vocabulary oceanaut= traveler of the ocean	⟶	Text comprehension: 'The oceanaut was interested in knowing more marine species.'
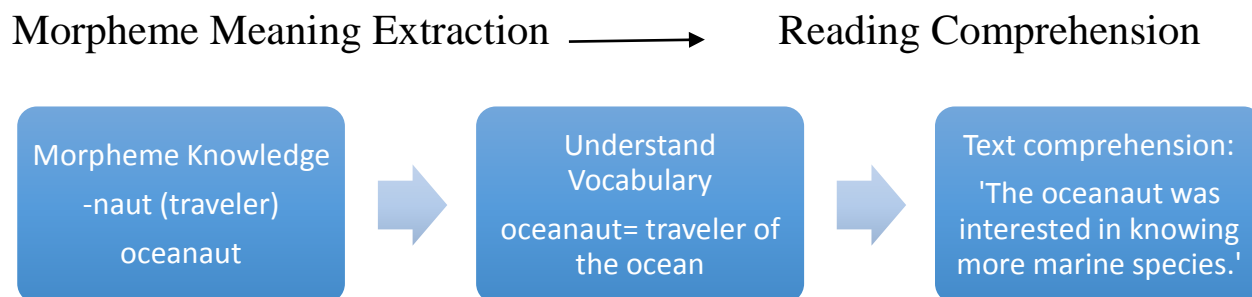
Figure 1: Relationship between morphology and reading.

2.5 LANGUAGE LEARNING STRATEGIES

The need for learning a new language, especially English, which is employed by many speakers in the world today is an indispensable part of every person`s life. Thus English learners whose native language is not English must learn it to find some techniques that could be utilized to simplify the process of language learning.

To increase L2 proficiency, some researchers and teachers have provided instruction that helped students learn how to use more relevant and more powerful learning strategies. In EFL studies, positive effects of strategy instruction emerged for proficiency in speaking (Dadour & Robbins, 1996; O'Malley, Chamot, 1990; Stewner-Manzanares, Küpper & Russo, 1985) and reading (Park-Oh, 1994; Manchon, 2008), although results for listening were not significant (O'Malley et al., 1985).

Styles and strategies help determine a particular learner's ability and willingness to work within the framework of various instructional methodologies. It is unwise to think that a single L2 methodology could possibly fit an entire class filled with students who have a range of stylistic and strategic preferences. Instead of choosing a specific instructional methodology, L2 teachers would do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class.

Nowadays, strategies for language learning and language use have been receiving ever growing attention in the areas of foreign language teaching and learning (Oxford 1990, Cohen 1990, O'Malley & Chamot 1990, Wenden 1991, Brown 1991, Rubin & Thompson 1994, Mendelsohn 1994, McDonough 1995). It is fair to say that language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages. The application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success.

Language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language. They are the conscious thoughts and behaviors used by students to facilitate language learning tasks and to personalize the language

learning process (Griffith, 2007, p. 2).

In general, research on language learning strategies started in the 1970s; however, empirical investigations on learning strategies use and its relationship to successful and unsuccessful second language learners have been carried out only recently (Pazhakh, 2006; Zare-ee, 2009; Takallou, 2011).

Later, research explored the correlation between these strategies and other learner variables such as proficiency, gender, motivation, self-efficacy, self-rating, cultural background, and the like (El-Dib, 2004; Green & Oxford, 1995; Hong-Nam & Leavell, 2006; Magogwe & Oliver, 2007; Nisbet, Tindel & Arroyo, 2005).

More recently, research investigated how other variables such as the task itself and the target language affect the selection and use of learning strategies (Chamot & Keatley, 2004). Although researchers have proposed different classifications and conceptualizations of language learning strategies (O'Malley & Chamot, 1990; Schmidt & Watanabe, 2001), Oxford (1990) developed the most comprehensive, detailed and systematic taxonomy of strategies to date. Contrary to O'Malley & Chamot (1990) who divided LLSs into three categories: cognitive, metacognitive, and social-affective. Oxford (1990) classified them into six groups: memory, cognitive, compensatory, metacognitive, affective, and social strategies. Based on this broad classification, Oxford (1990) designed a strategy assessment survey, the Strategy Inventory for Language Learning (SILL) to collect information about learners' use of language learning strategies. The fact that numerous studies established a significant relationship between strategies and language proficiency as measured in a variety of ways (grades, TOEFL scores, self-ratings, etc.) gives the instrument a high validity according to Oxford and Burry Stock (1995).

Therefore, this study is developed according to Oxford's model, which consists in the following stages: First, awareness training, that is, "consciousness raising or familiarization training." Second, "one-time strategy training" or practicing one or more strategies with specific tasks, and third, "long-term strategy training", that is, students learn the importance of strategies and evaluate their own performance. Actually, the lesson plans were developed according to these strategies.

2.6 DERIVATIONAL MORPHOLOGY AWARENESS STRATEGIES

Understanding the morphological nature of words and using morphological strategies for reading and spelling is a very efficient way of building excellent literacy skills. Morphological awareness strategies imply judgment, production, and decomposition abilities (Carlisle & Fleming, 2003). This study focuses on these three strategies, and the recognition of only four parts of speech, the open class ones, which are nouns, adverbs, adjectives, and verbs.

2.6.1 Segmentation of words

This decomposition strategy asks the student to identify the correct root of a given derivation or inflection. For instance, ("Runner. How fast can she _____?" Correct response: run) (Nunes, Bryant, & Bindman, 1997). The subject must recognize a morphological relationship in the first word (involving decomposition) and then apply this relationship to be able to generate the appropriate word, and the appropriate part of speech.

In order to break a word down into morphemes, students must complete the following steps (Prince, 2009):

- Recognize that they do not know the word.

- Analyze the word for recognizable morphemes, both in the roots and suffixes.

- Think of a possible meaning based upon the parts of the word.

- Check the meaning of the word against the context of the reading.

Students also need to understand the meaning of prefixes, suffixes, and roots, and how words get transformed, changing the part of speech they belong to. In addition, students who have knowledge of Spanish can use cognates, words that share a common origin (Prince, 2009).

Students who understand how words are formed by combining prefixes, suffixes, and roots tend to have a larger vocabulary and better reading comprehension than peers without such knowledge and skills (Prince, 2009).

2.6.2 Sentence Grammatical Judgment

In judgment strategy, the participants must make a decision on what word affects the grammar structure (syntax) of a sentence, but need not manipulate the structure of this word, or set of words, by applying morphological principles to identify the correct one.

The concept of **grammaticality** is intrinsically linked to Chomsky (1986) in his Universal Grammar Theory, and was intended to account for possible violations of the basic phrase structure. Universal grammar is defined by Chomsky as "the system of principles, conditions, and rules that are elements or properties of all human languages . . . the essence of human language" (Chomsky, 1986).

Grammaticality judgment is based on whether the sentence is produced and interpreted in accordance with the rules and constraints of the relevant grammar. If the rules and constraints of the particular language are followed then the sentence is considered to be grammatical. In

contrast, an ungrammatical sentence is one that violates the rules of the given language (Tam and Wells, 2009).

This approach uses knowledge of English grammar to analyze the structure of the sentence in progress and determine the applicable syntactic categories (noun, verb, etc.), along with other features (singular, past participle), to which the currently predicted word must belong. In this way, a learner of English can identify words that are grammatically consistent with the active sentence fragment (Gustavii and Pettersson, 2003).

2.6.3 Word Production

This strategy refers to all the processes connected with changing the form of the word by affixation. In a wider sense, word production denotes the processes of creation of new lexical units (Lyons, 1979).

Affixation is derivational when it results in change in word class or meaning of a word. This implies that there are many prefixes and suffixes that can be added to a root word to change its meaning or its word class, especially in English, some examples are given below, with emphasis on how they are used in the process of word formation, and they are cover categories of derivational affixation (Odebunmi, 2001):

Class changing derivations

For verb formation, the suffixes '-ize', '-ify' can be added to nouns and adjectives,

• Legal (adjective) – legalize (verb)

• Beauty (noun)- beautify (verb)

For noun formation, the word endings '-er' ,'-ment' and '-action' can be added to verbs to form nouns:

• Drive (verb) – drive (noun)

• Amaze (verb) –amazement (noun)

• Admire (verb)-admiration (noun)

The suffixes '-ity' and '-ness' can also be added to adjectives to form nouns.

• Odd (adjective)-oddity (noun)

• Happy (adjective) – happiness (noun)

For adverb formation, the suffix '-ly' is often added to most adjectives to form adverbs:

• Quick (adjective) – quickly (adverb)

• Stupid (adjective) –stupidly (adverb)

For adjective formation, adjectives are normally formed either by adding any of the suffixes '-y, '-c', '-ical, '-ful', '-less' to many nouns, or by adding –able' to many verbs:

• Bush (noun) - bushy (adjective)

• Atom (noun) - atomic (adjective)

• Grammar (noun) - grammatical (adjective)

• Pain (noun) - painful (adjective)

• Child (noun) - childish (adjective)

• Wash (verb) - washable (adjective)

• Meaning changing derivations

These generally border on the change of meaning of a word rather than the word class. Some examples are:

• Antichrist

• Impaired

• Unpleasant

In the words above, the prefix' ante- has changed the meaning of the word from 'birth' to 'before birth'; and the prefixes 'im' – and 'un' give opposite meanings to the words to suggest 'not possible (impossible) and 'not happy' (unhappy) respectively.

2.7 OPEN CLASS PARTS OF SPEECH

Parts-of-speech, also known as POS, word classes, or syntactic categories are useful because of the large amount of information they give about a word and the words surrounding it. Knowing whether a word is a noun or a verb tells us a lot about nearby words, and about the syntactic structure around the word (Kurafsky & Martin, 2016).

Parts of speech can be divided into two broad classes: *open class* and *closed class*. For this study, the open ones where considered due to their easiness to be learnt and understood.

Four major open classes occur in the languages of the world: nouns, verbs, adjectives, and adverbs. English has all four.

Nouns include the words for most people, places, and things, but others as well. Nouns include concrete terms like ship and chair, abstractions like bandwidth and relationship, and verb-like terms like pacing (Evans, 2000).

The verb class includes most of the words referring to actions and processes, including main verbs like draw, provide, and go. English verbs have inflections; non-third-person (eat), third-person (eats), progressive (eating), past participle (eaten) (Evans, 2000).

The third open class English form is adjectives, a class that includes many terms for properties or qualities. Most languages have adjectives for the concepts of color; white, black, age; old, young, and value; good and bad (Gil, 2000).

The final open class form, adverbs, is rather an assortment, both semantically and formally because they modify a verb, and adjective, and other adverbs (Schachter, 1985).

2.8 LITERATURE REVIEW

2.8.1 PREVIOUS STUDIES OF MORPHOLOGY AWARENESS

In this section, the development of different studies regarding morphology awareness are mentioned starting with the ones related to Vocabulary acquisition, and continuing with the studies made about Morphology Awareness and its relationship with Reading Comprehension Improvement.

Morphology Awareness and Vocabulary Acquisition

Vocabulary acquisition is one of the most important components in second language learning. Students are continuously seeking the most effective ways to learn vocabulary. In this study, the relationship between morphology awareness and English as a foreign language vocabulary acquisition is explored in order to produce a clearer picture of how morphological resources can foster learners' development of vocabulary knowledge and vocabulary development.

Wysocki and Jenkins (1987) looked at students in the middle grades (fourth, sixth and eighth grades) and their ability to use context clues and morphological generalization to determine the meanings of new words encountered. The purpose of their study was to find out the role of context and morphological awareness in assigning meaning to new words in text. All students were matched for vocabulary level (high performing fourth graders, average sixth and eighth graders). For this purpose, a test was comprised. This test contained 12 word pairs that were morphologically related. For example, the teachers would teach the word *repudiate* and measure whether the participants could figure out the meaning of *repudiation* in context based on knowing the taught definition of 'repudiate.' The students could predict the meaning of the word by recognizing the meaning of the free morpheme or base word.

A body of research indicates that the importance of morphological awareness in learning vocabulary increases with age (Carlisle, 2000; Carlisle & Fleming, 2003; Nagy et al., 2006; Nagy et al., 2003). For example, Nagy et al. (2003) found the relationship between morphological awareness and vocabulary knowledge to be stronger in fourth grade than in second grade. Anglin (1993) reported that students' morphological awareness skills got better in later grades. This may partly explain the incremental importance of morphological awareness in learning new words throughout the school years. As the students sharpen their ability to analyze words using morphological clues, they become more able to use this strategy to acquire new vocabulary.

The relationship between morphological awareness and vocabulary size has also been examined in L2 English speakers of other L1s, namely Serbian and Spanish. With L1 Serbian speakers, Danilović, Dimitrijević Savić, and Dimitrijević (2013) replicated Mochizuki and Aizawa's (2000) study. These authors found no correlations between receptive mesurements of suffixal awareness and vocabulary knowledge. The participants did show moderate correlations between prefixal awareness and vocabulary knowledge. For L1 Spanish speakers, Medellín

Gómez and Auza Benávides (2008) replicated Mochizuki and Aizawa's study. These scholars found an increase in morphological awareness when receptively measured congruent with vocabulary size.

Morphology Awareness and Reading Skills

Some studies report that morphological awareness makes a unique contribution to reading comprehension even after controlling for cognitive ability and oral language. For example, Casalis and Louis Alexandre (2000) found that morphological awareness explained 35% of the variance in reading comprehension after taking into account verbal and non-verbal intelligence and vocabulary among French-speaking second graders.

Deacon and Kirby (2004) showed in a longitudinal study that morphological awareness measured in the second grade predicted reading comprehension two and three years later, even after controlling for phonological awareness, as well as verbal and non-verbal intelligence. The incremental importance of morphological awareness throughout children's school years has been attributed to the increasing number of morphologically complex words that children encounter in academic texts, as found in Tyler and Nagy, 1989; Wysocki and Jenkins, 1987; Nagy et al., 2006. In addition, morphological awareness seems to also be correlated with struggling readers' ability to comprehend texts.

There is some recent evidence that for learners of English as a foreign language, as for monolinguals, morphological awareness plays an increasingly important role in reading comprehension. Kieffer and Lesaux (2008) as well as Medellín Gómez and Auza (2008) followed Spanish-speaking English learners from grade four to grade five and found that derivational morphological awareness in grade four significantly predicted reading comprehension a year later, after controlling for other reading related variables. Moreover, they found that the relationship

between morphological awareness and reading comprehension strengthened from grade four to grade five. The contribution of morphological awareness to reading comprehension has also been observed in English learners with Chinese L1. Wang, Cheng, and Chen (2006) examined compound and derivational awareness in a mixed-grade sample, grade one to four, of Chinese-speaking English learners, and observing reading comprehension gains.

Most studies of morphology have examined students in elementary and middle school. In one of the few studies to test older students, high school and university students were asked to interpret specially created complex words (Kaye, Sternberg, & Fonseca, 1987; Khaneghah, et al., 2016; Logan, 2010). The tested words, these researchers chose, were formed from well-known prefixes and frequent base words, but the resulting words were novel combinations, such as *submove* and *compone*. Multiple-choice answers offered definitions based on the various combinations of affix and base meanings. Even the university students had trouble picking the correct definitions and their answers did not show a consistent strategy; sometimes they opted for a definition of the affix, and other times chose the definition of the base word. In other words, being asked to select definitions of many unfamiliar complex words seemed to be a difficult task, even though the word parts were familiar.

Another study of college students with poor reading skills showed that the target students, compared to age-matched and reading-level matched control groups, were slower at processing derivational word changes. In other cases (but with younger students), using morphology seemed to provide a compensatory skill with respect to phonological processing (Arnbak & Elbro, 2000; Casalis, Colé, & Sopo, 2004).

Studies with native speakers of English have found a strong link between morphology awareness and word reading accuracy and fluency (Carlisle, 2000; Carlisle & Stone, 2005;

Deacon, in press; Deacon & Kirby, 2004; Mahony, Singson, & Mann, 2000; Nagy et al., 2006). The few studies that have investigated this question for bilingual populations have found similar results (Deacon, Wade-Woolley, & Kirby, 2007; Ramirez, Chen, Geva, & Kiefer, 2010; Siegel, 2008). Given that accurate and fluent word reading is essential to reading comprehension for both native English speakers and English learners (Grabe, 2009), facilitation of word reading by well-developed morphology awareness may translate into improved reading comprehension for both populations, whereas weaknesses in morphology awareness may be associated with word reading difficulties (Siegel, 2008).

Therefore, it is valuable to measure the degree to which adult readers can use their knowledge of morphology in understanding complex words. In addition, while morphology is a valid level of language organization for linguists, its meaning for readers might better be investigated through studies of the metacognitive form, called morphological awareness (Kieffer & Lesaux, 2008).

Vocabulary Acquisition and Reading Comprehension Improvement

Vocabulary knowledge is especially important in the reading process. Studies have shown that a strong relationship exists between knowledge of word meaning and ability to comprehend passages containing those words (Anderson & Nagy, 1992). Vocabulary knowledge is very highly correlated with scores on general intelligence, standardized achievement tests, and school success (Dickinson, 1984). Furthermore, some measure of vocabulary difficulty is always a major component of readability formulas used to grade the difficulty of textbooks.

Beck, Perfetti, and McKeown (1982) demonstrated that fourth graders receiving vocabulary instruction performed better on semantic tasks than those who did not receive instruction. McKeown, Beck, Omanson, and Perfetti (1983) also found that vocabulary

instruction had a strong relation to text comprehension for fourth-grade students. Stahl and Fairbanks (1986) conducted a meta-analysis of all vocabulary studies from 1924–1984 and concluded that vocabulary instruction was an important component for the development of comprehension.

Ideal vocabulary instruction will also have effects that carry over and benefit students in the reading of materials that is new to them. This instruction includes words that students encounter frequently in language usage. Biemiller (2003) stated that "children need this body of familiar words so that they can read new and even advanced text" (p. 331). In addition, Biemiller noted the importance of learning to apply morphological strategies to words, which has been shown to increase students' vocabulary abilities. These studies suggest that such strategies may apply to students' meaning-gaining abilities when reading novel texts.

CHAPTER 3

METHODOLOGY

3.1 RESEARCH CONTEXT

This study was designed in order to help students improve and better develop their vocabulary knowledge, and therefore, their reading comprehension through derivational morphology awareness. The main aim of this research was to answer whether derivational morphology awareness of English improves reading skills of intermediate English learners, and if it helps them decode and better understand English texts.

Three variables are presented in here; an independent, which is the effect of derivational morphology awareness. It encompasses data containing the students' perceptions through the questionnaire and the survey; and two dependent, which are vocabulary acquisition and improving reading skills measured through the pre-tests and post-tests.

This study was conducted with students from fifth level of English, at the Language Institute from the Politecnica Salesiana University. This chapter describes in detail all the aspects of this study, including the participants, the methodology procedure and the instruments used.

Participants

Students from Fifth Level, group 3, at the Salesian Language Institute, at Politecnica Salesiana University were selected to be part of this study. A fifth level was assigned to work in this study before the academic term started, and another group of the same level was taken to pilot the instruments used. The study was conducted during the period 49, which lasted from September 2016 to February 2017.

Forty-four students were enrolled in this group, but only forty, 39 men, and 1 woman, attended classes on a regular basis. However, the study was conducted with 35 students who never missed classes.

The students from this group attended classes two days a week, and for two hours each day, completing a total of 64 hours per semester.

When these students finished fourth level, they got to an A2 level according to the Common European Framework Reference for languages.

It is important to mention that the students from this level had some previous knowledge about how to derive words, but not with the figure or image of *derivational morphology awareness*. They just knew how to use some prefixes and suffixes to change word categories because it was part of the contents presented in the course books, Interchange 2B and Interchange 3A.

Informed consent

Due to the fact that students have to be informed about the study, the risks, the benefits, the procedure that the teacher would apply, confidentiality issues, they were asked to sign in a consent form accepting or not to be part of the study. (See Appendix A). This form was taken from a model that appears in the book *Second Language Research and Methodology* (Mackey, et al, 2005), translated into Spanish, and with a few modifications, which were important to make in order to comply with this research.

