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The Role of Morphological Awareness in Vocabulary Acquisition in English of Saudi EFL Learners

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The Role of Morphological Awareness in Vocabulary Acquisition in English of Saudi EFL
Learners

By

Wugud A. Alsaedi

Master of Arts Thesis in MA TESOL

Seattle Pacific University

August, 2017

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ABSTRACT

This study aimed to assess the impact of explicit morphology instruction on Saudi EFL students' morphological awareness and vocabulary knowledge. The experimental group received for six weeks in their English class morphological lessons that focused on the basic analytical and synthetic word formation rules to increase students' morphological awareness and help in improving their vocabulary knowledge. On the other hand, the control group received the regular instruction in their English class. At the end of the instruction period, the pre- and post-test scores of the experimental group were compared. Then, the experimental group scores were compared to the control group. The results showed that explicit morphology instruction improved students' morphological awareness and vocabulary knowledge. There was a statistically significant difference between the experimental group scores in the pre- and post-tests, and a statistically significant difference exists between the experimental group scores and the scores of the control group on the New Vocabulary level test and the Morphological Awareness test. As the results indicated that the intervention (morphology instruction) had a significant impact on the participants performance, this study suggests that teaching morphology plays a significant role in increasing students' morphological awareness and vocabulary knowledge.

Keywords: morpheme, morphology, morphological awareness

Chapter I

1.0 INTRODUCTION

1.1 Situation

English has an important place among world languages for many reasons. For instance, English is the language of interaction, particularly between nations. Moreover, English is the language of science, technology, business, and political or diplomatic dialogues. Therefore, English has been taught in Saudi Arabia with primary and genuine concern (Al-Nasser, 2015).

From a historical perspective, the Kingdom of Saudi Arabia significantly developed in the 20th century, and part of that development was the movement toward preparing Saudis to travel overseas to obtain undergraduate and graduate degrees from Western universities. For example, in 1936 in Makkah, the Scholarship Preparation School (SPS) was established, and in that school, English was introduced in Saudi Arabia (Mahboob & Elyas, 2014). Then, English and French were added to the Saudi intermediate level education system (grades 7–9). However, the Ministry of Education (MoE) removed French from the Saudi school system in 1969, but English remained (Mahboob & Elyas, 2014). Sayegha and Rahman (2009) state that from the seventh grade onwards, English – as a foreign language – was taught in Saudi Arabia, and the government during that time was against teaching English at elementary schools because of the assumption that student's comprehension of Arabic might be affected if they learn another language. However, many years later, English was taught as a compulsory subject in grade six in elementary schools. The MoE now includes English into the Saudi educational curriculum and students are required to learn it from grade four. The demand for English knowledge in Saudi is

considerably high. Companies such as Saudi Airlines, Saudi Aramco, and the Saudi Telecommunication Company require their employees to be fluent in the language – both written and spoken. Alrashidi and Phan (2015) state that "in primary stage (4th grade-6th grade), students have two 45-minute English classes a week. However, in intermediate and secondary stages, the number of classes increases to four classes per week (each class lasts for 45 minutes)" (p. 37).

From elementary to secondary public schools in Saudi Arabia, Saudis have taken mostly filled up all English teaching positions. According to the Saudi MoE, the minimum qualification for being an English teacher is a bachelor's degree in English, and no previous teaching experience is needed (Alfahadi, 2014). According to Rahman and Alhaisoni (2013), "The government, with the help of the educational institutes, is spending billion dollars time to time for English teachers' recruitment, language labs, curriculum development and teachers' training" (p.114).

According to the Saudi MoE in the new curriculum published in 2001, all students are expected to be able to:

- i. " Develop their intellectual, personal and professional abilities.
- ii. Acquire basic language skills to communicate with the speakers of English Language.
- iii. Acquire the linguistic competence necessarily required in various life situations.
- iv. Acquire the language competence required in different professions.

- v. Develop their awareness of the importance of English as a means of international communication.
- vi. Develop positive attitudes towards learning English.
- vii. Develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society to contribute in giving solutions.
- viii. Develop the language competence which allows them, in the future, to present and explain the Islamic concepts and issues and participate in spreading Islam.
- ix. Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.
- x. Benefit from English –speaking nations, to enhance the concepts of international cooperation that develop understanding and respect for cultural differences among nations.
- xi. Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other countries to their country.
- xii. Develop the language basis that enables them to present and explain the Islamic concepts and issues and participate in the dissemination of them." (Elyas & Badawood, 2016, p.73)

The role of the custodians of English Language – learners and teachers, according to Elyas and Badawood (2016) in the above-mentioned objectives, cuts across the international community. This role is not only linked to the spread of Islam as stated in the eighth objective, but it is also related more broadly to improving cultural understanding of

Islam among other nations as mentioned in the second, seventh, eleventh and twelfth objective. The tenth objective focuses on emphasizing the respect of other cultures within the Saudi society. Those objectives are based on the discourse of intercultural and interfaith dialogue, which has been practiced in some Western countries to contend the radical anti-Islamic action post 9/11.

English is not only important in the educational field, but it is appreciated in international communication, business, and trade. The value of English in Saudi Arabia is viewed as highly practical, opportunistic, and prestige. Hence, high numbers of Saudis are enrolled in different English language institutes. Additionally, English has an important function in the Saudi media. For instance, there are daily Saudi newspapers in English and various English programs on the Saudi television and radio (Rahman & Alhaisoni, 2013).

