

Assessment of Morphological Awareness on Inflection Through the Impact of Reading Materials

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Abstract - *The knowledge of word formation rules and the pairings between sounds and meaning sets what morphology is. The ability to use this knowledge of word formation rules and the pairings between sounds and meaning encompasses morphological awareness. This study aimed to assess the level of morphological awareness of Education English major students of Pangasinan State University (PSU), Lingayen campus. Specifically, it sought to answer the impact of reading materials to the morphological awareness of the respondents on inflectional morphemes. The descriptive survey method was utilized as the research described and attempted to assess the level of morphological awareness on inflectional morphemes of the respondents and the impact of reading materials to said awareness. In this study, 100 out of 300 Education English major students were chosen through stratified random sampling. Adopted survey and written test questionnaire was used as instrument of this study. The data were subjected to statistical treatment through frequency count and average weighted mean of which was interpreted in terms of descriptive equivalent and descriptive interpretation. Findings revealed that reading magazines and reading articles have high impact to the morphological awareness on inflectional morphemes of the respondents. Hence, morphological awareness on inflectional morphemes would entail better comprehension through the development of learning enrichment materials.*

Keywords - *Impact, Reading Materials, Morphological Awareness, Inflectional*

INTRODUCTION

As the population of students identified as English Language Learners (ELL) increased, many schools have implemented practices to ensure that all students are performing academically at levels that will ensure readiness and success as they prepare for continued learning experiences grounded in college and career readiness standards as they progress through school (Bornfreund, Cook, Lieberman, & Lowenberg, 2015).

Research has repeatedly shown that it takes seven to 10 years for English language learner students to reach that threshold needed to proficiently perform academic tasks in English (Fuhrman, Perry, & Shinn, 2013; Slama, 2014).

Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be constructed in any language: one may say that a learner who knows grammar is one who has mastered and can apply these rules to express him or herself

in the acceptability of the language forms (Chung and Pullum, 2015).

Morphological instruction can be an essential area of vocabulary instruction, vocabulary learning, and reading comprehension (Lo, Anderson, & Bunch-Crump, 2017). There is a need to evaluate instructional approaches that can develop learners' morphological awareness with the ultimate goal of accelerating their independent word learning and reading comprehension.

Apart from there are limited researches on morphological awareness, the researcher and the rest of the faculty members of the Languages Education department, College of Teacher Education of the PSU Lingayen campus deem it imperative to encourage Education English major students to invest more on reading relevant printed materials in English in order to enrich their morphological awareness or their ability to use knowledge of word formation rules and the pairings between sounds and meaning.

In light of the aforementioned, the researcher was prompted to assess the level of morphological awareness of Education English major students of PSU Lingayen campus by determining the impact of reading materials to the morphological awareness of the respondents on inflectional morphemes because knowing how to form words also means knowing how to deconstruct them. As future English teachers, the respondents should be highly equipped with content and pedagogy concerning language competence specifically on morphological awareness.

MATERIALS AND METHODS

This section presents the methods and materials used in this study that include the research method used, locale of the study, respondents, instrumentation, data gathering procedure, and the statistical tools that were utilized.

Respondents

Through stratified random sampling, 100 of the 300 Education English majors enrolled at PSU Lingayen campus for the academic year 2020–2021 were selected for this study.

Assessments and Measures

The study described and attempted to assess the level of morphological awareness of Education English major students of PSU Lingayen campus by determining the impact of reading materials to the morphological awareness of the respondents on inflectional morphemes using the descriptive survey method. According to Shona McCombes (2020), descriptive research seeks to describe a population, circumstance, or phenomenon correctly and methodically.

The survey and test questionnaire utilized in this study was adopted to assess the respondents' level of morphological awareness by determining the impact of reading materials to said awareness. The survey questionnaire dealt with the most preferred reading materials in English of the respondents that helped the

researcher assess the impact of reading materials to morphological awareness. On the other hand, the written test focused on morphology. This instrument measured the level of morphological awareness of the respondents in bound morphemes specifically inflectional. The test composed of sixty (60) items. The respondents were asked to provide the appropriate affixes to be attached on the words inside the close and open parentheses.

The data underwent statistical processing through frequency count and average weighted mean. The average weighted mean used in this study was interpreted using descriptive equivalent and descriptive interpretation below.

Mean Score	Descriptive Equivalent	Descriptive Interpretation
25-30	Very High Impact	Morphologically Aware
19-24	High Impact	Morphologically Aware
14-18	Average Impact	Morphologically Aware
7-13	Low Impact	Not Morphologically Aware
0-6	Very Low Impact	Not Morphologically Aware

RESULTS

This section contains the presentation of the data gathered in the conduct of the floating of questionnaires in answer to the problem posed in this study. The variables are presented in tabular form.

Morphological Awareness through the Impact of Reading Materials

The problem addressed in this study pertains to the level of the respondents' morphological awareness through the impact of reading materials.