3.2 RESEARCH DESIGN

3.2.1 Materials

In this section, all the materials that were used for the consecution of this research are mentioned in detail.

➢ **Course book**

The book that is used for teaching fifth level students at Politecnica Salesicana University is the *Interchange 3A*, which introduces the students into a B1 level of the Common European Framework. For this reason, this research includes in its title the denomination *"A2."* Finishing the fourth level, students get to this proficiency.

This course-book contains 8 units that help students develop the four abilities needed to learn a second language, and with the corresponding grammar and vocabulary sections, which have to be taught and practiced along the semester. Morphological awareness is not presented as its name implies, but derivation of words appears in units 3, 5, and 7, in the vocabulary section, and mainly in the workbook. In this part of the book, students are supposed to change verbs into nouns, nouns into adjectives, adjectives into adverbs, etc.

The book emphasizes pair and group work so that students are encouraged to work by themselves, participating actively in the learning process.

3.2.2 Data Collection Techniques and Instruments

3.2.2.1 Quantitative Instruments

➢ **Questionnaire**

In order to know the participants' background and reading habits (important for collecting data regarding reading for pleasure, and the problematic mentioned in the problem statement), a questionnaire was elaborated and applied to the students.

It is important to mention that the questionnaire was previously given to the other fifth level, which was mentioned in the participants section, as a way of piloting the questions, and the language used to find out if it was easy to understand, or if there was something to modify in it. The questions regarding morphology had to be taken out of the questionnaire, just the one regarding knowledge of affixation (how to add prefixes and suffixes to words) remained. After proving this instrument with the piloted group, and with the modifications made in it (removing the questions, which required recognizing base word and affixes due to terminology difficulty), the questionnaire was given to the participants of this study.

The questionnaire was written in English and administered to the participants. They did not need any translation due to the ease of the questions. As it was mentioned above, it was elaborated with language the participants could understand and no misinterpret. (See Annex B).

The questionnaire was completed in written form during class. Participants were asked to inform about their age, study level, the hours spent for reading, and if they had any knowledge about the term *Derivational Morphology Awareness.* This question was fundamental for this study in order to know if the participants were familiar or not with this term, and to find out if they knew how to derive words for acquiring more vocabulary.

The reason why a questionnaire was used at the beginning of this study is because they are practical and easy to use. Besides, we can get a large amount of information in a short period of time, and the data can be quantified quickly and easily (Ackroyd & Hughes, 1981).

➢ **Pre-test and Post-test**

In this step of the study, the participants were presented a set of tests, which included standardized and non-standardized ones. Furthermore, they were the same regarding difficulty, but different in content.

➢ **Vocabulary Test**

The standardized Nelson-Denny Test (Lake Michigan College, n.d) was created in 1929 by M. S. Nelson and E.C. Denny. This test can be used to identify students who may need special help develop reading skills for academic success at college and professional levels (Brown et al., 1993).

The Nelson-Denny Test has two sections; vocabulary and reading comprehension. The vocabulary section consists of 80 items, each with 5 answer choices, and has a limit of 15 minutes. The words are drawn from college textbooks; it measures an Intermediate level of English, and is administered to students from High school to four-year College/ university. The Comprehension section contains seven reading passages, and a total of 38 questions (Brown, Fishco, & Hanna, 1993).

Most published studies using the Nelson-Denny Test, involved community college students who are enrolled in a developmental or remedial course where it was used as pre and post-test to measure improvement (Feeley, Wepner, & Willging, 1985).

Provided with the characteristics above (Intermediate level of English, words drawn from college textbooks, and administered to students until four year of college), an adaptation of this test was used in this research, and only the vocabulary section.

At the beginning the 80 words were given in the test. However, when administering this test to the piloting group, it could be noticed that students lacked time to finish it with the 80

words, and in the time set (15 minutes). They were slower and had to take more time trying to match words and definitions. For this reason, this test was changed with regards to the number of words. It consisted of 30 complex words; base word, plus prefixes, and suffixes (See Appendix C) that were taken from the word list of Cambridge English: Preliminary and Preliminary for Schools Vocabulary (2012), and from the course-books, Interchange 2A and Interchange 3B. Therefore, the participants were familiar with these words. The test lasted for an hour. In the first part of the test, students were supposed to check as known or unknown, the words presented, by means of a *yes* and *no* column.

In the second part, the participants were asked to find the word that better matched a definition presented. This part was related to the first section. The purpose of this exam was to control the deficits in vocabulary that might underline morphological awareness, and to make sure that the morphological awareness items (complex words) were not just a test of vocabulary (to know the meaning of the words).

> ➤ **Morphology Test**

In this test, the list of 30 words, which were given to the students in the vocabulary test, were presented. The participants were asked to identify a base word to which each complex word is related (See Appendix D). This test had the purpose of measuring a basic-level morphological skill, and for this, knowledge of the particular words was not necessary. To extract morphological awareness from this procedure, the results of this test were examined with respect to words checked as known in the vocabulary test. In other words, to demonstrate morphological awareness, the participants needed to indicate that they knew specific words, and to show that they knew the morphological related words.

The multiple choice format for the morphology test allowed a higher level of difficulty so that the measure was appropriate for level of the students. It was expected that the results of this test would be positively correlated with the vocabulary and reading comprehension tests, in support of Anglin's view (1993) that morphological skills contribute to a large portion of vocabulary growth.

It is important to mention that the students had some knowledge about adding prefixes and affixes to some words in previous levels, especially in fourth, as it was mention before. Actually, we have been paying special attention in recognizing parts of speech through derivation as extra activities for vocabulary development in our institution, but with the figure of *adding prefixes and suffixes* to some words.

In summary, the tests for vocabulary and morphology awareness were designed to answer three questions: Do you know the word? Do you know the meaning of the word? Do you know the morphological simpler word? In addition to knowing its meaning, knowledge of a complex word should include the word's place in a word family, and measuring this type of morphological awareness was the primary purpose of the tests design.

➢ **Reading Comprehension Test**

The reading comprehension test was designed as a shortened mock exam of the standardized international proficiency exam PET; reading parts 3, 4, and 5. Parts 1 and 2 were not taken into account for these reasons: Participants have never been tested in Part 1, which consists of reading labels, signs, notes, and then, infer what they actually say. Part 2 was not chosen because of the difficulty it presented during the piloting with the other group. It was difficult for the students to match the correct person with the facts. In real situations, this is one

of the most difficult skills in the Reading and Writing section of this exam because students need

to have the inference skill well developed (Tarshei & Karbalaei, 2015).

Therefore, it was constructed to measure the reading ability including factual

understanding skills. Reading Parts 3, 4, and 5 provide them.

Reading part 3 of the test consisted of identifying if the statements were true or false,

correct or incorrect; all of them related to a passage. Reading part 4 involved a multiple-choice

section with four choices to be selected. The third part of the test, Reading part 5, was directed to

choose the correct word in a fill in the blanks activity. Participants had to choose from 4 possible

answers. Readings from the PET international proficiency exam were taken to elaborate this test

because this standardized exam measures from an A2 to a B1 proficiency level according to

Cambridge scale.
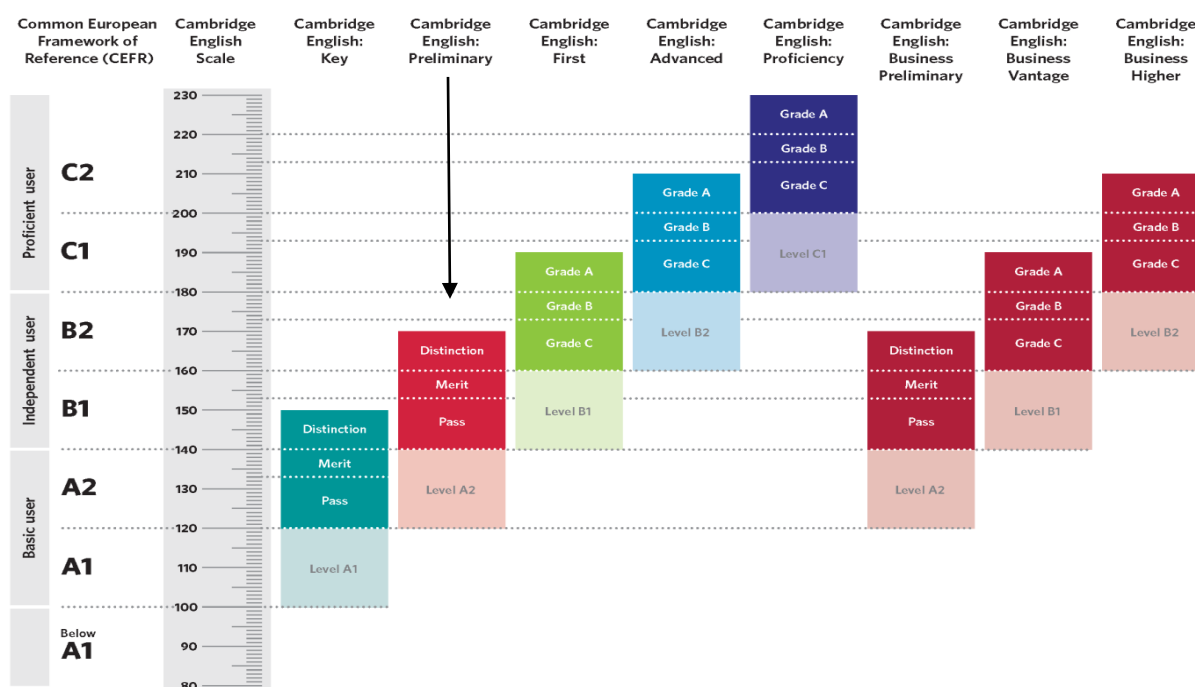
Figure 2: The Cambridge English Scale

As it was mentioned before, the students at the Language Institute at this university, once finishing the fourth level, are A2 students, and just a few are B1. (See Appendix E).

3.2.2.2 Qualitative Instruments

> **Survey**

A survey was designed to gather information about the participants' actions, opinions, and accomplishments during the study (Salant & Dillman, 1994). Its application was important to triangulate data and results obtained in the different post-tests with the answers in this survey, to be more confident about them (Denzin, 1978). It was elaborated with close-ended questions because they generate a limited set of responses that can be easily quantified, and because they are much easier for students to respond. In the survey presented, students had to choose among the responses: a lot, a little, and nothing (See Appendix F).

3.3 INTERVENTION DESCRIPTION

> **Lesson Plans**

Each semester, at Politecnica Salesiana University, consists of 64 hours of instruction. For this study, 32 hours were needed for instruction and development of the activities presented in each lesson plan. In other words, 4 weeks were necessary to accomplish them, and for two hours a week, of the four hours each level has during the week. This time was the minimum period of time for teaching, practicing, and evaluating each activity in the lesson plans.

The lesson plans that follow are elaborated based on the five steps of strategy-based instruction described by Oxford (1990). Strategy-based instruction is a leaner-centered approach to teaching, which helps students to become more efficient, independent, confident and more

motivated learners (Cohen, 2009). They were also elaborated to manage with the activities to be developed in each class, to help the researcher prepare, in advance, the worksheets and any material needed for each strategy that was taught. These lesson plans were planned to accomplish with the objectives proposed in this study; to help students increase their vocabulary and reading skills through derivational morphology strategies, which are segmentation of words, recognition of parts of speech, grammatical judgment, and production of words.

Students worked along the semester through the use of worksheets, which were elaborated with different activities to instruct the participants in the different strategies mentioned above. The use of these worksheets was of great importance because the course book, Interchange 3A, lacked of activities regarding derivational morphology awareness strategies. Students were taught and instructed on how to do these activities, with demonstrations and modelling held by the researcher on the board; then they were provided with one or two worksheets for practice, one to be done class, and another one as assignment. Through practice, the participants were able to ask questions to clarify any doubts they could have encountered, and finally, another worksheet was given for evaluation and data collection.

The first strategy to be developed was word segmentation. It consisted of extracting the base from a derived word (Casalis & Louis – Alexander, 2000; Nunes, Bryant, & Bindman, 1997); that were constructed to assess the relational knowledge of derivational morphology. Some of the words were known by the students, and some others were learnt by them during the lesson through the use of an English-English dictionary. For instance, the stem *achieve* would be identified in the given word *achievement.* (See Appendix G).

Table 1: Lesson Plan 1. Derivational Morphology Awareness Strategies: Derivation of words.

Lesson Plan 1
Topic: Derivational Morphology Awareness Strategies: Segmentation of words
Objectives: To acquire some strategies to separate stems and affixes from derived words (known and unknown).
Materials: Resources taken from Interchange 3A and extra worksheets prepared to accomplish the class objective.
Time: 2 hours   **Duration:** 4 weeks
Procedure:

Steps	Activities
1. Strategy Preparation	Ask students how they recognize the different parts of speech (nouns, adjectives, verbs, etc.) in an article or sentence.

2. Strategy Awareness Raising	Ask students to classify some highlighted words from a reading into nouns, verbs, adjectives, and adverbs
	Ask students what they can notice in the words they have to classify.
	Tell students that some words can be derived from others by adding suffixes and prefixes to the base or stem.
	Tell students that they can develop the skill of identifying the stem or base word by following the next steps:
	   a. Identify the part of the word that has a meaning by itself.
	   b. Color or highlight the word
	   c. Identify the possible suffixes or prefixes the word may have, and highlight them with a different color.

Steps	Activities
3. Strategy Training	Teacher describes, models, and gives examples of how to perform the steps above with some words.
4. Strategy Practice	Students practice the 3 step procedure with the words presented in the reading. Students compare their answers in pairs Students practice these steps at home
5. Personalization of Strategies	Students reflect on the usefulness of this procedure and start applying them in their reading tasks.

The second strategy was a sentence grammatical judgment task to assess the syntactic knowledge of derivational morphology. The task consisted of 20 sentences with a derived word underlined, which will need to be judged as grammatical or ungrammatical because of the wrong use of the derived word. For example, the word *placement* in the sentence *The placement where Cuenca is located is a fantastic valley* (Chomsky, 1986; Gustavii and Pettersson, 2003). (See Appendix H).

Lesson Plan 2	
Topic: Derivational Morphology Awareness Strategies: Sentence Grammatical Judgment	
Objectives: To identify correct grammatical sentences.	
Materials: Resources taken from Interchange 3A and extra worksheets prepared to accomplish the class objective.	
Time: 2 hours **Duration:** 4 weeks	
Procedure:	
Steps	**Activities**
1. Strategy Preparation	Ask students how they identify grammatical or ungrammatical sentences. Ask students how they analyze sentences.

2. Strategy Awareness Raising	Tell students that most sentences in English follow the structure of S + V + C / S + V + O.
	Tell students that parts of speech have different functions, and different lexical categories:
	a. Nouns can be the subject of a sentence or the subject of a noun phrase (Direct object, Indirect Object, Complement).
	b. Articles always modify nouns
	c. Adjectives always describe or qualify a noun.
	d. Adverbs always describe how the action is performed, and also can modify an adjective.
	e. Two nouns, adjectives, etc., can be derived from the same base and have different meaning and use. For instance, *bored* and *boring; place* and *placement.*
3. Strategy Training	Teacher shows how to analyze a sentence using some examples taken from the textbook and some handouts prepared for this class.
	Teacher analyzes the underlined derived word that is incorrectly used in the sentences by segmenting it.
	Teacher identifies the part of speech the word belongs to.
	Teacher builds ungrammatical sentences using word cards on the board to help students identify mistakes.
4. Strategy Practice	Students practice by analyzing sentences given in a handout.
	Students practice by identifying the part of speech the underlined word belongs to.
	Students practice by identifying grammatical or ungrammatical sentences.

	Students practice by using the word cards and worksheets provided for this lesson.
	Students compare their answers in groups.
5. Personalization of Strategies	Students reflect on the usefulness of this strategy and evaluate themselves focusing on the difficulties they might have encountered.

Table 2: Derivational Morphology Awareness: Sentence Grammatical Judgment.

The third strategy to be developed consisted of a word production task to assess the distributional knowledge of derivational morphology. It required students to write all the derived words for the prompt word with the given suffixes presented, such as *–able, -er, -or,-tion, -ful, -ly, -ity, -ive, -ion* (Odebunmi, 2001). (See Appendix I).

Lesson Plan 3
Topic: Derivational Morphology Awareness Strategies: Word Production
Objectives: To acquire rules to derive words from some prompt words using suffixes.
Materials: Resources taken from Interchange 3A and extra worksheets prepared to accomplish the class objective.
Time: 2 hours   **Duration:** 4 weeks
Procedure:

Steps	Activities
1. Strategy Preparation	Ask students if they know how to derive words from a given word.
2. Strategy Awareness Raising	Inform students that some words can be derived by using certain suffixes, and that by doing this, they change the part of speech they belong to.
	Explain students that not all the suffixes can be used with all the words to make derivations.
	Also, tell students that some suffixes are used to change nouns to adjectives like *–able*; that some of them are used to change verbs to nouns like *–tion*,

	etc.
	In addition, tell students that even the words are related, they have different functions in a sentence
3. Strategy Training	Teacher shows students how to derive words using the suffixes –*able, -er, -or,-tion, -ful, -ly, -ity, -ive, -ion*, on the board.
	Teacher uses word cards to show students derivations of words using the suffixes.
	The teacher shows the students how the words change the part of speech when adding or attaching suffixes. For instance, *communicate* is a verb, and *communication* is a noun.
4. Strategy Practice	Students practice the derivation of words by adding suffixes to some words given on a worksheet.
	Students are given a set of word cards and suffixes to work in groups and to practice derivations.
	Students have to classify the words they derived into different categories; nouns, verbs, adjectives, adverbs, etc.
	Students make word web maps with some suffixes provided.
	Students check their answers in groups
5. Personalization of Strategies	Students reflect on the usefulness of this strategy and evaluate themselves focusing on the difficulties they might have encountered.

Table 3: Derivational Morphology Awareness Strategies: Word Production.

The last strategy focused on reading. Students had to fill in the blanks choosing the correct word from a series of words presented as multiple-choice items. These words contained the same base, but different affixes. (See Appendix J).

Lesson Plan 4

Topic: Derivational Morphology Awareness Strategies: Reading

Objectives: To help students to accurately choose a word to give complete meaning to a text or article.

Materials: Resources taken from Interchange 3A, sample papers of the reading part of PET exam, and extra worksheets prepared for accomplishing the objective of this class.

Time: 1 hour 45 minutes to two hours   **Duration:** 4 weeks

Procedure:

Steps	Activities
1. Strategy Preparation	Ask students how they choose the correct word from a set of words to complete a text, so it is syntactically correct.
2. Strategy Awareness Raising	Explain students that the acquisition of derivational morphology skills might help them to extract meaning from written texts. Tell students that a form to choose a word correctly is the following: a. Identify what part of speech the given words are. b. Identify the previous word presented before the blank; eg. article, noun, verb, etc. c. Also, tell the students that if the previous word is an article, then they need a noun, and so on. d. Try to fill in the blanks with all the provided words and check if the sentence has meaning. e. Choose the one that better fits in the sentence.
3. Strategy Training	Teacher models and shows how to choose the correct word from a multiple choice set of words by following the procedure mentioned above.

	Teacher uses the projector and computer to present the students one of the parts of the PET exam, and starts working choosing the correct word to fill in the blanks, explaining at the same time why one word is the correct and no the other ones. With a set of word cards, the teacher builds up some sentences with a space to be filled, and writes four choices on the board to show the students which word is the correct one.
4. Strategy Practice	Students practice the steps described before on a worksheet individually. Students silently read short sentences in which one of the words is missing and then select the appropriate word to complete the sentence from a list of four to five choices in groups. Students read a paragraph with a missing word and provide the correct word orally in groups from a choice of four or five words. Students compare their answers as a group with the teacher.
5. Personalization of Strategies	Students reflect on the usefulness of this strategy and evaluate themselves focusing on the difficulties they might encounter.

Table 4: Derivational Morphology Awareness Strategies: Reading Comprehension Multiple Choice.