Even though Saudi Arabia has improved in the field of education, the achievement level in learning English as a foreign language is inadequate. According to Alshumaimeri (2003), "Teachers have pointed out that students leave the secondary stage without the ability to carry out a short conversation"(p. 114). After learning English in public schools for approximately 7 to 9 years, Saudi students' proficiency level of English remains considerably low because of many reasons and challenges. For example, the Saudi curriculum is not properly promoted with clear-cut aims and objectives. According to Al-Seghayer (2014), the EFL curriculum objectives are not derived from a needs analysis of students' educational background, goals of teaching students English, or schools' constraints. Fareh (2010) referred to some of the main challenges of teaching English as a foreign language in the Arab world including Saudi Arabia; some of these challenges are:

- i. Untrained English teachers in Saudi Arabia. English teachers of Saudi decent do not have the professional expertise to teach English as a foreign language, though they have bachelor's degrees in English they depend solely on the Grammar Translation Method and run most of the classes in Arabic. Unfortunately, this had led to a reduction in the time of exposure to English and had led to poor learning outcomes.
- ii. Faulty pedagogical practices, such as teacher - centered activities. All student-centered activities are grossly discouraged in an attempt to inculcate and foster discipline among students. This has only brought about passive and unmotivated learners.
- iii. There has been no specific guide towards students' aptitude development as well as fostering a more prepared approach towards learning.
- iv. English in Saudi Arabia has always been treated disjointedly, reading and writing have nothing in common as they are taught separately and are thus unrelated.
- v. In Saudi Arabia, there has been much focus on memorization rather than skill development. The educational system does not support anything from creativity to critical thinking and problem solving skills development.
- vi. The use of outmoded assessment methods that do not focus on listening, speaking and reading subskills, but focus on testing explicitly stated information and predicting the meaning of individual lexical items from contexts.

Because of the difficulties and challenges of teaching English in Saudi Arabia, the Higher Committee on Education has worked to reform the Saudi policy of education to handle the educational challenges (Alshumaimeri, 2003).

"The policy makers and the syllabus designers from Saudi Arabia fail to design a curriculum or syllabus after conducting a needs analysis program. As a result, the outcome of teaching English fails to satisfy different bodies of ELT" (Rahman & Alhaisoni, 2013, p.115). Rahman and Alhaisoni (2013) state that choosing or designing the appropriate English language teaching textbooks and materials to Saudi students is a serious challenge that the ministry of education needs to consider.

In Saudi Arabia, there are many English teaching methods, among which are the prominent ones, such as the audio-lingual method (ALM) and the grammar translation method (GTM) (Al-Seghayer, 2014). Al-Seghayer (2014) showed that the GTM causes English teachers to explain grammatical structures in details to their students, and that was their primary focus in English classes. Students were instructed to retain grammatical rules along with their exceptions and to memorize vocabulary lists. Additionally, they were required to translate long passages word for word. Many teaching techniques are applied to carry out the traditional English teaching methods used in Saudi Arabia, such as translating texts, answering questions, correcting sentences mistakes, structural analysis, and chorus work. In the Saudi educational system, teachers are the center of English classes, and students are observers or listeners to the teachers' explanation of grammatical rules or educators' vocabulary presentation. Students are asked only to memorize vocabulary and grammar, translate texts, and copy what is taught in classes from the blackboards to their notebooks in classes. According to Al-Seghayer (2014), "students are

also subjected to drills in reading passages aloud... Students must engage in the extensive drilling of the mechanical form of exercises, mostly to practice language patterns. The primary focus of the practice of teaching the skill of writing is placed primarily on the final production of the task of writing alongside the linguistic features and sentences level" (p. 22). Saudi learners are not able to produce a written statement or participate in a short conversation in English even though they have studied English for seven years for approximately more than 850 mandatory hours. The number of Saudi students who have failed to acquire competency levels in English is increasing. Al-Seghayer (2014) states that Saudi students' proficiency level of English is low due to the used teaching methods: the ALM and the GTM.

According to Al-Masrai and Milton (2012), studies about learning and teaching vocabulary indicated that vocabulary is an important part in the aspects of language knowledge. "EFL/ESL language abilities are heavily dependent on learners' vocabulary knowledge" (Al-Masrai & Milton, 2012, p.14). Vocabulary is necessary to English language teaching because students without sufficient vocabulary are not able to understand people or express their opinions and thoughts. Measuring and testing students' vocabulary size, level, and progress are very valuable because they help teachers to design plans and follow certain techniques to improve students' language performance. The size of English vocabulary is massive, and the spelling of English words is irregular because English words are derived from other languages, such as Latin, Greek, German, and other languages. Because of the improvement in the economy, science, and military, more words will be added to refer to the latest discoveries and inventions. As a result, students need to improve their vocabulary size and expand their knowledge (Alsalamah, 2011). Angelin,

Miller, and Wakefield (1993) found that students' language production and language comprehension would not be possible if students do not have strong vocabulary knowledge. According to Zimmermann (1997), an English speaking university freshman acquires approximately 1,000 words every year in his childhood and knows 20,000 to 25,000 words before going to college. As a result, native speakers know a large extent of words, their meanings, and their appropriate usage in contexts more than ESL students do, particularly if they start learning English after the critical period (Nagy & Anderson, 1984; Nation, 1993). According to Nation (1993), one of the essential skills for natural use of language is vocabulary knowledge, and vocabulary is one of the indicators of good academic language proficiency performance. Therefore, ESL learners are required to know almost 3,000-word families to understand the language to which they are exposed. Al Farsi (2008) said that the academic performance of ESL learners relies on their vocabulary size. Students need to know around 3,000-word families of the language they learn to improve their skills in that language. Nurhemida (2007) states that "the research literature in vocabulary learning in a second language (L2) has revealed the importance of knowing a sufficient number of words to be able to function in the language.... [Thus,] the development of adequate vocabulary size is vitally important, and researchers have examined the use of learning strategies as one means to foster the development of L2 vocabulary knowledge" (p.1). Thus, learning and teaching of vocabulary is a fundamental activity in ESL classrooms.

Students' vocabulary development can be fostered through many methods and learning strategies, such as pre-reading vocabulary instruction, context analysis strategy, word analysis strategy, and many other methods. The use of morphological cues for

inferring meaning is one of the strategies that can enhance L2 vocabulary knowledge. According to Nurhemida (2007), the findings of many studies that have investigated the role of morphological awareness in L2 vocabulary development showed that morphological awareness might be beneficial for building students' vocabulary and increase their knowledge of words. Morphological awareness assists learners in learning morphemes and morpheme boundaries by breaking up or dismantling compound words into meaningful parts, learning the meaning and function of roots and affixes, and reassembling new meanings from the useful parts. According to Yücel-Koç (2015), "Intervention studies show that morphology instruction helps learners build vocabulary and improve their reading skills" (p.4). There was indication that most of the studies on morphology instructions in improving students vocabulary and reading skills were only on k-12 students who are either English native speakers or English learners, thereby creating a research gap.