Table 1 shows the data relative to the morphological awareness of the respondents along inflectional morphemes.

Table 1
Morphological Awareness on Inflectional Morphemes

Characteristic	Category	Frequency (n)	Inflectional Morphemes		
			Mean Score	Descriptive Equivalent	Descriptive Interpretation
Most Preferred Reading Materials in English	Textbook	54	23.11	High Impact	Morphologically Aware
	Online Publications	18	24.11	High Impact	Morphologically Aware
	Pocketbooks	9	23.67	High Impact	Morphologically Aware
	Magazines	7	24.29	High Impact	Morphologically Aware
	Dictionary	5	22.00	High Impact	Morphologically Aware
	Newspaper	4	24.00	High Impact	Morphologically Aware
	General Articles	3	24.67	Very High Impact	Morphologically Aware
TOTAL		100			

Respondents who preferred reading general articles (n=3) manifested a more commendable morphological awareness with a mean score of 24.67 described as very high impact interpreted as morphologically aware along inflectional morphemes as compared to respondents who preferred reading magazines (n=7) with a mean score of 24.29 described as high impact interpreted as morphologically aware, online publications (n=18) with a mean score of 24.11 described as high impact interpreted as morphologically aware, newspaper (n=4) with a mean score of 24.00 described as high impact interpreted as morphologically aware, pocketbooks (n=9) with a mean score of 23.67 described as high impact interpreted as morphologically aware, textbook (n=54) with a mean score of 23.11 described as high impact interpreted as morphologically aware, and dictionary (n=5) with a mean score of 22.00 described as high impact interpreted as morphologically aware respectively.

DISCUSSION

This section discusses the analysis and interpretation of the data gathered in the conduct of the floating of questionnaires in answer to the problem posed in the study.

This study assessed the level of morphological awareness of the respondents along inflectional morphemes and how reading materials in English impacted said morphological awareness. The foregoing data signified that the respondents scored well on inflectional morphemes that indicate plurality and possession like in the case of the

inflectional morpheme –s for the base words flower, university, and lady and –’s for the base words Mary, San Manuel, and laptop, properly comprehended the affixes –d and –ed when used in sentences that include base words bake, contradict, cover, and develop to show the past tense of the verbs. The results manifested that the respondents exemplify a good grasp on the concepts of inflectional morphemes to indicate plurality, possession, and verb tenses when used in sentences.

The above-mentioned findings have positive implication on the future academic performance of the respondents because as pointed out by Soifer (2015), awareness of morphology has been shown to be a strong indicator of good vocabulary and positive influence on reading comprehension. This means that students with good reading comprehension learn faster.

Apel et al. (2013) investigated the efficacy of a morphological awareness intervention on the morphological awareness and reading skills of students from low-socioeconomic-status homes likewise examined whether the intervention was similarly effective for intervention students who differed in their initial morphological awareness abilities. The results suggested that explicit morphological awareness instruction may produce gains of practical importance to young elementary students at risk for future literacy difficulties. Similarly, the same findings were found on the study of Mcleod & Apel (2015).

Good & Railey (2015) also highlighted that linguistically explicit instruction in

morphological awareness is beneficial for improving the literacy and language skills of children with language impairment particularly to that of their reading competencies.

The relationships among reading comprehension, morphological awareness, and syntactic awareness depend on the tasks used to measure the latter two. Future research needs to identify precisely in which ways these metalinguistic difficulties connect to challenges with reading comprehension (Tong & Deacon, 2014). Thus, Apel & Apel (2013) addressed multiple measures of morphological awareness to assess its relation to reading.

In addition, Chandrakala (2015) that morphemic analysis awareness can serve as an alternative strategy for ESL secondary school students in acquiring English vocabulary.

Morphological awareness, defined as the awareness of morphemic structure of words and the ability to reflect on that structure, may be a valuable linguistic tool to facilitate language and literacy success for school-age children with and without language and literacy deficits. With the awareness of affixes and base words, readers learn to see words as the sum of these component parts, which potentially allows for them to infer meaning and pronunciation of unfamiliar words. As such, morphological awareness instruction may provide an opportunity to facilitate success in skills such as vocabulary comprehension or reading decoding in children with language and literacy deficits (Wolter & Green, 2013).

Moreover, whether morphological analysis can actually help students understand unknown words and whether morphological analysis has a long term effect on vocabulary acquisition, morphological awareness lays the foundation on the knowledge of word formation rules and the pairings between sounds and meaning (Mechta, 2016).

CONCLUSION

According to the key findings, most respondents were found to be morphologically aware along inflectional morphemes. Instrumental to this, is the impact of their most preferred reading materials in English. The morphological awareness of the respondents must be reinforced since they need this in their academic performance as students and in their

future career as English teachers. In light of this, is the proposal of learning enrichment materials to reinforce their morphological awareness.

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