For accomplishing these lesson plans, 32 hours of class were required. Each session was done in about two hours of class during the semester, which consisted of 16 weeks of attending classes. It is important to mention that each class, for the fifth level, at the Salesian Language Institute lasted two hours on Wednesdays and Fridays.

3.4 PROCEDURES

This study started in September, 2016, and was conducted until the end of January, 2017. All the instruments that were designed for this purpose were printed on paper and administered to the students.

During the first week, the participants were informed about the study, and were asked to read a consent letter, and after that, if they agreed, to sign in accepting to be part of the research.

During the second class, the questionnaire was piloted with the piloting group (fifth level), and, as it was mentioned before, some questions, regarding derivational morphology, were taken off this instrument because of the difficulty they presented. After making these changes, it was applied to the participants, who accepted to intervene in this research. After checking the answers given in this instrument, a feedback was made to inform the participants about their answers, especially the ones related to the reading habits and the vocabulary knowledge and acquisition.

The importance of increasing the reading hours to acquire more vocabulary for a better understanding of articles in English was emphasized. Students agreed on the fact that reading and vocabulary acquisition are important skills for a better understanding of articles and papers, which they have to read in their Engineering majors. Students were informed about some strategies that would help them develop these skills, and overcome these understanding problems.

The vocabulary and the morphology awareness tests were administered afterwards, followed by the reading comprehension test. They were accomplished during the second week of class, and after being piloted with the other group as it was mentioned before.

Instruction of the strategies and development of the lesson plans was doing from the fourth week of class, during two hours each day. All the participants were required to strictly adhere to the instructions provided for each test. Instructions to the participants were given in English.

The mean testing time for each test was from 45 to 60 minutes, and it was conducted in an environment free of distractions, and with the supervision of the researcher.

The post-tests were applied at the end of providing instruction regarding derivational morphology awareness, through the lesson plans, and during the last week of the semester.

CHAPTER 4

ANALYSIS AND RESULTS

In this section, an analysis and description of the collected data is done to elucidate the research questions presented in this study. The data of this study was analyzed by calculating correlations between all the observed variables through descriptive statistics. This analysis was conducted to estimate the direct and indirect contributions of derivational morphology awareness to reading comprehension and the mediation effect of vocabulary knowledge.

A summary of the mean, mode, median, standard deviation, variation coefficient, and the variance of scores for the different tests measuring vocabulary, morphology awareness, and reading comprehension is presented in the following pages; as well as some graphs, which represent the data obtained in the qualitative instruments. All the grades obtained by the participants are represented in percentages over 100%.

Questionnaire Results

In order to collect data regarding the participants' background, a demographic questionnaire was applied (see appendix A). It asked some questions about their age, the current studying year they are, they type of school they studied before attending the university, if they studied in Cuenca or in another province. As this study deals with both students' perceptions about reading and vocabulary acquisition through derivational morphology, there was the need to include some questions, which inquired if students read for pleasure, the time spent for reading, and the reading of articles in English with vocabulary they know and understand, and a basic question about the knowledge of affixation (addition of prefixes and suffixes to words). The questionnaire revealed the following information:

1. Regarding the students' age we can find that:

- It varies from 19 to 26 years old. The majority of students are 25 and 26 years old, as it is demonstrated in the following figure.
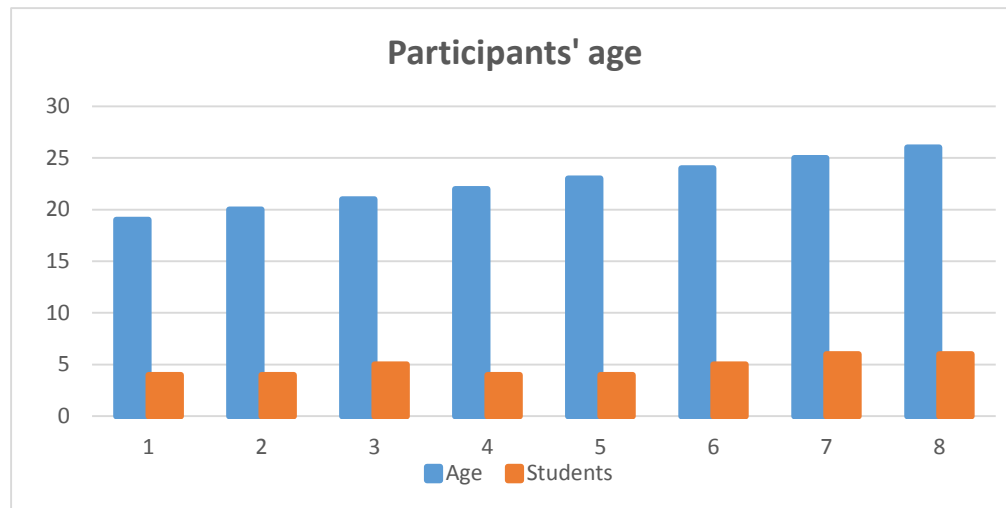
Figure 3: Participants' age

2. With respect to the current year of study the participants are in, the results are the following:

- Sixty-six percent of the participants are sophomore students who are attending the 7th or 8th semester of their majors. Twenty-six percent of the participants are in 9th, and only eight percent, a minority of the participants, are freshman.

University Year

- freshman 8%
- sophomore 66%
- junior 26%
- senior 0%
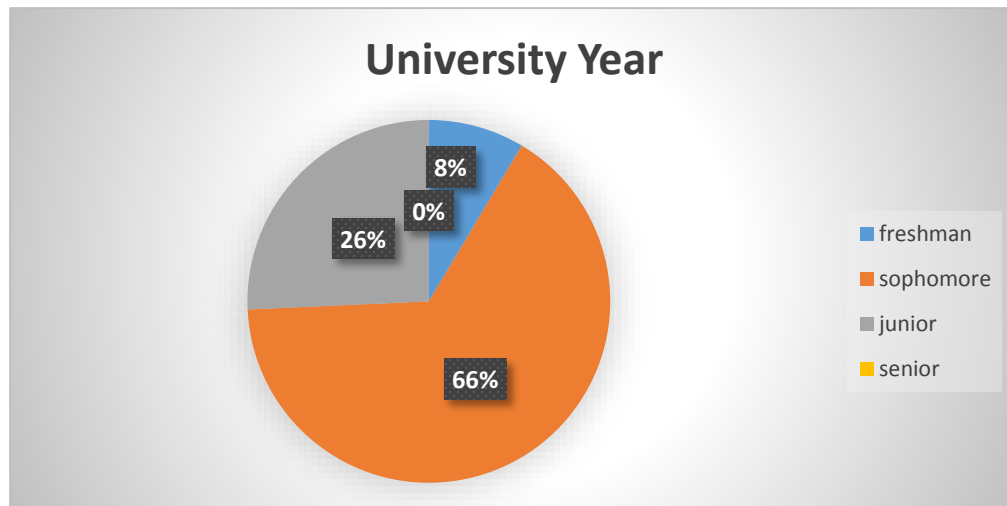
Figure 4: Participants' university year

3. With regards to the type of school they attended before starting the university:

- The majority of the participants, 43%, come from different public schools in Cuenca. 31% of the participants studied in public schools in other provinces. Only a few students, 12%, have studied in private schools in Cuenca, and a 14% of the participants studied in private schools in different provinces of Ecuador. This important aspect can be better seen in the following graph:

Participants' Secondary Education

- Private school in Cuenca 12%
- Private school in another province 14%
- Public school in Cuenca 43%
- Public school in another province 31%
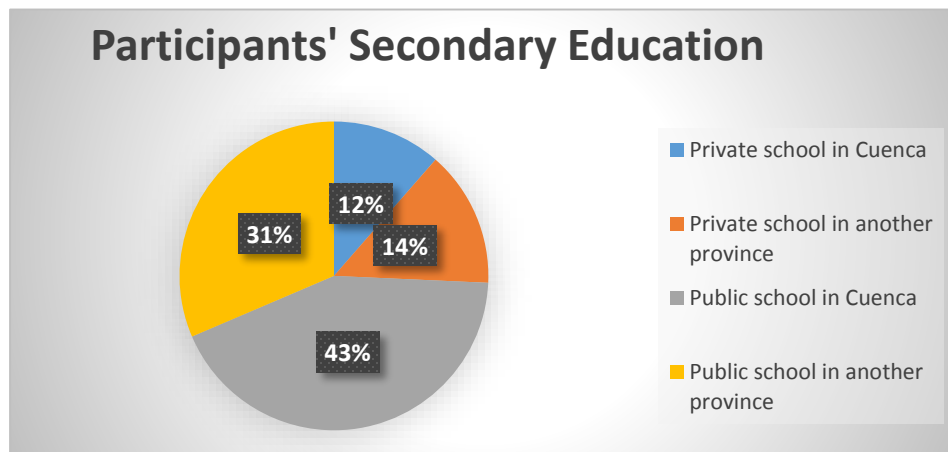
Figure 5: Participants' secondary Education

4. According to the participants' reading for pleasure habits, the following data was obtained:

- Most of the students who participated in this research study, 63%, do not have the habit of reading for pleasure, 26% of them read from two to four hours a week, and only an 11% read for more than five hours a week. The results are graphed as follows:
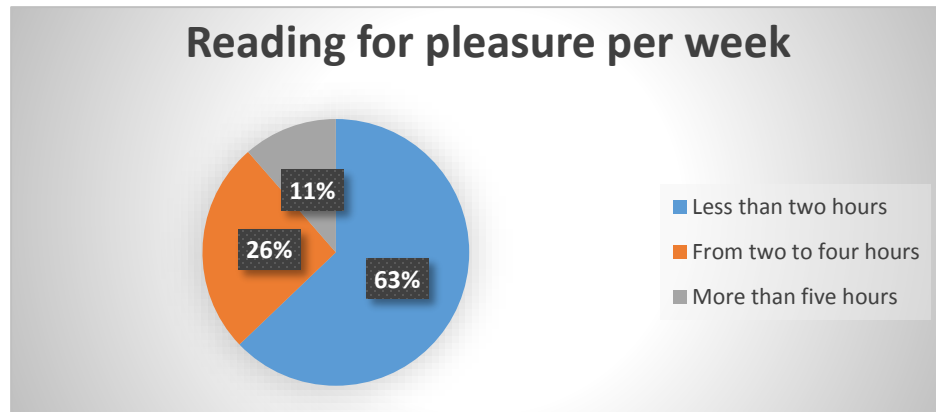
Figure 6: Hours students spend reading for pleasure each week.

6. What it gets to spending time reading academic material, the results are the following:

- It is seen that a 40% read books with academic contents for each of their majors because they have to accomplish with an assignment, and therefore, get a grade. So, most of the participants read for obligation, no for pleasure. A 26% of the participants read from two to four hour, and for the same reasons. Nonetheless, a 34% continue with the habit of not reading, doing it, for less than two hours a week.
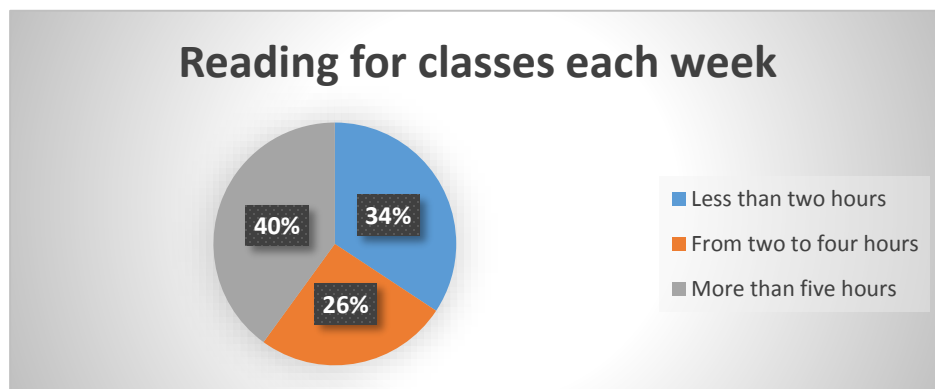
Figure 7: Hours spent for reading academic material each week.

7. The results about the question that inquired students about the articles read in English, and if the vocabulary they have is enough or adequate for accomplishing this task, and affixation, it is important to mention that:

- 60% of the participants, in this study, have read articles and books in English; meanwhile a 40% have not done it. A 57% said that they do not have enough vocabulary for reading articles in English; therefore, it was difficult for them to understand these articles adequately.
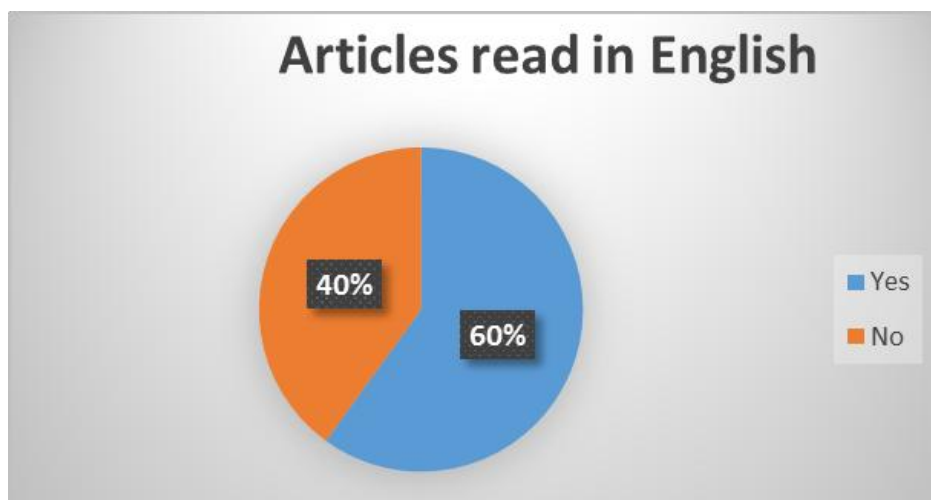
Figure 8: Read articles in English.
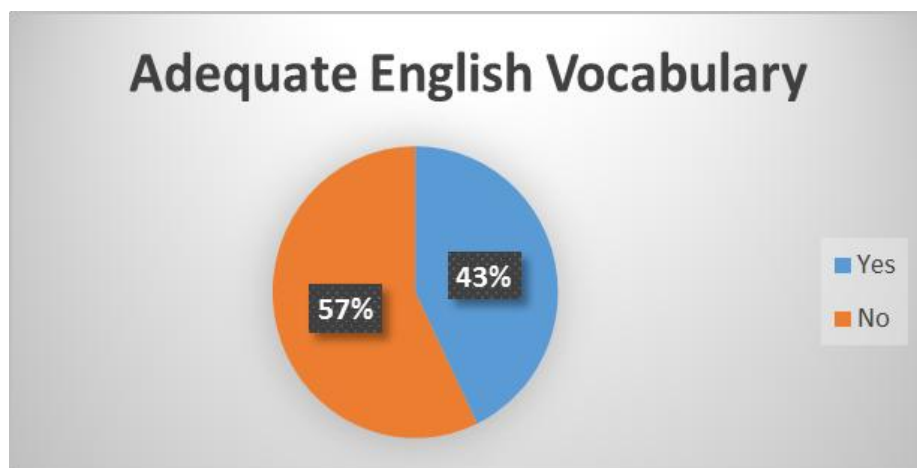
Figure 9: Students' English Vocabulary.

- With regards to the languages the participants speak fluently, all of them mention only Spanish.

- Only four students from the sample highlighted that they consider they can read fluently in English and Spanish.

- Finally, with regards to knowledge on how to use prefixes and suffixes, only a 34% of the participants knew how to add up affixes in words to transform them in other categories or parts of speech. This is due to the fact that some of the participants had this instruction about basic affixation, in previous levels and classes, especially, fourth level.
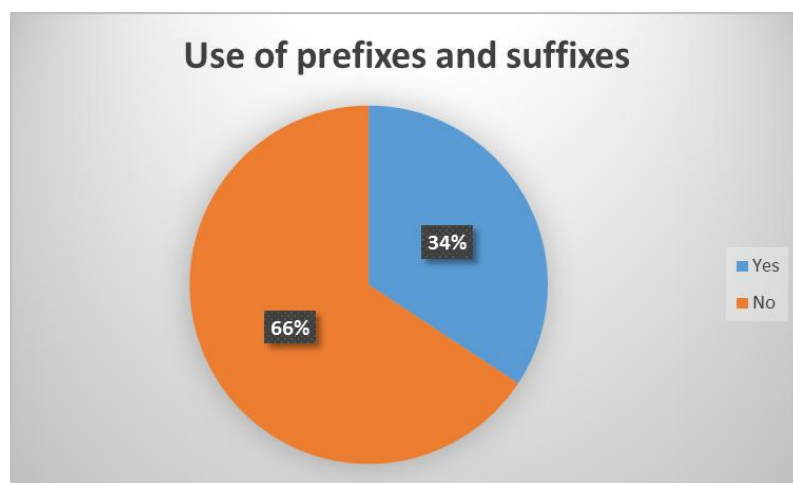
Figure 10: Word formation using prefixes and suffixes

The Nelson-Deny vocabulary Test

Firstly, regarding the Nelson-Deny adapted vocabulary pre-test, it is important to mention that the participants took the expected time, 60 minutes, in accomplishing with the two parts of this test.

It is important to mention that in the first part of the test, the participants had no problems checking the known words because, as it was mentioned before, they knew most of them.

However, in the second part, where students had to match the words with their definitions, some complications emerged. Participants continuously asked the instructor about the meaning, in Spanish, of some words used in the definitions. Hence, they were told that the instructor's intervention or explanation was irrelevant, as this test was not graded, and that the issue that matter the most was to know, accurately, the words they knew with their corresponding definition.

Nonetheless, as a result of the intervention made, and the instruction of the different strategies presented in the lesson plans, the participants presented important improvements regarding vocabulary acquisition and knowledge of words. Consequently, the positive results in the vocabulary post-test were noticeable as presented in the following table:

Vocabulary Tests									
Tests	Mean	Mode	Median	Standard Deviation	Variation Coef.	Variance	Confidence Interval	X max	X min
Vocabulary Pretest	60,60	56,66	60	16,69	-0,28	270,74	5,73	66,34	54,27
Vocabulary Post-test	70,91	66,66	66,66	9,84	0,94	87,39	3,38	74,29	67,53

Table 5: Results of the vocabulary pretest and post-test.

With respect to the grades obtained by the participants in the pre-test and post-test, it can be mentioned that in the pre-test, one student got 20/100, and that only one student got 90/100. The rest of the grades fluctuated among 50, 60, and 70/100 points. On the other hand, the grades obtained in the post-test clearly improved. For instance, the lowest grade was 40/100, and most

of the grades fluctuated between 65 and 70/100. One participant got 90/100, and one got 100/100.
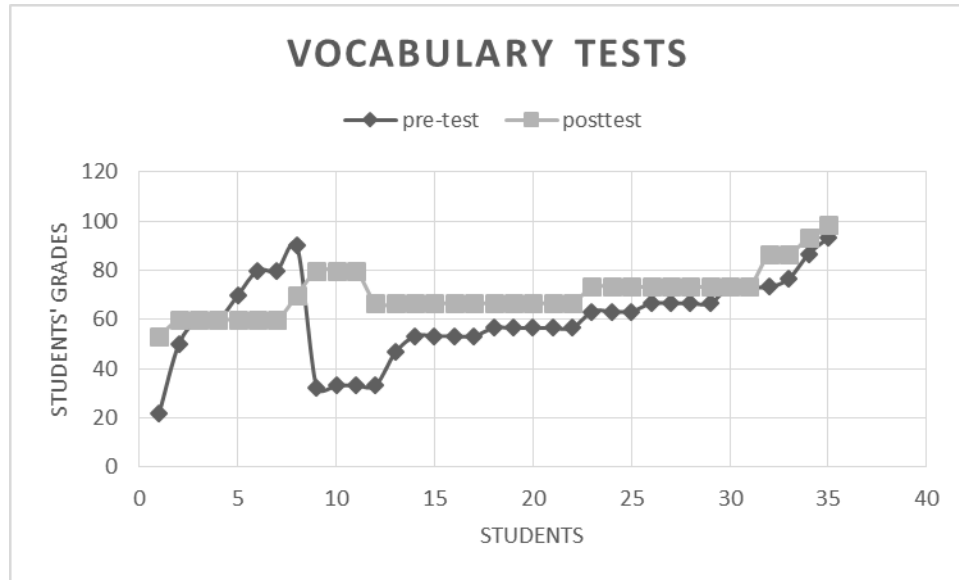
Figure 11: Grades obtained by the participants during the vocabulary pre-test and post-test.