1.2 Purpose of the Study

Research has revealed that morphological awareness plays a significant role in improving students' vocabulary and reading comprehension. Carlisle (2010) found that "students do become more able to infer the meanings of unfamiliar words after receiving instruction in morphological analysis" (p. 466). There is a relationship between morphological awareness and vocabulary knowledge or acquisition because morphological awareness entails finding the words' meaning, orthography, and even phonology of the words, so after an extended period, students will be able to recognize words automatically. Morphological awareness is related to vocabulary comprehension, morphological instructions and vocabulary development. In fact, correlational studies on

L1 learners show a clear relationship between morphological awareness and vocabulary knowledge. Those studies suggest that morphological awareness is a crucial contributor to vocabulary knowledge (Yücel-Koç, 2015). Carlisle (2010) stated that "derivational morphological awareness account for a significant number of variance in vocabulary knowledge among English speaking third and fifth graders, suggesting a strong contribution of morphological awareness to vocabulary knowledge growth" (p. 468).

The contribution of morphological awareness to vocabulary growth is shown in L1 studies in children or at the elementary level. However, few studies have been conducted on the contribution of morphological awareness to vocabulary in L2 acquisition (Alfarsi, 2008; Aliasin, Khodadoust & Khosravi, 2013; Alsalamah, 2014; Kraut, 2015; Nurhemida, 2007; Yücel-Koç, 2015; Zhang & Koda, 2014). Thus, there is a need for more investigations that study the role of morphological awareness in increasing vocabulary in L2. The primary purpose of this study is to determine the impact of explicit morphological instruction on Saudi English learners' morphological awareness and vocabulary knowledge in English after receiving intensive morphology instructions at an English course for six weeks. The findings are expected to provide valuable recommendations regarding implementing morphology as a learning strategy to teach students vocabulary and improving vocabulary instruction at Saudi Universities.

1.3 Definition of Terms

Morphology is "a study and description of word formation as inflection, derivation, and compounding in language, or the system of word-forming elements and processes in a language" (Merriam-Webster's Dictionary, n.d, Def. 2). In other words, "Morphology is the identification, analysis, and description of the structure of a given language's morpheme

and other linguistic units, such as root words, affixes, parts of speech, intonations and stresses, or implied context" (Yücel-Koç, 2015, p.5).

A morpheme is the smallest meaningful unit of a language, such as the word roots, prefixes, and suffixes. For instance, the word *unreadable* includes three morphemes: the prefix (*un*), the root word (*read*), and the suffix (*able*). Each morpheme has its meaning and function, so the prefix (*un*) in the previous example, mean (*not*), but the suffix (*able*) determines the word's part of speech, so it makes the word an adjective.

1.4 Morphological Awareness

According to Carlisle et al. (2010) is defined as "the ability to reflect on, analyze, and manipulate the morphemic elements in words, can be considered one form of students' developing linguistic awareness. Morphological awareness grows gradually, as students come to understand the complex relations of form and meaning" (Carlisle et al., 2010, p. 466). Moreover, this term refers to "the study of word formation processes, including inflections, derivations, and compounds" (Carlisle et al., 2013, p. 2). Carlisle et al. (2010) demonstrated that "Of the areas of linguistic awareness, phonological awareness is viewed as most vital to literacy acquisition. However, morphological awareness is also crucial in language acquisition because English is a morpho-phonemic language" (Carlisle et al., 2010, p. 291). According to Yücel-Koç (2015), there should be a distinction between morphological awareness and morphological knowledge. Morphological awareness is about reflecting and manipulating morphemes consciously. On the other hand, morphological knowledge is more about employing precisely the morphological units without having a conscious awareness so that one can have the morphological knowledge,

but he or she do not have the ability to explain it, such as using the inflectional morphology like the plural or the past tense by preschoolers.

Morphological analysis is the ability to disassemble complex words into meaningful parts, learn the meanings of roots and affixes, and reassemble the meaningful parts into new meanings (Nurhemida, 2007).

1.5 Research Questions

The main purpose of this study is to determine the impact of explicit morphological instruction on Saudi English learners' morphological awareness and vocabulary knowledge in English. This study aims to provide answers to the following two research questions:

- i. To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their vocabulary knowledge as compared with learners who do not?
- ii. To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their morphological awareness as compared with learners who do not?

Chapter II

2.0 LITERATURE REVIEW

2.1 Introduction

People would not be able to exchange information, share feelings or understand each other without language, so language is a tool of communication that permits people to go beyond the limitations of time and space. Language has many principal components, and vocabulary is certainly one of them. Miller (1991) states that vocabulary is a set of words that is the basis for the generation and understanding of sentences. According to Nation (1993), one of the essential skills for natural use of language is vocabulary knowledge. Furthermore, "without some understanding of that vocabulary, neither language production nor language comprehension would be possible. Thus, the growth of vocabulary knowledge is one of the essential prerequisites for language acquisition" (Anglin, 1993, p. 2). Therefore, this chapter highlights studies that have been conducted on the significance of vocabulary learning, followed by a discussion on morphological awareness as a vocabulary learning strategy and the impact of morphological instruction on improving ESL learners' vocabulary knowledge and morphological knowledge.

2.2 Vocabulary Learning

Words are the primary carriers of meaning. According to Vermeer, 2001; Zimmerman, 2005, student's vocabulary knowledge and size determine their language proficiency. Many studies have been conducted on the importance of vocabulary in language learning. For instance, according to Tschirner (2004), students' academic language skills and proficiency can be determined through their vocabulary size. Additionally, August et al. (2005), indicated that vocabulary knowledge was considered as

a significant source of variation in reading comprehension according to some models of reading because it affects grammatical processes, construction of schemata, and text models. Furthermore, students' lack of adequate vocabulary knowledge may hinder their understanding of a text. Some studies found a relationship between students' vocabulary and their L2 writing ability (Laufer and Nation, 1995; Laufer 1998; Zimmerman 2005).