Regarding the average obtained by the students during these tests, it can be seen that they significantly improved in the post-test, obtaining 70.91% against 60.60% gotten in the pre-test. The Mean is the statistical measure that was used for this purpose.
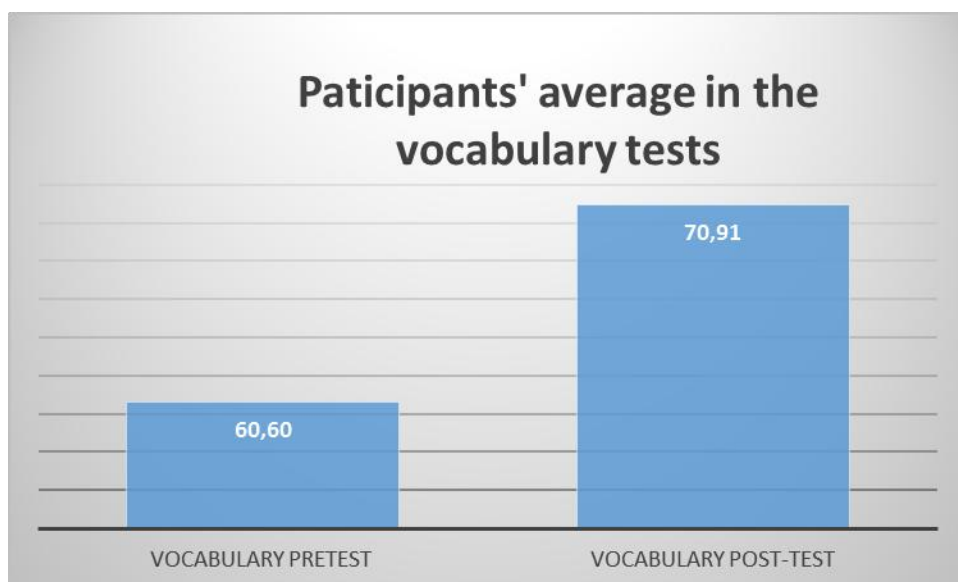
Figure 12: Average obtained by the students during the vocabulary pretest and post-test.

The Morphology Test

Regarding the morphology test, it is important to mention that participants did not present serious difficulty trying to identify the base word from a group of derived words during the pre-test. However, what was difficult for them was to recognize the part of speech each word belonged to. They were confused when trying to categorize them into nouns, adjectives, adverbs, and verbs. For instance, some of them said that *dirt* is an adjective, instead of a noun. What they intended to do is to relate the adjective *dirty* with its corresponding noun.

Nevertheless, they improved at the end of this study, and after instruction, through the different activities planned through the lesson plans mentioned above. As a result, they got better results in the post-test.

To guarantee what is said in this section, the results of the morphology pre-test and post-test are presented in the following table:

Morphology Tests

Tests	Mean	Mode	Median	Standard Deviation	Variance	Confidence Interval	X max	X min
Morphology Pretest	62,95	50	60	14,16	194,83	4,69	67,64	55,31
Morphology Post-test	87,24	80	93,33	11,22	122,20	3,72	90,95	83,52

Table 6: Results obtained by the students in the morphology pretest and post-test.

The results clearly show the above mentioned. The participants got better grades in the post-test. They were conscious about their own learning, practicing in class, and solving questions and problems presented during the application of the different derivational morphology activities.

The different lesson plans helped students improve their knowledge regarding the formation of words, and the recognition of words belonging to different parts of speech.
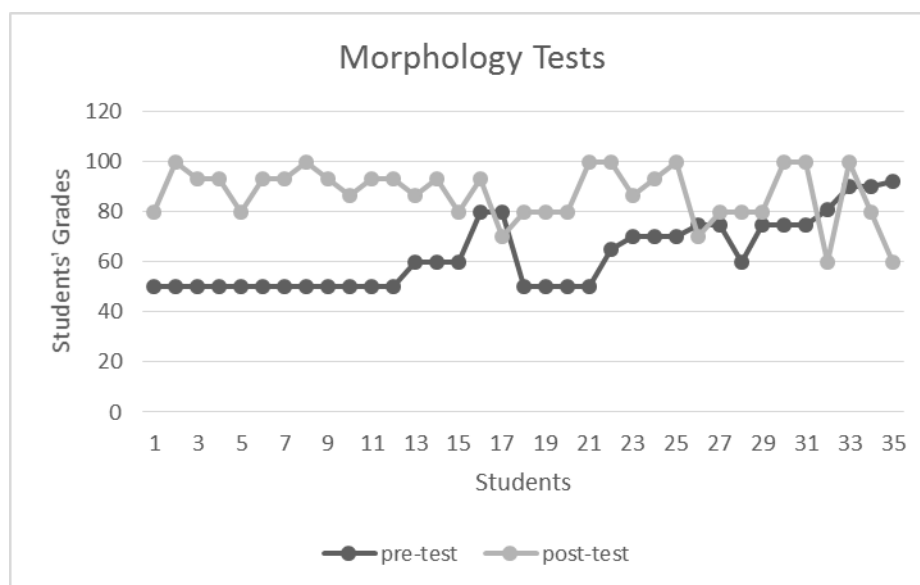
Figure 13: Grades obtained by the students during the morphology pre-test and post-test

It can be clearly seen in the graph above (13), that in the morphology pre-test, with little knowledge of derivational morphology, 16 participants got 50/100, three obtained 60/100, two 80/100, and only three got 90/100.

On the other hand, in the post-test, the lowest grade was 60/100, which was obtained by two participants. Most of the students got grades that fluctuated among 80, 90 and 100/100 (31 participants).

The error range in these tests is 46.9% for the pre-test, and 37.2% for the post-test. In addition, an improvement in the average is noticeable, The grade that repeats itself the most (mode) is 80/100 in the post-test. It can be better seen in the following figure:
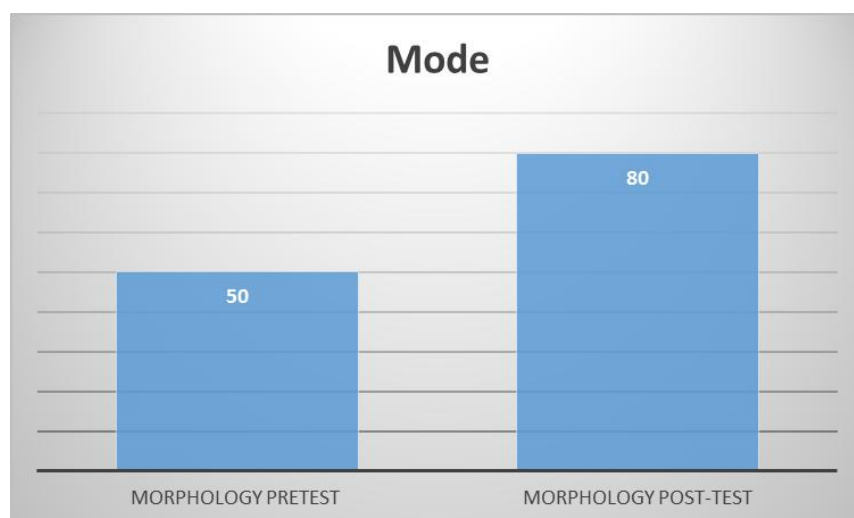
Figure 14: Representation of the most repeated grade by the students during the morphology pretest and post-test

Results obtained in the Activities Included in the Lesson Plans: Intervention.

As it was mentioned in the methodology, four lesson plans were applied during this study. For this purpose, many activities were developed in different worksheets, which were evaluated to check students' improvement. All of these worksheets were graded over 5 (five) points because, at the Salesian Language Institute, it is a policy to grade classwork under this condition. These activities served to answer the research questions of this study since different morphology awareness tasks were performed for vocabulary acquisition and reading comprehension.

The first activities developed were related to recognition of parts of speech, and segmentation of words, base word and suffixes or prefixes. Students had to classify some highlighted words presented in a reading, into verbs, adjectives, nouns, and adverbs. They were allowed to use their paper dictionaries for the words they were unsure about as a manner of practicing. At the beginning, they had problems with terms used in the dictionary. Consequently,

some instruction about the use of it was needed. However, after accomplishing with the due time for this lesson plan, students greatly improved. The results are shown in the following figure.
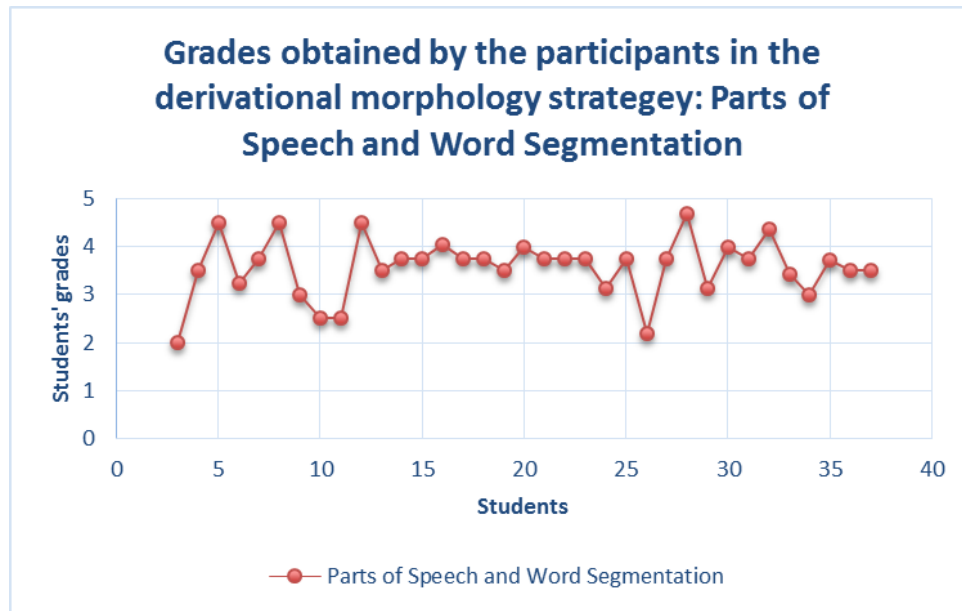
Figure 15: Results obtained during the last application of the first lesson plan regarding Parts of Speech

The activities developed for the second lesson plan where designed to help the students recognize grammatical and ungrammatical sentences. These sentences where developed in such a way that students had to be sure about what word was the correct one to make the sentence grammatically correct. In this intervention, only five students got low grades. The results shown in the following figure are the ones gotten at the end of this lesson plan.
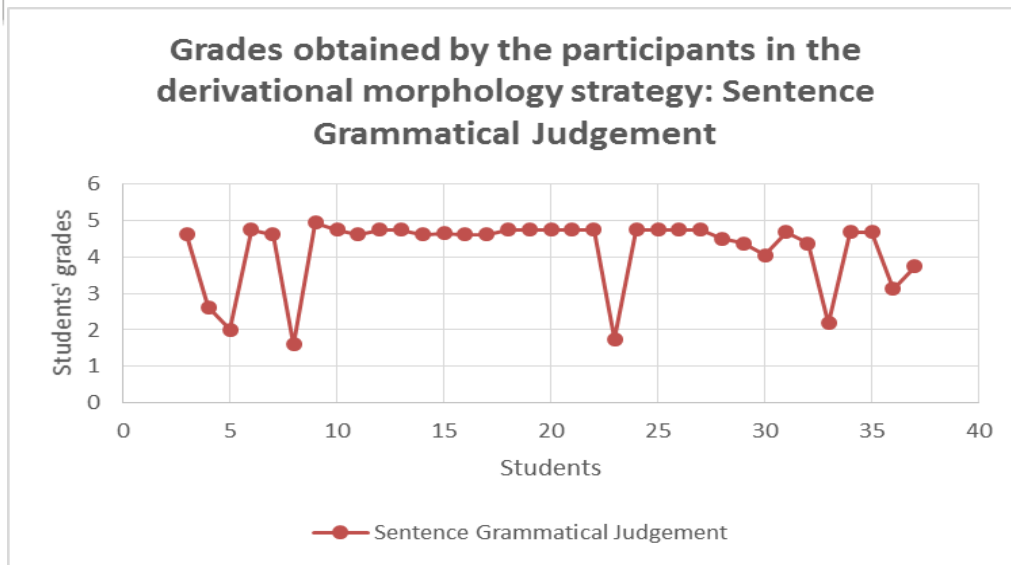
Figure 16: Results obtained during the Second Lesson Plan regarding Sentence Grammatical Judgment

The activities for the third lesson plan where developed to engage students in word formation. As students knew how to add suffixes and prefixes to words, they had little difficulty when doing these exercises. However, they improved at the end of the intervention of this strategy, and only one student got a low grade, 2.5/5. The results are the ones expressed in the following graph:
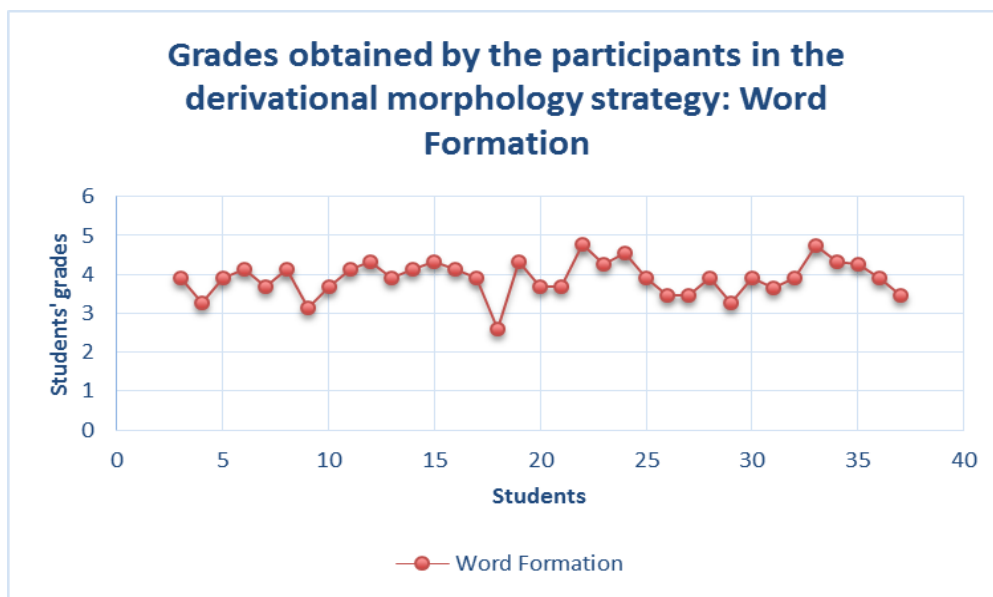
Figure 17: Grades obtained by the students after the application of the Third Lesson Plan; Word Formation

The last lesson plan was meant to engage students in reading comprehension through PET-like multiple-choice questions found in the parts 3, 4, and 5 of this test. This last lesson plan was designed to test students' comprehension and vocabulary acquisition. It was applied after all the previous activities mentioned above.

All in all, higher scores were reached on the Reading Comprehension tasks since the participants were able to practice during the previous lesson plans. This situation means that morphology awareness can be achieved after rehearsal, improving vocabulary acquisition, and therefore, their reading comprehension skills. We can see a clear improvement in the grades. Only two participants got low scores. The results are the following:
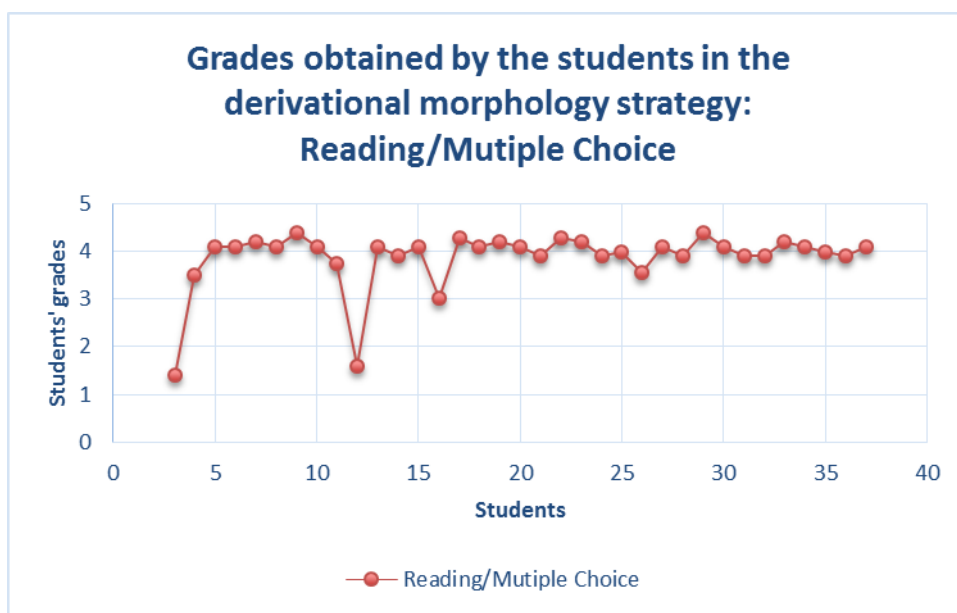
Figure 18: Results obtained at the end of the Third Lesson Plan: Reading / Multiple Choice.

The Reading Comprehension Tests

The reading comprehension test was made up as a mock exam of the PET standardized exam from Cambridge University parts 3, 4, and 5. It is important to mention that part 3 deals with choosing the

correct item *True* or *False*, or marking if the sentences are *Correct* or *Incorrect* from a set of questions. Part four deals with choosing the correct answer (multiple choice itemsb) from a set of questions, and part five, with choosing the correct word to complete an article. The different parts of this test were not analyzed individually, but as a whole as it is in the proficiency exam. Grades obtained are presented according to the different skills (reading, writing, listening, and speaking) this exam contains.

Therefore, the reading pre-test and post-test were graded over a 100 (one hundred) points to suit the purpose of this study, and to help the Salesian Community understand the grades gotten according to the current grading system. The following figure states what is mentioned above.

Figure 19: Statement of Results of the Preliminary English Test.

Table 7 shows the participants' performance in the reading comprehension tests. Means and standard deviations are presented in proportion of correct choice of items.

Reading Comprehension Tests								
Tests	Mean	Mode	Median	Standard Deviation	Variance	Confidence Interval	X max	X min
Reading Comprehension Pretest	43,25	48	46	15,52	233,44	5,14	48,39	40,86
Reading Comprehension Post-test	69,09	71,42	71,42	19,86	383,12	6,58	75,67	62,51

Table 7: Results of the Reading Comprehension Tests.

Improvement in the reading comprehension skill can be seen through these results, highly reflected in the average/mean, 69.09/100. Most reading scores were above 60%, and some of them got to 100%, confirming that instruction of derivational morphology awareness helped in vocabulary acquisition and reading comprehension. Despite differences in when and how morphological decomposition occurred, major models of word recognition maintained that morphological structure was crucial for word access (Alvarez et al., 2001; Caramazza et al., 1988; Taft, 2004).The average (mean) obtained in the reading comprehension pre-test and post-test can be better seen in the following graph:
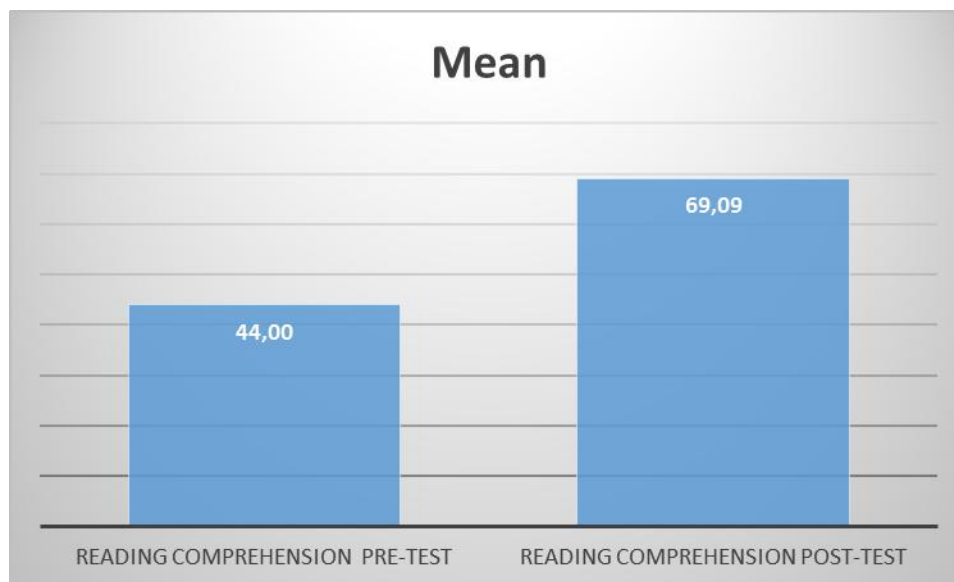
Figure 20: Average obtained in the Reading Comprehension Tests.

To sum up, it can be found that after applying some activities developed in the different lesson plans, the participants increased their knowledge, and understanding of words, getting a better vocabulary to comprehend articles and readings. Before this instruction, students presented difficulties to understand simple readings, and as a consequence, they almost always chose the incorrect item in the tests. Figure 21 provides a clear idea of the participants' improvement in the reading post-test in comparison with the pre-test applied.
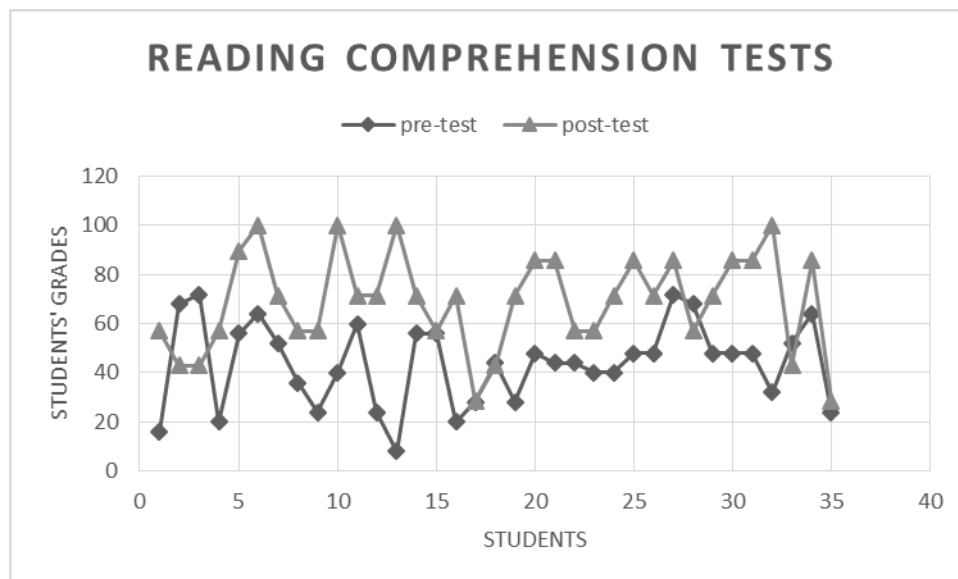
Figure 21: Grades obtained in the Reading Comprehension Tests.

Survey Results

The survey applied to the participants was meant for triangulating the results obtained

from the collected data in the different tests, in order to validate this study, and to answer the

research questions presented. It is important to mention that the survey was made in Spanish for

better understanding and to get reliable answers.

The first question asked the participants if the learnt strategies helped them to predict the

meaning of a word, and consequently, to better understand a text. Thirty-two students, which

represent the 86% said that they help them a lot, only 5 participants; which represent the 14%,

said these strategies helped them a little. This can be seen in figure 22.
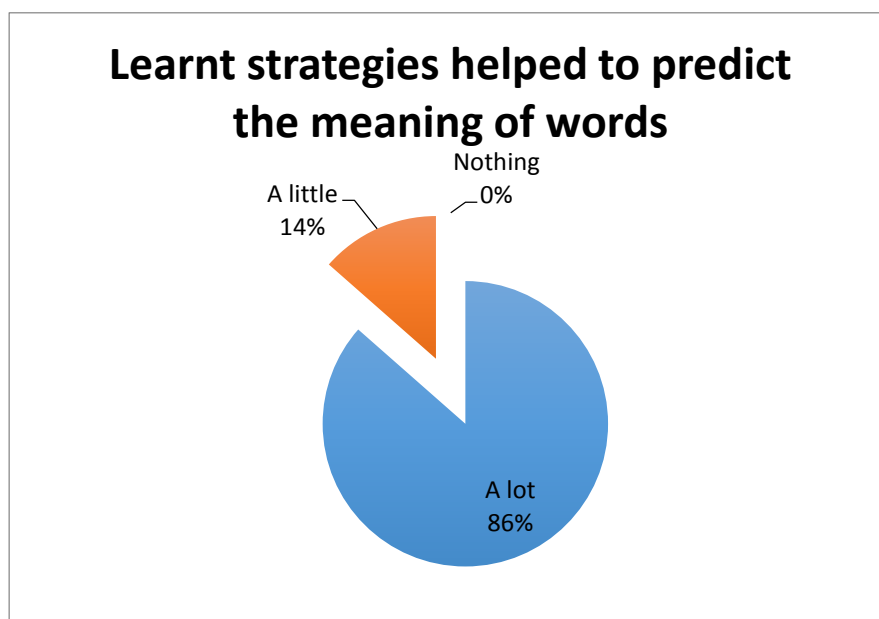
Figure 22: Participants' answers in the first question of the survey.

The second question was directed to know if the learning and instruction of the strategies

used in the lesson plans contributed in the acquisition of new vocabulary and better reading

comprehension skills. The 83% of the participants answered by saying they had contributed a lot in their learning, and only a 17%; 6 participants, mentioned having little contribution.
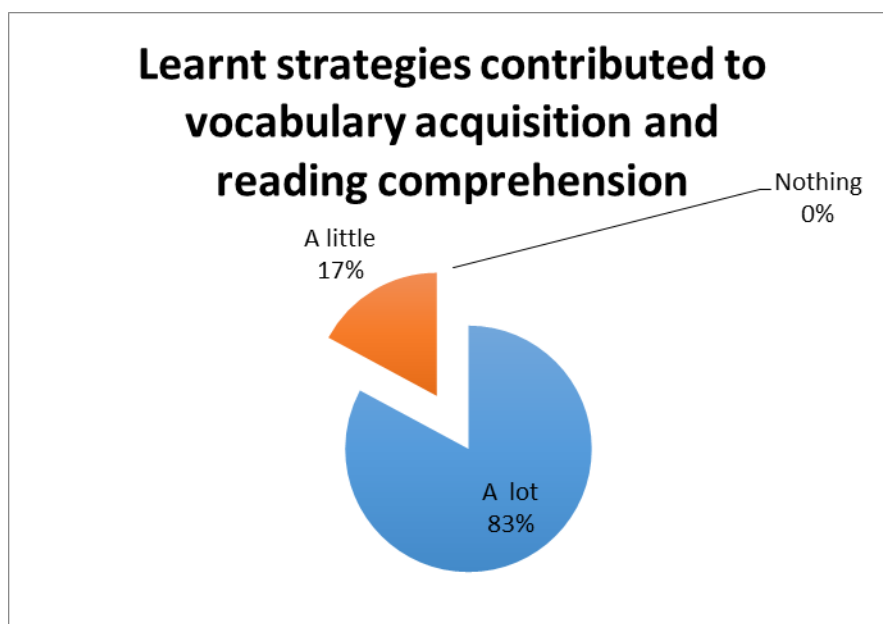
Figure 23: Participants' opinions in the second question in the survey.

In question 3, participants had to choose the best strategy; which most helped them in their vocabulary acquisition and improvement of their reading comprehension skills. A hundred percent of the students chose Recognition of parts of speech. This problem was mentioned at the beginning of this study. Students presented several problems when recognizing parts of speech. Nonetheless, they improved significantly. An 80% said that choosing words from different items helped them to discriminate which word was supposed to be used to fill in a gap. A 71.42% said that segmentation of words was the best strategy to learn new words and, therefore; improve their reading comprehension. The students' preferences are better represented in the following table:

Best Strategy for Vocabulary acquisition and Reading Skills

Strategies	Students	%
Segmentation of words	25	71,42
Sentence grammatical judgement	12	34,28
Word production	19	54,28
Recognition of parts of speech	35	100
Multiple choice	28	80

Table 8: Results obtained in question 3 in the final survey.

The last question inquired the participants about their performance regarding vocabulary and reading comprehension activities. The question was directed to know if the students felt and considered there was an improvement in their knowledge with regards to these skills. The results supported what was obtained in the post-test of every variable studied in this work. Therefore, 91% of the participants said they improved a lot, 6% said they improved a little, and only a 3% improved nothing.
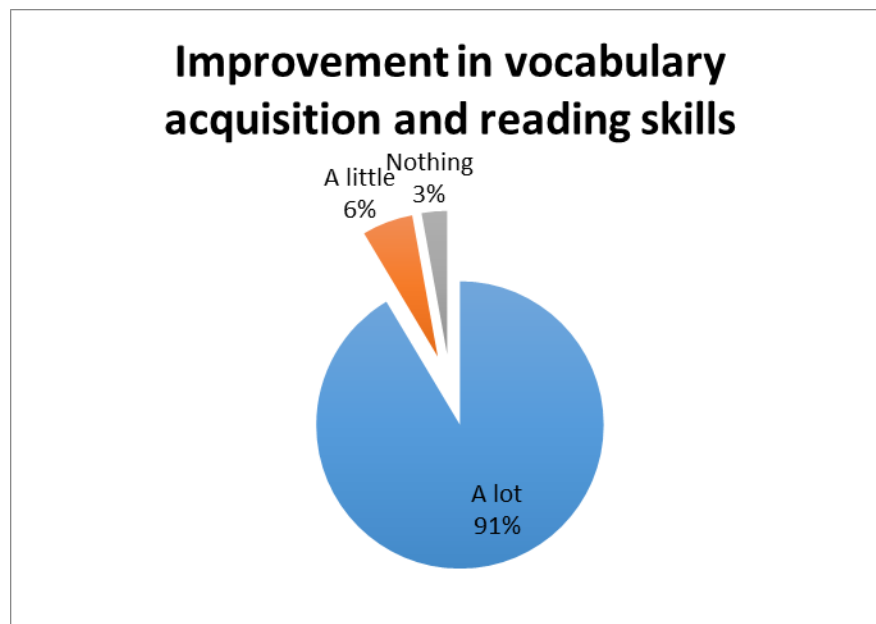
Figure 24: Participants opinions in question 4 of the survey.

Triangulation of the study

According to Mackey and Gass (2005), triangulation involves the use of multiple, independent methods of obtaining data in a particular investigation in order to attain at the same research findings. Therefore, in this study, the different instruments applied provided with enough data to avoid bias from the researcher, and to enhance validity and reliability of the information.

The qualitative data analysis attained positive results as the ones obtained in the different analysis of the results obtained through the instruments used to collect quantitative data, post-tests, answering the two research questions proposed in this study.

For this reason, to evidence that the survey results are as positive as the ones obtained in the different post-tests, and to show that the researcher did not bias the results, quantification of the survey is needed. Quantification can play a role in both the generation of hypothesis and the verification of patterns that have been noticed in a study. Quantification of qualitative data is valuable in that numerical descriptions can better explain how the theories that arose a study reflect the data (Mackey & Gass. 2005).

In this sense, the test chi square, which is used in social sciences to determine if there is a significant relationship between two variables, with a 95% of degree confidence (Ugoni & Walker, 1995), was applied with the data obtained in the survey. Consequently, two hypotheses emerged; a null one (Ho), and an alternative one (H1)

Ho: Derivational morphology awareness does not improve vocabulary acquisition and reading skills.

H1: Derivational morphology awareness improves vocabulary acquisition and reading skills.

| The Effect of Derivational Morphology Awareness in Vocabulary Acquisition and Reading Skills | | | | | | | | |
Observed	A lot	A little	Nothing	Total	Expected	A lot	A little	Nothing
Learnt strategies helped to predict the meaning of words	32	3	0	35	Learnt strategies helped to predict the meaning of words	31	3,67	0,33
Learnt strategies contributed to vocabulary acquisition and Reading skills	29	6	0	35	Learnt strategies contributed to vocabulary acquisition and Reading skills	31	3,67	0,33
Improvement in vocabulary acquisition and reading skills	32	2	1	35	Improvement in vocabulary acquisition and reading skills	31	3,67	0,33
Subtotal	93	11	1	105				

Table 9: Relationship of the observed variables obtained in the different questions in the survey with the expected ones.

After calculating chi square, the results are the ones that follow:

Variables		
Observed	Expected	O - E^2/E
32	31	0,03125
29	31	0,13793
32	31	0,03125
3	3,66	0,1452
6	3,66	0,9126
2	3,66	1,3778
0	0,33	0
0	0,33	0
1	0,33	0,4489
	3,08493	x2 calculated
	9,49	x2 tabular

Table 10: Chi Square calculated and Chi Square tabular.

Analyzing the results, it can be observed that the relationship between the two variables is high since the chi square calculated (3.08493) is lower than the chi square tabular (9.49) (Ugoni & Walker, 1995).

Therefore, the H1 is accepted; it states that Derivational Morphology Awareness improves Vocabulary Acquisition and Reading skills.

Additionally, to correlate the results obtained in the chi square with the results obtained in the post-tests applied in this study, a *t-Test: Pair Two Sample for Means,* which is used to compare two means before and after intervention, in a same group, was applied to statistically show significant improvement between the pre-tests and the post-tests used in this study, and to corroborate the hypothesis proposed (Acock, 2014) in this study. The results are shown in tables 11, 12 and 13.

t-Test: Pair Two Sample for Means: Morphology Tests

	Pre-test	*Post-test*
Mean	62,9486	87,2366
Variance	200,5632	125,7964
Observations	35	35
Pearson Correlation	-0,3322	
Hypothesized Mean	0	
df	34	
t Stat	-6,9142	
P(T<=t) one-tail	0,00000003	
t Critical one-tail	1,6909	
P(T<=t) two-tail	0,0000000574	
t Critical two-tail	2,0322	

Table 11. Results obtained in the Morphology Pre-test and Post-test.

t-Test: Pair Two Sample for Means: Vocabulary Tests

	Pre-test	Post-test
Mean	60,6011	70,909143
Variance	278,7092	96,750285
Observations	35	35
Pearson Correlation	0,3529	
Hypothesized Mean	0	
df	34	
t Stat	-3,7853	
P(T<=t) one-tail	0,0003	
t Critical one-tail	1,6909	
P(T<=t) two-tail	0,000596	
t Critical two-tail	2,0322	

Table 12.Results obtained in the Vocabulary Pre-test and Post-test.

t-Test: Pair Two Sample for Means: Reading Comprehension Tests

	Pre-test	Post-test
Mean	44,0000	69,0889
Variance	283,2941	394,3890
Observations	35	35
Pearson Correlation	0,0645	
Hypothesized Mean	0	
df	34	
t Stat	-5,8922	
P(T<=t) one-tail	0,000001	
t Critical one-tail	1,6909	
P(T<=t) two-tail	0,000001	
t Critical two-tail	2,0322	

Table 13. Results obtained in the Reading Comprehension Pre-test and Post-test.

Analyzing the results, it can be clearly seen that the mean after intervention is not the same; it improves, and the P(T<=t) two-tail, in all of the tests, for each variable, is minor to the alpha level of significance, which, for the human sciences, is 0.05. Thus, in the *t-Test* applied for

the Morphology tests, the P(T<=t) two-tail is 0.0000000574. In the one applied for Vocabulary, the result is 0.000596, and in the other one for Reading Comprehension the P(T<=t) two-tail is 0.00001. Consequently, the null hypothesis (Ho: Derivational morphology awareness does not improve vocabulary acquisition and reading skills) can be rejected, and the alternative one (**H1**: Derivational morphology awareness improves vocabulary acquisition and reading skills) can be accepted.

CHAPTER 5

DISCUSSION IMPLICATIONS AND LIMITATIONS

Discussion

The aim of this study was to determine the effect of derivational morphology awareness in Spanish-speaking A2 learners of English in vocabulary acquisition and reading skills. This research was conducted with students at Politecnica Salesiana University, Salesian Language Institute, taking English as a foreign language in fifth level, and departed from two research questions: First, to what extend can derivational morphology awareness improve vocabulary acquisition and reading skills? Second, can knowledge and practice of English derivational morphology and morphological strategies help EFL Intermediate learners to accurately understand English texts?

The goals of this current study were to develop an awareness of derivational morphology in young adult readers and examine its associations with the improvement of reading comprehension ability, and vocabulary acquisition. While there are many strategies to acquire vocabulary, derivational morphology awareness may be particularly important for vocabulary development as students encounter complex reading material.

Based on the results of this study, certain implications for the teaching-learning process of English as a Foreign Language, in the context of this study, seem worthy to be drawn:

Implications for Vocabulary learning

The results in this study agree on the fact that derivational morphology awareness makes a great contribution to vocabulary acquisition. The average the participants got in the post-test is 70.91/100. They improved in a 10.31% in comparison with the pre-test. Such results suggest

that it would be a good idea as Garcia and Nagy (1993) stated, to include, in the institutions, where English is taught as a foreign language, programs that contain systematic instruction of morphology awareness.

Additionally, the results obtained in this study show that the students took advantage of the derivational morphology awareness strategies, improving in this way their vocabulary by determining the meanings of new words encountered, as in the studies conducted by Medellín Gómez and Auza Benávides (2008), Wysocki and Jenkins (1987) mentioned in the literature review.

Students need to be taught derivational morphology strategies explicitly and systematically, as well as the skill of identifying suffixes and prefixes to use that knowledge when learning new English words, as stated by Anglin (1993), who says that vocabulary increases, with age, and while students go to higher levels of instruction.

Implications for Reading Comprehension

In the current research, it was observed that morphological awareness is important in the development of English as foreign language learners' reading comprehension. The participants' average in the reading post-test is 69.09/100. Students improved in a 25.09% in comparison with the average obtained by them in the pre-test.

The outcomes highlight the importance of morphological awareness in predicting reading performance in English learners, and coincided with the ones obtained by Kieffer and Lesaux (2008); Tayler and Nagy (1989); Deacon and Kirby (2004) previously mentioned. The efficient use of morphological information during reading may discriminate well between competent and less competent readers in English language learning populations.

Therefore, the results of this study demonstrates that students' awareness of words' morphological structure contributes not only to their understanding of individual words but also to their overall success with reading comprehension. These findings concur with previous research conducted with native English speakers (Carlisle & Stone, 2000; Tayler & Nagy, 1989).

In addition, the outcomes suggest that learners, who are instructed on derivational morphology awareness, are quiet successful deciphering morphological complex words, and acquiring the abstract, conceptual vocabulary knowledge needed to comprehend academic texts, as stated by Alvarez et al. (2001), and Deacon and Kirby (2004).

Had there been a specific instructional focus on these elements of language, from the beginning of the learning process of English as a foreign language, the learners in this study, may have developed better morphological awareness and broader vocabulary knowledge sooner, which would have likely accelerated the development of reading comprehension ability (Carlisle & Stone, 2000).