Learning vocabulary is a long and challenging process because learning words involves learning their semantic features or meanings, their connotations, their syntactic constructions, their derived forms and their synonyms and antonyms (Nagy & Scott, 1990). Despite the increased interest of vocabulary, researchers and teachers in the field of language acquisition undervalue the role of vocabulary in English learning process, and they pay more attention to syntax and phonology (Zimmermann, 1997). On the other hand, the importance of vocabulary knowledge and the various teaching strategies to enhance its size have been discussed by researchers in second language acquisition. For instance, Perez (1981) reports that 75 language-minority Mexican American third-graders received a daily oral instruction in words including their meanings, collocations, synonyms, and antonyms. The findings indicated that teaching vocabulary leads to higher recall and understanding of words and their meanings. Moreover, Carlo et al. (2004) designed and assessed an intervention intended to increase students' word knowledge and size, and improve their reading comprehension. The study was conducted on "254 bilingual and monolingual children from nine fifth-grade classrooms in four schools in California, Virginia, and Massachusetts" (August et al., 2005, p. 54). Students received 15 weeks of instructions on how to understand words meanings from context and how to use roots, prefixes, suffixes, cognates, morphological relationships, and comprehension monitoring. The findings

showed that the level of ELLs increased on various measures of vocabulary and comprehension after the instruction period (August et al, 2005).

There is a need for a more rigorous approach towards vocabulary improvement, so researchers have developed a systemic approach towards learning. For instance, according to Nurhemida (2007), L1 learners usually have several approaches towards learning, such as memorization, repetition, and students' experiences with the words through reading and writing. L2 students learn vocabulary through using the above-mentioned methods and other ways, such as direct instruction in school, words context, and applying morphological knowledge to infer words meaning. Schmitt (1997) stated that there are some offered strategies to foster the development of L2 vocabulary knowledge, such as Memory Strategies (MEM), Social Strategies (SOC), Cognitive Strategies (COG), Metacognitive Strategies (MET) and Determination Strategies (DET). Long and Rule (2004) showed that students could increase their L2 vocabulary knowledge and size more when they learn vocabulary through concrete representations or morphological cues than traditional teaching methods. Morin (2003); Chang et al. (2005); and Schiff & Calif (2007) suggest the use of morphological cues for understanding and inferring meaning to help L2 vocabulary learning. The focus of this study is on the role of morphological awareness in L2 vocabulary acquisition and knowledge.

2.3 Vocabulary Growth

Al-Farsi (2008) indicates that vocabulary growth reflects language learners' ability to use morphological analysis. Many studies found that morphological awareness and vocabulary growth are correlated (Nagy & Anderson, 1984; Singson et al., 2000; Sternberg, 1987; White et al., 1989; Wysocki & Jenkins 1987).

2.4 Morphemes and Morphology

A morpheme can be defined as a minimal unit having constant meaning and form. According to Coates (1999), a morpheme has a function or meaning that is repeated with other words that have a similar or related meaning (e.g. *re-* in *reread* and *redo*). A word like *untouchables* can be broken into morphemes: ‘*un*’, ‘*touch*’, ‘*able*’, ‘*s*’. The morpheme *touch* is called a root. A root is a form or a core of a word that cannot be broken into other morphemes. In other words, the root is a part of word-form that can stand alone when all inflectional and derivational affixes have been removed (e.g. *touch* in *untouchables*). In the word *untouchables*, the morpheme *untouchable* is called a stem. The stem is of concern only when dealing with inflectional morphology. The stem is " a base unit to which another morphological piece is attached. The stem can be simple, made up of only one part, or complex; itself made up of more than one piece" (Aronoff & Fudeman, 2005, P: 2). *Un-* and *-able* in *untouchables* are called affixes. According to Al Farsi (2008), affixes can appear in the forms of:

- Prefixes (e.g. *re-*): bound morphemes that are attached in front of a stem.
- Suffixes (e.g. *-s*): bound morphemes that are attached at the end of a stem.
- Circumfixes: bound morphemes that are attached simultaneously before and after the stem (not applicable to the English language).
- Infixes: bound morphemes that are attached in the middle of a stem (not in English)" (p. 7).

Morphemes can be divided into four general classes: free, bound, derivational, and inflectional morphemes. Free morphemes are the morphemes that can stand alone as words.

Free morphemes can be lexical (e.g. *touch* in *touchable*) or grammatical (e.g. *and*). However, bound morphemes cannot stand alone as words, but they are parts of words. Bound morphemes can be lexical (e.g. 'clude' as in *include*) or grammatical (e.g. *-s* in *notebooks*) (Coates, 1999). Derivational morphemes are the ones that form new words by changing their part of speech or their meanings (e.g. *friend* / *friendly* or *happy*/ *unhappy*). Furthermore, according to O'Grady and Cuzman, (1997), there are two types of derivational morphemes. The first type, class 1 morphemes causes changes to the base and changes to stress assignment (e.g. *-ity* in *sanity*, *'ive* in *productive*). However, class 2 morphemes do not cause any changes (e.g. *-ness* in *promptness*, *-less* in *hairless*). On the other hand, inflectional morphemes are the morphemes that add a grammatical part to words without changing their meaning or part of speech (e.g. *book/books*). Alsalamah (2011) states that "In English, the same morpheme, *-s*, can be both inflectional and derivational. For example, the *s* in the word *organizers* is both inflectional and derivational; it changes the verb into a noun and indicates plural form" (p.15).

Students' inflectional morphology awareness is important in grammatical accuracy. However, their awareness of derivational morphology is essential for the growth of their vocabulary knowledge. The focus of this study is on the role of morphological awareness in the development of L2 vocabulary. This study stands to investigate the impact of morphological instruction on improving students' L2 vocabulary knowledge and morphological awareness among EFL students in a Saudi University. The study will introduce possible suggestions of implementing morphological instruction as a method of teaching vocabulary in the L2 classroom.

Morphology refers to "the study of word-formation processes, including inflections, derivations, and compounds" (Nagy et al., 2014, P. 2). McCarthy (2002) states that morphology is "the area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them" (p.144). Linguistic morphology refers to the study of words, how they are formed, their internal structure, and the mental process that is involved in word formation (Aronoff & Fudeman, 2005; O'Grady & Cuzman, 1997). Aronoff and Fudeman (2005) state that there are two complementary approaches to morphology: analytic and synthetic, and they both are needed by linguists. The analytic approach is concerned with morpheme identification or breaking words down into meaningful parts (e.g. sunrise is a combination of sun-rise). On the other hand, the synthetic approach deals with the process of producing new words by using different morphemes. Therefore, the analytical approach must in some way precede the synthetic approach. In this study, students will be examined after receiving morphological instruction for six weeks to determine the impact of morphology instruction on their ability to identify morphemes in words and their ability to produce new words by using different morphemes.

2.5 Morphological Awareness

Morphological awareness is defined as "the ability to reflect on, analyze, and manipulate the morphemic elements in words" (Carlisle, 2010, p. 466). "Morphological awareness is like declarative knowledge that can be explained, and thus it is an explicit knowledge" (Yücel-Koç, 2015, P. 9). In other words, morphological awareness is learners' ability to explain the meaning and the function of the affixes and root words. According to Al Farsi (2008), "people usually confuse morphological awareness and morphology

acquisition. Morphological awareness implies learners' use of metacognitive strategies of reflecting and manipulating word formation rules to derive the meaning of new words in the absence of communicative context, but morphology acquisition means the cognitive abilities to use and comprehend morphological structure in natural speech. Thus, morphological awareness falls under the umbrella of morphology acquisition” (p. 13).

Carlisle (2010) states that morphological awareness could be measured in three common models or tasks: (a) decomposition abilities (e.g. reader. How fast can she _____? Correct response: read); (b) production (e.g. write. He was a very good _____. Correct response: writer); and (c) a decision about relatedness or judgment (Does the word singer come from the word sing?).

2.6 The Contributions of Morphological Awareness to Vocabulary

As noted above, morphological awareness refers to the ability to manipulate and access morphemes meaning and structure in words. Morphological awareness includes knowledge of derivational and inflectional morphology. Schreuder and Baayen (1995) state that morphological awareness improves students' automatic word recognition. Students' morphological knowledge and their ability to manipulate morphemes help them to assess words as a whole word or via decoding. "Morphological awareness again can help learners with deciphering meaning, orthography, and phonology of a word. This awareness, in the long term, can help learners with automatic word recognition." (Yücel-Koç, 2015, p.11). Al Farsi (2008) indicates that "morphological awareness intervention can equip L1 children and L2 learners with some strategies for tackling the meaning of new words" (p.18). According to Kuo and Anderson (2006), "morphological awareness comprises primarily knowledge about the pairing of sound and meaning in a language

and the word formation rules that guide the possible combination of morphemes. [In] *beautiful*, learners who are morphologically aware understand the relationship between the base [*beauty*] and the suffix [*-ful*], their meanings, and how they can be combined to form the word *beautiful*. They would further understand the parallels to other words ending in *-ful*, for example *healthful*, *purposeful*, and *graceful* " (p. 45).

Students who have adequate morphological awareness know that words that end with *-ful* are usually adjectives. McCutchen and Logan (2011) declared that students with high morphological awareness could produce correct derivational forms, and students' morphological awareness is improved with age and language experience. Moreover, according to them, "strategic use of morphological analysis may help children acquire new vocabulary and support comprehension" (p. 344). Based on the results of study conducted by Bellomo (2009), morphological analysis training improved the participants' vocabulary scores regardless of their native language. Thus, according to Bellomo (2009), college preparatory reading courses for ESL learners should focus on using morphology as a teaching strategy to teach and improve students' vocabulary.

Several studies investigated the relationship between morphological awareness and vocabulary knowledge or acquisition among second language learners (Aliasin et al., 2013; Kraut, 2015; Nurhemida, 2007; Yücel-Koç, 2015; Zhang & Koda, 2014). These studies examine the correlation between morphological awareness and vocabulary knowledge because it has been hypothesized that students with high morphological awareness usually have a better vocabulary size and knowledge than other students. For example, the study of Aliasin et al. (2013) investigated the relationship between morphological awareness and vocabulary knowledge of 89 Iranian university undergraduate students at the English

translation department. The researchers used Nation's (1990) Vocabulary Level Test (VLT) to test students' vocabulary knowledge and the two morphological awareness tasks: morpheme identification task and morphological structure task to evaluate morphological awareness of the participants. The study findings affirmed significant relationship between the performance of the students on vocabulary knowledge and morphological awareness. The findings of the study suggested several pedagogical implications. For example, the study results recommend teachers to apply various strategies of vocabulary learning, such as morphological instructions to help students infer words meaning. Furthermore, the findings encouraged allocating morphological activities in textbooks due to the influence of morphological awareness on students' vocabulary knowledge. To improve learners' morphological knowledge and lexical knowledge, teachers should pay more attention to analytic and synthetic aspects of morphological awareness. Kraut's study (2015) discusses the relationship between morphological awareness and morphological decomposition and its contribution towards learning among English Language Learners. The results of this study stated that even though L2 speakers improved in explicit morphological awareness from intermediate to advanced proficiency levels, they were not able to morphologically decompose words into their roots and affixes during the early stages of word recognition unlike native speakers of English.

Additionally, Nurhemida (2007) aims to search the correlation between morphological awareness and vocabulary knowledge in the context of English as Foreign Language (EFL) for 98 Indonesian senior high school students in a public Islamic school. Students were grouped into two groups according to their program of study: Social Science and Natural Science. The researcher used Nation's Vocabulary Levels Test (VLT) and two

morphological awareness tasks: the morpheme identification task and the morphological structure task as tools to collect data. The findings of the VLT indicated that students' performance was better at the 2000 level than the two higher frequency levels, and there was a slight difference between the groups of Social Science and Natural Science. This study found that there was a significant association between morphological awareness and vocabulary size, and the participants' feedback reflected their interest in improving their morphological knowledge as a helpful strategy in their vocabulary learning. Nurhemida (2007) suggests teachers to introduce morphological knowledge aspects in order to improve students' vocabulary learning.