Educational Implications

The results of the current study indicate that derivational morphology awareness is an important predictor of young adults' reading comprehension. This study enhances the existing literature on adults with low reading ability and demonstrates that morphological awareness is an important component skill of reading comprehension for this population (Carlisle & Stone, 2015; Kieffer & Lesaux, 2008). This could have important implications for English as a foreign language programs because explicitly teaching adults to understand morphological rules and how to decompose words into constituent morphemes could improve their morphological awareness, vocabulary knowledge, and subsequently reading comprehension skills. Nunes, Bryant, and Bindman, (1997) proposed a reading program emphasizing spelling abilities by directly teaching

morphemic spelling rules. This type of instruction would allow learners to focus more on word structure (learning prefixes and suffixes) and enable them to apply these rules to promote reading comprehension and expand vocabulary knowledge. Explicit morphological instruction (in both inflectional and derivational morphology) may be beneficial for adults with low literacy skills because they struggle with morphologically complex words (Libben & Jarema, 2004).

Implications for Future Research

There are several important directions to consider for future research on morphological awareness and processing and reading abilities in young adults with low literacy skills. It would be interesting to differentiate by ability levels and investigate derivational morphological skills from young adults with low literacy skills in beginning programs (first, second, and third level). This study found that young adults with low reading skills struggle with complex words in context; therefore, it would be interesting to find out how students from lower levels develop their vocabulary and reading comprehension skills.

Past research has investigated the relationship among phonology, morphology, and orthography in children, thus it would be worthwhile assessing these relationships in adults by including orthographic knowledge.

In addition, it would be important to do more research on how derivational morphology awareness affects in the development of literacy and vocabulary acquisition on young adults whose first language is Spanish, and are learning English as a foreign language (Graves, 2006; Yopp et al., 2009; Kieffer & Lesaux, 2008). Most of the literature found was about research conducted with children and adults whose first language is Korean, Japanese, Arabic, and native speakers of English, or Spanish speakers learning English as a Second Language, and living in the USA (Jurafsky & Martin, 2016; Hon-Nam & Leavell, 2006).

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Limitations

Throughout this study, different situations that can be considered limitations came up. They might be taken into consideration for future research regarding this topic.

- The population of this research was limited to 35 participants from the fifth level of English at Politecnica Salesian University, during the academic period 2016- 2016, out of a total of 120 students; therefore, the results of this study cannot be generalized.

- Because of schedule constraints, I did not have the opportunity to work with another group assigned to a different teacher. Consequently, the teacher was also the researcher.

- Sometimes, the participants of this research had to present projects in other subjects, and were absent to some classes during the application of the lesson plans. For this reason, some of them got low grades during the evaluation of the different strategies.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This research work attempted to study the effect of derivational morphology in vocabulary acquisition and reading skills in Spanish speakers learning English as a foreign language. The main reason to embark on this study was the need of helping students attending the Politecnica Salesiana University acquire, first, a higher level of vocabulary and reading skills, and second, a heterogeneous reading proficiency level among students within same class.

The results of this research reveal that derivational morphology had a direct effect on reading comprehension and vocabulary development as stated by Anglin (1993); Wysocki and Jenkins (1987); Casalis and Louis Alexandre (2000); Droop & Verhoeven (2003). Therefore, the findings contemplated in this study, argue for the inclusion of derivational morphology awareness into emerging models of reading comprehension in English language learners. Students' awareness of words' morphological structure contributes, not only to the understanding of individual words, but also to their success in reading comprehension. These findings concur with previous research conducted with English native speakers (Wysocki & Jenkins, 1987; Carlisle & Stone, 2005), and begin to extend the findings to the population of Spanish-speaking English language learners in the United States.

In addition, this study highlights the need for instructional research into whether teaching morphological awareness to English language learners can serve to broaden their vocabularies and improve their reading comprehension performance. Stahl and Nagy (2006), Graves (2006), and others have highlighted morphological skills as a key point to improve native English speakers' vocabulary, and Carlo et al. (2004) has provided evidence that these techniques,

derivational morphology awareness strategies, when combined with a variety of other activities, are promising for English language learners as well.

As a result, it can be inferred that the students who were part of this research demonstrated that they could manage texts at an intermediate reading level. The interaction they had with every activity developed in the lesson plans allowed the participants to improve their reading skills and vocabulary acquisition.

Finally, the results of this research can be taken as a starting point for any teacher of English who is intending to provide his students with strategies to improve their reading skills, or to carry out further research on this topic.

6.2 Recommendations

Morphological awareness help students of English as a foreign language in three ways: first, to infer the meaning of unknown words. Second, to better distinguish new forms. Third, to use the appropriate word in each syntactic frame.

Teachers of English might want to increase learners' awareness of suffixes and prefixes to help them get higher levels of reading abilities and vocabulary gains.

Additionally, planned activities could be incorporated in the classroom, even from lower levels. These activities should be prepared in advance and attached to the strategies that help students gain independence in learning and develop derivational morphology awareness as stated by Friedline (2011), and integrated in this study.

Apart from the activities, some classroom time could be spent explaining the different strategies to the learners, so they could get independence and security in their own learning.

Derivational morphology awareness can be applied in any institution that teach English as a foreign language to promote interaction in the classrooms and to help less advance students

acquire confidence in their reading abilities, and therefore, in the acquisition of a second language as said by Carlisle and Stone (2015), and demonstrated in this research work.

Further research could include larger samples to better investigate the effectiveness of derivational morphology awareness as found in this research and in the studies mentioned in the literature review. In addition, teachers can propose a study combining derivational morphology awareness in other skills such as speaking, listening, and writing.

They should be aware that there is the need to become researchers to improve language acquisition. The more data collection we start having, with other variables, the more chances we can create for our students to learn.

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APPENDICES

APPENDIX A

CONSENTIMIENTO PARA TRABAJAR EN UN ESTUDIO INVESTIGATIVO

Nombre del Proyecto: THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS.

Investigador: Lcda. Karol Díaz Contreras

Introducción

Usted está invitado a considerar su participación en este estudio el cual analizará el efecto de la morfología derivacional, reconocimiento de prefijos y sufijos, en la adquisición de vocabulario y el mejoramiento de la habilidad de leer y por ende, la comprensión lectora. Este documento describe el propósito y naturaleza del estudio así como también sus derechos como participante del mismo. Si usted decide participar, por favor firme en la última línea de este documento.

Explicación del Estudio

Este estudio intenta encontrar como la aplicación de ciertas estrategias que permitan adquirir una conciencia de morfología derivacional que influyen en la adquisición de vocabulario y el mejoramiento de la lectura comprensiva. Para este efecto, el investigador enseñará estas estrategias.

Confidencialidad

Toda la información recolectada será confidencial y solo será usada para este estudio. Su identidad se mantendrá anónima. Solo el investigador conocerá su nombre. Si los datos de este estudio fuesen publicados, su nombre no será usado.

Participación

La participación en este estudio es absolutamente voluntaria. Usted no está obligado a participar en el mismo si no lo desea. En ese caso, usted participará de las mismas actividades, pero sus resultados no constarán en la recolección de datos de este estudio.

Declaración del investigador

He explicado completamente el propósito y las características de este estudio y he respondido todas las preguntas que los estudiantes han presentado sobre el mismo.

Firma del investigador: …………………………… Fecha: ……………………………….

Consentimiento del estudiante

He leído toda la información de este documento y todas mis preguntas han sido respondidas, por lo tanto, acepto participar en este estudio.

Firma del Estudiante: …………………………….. Fecha: ……………………………….

APPENDIX B

BACKGROUND QUESTIONNAIRE

Name: ……………………………………… Date: …………………………….

Age: ………………………………………………….

Sex: ____Female ____Male

1. Current designation: ____ freshman ____ sophomore ____ junior ____ senior ____other

2. Name of the High School you studied and its location: ……………………………………..

3. What languages do you speak fluently?

   Spanish ____

   English ____

   Other   ____

4. In what languages do you read fluently?

   Spanish ___

   English ___

   Other ____

5. During the semester, how many hours do you spend each week reading for pleasure?

   Less than two hours ___

   more than two hours, but less than four hours ___

   More than four hours, but less than six hours ___

6. During the semester, how many hours do you spend each week reading for classes?

   Less than two hours ___

   more than two hours, but less than four hours ___

   More than four hours, but less than six hours ___

7. Have you ever read any book or articles in English?

   Yes ____   No ___

8. When reading in English, is it easy for you to understand all of the words and phrases?

   Yes ____   No ___

9. Is your English vocabulary knowledge adequate for college courses?

   Yes ____   No ___

10. Is your reading ability adequate for college courses?

    Yes ____   No ___

11. Do you know how to form different words using suffixes and affixes?

    Yes ____   No ___

12. How many parts of speech of any language do you know?

    None of them ___

    More than one ____

    More than two but less than four___

    All of them ___

APPENDIX C

VOCABULARY PRE-TEST (NELSON-DENNY READING AND VOCABULARY TEST ADAPTATION)

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2)
EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS.

Researcher: Lcda. Karol Díaz   **Name: _____**

This test will serve the purpose of evaluating your vocabulary knowledge

PART 1: Look at each word in the list below. Check *yes* if you know the word. Check *no* if you do not know the word. (If you are unsure, check yes if you could use the word in a sentence.)
Do you know the word?
Example **teacher** __√__Yes _____ No
Example **thorfelize** _____Yes ___√_ No

1.	Performance	yes_____	no _____
2.	Ability	yes _____	no _____
3.	Accommodation	yes _____	no _____
4.	Appointment	yes _____	no _____
5.	Ashamed	yes _____	no _____
6.	Beautiful	yes _____	no _____
7.	Beginner	yes _____	no _____
8.	Blanket	yes _____	no _____
9.	Behavior	yes _____	no _____
10.	Blogger	yes _____	no _____
11.	Employee	yes _____	no _____
12.	Business	yes _____	no _____
13.	Careful	yes _____	no _____
14.	Championship	yes _____	no _____
15.	Comfortable	yes _____	no _____
16.	Collection	yes _____	no _____
17.	Cyclist	yes _____	no _____
18.	Comedian	yes _____	no _____
19.	Dirty	yes _____	no _____
20.	Definitely	yes _____	no _____
21.	Election	yes _____	no _____
22.	Freezer	yes _____	no _____

23. Foggy   yes _____   no _____
24. Lovely   yes _____   no _____
25. Messy   yes _____   no _____
26. Journalist   yes _____   no _____
27. Incompetent   yes _____   no _____
28. Reasonable   yes _____   no _____
29. Disappointed   yes _____   no _____
30. Drawer   yes _____   no _____

PART 2: **You will have 30 minutes to answer 30 vocabulary words. You will be required to read a word and then find the answer that *best* matches the definition of that word.**

1. Not competent; lacking qualification or ability; incapable:

   a. Capable   b. incompetent c. competition   d. competent

2. Agreeable to reason or sound judgment; logical:

   a. agreeable b. illogical   c. reasonable d. truthful

3. Power or capacity to do or act physically, mentally, legally, morally, financially, etc.

   a. Ability   b. sensibility c. poverty   d. party

4. The act of accommodating; state or process of being accommodated; adaptation:

   a. Situation b. accommodation   c. reliable   c. storm   d. segregation

5. A meeting set for a specific time or place:

   a. Session   b. show   c. training   d. appointment

6. Feeling shame; distressed or embarrassed by feelings of guilt, foolishness, or disgrace:

   a. Ashamed b. calm   c. interested   d. convinced

7. Possessing good qualities that give great pleasure or satisfaction to see, hear, think about, etc.:

   a. Delighted   b. beautiful   c. qualified   d. impatient

8. A person or thing that begins:

   a. First   b. people   c. start   d. beginner

9. Manner of acting:

   a. Actor   b. character   c. behavior   d. person

10. Somebody who adds entries in a blog:

    a. Internet   b. web cam   c. satellite   d. blogger

11. A large, rectangular piece of soft fabric used as bed covering:

    a. Blanket b. carpet   c. cardigan   d. cotton

12. An occupation, profession or trade:

    a. Interaction   b. transport   c. business   d. airplane

13. Cautious in one's actions:

    a. activist   b. careful   c. attractive   d. beautiful

14. The distinction or condition of being a champion:

    a. Tournament   b. trophy   c. championship   d. Olympics

15. More than adequate or sufficient:

    a. Comfortable   b. bed   c. chair   d. sofa

16. The works of art constituting the holdings of an art museum:

    a. Director   b. guards   c. collection   d. dinosaurs

17. A person who travels by bicycle:

    a. Driver   b. pilot   c. cyclist   d. monkey

18. Unclean:

    a. Dirty   b. soul   c. messy   d. man

19. Somebody acting out in comical situations:

    a. Student   b. comedian   c. presenter   d. magician

20. Depressed or discouraged:

    a. Happy   b. funny   c. disappointed   d. scared

21. Unequivocally, positively:

    a. Cheerful   b. truth   c. easily   d. definitely

22. A sliding, horizontal compartment where things like clothes are kept:

    a. Drawer   b. lock   c. cabinet   d. dress

23. A refrigerator that keeps things cold.

    a. Stove   b. freezer   c. ice   d. forks

24. A person working for another person:

    a. Employee   b. master   c. cowboy   d. student

25. A public vote upon a proposition submitted:

    a. President   b. assembly   c. election   d. trade

26. Covered with thick fog; misty::

    a. Rainy   b. snow c. foggy   d. thunder

27. A person who practices the profession of journalism:

    a. Doctor   b. newspaper   c. journalist   d. magazine

28. A musical, dramatic, or other entertainment presented before an audience by a person or a group of people:

    a. Performance   b. actor c. juggler   d. mechanic

29. Exquisitely beautiful:

    a. Awesome   b. cheerful   c. lovely   d. spontaneous

30. Characterized by a dirty or disordered condition:

a. Clean   b. messy   c. order   d. healthy

VOCABULARY POST-TEST (NELSON-DENNY READING AND VOCABULARY TEST ADAPTATION)

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2)
EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Researcher: Lcda. Karol Díaz   **Name: _____**

This test will serve the purpose of evaluating your vocabulary knowledge

PART 1: Look at each word in the list below. Check *yes* if you know the word. Check *no* if you do not know the word. (If you are unsure, check yes if you could use the word in a sentence.)

Do you know the word?

Example **teacher** __√___ Yes _____ No
Example **thorfelize** _____ Yes ___√_ No

1. Admission   yes_____   No _____
2. Amazing   yes _____   No _____
3. Beginner   yes_____   No _____
4. Cheerful   yes_____   No _____
5. Competition   yes_____   No _____
6. Description   yes_____   No _____
7. Development   yes_____   No _____
8. Especially   yes_____   No _____
9. Engineer   yes_____   No _____
10. Electrician   yes_____   No _____
11. Friendly   yes_____   No _____
12. Fortunately   yes_____   No _____
13. Guitarist   yes_____   No _____
14. Hopeful   yes_____   No _____
15. Improvement   yes_____   No _____
16. Instructor   yes_____   No _____
17. Invention   yes_____   No _____
18. Original   yes_____   No _____
19. Placement   yes_____   No _____
20. Pollution   yes_____   No _____
21. Recycled   yes_____   No _____

22. Refrigerator   yes_____   No _____
23. Shopper   yes_____   No _____
24. Sensible   yes_____   No _____
25. Sociable   yes_____   No _____
26. Thirsty   yes_____   No _____
27. Totally   yes_____   No _____
28. Traditional   yes_____   No _____
29. Unlucky   yes_____   No _____
30. Weekly   yes_____   No _____

PART 2: You will have 30 minutes to answer 30 vocabulary words. You will be required to read a word and then find the answer that *best* matches the definition of that word.

1. A situation in which someone is trying to win something or be more successful than someone else

   a. Race   b. competition   c. prize   d. game

2. The process or fact of entering or being allowed to enter a place or organization.

   a. Entry   b. gate   c. admission   d. door

3. A person trained and skilled in the design, construction, and use of engines or machines.

   a. Engineer   b. machine   c. training   d. skills

4. A change or addition by which a thing is improved.

   a. Addition   b. improvement   c. change   d. thing

5. A performer in the guitar.

   a. Musician   b. guitarist   c. perform   d. orchestra

6. Causing great surprise or sudden wonder.

   a. Amazing   b. surprise   c. sudden   d. wonder

7. New; fresh; inventive; novel.

   a. Weather   b. cool   c. original   d. fashion

8. A box, room, or cabinet in which food, drink, etc., are kept cool by means of ice.

   a. Refrigerator b. room   c. food   d. cool

9. A person or thing that begins.

   a. Start   b. finish   c. beginner   d. thing

10. Having, using, or showing good sense or sound judgment.

    a. Intense   b. sensible   c. luck   d. rich

11. Wholly: entirely; completely.

    a. Totally   b. nothing   c. empty   d. rich

12. In good spirits, full of cheer.

    a. Good   b. cheerful   c. sad   d. spirit

13. A person who instructs; a teacher

a. Student   b. volunteer   c. instructor   d. exercise

14. Showing friendship

a. guilty   b. party   c. friendly   d. tourist

15. A person, who installs, operates, maintains, or repairs electric devices or electrical wiring.

a. Machine   b. operation   c. electrician   d. maintain

16. A statement, picture in words, or account that describes; descriptive representation.

a. Description   b. statement   c. represent   d. picture

17. Anything invented or devised.

a. Weather   b. invention   c. sun   d. scientist

18. The introduction of harmful substances or products into the environment.

a. Pollution   b. air   c. water   d. harmful

19. To treat or process (used or waste materials) so as to make suitable for reuse.

a. Bottle   b. recycled   c. suitable   d. use

20. Particularly; exceptionally; markedly.

a. Nothing   b. especially   c. suitable   d. total

21. Full of hope; expressing hope.

a. Intention   b. spirit   c. soul   d. hopeful

22. In accordance with tradition.

a. President   b. people   c. minister   d. traditional

23. A person who shops.

a. Shopper   b. mall   c. supermarket d. boss

24. Inclined to associate with or be in the company of others.

a. Company   b. sociable   c. inclination   d. show

25. Lacking good fortune.

a. Rich   b. unlucky   c. book   d. magician

26. Feeling or having thirst; craving liquid.

a. Food   b. crave   c. thirsty   d. angry

27. The act or process of developing.

a. Knowledge   b. school   c. student   d. development

28. Bringing or indicating great fortune.

a. Fortunately   b. rich   c. poor   d. game

29. Done, happening, appearing, etc., once a week, or every week.

a. Day   b. year   c. weekly   d. sometimes

30. Location; arrangement.

Karol Marilyn Díaz Contreras

a. Local   b. placement   c. exam   d. date

APPENDIX D

Morphology Pre-test

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2)
EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

In each line, the word in **bold** font was formed from one of the words on the right. Select the letter of the
word on the right, which is the base for the **bold** word.

Researcher: Lcda. Karol Díaz   **Name: _____**

Examples:
__c__ **teacher**   a. tea   b. each   c. teach
__a__ **undamaged**   a. damage   b. dam   c. aged

1.   _____**Performance**   a. per   b. mance   c. perform
2.   _____**Ability**   a. bily   b. able   c. abil
3.   _____**Accommodation**   a. moda   b. ation   c. accommodate
4.   _____**Appointment**   a. ment   b. appoint   c. point
5.   _____**Ashamed**   a. shame   b. asha   c. ame
6.   _____**Beautiful**   a. ful   b. beauty   c. eau
7.   _____**Beginner**   a. inner   b. egin   c. begin
8.   _____**Blanket**   a. ket   b. blank   c. ank
9.   _____ **Behavior**   a. behave   b. avior   c. beh
10. _____ **Blogger**   a.ger   b. blog   c. hav
11. _____**Employee**   a. oye   b. employ   c. loy
12. _____**Business**   a. busy   b. sine   c. ines
13. _____ **Careful**   a. care   b. ful   c. reful
14. _____**Championship**   a. ship   b. ampi   c. champion
15. _____**Comfortable**   a. able   b. fort   c. comfort
16. _____**Collection**   a. lection   b. collect   c. coll
17. _____**Cyclist**   a. cycle   b. list   c. cy
18. _____**Comedian**   a. media   b. comedy   c. ome
19. _____**Dirty**   a. dirt   b. ty   c. ir
20. _____**Definitely**   a. tely   b. definite   c. def
21. _____**Election**   a. elect   b. lect   c. ection
22. _____ **Freezer**   a. ree   b. freeze   c. ezzer

23.	_____ **Foggy**	a. gy	b. fog	c. ogg
24.	_____ **Lovely**	a. love	b. ove	c. ely
25.	_____ **Messy**	a. me	b. mess	c. sy
26.	_____ **Journalist**	a. list	b. urna	c. journal
27.	_____ **Incompetent**	a. income	b. compete	c. tent
28.	_____ **Reasonable**	a. reason	b. able	c. sona
29.	_____ **Disappointed**	a. inted	b. appoint	c. disa
30.	_____ **Drawer**	a. aw	b. raw	c. draw

Morphology Post-test

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE
(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

In each line, the word in **bold** font was formed from one of the words on the right. Select the letter of the
word on the right, which is the base for the **bold** word.