Despite a sufficient research interest to show the role of morphological awareness in vocabulary knowledge and reading comprehension among L1 learners, there is a lack of literature concerning adult L2 learners and college-level students. One attempt to fill this gap was by Yücel-Koç (2015) who showed the contribution of morphological awareness in academic vocabulary and reading comprehension skills. She analyzed intermediate and upper intermediate levels. The participants were 35 ESL learners in the Association of Cultural Exchange (A.C.E) Institute in Seattle. Her study was an intervention study in which the participants were divided into two groups: the experimental and the control groups. The experimental group received morphological awareness instruction, but the control group did not get any morphological awareness instruction, and they continued their regular education. Morphological Awareness Test, Academic Words Test, and Reading Comprehension Test were used in that study. The Morphological Awareness Test was used to assess the ability of learners to derive and decompose words. The Vocabulary Test was designed by the researcher to determine if morphological awareness instruction

affected students' word knowledge and increased their skills to figure out words' parts of speech and guess the meaning of unknown words. Finally, The Reading Comprehension Test was used to determine the effect of morphological awareness instruction on students' reading comprehension. The researcher also used a questionnaire to collect data from the participants concerning their opinion of the morphological instruction they received in the experiment. The results of that quasi-experimental study revealed that the participating students based on the results of the questionnaire liked the morphological instructions. According to them, morphological instructions helped them to build academic vocabulary, raise their morphological awareness, and improve their comprehension reading skills. The study acknowledged that morphological instructions helped international student participants to show progress in deriving and decomposing words, defining "Unknown Related Transfer Words" (Yücel-Koç, 2015, p.39), and finding out those words part of speech. The results indicated that morphology facilitated words learning to the extent that students could acquire, decompose, and create nonsense words, and they made up meanings for them. According to Yücel-Koç (2015), building academic words require language awareness because those words are made up of affixes and stems. Morphological instructions in that study helped students build academic vocabulary. It assisted in remembering the meaning of the newly learned words. For example, "if [students] know the meaning of *bi-*, [they] can guess the meaning of *bisexual* or *bilingual* because the retention will long last because the meaning of the words makes sense to [them]" (Yücel-Koç, 2015, p. 67). The study revealed that using morphological awareness in teaching vocabulary worked well, so morphological instruction should be utilized in teaching second language learners. The study contributed to the clear dichotomy in second language

teaching, and it showed the importance of adding morphological instructions as a teaching method in second language classrooms.

Zhang and Koda (2012) in their study to show the correlation between morphological awareness and vocabulary knowledge in L2 acquisition tested the direct and the indirect effects of morphological awareness of adult Chinese readers on second language vocabulary knowledge. They found that "some effect of morphological awareness on EFL vocabulary knowledge was realized via learners' skill to integrate structural (derivational morphology) and semantic (morpheme meaning) information to infer meanings of unknown complex words" (Zhang & Koda, 2012, p.14). The results of the study showed that there is a direct and indirect morphological awareness effect on vocabulary knowledge through a partial mediation effect of learners' lexical inferential skills. Based on the study results, students with better morphological awareness learn more words and have larger vocabulary knowledge. Moreover, "learners can use the syntactic signals provided by suffixes in derived words to help parse complex sentences, which could also contribute to comprehension" (Zhang & Koda, 2012, p.56). Therefore, it could be concluded that morphology facilitates words learning and helps in comprehension.

2.7 Morphological Awareness: Cross- Linguistic Variation (English and Arabic)

Morphological awareness varies considerably across languages. Thus, learners of typologically distinct languages must develop their morphological awareness in L1 and L2 or in the languages that are morphologically different.

The participants of this study are Saudi EFL learners, whose first language is Arabic. Arabic and English are typologically different, so a further discussion on the morphology of these two distinct languages is required.

Saiegh-Haddad and Geva (2007) state that based on the results of their study, the morphological awareness of English and Arabic is not correlated. Their findings "support the view that morphological awareness is primarily a language-specific linguistic skill that emerges as a function of language proficiency, and is, therefore, relatively independent of the two languages of bilingual children" (p. 495). English as a concatenate language uses linear derivational processes. Thus, affixes as bound morphemes are attached to free stems (Saiegh-Haddad & Geva, 2007). "Therefore, English is considered to possess morphologically transparent structure" (Al-Farsi, 2008, p.22). In contrast, Arabic is non-concatenative language that uses nonlinear derivational processes. "In Arabic, deriving a new word requires mounting a consonantal root- an abstract consonantal entity that has no reality as a word- onto a word pattern, which is a fixed vocalic template that has no lexical reality either (e.g., the word Ka:TeB derives from the root KTB and the word pattern Ca:CeC, when C refers to the slot where the consonantal root is inserted)" (Saiegh-Haddad & Geva, 2007, p. 496).

The above-mentioned morphological variations between English and Arabic languages may cause Arab learners of English some difficulties in analyzing and comprehending the complex words in English. Arab Beginning learners of English are expected to face some challenges in understanding English morphological structure (Al Farsi, 2008). Morphological instruction is needed to help Arab learners of English analyze and manipulate English words and improve their morphological awareness in English. This study aims to investigate the impact of teaching morphology to EFL students on their English morphological awareness.

2.8 Morphological Analysis Instruction on Morphological Units

The effectiveness of morphological analysis instruction on deriving word meaning has been demonstrated by many researchers (Aliasin, Khodadoust & Khosravi, 2013; Kraut, 2015; Yücel-Koç, 2015; Zhang & Koda, 2014; Morin, 2003; Al Farsi, 2008). Based on the results of Morin's study (2003), explicit instruction on morphological units improves students' productive and receptive vocabulary knowledge and helps them learn new, unfamiliar words. According to Al Farsi (2008), "Teaching morphological information can be done in various ways such as morphological analysis and posters of affixes and related word pictures. Teachers should utilize the methods that better suit the students' level and needs." (p. 25).

Chapter III

3.0 METHODOLOGY

3.1 Introduction

As mentioned in the introduction, morphology refers to the study of the forms of words such as inflections, derivations, and compounds. The smallest units of meaning are referred to as morphemes. For instance, in a word like *'teachers'*, there are three morphemes: *'teach'*, *'er'*, *'s'* and each part or morpheme indicates a lexical or grammatical meaning. The term morphological awareness is "the study of word structure" (Carlisle, 2004, p.4). This definition describes learners' ability to manipulate and combine morphemes. "At the level of word form, morphology is important for spelling and decoding because the English writing system is in part morphologically based." (Nagy et al., 2013, p.2) For instance, many of the irregularities in English spelling are because of morphology, so the spelling of a morpheme is often maintained regardless of the change in the pronunciation.

Furthermore, morphological awareness is important for word recognition because it reduces the working memory demands of reading morphologically complex words by chunking. At the level of word meaning, morphological awareness helps learners understand and recall the meanings of morphologically complex words. At the level of syntax, morphological awareness assists students inferring the parts of speech of new words and the syntactic patterns in which those words exist. For example, words ending in *'-ion'* will tend to function as nouns and be modified by adjectives, whereas words ending in *'-ize'* function as verbs and are modified by adverbs (e.g., *a sudden realization* vs. *suddenly realized*)" (Nagy et al., 2013, p. 3). Because morphological awareness plays a

major role in vocabulary growth and reading comprehension, this study intends to examine the influence of teaching morphology on students' morphological awareness and vocabulary knowledge.

3.2 Research Questions

This study focuses on the impact of morphological instructions on Saudi students' morphological awareness and vocabulary knowledge and acquisition in English. In the introduction, the purpose of the study and research questions have been addressed, but for easy reference, the research questions are refined here:

- i. To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their vocabulary knowledge as compared with learners who do not?
- ii. To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their morphological awareness as compared with learners who do not?

3.3 Participants

This study was conducted in spring 2017 at Taif University in Saudi Arabia with a sample of 30 students in the experimental group and 30 students in the controlling group. All the participants are Saudi EFL learners, and their first language is Arabic. The participants of this study are second- semester students in the preparatory program at Taif University. All the students at Taif University are required to enroll in a two semester English courses adapted from Monash University in their first year of college (preparatory program) to develop their skills in reading, writing, speaking and listening in English to

succeed in their subsequent academic studies. Those courses are offered by the English Language Center that aims to provide high-quality English Language programs to different departments at the university. Students' age fluctuates between 19 and 21.

All the participants had just finished high school in one of the Saudi governmental or private schools, and are at the end of the preparatory program that is designed for students with high proficiency level in high schools. Students in this study are exposed to English for 15 hours a week. The teachers are eclectic in the teaching methods, but they focus on the Communicative Language Teaching (CLT) method (Al Asmari, 2015). The students sit for different types of summative and informative assessments to indicate how well they have performed throughout the semester, and they had a final test that carries the most weight of all the grading categories. As a researcher, I had no complete control over the allocation to the experimental or control group, but the co-investigator recruited the participants because she was teaching them.

3.4 Research Instruments

Two tests were used to answer the study's questions regarding the impact of morphological instruction on the participants' morphological awareness and vocabulary knowledge and acquisition. The first test used in this study is The New Vocabulary Level Test adapted from McLean and Kramer (2015). The second test is the Morphological Awareness Test with its two parts: the Morphological Structure Test and the Morpheme Identification Test adapted from McBride-Change et al. (2005). The morphological awareness test (MAT) was adjusted to fulfill the purpose of the study and be more appropriate to the participants.

3.4.1 The New Vocabulary Level Test

The New Vocabulary Level Test (New VLT) is adapted from McLean and Kramer (2015). This test is used in this study to test students' receptive and productive vocabulary knowledge. Additionally, the test aims to determine students' vocabulary size and the degree of mastery of the most frequent words in a given corpus (levels tests). In most of the previous studies that test students' vocabulary, the Vocabulary Level Test was widely used (Nation, 1983; Nation, 1990; Schmitt, & Clapham, 2001). In this study, the NVLT (2015) is preferably used because of many reasons. First, the NVLT includes a section that tests the first 1,000-word frequency level unlike the VLT. The participants in this study are Saudi students, so English is a foreign language for them. Thus, it is expected that their vocabulary size is limited, so having a test that includes the first 1,000-word frequency level is appropriate. Moreover, the NVLT is created from frequency lists that are representative of newer and larger corpora.

Additionally, the NVLT overcomes the biggest problems with the VLT item format that according to Culligan (2015) and Kamimoto (2014) does not support item independence, and the VLT instructions are complicated and require students' time to understand them. The NVLT has five levels of 24-items which all measure students' knowledge of the most frequent 5,000-word families. The test has a thirty-item section which tests students' Academic Word List knowledge. The entire test can be finished in 30 minutes. According to McLean and Kramer (2015), "The target words of the NVLT come from Nation's (2012) British National Corpus (BNC)/Corpus of Contemporary American English (COCA) word lists." (p.6). The NVLT is used because it could be applied to diagnose students' vocabulary knowledge at the beginning of a study, determine performance throughout the study "(i.e., formative assessment)", and find the knowledge

earned by the end of the study “(i.e., summative achievement)”. (McLean & Kramer, 2015, P.7) (See appendix A)

3.4.2 The Morphological Awareness test

The Morphological awareness test is adapted from McBride- Change et al. (2005). The test measures analytic and synthetic word formation rules. This test is used in this study to examine students' awareness level of the relationships between words and how words correlate to each other in a sentence. Some of the items of the test are created by the researcher, and others are taken from McBride- Chang's et al. (2005), Al Farsi (2007), and Alsalamah (2011). This test consists of two parts: the Morpheme Identification Test and the Morphological Structure Test.