Researcher: Lcda. Karol Díaz   **Name: _____**

Examples:
__c__ **teacher**	a. tea	b. each	c. teach
__a__ **undamaged**	a. damage	b. dam	c. aged

1. **Admission**	a. admit	b. mission	c. ad
2. **Amazing**	a. maze	b. amaze	c. zing
3. **Beginner**	a. begin	b. inner	c. egin
4. **Cheerful**	a. full	b. eer	c. cheer
5. **Competition**	a. petition	b. com	c. compete
6. **Description**	a. script	b. describe	c. cript
7. **Development**	a. deve	b. elop	c. develop
8. **Especially**	a. spec	b. ally	c. especial
9. **Engineer**	a. ineer	b. engine	c. gin
10. **Electrician**	a. elect	b. electric	c. ric
11. **Friendly**	a. friend	b. end	c. rie
12. **Fortunately**	a. tuna	b. fortune	c. tell
13. **Guitarist**	a. arist	b. ris	c. guitar
14. **Hopeful**	a. ful	b. hope	c. ope
15. **Improvement**	a. improve	b. rove	c. ment
16. **Instructor**	a. truc	b. inst	c. instruct
17. **Invention**	a. invent	b. vent	c. in
18. **Original**	a. rig	b. in	c. origin
19. **Placement**	a. ment	b. place	c. ace
20. **Pollution**	a. poll	b. lut	c. pollute
21. **Recycled**	a. rec	b. cycle	c. cled

22. Refrigerator	a. refrigerate	b. gerator	c. at
23. Shopper	a. shop	b. hop	c. opp
24. Sensible	a. sible	b. sense	c. ensi
25. Sociable	a. able	b. social	c. cia
26. Thirsty	a. hir	b. thirst	c. sty
27. Totally	a. total	b. tot	c. tall
28. Traditional	a. radi	b. ad	c. tradition
29. Unlucky	a. un	b. cky	c. luck
30. Weekly	a. ek	b. ly	c. week

APPENDIX E

READING COMPREHENSION PRE-TEST

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE

(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Researacher: Lcda. Karol Díaz.   **Name: _____**

THIS TEST IS TO MEASURE YOUR READING COMPREHENSION ABILITY.

1. **Look at the sentences below about a hotel. Read the text on the next page to decide if each sentence is correct or incorrect.**
   If the sentence is correct, mark   C
   If it is not correct, mark   I

a. During the 1980´s, few tourists used to go to the Arctic in summer.   _____

b. People came in large numbers to Jukkasjarvi to see the Arctic Hall.   _____

c. The artist encouraged people to sleep in the Artict Hall.   _____

d. Each winter, guests come and sleep in the hotel before it is finished.   _____

e. Progress when building the hotel is influenced by the weather.   _____

f. The temperature inside the hotel changes according to the temperature outside.   _____

g. Some clothes are provided by the hotel.   _____

h. Guests should buy boots which fit as tightly as possible.   _____

i. Items ordered through the ICEHOTEL shop will be delivered to your home.   _____

THE ICEHOTEL

Overnight guests, while the other parts are still being built. The first part is completed in December and

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990 the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjarvi on the frozen Torne river. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign gusts decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjarvi and they make the hotel for that year. As one part is completed, it opens to visitors and

airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the ICEHOTEL.

j.   It is possible to take a train form the airport to the ICEHOTEL.   _____

2. **Read the text and questions below. For each question, mark the correct letter A, B, C or D.**

Moonshine

The band Moonshine released their third CD last week. "Here again" is a follow-up to "The Waves". There have been a few changes since the las CD, with Tom Wilcott on bass guitar replacing Simo McVee, who left the band last year, and the arrival of Tom Simson on drums.
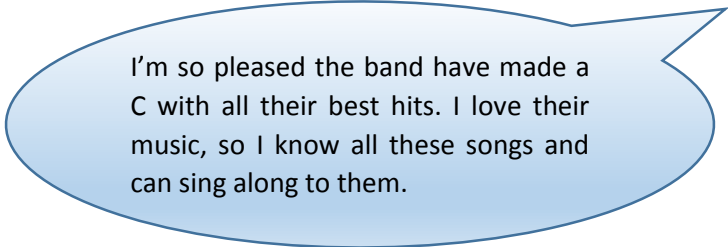
It is clear from the first song on the CD, which is a dance tune that the band is no longer going to concentrate on slow songs. The second tune is also a dance tune and is even louder and heavier. Most later tracks are in the band's more usual slow style. These two tracks will certainly come as a surprise to many fans. Either of them could easily become a hit single though, because they are excellent.

Singer Rob Letchford gets a chance to really show how good he is, reaching each note perfectly. Fans should be grateful he recorded the songs for the album before he had trouble with his throat. This has resulted in the band having to cancel their next tour. (Anyone who has bought tickets need not worry as all the concerts will be rearranged as soon as Rob has recovered.)
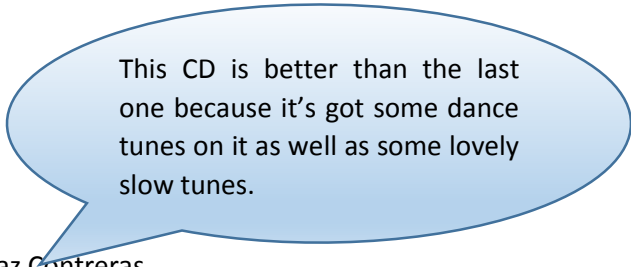
On this CD, Moonshine show they can produce perfect music in a variety of styles, form the slow ones we are familiar with to the ones that will keep your feet tapping. I did feel, though, that they put their best songs at the beginning and the last few tracks are not of quite the same quality. Despite this, "Here again" is certain a big hit and bring more success to this band.

1. What is the writer trying to do?
   A. Make suggestions about how a band could improve
   B. Offer his opinion of a band's new CD
   C. Give information about the members of a band
   D. Explain why a CD has been so successful
2. What does the writer say about the two songs at the beginning of the CD?
   A. They are unlike the songs the band normally performs
   B. They similar to the other songs on the CD
   C. They may not be enjoyed as much as other songs on the CD
   D. They are too loud and heavy
3. What does the writer tell us about Rob Letchford?
   A. He was not at his best when he recorded the CD.
   B. He is unable to do any more performances
   C. He has become unwell since making the CD
   D. He will not appear at some performances with the band.
4. What conclusion doses the writer come to about the CD?
   A. He enjoyed the slow songs in particular
   B. He prefers some of their earlier CDs
   C. He thinks some of the songs may become annoying
   D. He feels the songs at the end are less good
5. Which of the following did a fan say about the CD?
   A.

   I'm so pleased the band have made a C with all their best hits. I love their music, so I know all these songs and can sing along to them.

   B.

   This CD is better than the last one because it's got some dance tunes on it as well as some lovely slow tunes.

C.

> This CD is better than the last one because it's got some dance tunes on it as well as some lovely slow tunes.

d.

> The members of this ban haven't changed since they started and this CD shows how they have learnt to produce an amazing sound together.

3. **Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.**

The Skywalk

The Grand Canyon in the United States was created by the River Colorado. People visit the Grand Canyon to go walking and running but (1) ………. to look at the view. It is a wonderful view made (2) …………… better by the Skywalk. The distance (3) ……… the Skywalk to the bottom of the Grand Canyon is 1219 meters. It is a platform (4) ……..walls and floor are built of glass (5) ……… that you can see the beautiful rocks of the canyon. Up to 120 people are allowed to stand on it at the same (6) ………. . It opened in 2007 and since (7) …….thousands of people have used it. You have to (8) ………… special covers over your shoes to (9) ………. Scratching the glass beneath your feet. Walking onto the Skywalk makes you (10) …… like a bird floating high up in the air.

1. A hugely   B mainly   C greatly   D completely
2. A already   B such   C more   D even
3. A from   B through   C by   D for
4. A who   B where   C whose   D which
5. A therefore   B although   C so   D because
6. A day   B period   C hour   D time
7. A then   B there   C that   D this
8. A take   B wear   C dress   D change
9. A avoid   B keep   C hold   D let
10. A believe   B wish   C consider   D feel

READING COMPREHENSION POST-TEST

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE

(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Researacher: Lcda. Karol Díaz.   **Name: _____**

THIS TEST IS TO MEASURE YOUR READING COMPREHENSION ABILITY.

1. **Read the text about some English villages. Then look at the sentences at the bottom of the page and decide if each sentence is true or false.**

Explore the Villages around Hartbridge

Many visitors come to Hartbridge to see the wonderful art galleries and museums, the beautiful buildings and the fantastic parks. Few people go outside the city, and so they miss out on experiencing the scenery and the fascinating history of this beautiful area. This brochure will tell you what you can see if you take a short bus ride out of the city.

Camberwell
The historic village of Camberwell was once the home of the wealthy Hugo family. They lived in a huge country house, Camberwell Court, and owned all the land in the area. The family sold their house in the 1940s, and it is now open to the public. You can spend a whole day walking around the house and gardens. There is a small exhibition about the family, a children's play area, a gift shop and a restaurant. But the village of Camberwell is also worth a visit. There are some beautiful cottages with well kept gardens, and there is a small church which dates back to the eleventh century. To get to Camberwell, take Bus 46 from the Bus station. Buses leave every two hours.

Hidcot
Hidcot is an attractive village situated on the River Owell. Wildlife lovers should visit the Nature Park to the south of the village, where there are large numbers of rare birds and flowers. However, you will probably see plenty of wildlife from the bridge in the village centre! In Hidcot, you can take a two-hour river cruise - a great way to see the countryside and learn about the local wildlife from a guide. If you prefer to explore the river by yourself, it's well worth walking one and a half miles along the river to the pub 'The Boat' which cannot be reached by road. Here, you can hire small boats and explore the river at your leisure. To get to Hidcot, take Bus 7A to Reeford. Hidcot is half way between Hartbridge and Reeford.

Tatterbridge
The beautiful village of Tatterbridge was home to the children's writer Jane Potter, whose stories of Benjamin Bear are loved by adults and children around the world. Jane Potter's home is now a museum and teashop, and is well worth a visit just for its wonderful gardens. It also has a gift shop where you can buy souvenirs and books. Tatterbridge has a number of interesting shops including an excellent cake shop, and 'Wendy's Giftshop' where you can find lots of unusual gifts made by hand by local artists. Lovers of Jane Potter's books should also walk to the Green Valley woods, which have not changed since Jane Potter wrote her stories there one hundred

years ago.
To get to Tatterbridge, take Bus 4 from outside the cinema. It takes about 40 minutes to get there.

Moordale
This old industrial village is the highest village in the area. Here in the hills, coal was found in the late eighteenth century, and people came here in great numbers to take it out of the ground and transport it to the nearby towns. Many industries grew up in the area, including a paper factory and a cotton factory. The industries all closed down in the nineteenth century, and since then Moordale has gone back to being a quiet farming village. However, if you walk from the village centre up the steep hill to the north, you can still see the paths where horses used to carry the coal. There is a four-mile walk around the village, which has some amazing views, but walkers are must be careful as the path is steep in places and they could slip. To get to Moordale, take Bus 7A to Reeford, and then take the number 38 bus to Moordale.

1   It is unusual for visitors to visit the villages near Hartbridge.

True   false

2   The Hugo family allows people to visit their current home.

True   false

3   The leaflet advises visitors not to spend all day at Camberwell Court.

True   false

4   You can hire small boats from the bridge in Hidcot.

True   false

5   You can take the bus directly to 'The Boat' pub near Hidcot.

True   false

6   The leaflet says that the gardens are the best part of Jane Potter's home.

True   false

7   Jane Potter wrote her books in the Green Valley Woods.

True   false

8   You can visit the paper factory and the cotton factory in Moordale.

True   false

9   You will see horses on farms as you walk around Moordale.

True   false

10 You can get to all four villages directly from Hartbridge.

True   false

2. Read the text and questions below. For each question, mark the correct letter A, B, C or D.

Mark Hamilton: Fitness instructor on a cruise ship.

I thought about working on a ship after I watched a TV documentary about life on a cruise ship. It seemed really exciting. At the time I was working at my local gym. I enjoyed the job, but I'd been there for a few years, I'd never lived in a different town and I'd never been abroad. I really liked the idea of travelling and seeing the world.

I looked on the Internet and found a website with hundreds of jobs on cruise ships. I applied for a few jobs but didn't get any. I then decided to give up my job in the gym and go on a trip around Australia. I wanted to get some experience of travelling. My boss was great and said I could go back any time, but luckily, when I returned from my trip, I got the next job I applied for. It was as a fitness instructor on a cruise ship going to the Caribbean.

Life on a cruise ship is busy, but that's what makes it exciting. A typical cruise ship has hundreds of employees from sailors to waiters and hairdressers to tour guides. I love the variety of my work. I teach aerobics, yoga, and fitness and I'm also a personal trainer in the gym. I work twelve hours a day and have two days off per cruise for sightseeing, but that's enough for me. It's always great to come home, because I miss my friends and family, but then I love leaving again too.

1 What is the writer's main purpose in writing the text?
   A. to describe his life on a cruise ship
   B. to talk about health and fitness
   C. to explain why people enjoy going on cruises
   D. to say how difficult his life is

2 What would a reader learn about Mark before he joined the cruise ship?
   A. He thought his job in the gym was boring.
   B. He'd always lived in the same place.
   C. He often travelled abroad.
   D. He was a very good gym instructor.

3 Why did Mark give up his first job?

   A. He was offered a job on a cruise ship.
   B. He wanted to travel for a while.
   C. He decided to go to the Caribbean.

D. He was asked to leave by his boss.

4 What does he find most difficult at work?

A. working long hours
B. living with hundreds of people
C. teaching so many activities
D. being away from home

5 Which of the following is the best description of the writer?

a.

> The young man who left home to follow his dream and never returned**.**

b.

> The fitness instructor that gave up work to travel around the world.

c.

> The man who never gave up looking for the job he wanted.

d.

> The instructor who loves his job but is ready to leave.

3. **Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.**

How to become more intelligent

Many scientists believe that people **(0)** who do a variety of activities can improve their intelligence. It doesn't **(26)** …….. how old you are, the more you learn, the stronger your brain can become. **(27)** …….., scientists also think the opposite is true. **(28)** …….. a person stops learning new things, their brain stops growing. You can improve your brain in different **(29)** …….. . For example, you can read a book **(30)** …….. a writer you haven't read before. You can **(31)** …….. up a new hobby such as painting, cooking, writing stories or photography. Visiting new places is **(32)** …….. an excellent thing to do. Read a **(33)** …….. books on the subject before you go or look up information on the Internet. If you start doing new things now, you'll soon **(34)** …….. a difference. You'll have more to talk about and **(35)** …….. will think you're an interesting person.

Karol Marilyn Díaz Contreras

1. A mind   B worry   C matter   D care
2. A So   B because   C while   D however
3. A If   B Unless   C Since   D Until
4. A kinds   B habits   C methods   D ways
5. A with   B by   C for   D to
6. A bring   B get   C take   D make
7. A also   B too   C well   D else
8. A some   B few   C little   D several
9. A notice   B watch   C look   D appear
10. A all   B everyone   C anyone   D none

APPENDIX F

SURVEY

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Researacher: Lcda. Karol Díaz.   **Name: _____**

Luego de la intervención y actividades realizadas en este estudio, pido su ayuda y su participación en esta encuesta. Por favor conteste las siguientes preguntas con la mayor honestidad posible. Gracias por su apoyo.

1. Piensa que las estrategias aprendidas durante esta intervención le han ayudado a predecir el significado de una palabra y a comprender mejor un texto?

   Mucho……   Poco ……..   Nada………

2. Ha contribuído este aprendizaje e instrucción en la adquisición de nuevo vocabulario y mejor comprensión lectora?

   Mucho……   Poco…….   Nada ……..

3. Encierre en un círculo cual de las siguientes estrategias le pareció la más útil o le ayudó más en el aprendizaje de vocabulario y, como resultado una mejor comprensión lectora. Debe señalar mínimo una y máximo dos.

   Segmentation of Words   …….

   Sentence Grammatical Judgement   …….

   Word Production   …….

   Recognition of parts of Speech …….

   Multiple choice ítems   …….

4. Si compara su desempeño en actividades de vocabulario y lectura actual con su desempeño anterior a esta intervención, usted considera el mismo:

   Mucho mejor……   Poco mejor….. Nada mejor….

APPENDIX G

DERIVATIONAL MORPHOLOGY AWARENESS STRATEGY: SEGMENTATION OF WORDS

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE

(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Charlie Chaplin's Early Life   Name: _____

Classify the highlighted words into nouns, verbs, adjectives and adverbs.

He was believed to have been born on April 16, 1889. There is some doubt whether April 16 is actually his birthday, and it is possible he was not born in 1889. There is also uncertainty about his birthplace: London or Fontainebleau, France. There is no doubt, however, as to his parentage: he was born to Charles Chaplin, Sr. and Hannah Harriette Hill (aka Lily Harley on stage), both Music Hall entertainers. His parents separated soon after his birth, leaving him in the care of his increasingly unstable mother.

In 1896, Chaplin's mother was unable to find work; Charlie and his older half-brother Sydney Chaplin had to be left in the workhouse at Lambeth, moving after several weeks to Hanwell School for Orphans and Destitute Children. His father died an alcoholic when Charlie was 12, and his mother suffered a mental breakdown, and was eventually admitted temporarily to the Cane Hill Asylum at Coulsdon (near Croydon). She died in 1928 in the United States, two years after coming to the States to live with Chaplin, by then a commercial success.

Charlie first took to the stage when, aged five, he performed in Music Hall in 1894, standing in for his mother. As a child, he was confined to a bed for weeks due to a serious illness, and, at night, his mother would sit at the window and act out what was going on outside. In 1900, aged 11, his brother helped get him the role of a comic cat in the pantomime Cinderella at the London Hippodrome. In 1903 he appeared in 'Jim, A Romance of Cockayne', followed by his first regular job, as the newspaper boy Billy in Sherlock Holmes, a part he played into 1906. This was followed by Casey's 'Court Circus' variety show, and, the following year, he became a clown in Fred Karno's 'Fun Factory' slapstick comedy company.

According to immigration records, he arrived in the United States with the Karno troupe on October 2, 1912. In the Karno Company was Arthur Stanley Jefferson, who would later become known as Stan Laurel. Chaplin and Laurel shared a room in a boarding house. Stan Laurel returned to England but Chaplin remained in the United States. Chaplin's act was seen by film producer Mack Sennett, who hired him for his studio, the Keystone Film Company.

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nouns	adjectives	verbs	adverbs

2. Look at the highlighted words in the reading above. Separate the base word, and the suffixes and prefixes of each one.

Eg.

Believed   <u>believe</u>   <u>-ed</u>

1. Actually   _____   ____

2. Uncertainty _____   ____

3. Born   _____   ____

4. Entertainers _____   ____

5. Separated   _____   ____

6. Leaving   _____   ____

7. Increasingly _____   ____

8. Unstable   _____   ____

Karol Marilyn Díaz Contreras

9. Older _____ ____

10. Moving _____ _____

11. Children _____ _____

12. Alcoholic _____ _____

13. Suffered _____ _____

14. Eventually _____ _____

15. Temporarily _____ _____

16. Coming _____ _____

17. Commercial _____ _____

18. Aged _____ _____

19. Performed _____ _____

20. Standing _____ _____

21. Helped _____ _____

22. Following _____ _____

23. Immigration _____ _____

24. Boarding _____ _____

25. Remained _____ _____

26. Producer _____ _____

27. Licensed _____ _____

28. Documentation _____ ____

DERIVATIONAL MORPHOLOGY AWARENESS STRATEGY: SEGMENTATION OF WORDS

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2)

EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

The First Computer Programmer   **Name:** _____

1. Classify the highlighted words into nouns, verbs, adjectives and adverbs.

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer program. She also saw possibilities in it that Babbage hadn't: she realised that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programs, is named after her.

NOUNS	ADJECTIVES	ADVERBS	VERBS

2. Rewrite the highlighted words and identify the base in each one. Color it and separate the prefixes and suffixes.

Eg. Researcher   re-   <mark>search</mark>   -er

1. …………………………………………………………………………………...
2. …………………………………………………………………………………...
3. …………………………………………………………………………………...
4. …………………………………………………………………………………...
5. …………………………………………………………………………………...
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14. …………………………………………………………………………………..
15. …………………………………………………………………………………..
16. …………………………………………………………………………………..
17. …………………………………………………………………………………..
18. …………………………………………………………………………………..
19. …………………………………………………………………………………...

Parts of Speech – Nouns

Name: _____

• Almost all words have a "part of speech". Which part of speech a word has depends on how it is used in a sentence. Here is a list of some parts of speech:

Noun Verb Adjective Adverb

Noun: A noun is a word used to express a thing. Therefore, it is possible for a noun to express a person, place, object (living and non-living), feeling, idea, or quality.

Example: Maria and her cat are very nice.

In this example, "*Maria*" and "*cat*" are nouns because they are both things. "Maria" is a person and "cat" is a living object.

Directions: Underline the nouns in the following sentences.

1) The house is in Africa.

2) The car is old and is missing one door.

3) When will the bus arrive?

4) Excitement is in the air.

5) Yesterday was the coldest day of the year.

6) Happiness is the best feeling.

7) Tim, Joe, and Anton are my best friends.

8) Evolution is part of nature.

9) My brother is a major league baseball player.

10) Is it time to go yet?

Directions: Now make your own sentences using nouns.

1) _____

2)_____

Parts of Speech – Adjectives   Name: _____

Almost all words have a "part of speech". Which part of speech a word has depends on how it is used in a sentence. Here is a list of some parts of speech:

Noun   Verb   *Adjective*   Adverb

Adjective: An adjective is a word or phrase that is used to modify a noun or pronoun.

Example: The snake is long and green.
• In this example, ***long*** and ***green*** are adjectives because they modify the noun ***snake***.
• Some words modify nouns that are *not* adjectives. These are attributive nouns. They are not predicative of the noun, so they are not adjectives.

Example: The painting is extremely old.
• In this example, ***old*** is an adjective because it modifies the noun ***painting***. However, ***extremely*** is not an adjective. It modifies the adjective ***old***. Therefore, it is an adverb.

Directions: Underline the adjectives in the following sentences.
1) The motorcycle is old.

2) Today is cloudy, hot, and humid.

3) The man wearing a blue suit is young.

4) The runner is very fast.

5) He is a good basketball player.

6) Alamance Community College is a great place to learn.

7) The blue bus is late.

8) The rusty truck has an oversized trailer.

9) Jaime is so smart!

10) The job was difficult, but manageable.

11) The house has new plumbing and running water.

12) The silly man laughed uncontrollably.

13) The boy said he was sorry.

14) The intoxicated gentleman wasn't sure if the clock was fast or slow.

15) "A cleaner environment," he trenchantly stated, "Is the key."

Directions:: Now make two of your own sentences using adjectives.
1) _____
2) _____

UNIVERSIDAD DE CUENCA

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2)
EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Parts of Speech – Verbs   Name: _____

• Almost all words have a "part of speech". Which part of speech a word has depends on how it is used in a sentence. Here is a list of some parts of speech:

Noun Verb Adjective Adverb

Verb: A verb is a word used to express an action or a state of being. A verb may be more than one word (when it includes helping verbs or auxiliaries). This is called a verb phrase.

Example: The woman painted a picture.

In this example, the word "painted" is a verb because it expresses action.

Example: The woman is a fine painter.

In this example, the word "is" is a verb because it expresses a state of being.

Directions: Underline the verbs (or verb phrases) in the following sentences.

1) The dog runs and jumps.

2) We are studying biology.

3) The tennis player is going to hit the ball.

4) We like to sing, dance, and play.

5) I do not know if I should go to the party tonight.

6) The first car couldn't have avoided hitting the second car.

7) Hmmm, right now I am thinking about thinking!

Directions: Now make your own sentences that use verbs.

1) _____

2) _____

Parts of Speech – Adverbs

Name: _____

• Almost all words have a "part of speech". Which part of speech a word has depends on how it is used in a sentence. Here is a list of the eight parts of speech:

Noun Verb Adjective Adverb

Adverb: An adverb is a word or phrase that is used to modify a verb, adjective, or another adverb. Sometimes an adverb is used to modify a conjunction, preposition, or infinitive verb.

Most (but not all) adverbs end in "ly".

Example: The rabbit jumped quickly.

In this example, "quickly" is an adverb because it is used to modify the verb "jumped".

Example: Albert Einstein was a very smart mathematician.

In this example, "very" is an adverb because it is used to modify the adjective "smart".

Example: It started to rain just after the clouds appeared.

In this example, "just" is an adverb because it is used to modify the conjunction "after".

Example: Jonas usually does his homework.

In this example, "usually" is a (frequency) adverb because it is used to modify the verb "does".

Directions: Underline the adverbs in the following sentences.

1) The fire spread rapidly.

2) Astronauts are really cool.

3) He did rather well on the test.

4) He told us to talk quietly in the library.

5) We swam right before the storm.

6) The old man drank the juice slowly.

7) It is exactly 3:00 in the afternoon.

8) The cat quickly pounced on the mouse.

9) We walked happily through the forest.

10) Jenna is always so late.

11) Will you please just leave me alone?

12) The race car is extremely fast.

13) He seldom did poorly on tests.

14) Blue is definitely my favorite color.

15) He carried the bowl of soup very carefully.

16) It is getting rather late.

17) I am never leaving.

18) When will we finally be done?

Directions: Now make your own sentences. Try to use adverbs.

1) _____

2) _____

APPENDIX H

DERIVATIONAL MORPHOLOGY AWARENESS STRATEGY: SENTENCE GRAMMATICAL JUDGMENT

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE (A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: ....

1. **Look at the underlined Word and say if the Word is correctly or incorrectly used in the sentence. Write the correct word on the line.**
2. **Analyze the sentences and say what kind of word you need in each sentence.**

   Eg. He is in <u>lovely</u> with her.   <u>Love (verb)</u>

   Correctly   <mark>Incorrectly</mark>

a. I was so <u>anxiety</u> yesterday because I had to present an important project.   _____

   Correctly   Incorrectly

b. When you go out on a <u>dating</u>, you have to behave nicely.   _____

   Correctly   Incorrectly

c. I <u>comfortable</u> sat, and tried to rest for a while.   _____

   Correctly   Incorrectly

d. The man I saw the other day was a <u>strange</u>.   _____

   Correctly   Incorrectly

e. It is very <u>nature</u> to start talking in a party with other people.   _____

   Correctly   Incorrectly

f. It is not <u>accepting</u> to take photographs in a Mosque in Indonesia.   _____

   Correctly   Incorrectly

g. The tablecloth isn't very clean. It has a <u>staining</u>.   _____

   Correctly   Incorrectly

h. Some companies use blogs to <u>communication</u> with their employees.   _____

Correctly   Incorrectly

i. Living in a foreign country can be <u>excited</u>.   _____

Correctly   Incorrectly

j. Cuenca is <u>situation</u> in a beautiful valley.   _____

Correctly   Incorrectly

Name: ………………………………..

1. **Look at the underlined Word and say if the Word is correctly or incorrectly used in the sentence. Write the correct word on the line.**
2. **Analyze the sentences and say what kind of word you need in each sentence.**

Eg. He is in <u>lovely</u> with her.   <u>Love (verb)</u>

   Correctly   <mark>Incorrectly</mark>

a. Being a fashion <u>design</u> is interesting.   _____

   Correctly   Incorrectly

b. I like it when a person is <u>rely</u>.   _____

   Correctly   Incorrectly

c. My best friend is someone who is <u>friend</u>.   _____

   Correctly   Incorrectly

d. <u>Journals</u> are people who write articles, and report the news.   _____

   Correctly   Incorrectly

e. You sent me an <u>invite</u> for your wedding.   _____

   Correctly   Incorrectly

f. If the service in a restaurant is <u>accepted</u>, you will leave a tip.   _____

   Correctly   Incorrectly

g. My classmates <u>immediate</u> shout out the answers.   _____

   Correctly   Incorrectly

h. The store <u>owns</u> started pulling down their gates.   _____

   Correctly   Incorrectly

i.   Some people make <u>beauty</u> mosaics with chipped or broken dishes.   _____

Correctly   Incorrectly

j.   People have always used <u>wooden</u> to make houses.   _____

Correctly   Incorrectly

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE
(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: ………………………………..

1. **Look at the underlined Word and say if the Word is correctly or incorrectly used in the sentence. Write the correct word on the line.**

2. **Analyze the sentences and say what kind of word you need in each sentence.**

1. You might want to <u>replacing</u> something that is old or broken.   _____

   Correctly   Incorrectly

2. The <u>placement</u> where the Institute is located is Maria Auxiliadora.   _____

   Correctly   Incorrectly

3. We are often <u>reluctancy</u> to admit failure.   _____

   Correctly   Incorrectly

4. Failure also <u>remembers</u> us that things can go wrong.   _____

   Correctly   Incorrectly

5. <u>Biological</u> is used to describe the natural processes that occur in living things. _____

   Correctly   Incorrectly

6. In reality, <u>adapt</u> to risk is something we all learn to do.   _____

   Correctly   Incorrectly

7. We are probably facing a <u>mass</u> earthquake.   _____

   Correctly   Incorrectly

8. As part of a <u>currently</u> project, the organization is trying to promote ecotourism. _____

   Correctly   Incorrectly

9. Hunting is <u>strict</u> controlled in some countries.   _____

   Correctly   Incorrectly

10. The only way to increase bird populations is to allow limited <u>hunt</u>.   _____

    Correctly   Incorrectly

11. Many great <u>cloth</u> designers are men.   _____

    Correctly   Incorrectly

12. I'd enjoy doing TV <u>interviewers</u> with famous people.   _____

    Correctly   Incorrectly

13. A <u>factor</u> supervisor is someone who controls production in a company. _____

    Correctly   Incorrectly

14. The fire in El Cajas was controlled by <u>firefights</u> from Cuenca. _____

    Correctly   Incorrectly

15. They decided that miscommunications were always <u>possibly.</u> _____

    Correctly   Incorrectly

16. An attempted <u>rob</u> took place at Eastern Bank today in Chicago. _____

    Correctly   Incorrectly

17. Throughout history, people have always done <u>creation</u> things with trash. _____

    Correctly   Incorrectly

18. Dr. Angel Alcala, a marine <u>scientific</u> visited Apo Island in 1980. _____

    Correctly   Incorrectly

19. They increased their use of <u>desctruction</u> fishing methods. _____

    Correctly   Incorrectly

20. The Atlantic Ocean is full of pieces of <u>break</u> plastic. _____

    Correctly   Incorrectly

APPENDIX I

DERIVATIONAL MORPHOLOGY AWARENESS STRATEGY: WORD FORMATION

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE
(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: _____

For each question, fill the space or spaces in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

1. Buying and selling antiques can be a very profitable hobby if you know how to find a good bargain.
profit

2. We were left without any money for the last part of our holiday because we had _____ the cost of the train ticket to Norway.
estimate

3. Mr. Transom stared _____ at the group of students talking in the corner and they shut up immediately.
cross

4. Jennings is so _____ enthusiastic about the game that his enthusiasm spreads to his team-mates and the result is usually a strong performance.
wonder

5. I think I was _____ sacked and have decided to bring the company to court.
fair

6. Have you seen my handbag John? It seems to have totally _____!
appear

7. You know your father is the most _____ person in the world. He is sure to be wearing one of his old sweaters to the party.
fashion

8. People will need to see _____ provable information before they can believe in something like life on other planets.
science

9. It isn't very _____ that Paula is at home, is it? She usually works at this time.
like

10. Megan was told by her dietician that she was becoming _____ thin and should eat more.
danger

11. _____ is the spice of life, says the proverb and everyone should try and do new things and meet new people to avoid becoming bored.
vary

12. Harry had a difficult _____ and was brought up by an aunt and uncle living in the country.
child

13. The whole dispute began after a small _____ over the money needed to finance the new company.
agree

14. The introduction of insecticides in the 20th Century _____ agriculture across the world.
revolution

15. All the coastal towns in this area are _____ by strong tradition of dance and there is a festival of dance that takes place every August.
character

16. My company has spent a lot of money building a new, _____ factory which will nearly double production.
computer

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE

(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: _____

Fill in the correct word.

1. He is going to _____ on Tuesday.	turn
2. You're too _____, wait a little.	patient
3. This source of information is _____.	reliable
4. I _____ with you. You're wrong.	agree
5. He doesn't like to speak about his _____.	come
6. When we read books, we _____ our knowledge.	rich
7. This boy can _____ future.	see
8. I'd like to _____ the New Year tree.	decorate
9. This king _____ many of his wives.	head
10. Your behavior is _____.	logical
11. Your homework is very _____.	accurate
12. Helen felt _____ and upset.	happy
13. Tom _____ these words in the sentence.	use
14. This film is _____ with the teens.	popular
15. They _____ eating omelets every day.	like
16. Do you know all the _____ verbs?	regular
17. I'm sorry, but your passport is _____.	valid
18. Do you know about the _____ of the computer?	function
19. Ben's preparation for exam is _____.	sufficient
20. You are _____ to your friends.	just

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE

(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: _____

Fill in the correct form of the word:

1. Your _____ has no boundaries.   kind

2. I've found this _____ in the Internet.   inform

3. Thank you kindly for your _____.   invite

4. She watched the _____ of the new mobile on TV.   present

5. We saw awful _____ because of the flood.   destroy

6. They had no other _____ but to stay.   choose

7. She saw her friend on a _____ to Paris.   fly

8. I think crying is a sign of _____.   weak

9. We spoke about the _____ in some countries.   poor

10. The students discussed the problem of _____.   discriminate

11. We read about the _____ of the new device.   invent

12. What is the latest _____ in physics?   achieve

13. Tom thinks about his _____ at the university.   educate

14. We expect his _____ on Tuesday morning.   arrive

15. What can you say about yesterday's _____?   perform

16. Can you describe his _____?   appear

17. What is your _____?   decide

18. Their _____ will be on Saturday.   marry

19. The _____ of this bridge will be finished soon.   construct

20. Your _____ is awful, my dear!   behave

21. We plan our _____ on Friday morning.   depart

22. The _____ of this problem was very interesting.   discuss

23. I need your _____ in this document.   sign

24. Do you know these _____?   Require

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE
(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: _____

Fill in the correct word:

1. The new rules are very _____.   use

2. Mona is a very _____ person.   create

3. This armchair is very_____.   comfort

4. Pam's hair is black and _____.   curl

5. Be _____! It is very slippery here.   care

6. The weather is often _____ here.   change

7. The injection was very _____.   pain

8. The operation was _____.   success

9. I think the prices are quite _____.   reason

10. It is a _____ holiday in our country.   nation

11. Helen is a very _____ young lady.   beauty

12. Tom is _____ and sociable.   friend

13. This snake is very _____.   harm

14. The situation on the roads was rather_____.   danger

15. Ben plays several _____ instruments.   music

16. This place is very _____. I don't hear you.   noise

17. My friend is always _____.   help

18. We read the text about the _____ traditions.   culture

19. Liz is a _____ person. We like her.   cheer

20. Don't be afraid of this lizard. It is _____.   harm

21. The film was boring and seemed to be _____.   end

22. This sandwich is not _____.   eat

23. Our leaders discussed the _____ situation.   economy

24. Your advice is _____. Thanks a lot.   value

APPENDIX J

DERIVATIONAL MORPHOLOGY AWARENESS STRATEGY: READING MULTIPLE-CHOICE

THE EFFECT OF DERIVATIONAL MORPHOLOGY AWARENESS OF SPANISH – SPEAKING INTERMEDIATE

(A2) EFL LEARNERS ON VOCABULARY ACQUISITION AND READING SKILLS

Name: _____

Read the text below and choose the correct word for each space.

Easter Island

Easter Island is a small triangle of rock situated in the Pacific Ocean. It is about 2,000 miles 1) _____ the nearest city. Easter Island is 2) _____ for its statues. Hundreds of these huge, stone faces can be 3) _____ all over the island. Who made them? How 4) _____ they move these giant pieces of rock? What happened 4) _____the people who lived there? Studies show that people 5) _____ arrived on the island about 1600 years ago. They had a very advanced culture. They made many objects and they had their 6) _____written language. However, the number of people on the island grew and grew 7) _____ it reached about 10,000 people. Soon there were too many people and there wasn't 8) _____ food to eat. A terrible war started and some of the statues were 9) _____. When western explorers 10) _____ the island on Easter Day in 1722, the huge rock statues were the only sign that a great society had once lived there. (Life, 2017).

1. A. for   b. from   c. on

2. A. famous   b. fame   c. infamous

3. A. looking   b. looked   c. look

4. A. done   d. do   c. did

5. a. with   b. without   c. about

6. a. owner   b. own   c. owned

7. **a.** to   b. until   c. so

8. **a.** enough   b. too   c. many

9. **a.** break   b. broken   c. broke

10. **a.** discover b. discovered   c. discoverer

Name: _____

Read the text below and choose the correct word for each space.

The first year of life

A newborn baby can see, hear and feel. By the age of five, a child can talk, ride a bike and 1) _____ imaginary friends. How does this development happen? We don't understand the way language, thinking and planning develop very well. Now 2) _____ are using new technology to 'see' into children's brains. And they are discovering new information about the way a baby's brain develops.

A study in 2010 showed that the 3) _____ a child has in their first few years affect the development of the brain. It showed that children who received more attention often had higher IQs. The brain of a newborn baby has nearly a hundred billion neurons. This is the same number as an adult's brain. As they grow, a baby receives 4) _____ through the senses of sight, hearing, smell, taste and touch. This information creates connections between different parts of the brain. At the age of three, there are a hundred trillion connections.

One experiment looked at images of babies' brains while they were listening to different sounds. The sounds were in different sequences. For example, one sequence was mu-ba-ba. This is the pattern 'A-B-B'. Another sequence was mu-ba-ge. This is the pattern 'A-B-C'. The images showed that the part of the brain 5) _____ for speech was more active during 'A-B-B' patterns. This shows that babies can tell the difference between different patterns. This experiment is 6) _____ because sequences of words are important to grammar and meaning. Compare two sentences with the same words in a different order: 'John killed the bear' is very different from 'The bear killed John.' So babies are starting to learn grammatical rules from the beginning of life.

7) _____ also know that babies need to hear a lot of language in order to understand 8)_____ rules. But there is a big difference between listening to television, audio books or the internet, and interacting with people. One study compared two groups of nine-month-old American babies. One group watched videos of Mandarin Chinese sounds. In the other group, people spoke the same sounds to the babies. The test results showed that the second group could recognize different sounds, however the first group learned nothing. The scientist, Patricia Kuhl, said this result was very 9) _____. It suggests that social experience is 10) _____ to successful brain development in babies. (Life, 2017).

1. A. invention   b. inventory   c. invent

2. A. scientists   b. scientific   c. science

3. A. experiment   b. experiences   c. expertize

4. A. informant   b. inform   c. information

5. A. responsible   b. responsibility   c. response

6. A. interest   b. interesting   c. interested

7. A. research   b. researching   c. researchers

8. A. grammar   b. grammarian   c. grammatical

9. A. surprise   b. surprising   c. surprised

10. A. essence   b. essentially   d. essential