3.4.2.1 Morphemes Identification Test

The Morphemes Identification Test includes ten items that determine learners' knowledge and ability to analyze and divide words into smaller units. The items used in this test differ somewhat from the items of the original Morpheme Identification Test to suit the participants' age. In the original test, McBride- Chang (2015) presented for each morpheme or item two pictures simultaneously to children. After that, the children were given the word or phrase that had the target morpheme. Children then were asked to choose the most suitable picture that matches the word or phrase they had heard.

In this study, the participants had out of context ten words, and then they were asked to divide them into smaller meaningful units. The words were out of context because participants were supposed to identify words and segment them into their morphological components based on their vocabulary knowledge without context influence. In the test for this study, students were asked to write the meaning of each morpheme either in English

or Arabic. The chosen morphemes in the test were neutral, so no phonological and orthographical changes were caused to the stem. Each morpheme in this test received one point, so the total score of the Morphemes Identification Test was 20, representing the maximum number of possible morphemes students could give as a response to the test items. In this test, there were 2 inflectional affixes, 7 derivational affixes, 11 stems in total. After the test instructions, an example to illustrate to the participants what they need to do in the test was given (See appendix B).

3.4.2.2 The Morphological Structure Test

This test measured students' ability to produce new words using different morphemes. For example, the word *read* could be attached to many morphemes, such as *readable*, *reads*, and *reading*. In the original morphological structure test by McBride-Chang (2015), 20 scenarios were presented orally in two- to four-sentence stories to the participants who were kindergartners and second graders. After that, the participants were asked to produce words for the objects or concepts presented in each scenario. The responses required morpheme compounding or syntactic manipulation. For example, students had this scenario "Early in the morning, we can see the sun coming up. This is called a sunrise. At night, we might also see the moon coming up. What could we call this? The correct response for this item is moonrise." (McBride-Change et al., 2005, p.423). This oral test was modified and changed in this study to make it appropriate for the participants who are university students.

In this study, the morphological structure test consisted of ten items embedded in frame sentences to examine students' ability to create new words that fit the sentences' context. The purpose of this test was to check learners' awareness of lexical structure and

the way morphemes or words parts relate to each other. Each morpheme in this test received one point, so the total score of the Morpheme Structure Test is 20, representing the maximum number of possible morphemes students could produce as a response to the test items. In this test, there are 3 inflectional affixes, 4 derivational affixes, 13 stems in total. After these instructions, an example to illustrate to the participants what they need to do in the test was given (See appendix B).

3.5 Procedure

Concerning asking permission to use the New Vocabulary Level Test, McLean and Kramer (2015) state that " The test form is freely available and can be downloaded from <lvlt.info> or by contacting the authors" (p.7). Thus, The New Vocabulary Level Test was used in this study without contacting the authors. The Morphological Awareness test was adjusted to a great extent by the researcher, so the authors of the test were not reached but referred to. Bodur Aleyali who was teaching the participants of this study was contacted and asked to be the co-investigator in this study. Her permission was received via email (See appendix C). Then, the participants of this study, who were considered as intermediate level students because they finished the first English course in the preparatory program and were studying the second one, were asked to participate in this study in a letter that was written in Arabic and English (See appendix D and E). Both the experimental and controlling groups received an information letter that explains the study and a consent form designed in both Arabic and English. The participants who agreed to participate signed the consent form. (See appendix F, G, H and I).

Thirty students in the experimental group and thirty two in the controlling group agreed to participate in this study, and they were aware that their participation or

withdrawal from the study would not affect their final grades. Additionally, participants' confidentiality and anonymity were assured. The study continued for eight weeks, and the experimental group only took the two tests of this study: the New Vocabulary Level Test and the Morphological Awareness Tests with its two parts: the Morphemes Identification Test and the Morphological Structure Test during the first week of the study but on different days. In more details, The New Vocabulary Level Test was the first test given to students in the experiment, and they had one hour to finish it. After two days, the students had the Morphological Awareness Tests for 40 minutes (twenty minutes for each part). Unfortunately, the control group did not take both tests before the experiment because of the difficulty of collecting data from Saudi Arabia, and this is one of the limitations of this study. This study is an intervention study in which the experimental group underwent an intervention (receiving morphological instruction) for six weeks to evaluate its impact on students' vocabulary knowledge and morphological awareness compared to the control group who had regular classes without morphological instruction. After that, during the last week of the experiment, both the experimental and control groups had the two tests: the New Vocabulary Level Test and the Morphological Awareness Test to investigate if there is a significant difference in students' performance.

3.6 Data Analysis

To analyze the impact of the morphological instruction treatment on students' morphological awareness and vocabulary knowledge, the researcher conducted t-test analyses. The independent samples t-test was conducted to find any possible significant difference between the mean scores of the experimental and control groups on the New Vocabulary Level Test and the Morphological Awareness Test after the intervention.

Furthermore, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the New Vocabulary Level Test and the Morphological Awareness Test before and after the intervention.

Chapter IV

4.0 RESULTS

This study intended to ascertain whether morphology instruction has an impact on students' morphological awareness and vocabulary knowledge. The paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the New Vocabulary Level Test and the Morphological Awareness Test before and after the intervention. Moreover, the independent samples t-test was conducted to find any possible significant difference between the mean scores of the experimental and control groups on the New Vocabulary Level Test and the Morphological Awareness Test after the intervention.

4.1 Research Question #1

To answer the first research question "To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their vocabulary knowledge as compared with learners who do not?", the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the New Vocabulary Level Test. Moreover, to find any possible significant difference between the mean scores of the experimental and control groups on the New Vocabulary Level Test after the intervention, the independent samples t-test was conducted.

4.1.1 The experimental group results

To test if there was a difference in the pretest and posttest for the New Vocabulary Level test, this study conducted a paired sample t-test guided by the following hypothesis;

Null Hypothesis: There is no significant difference between the two tests.

Alternative Hypothesis: There is a significant difference between the two tests.

The vocabulary pretest mean for the experimental group was 39.5 (SD = 12.3), and the posttest mean was 64.3(SD = 12.4) (See Table 1). This difference was statistically significant, $t(29) = 7.90$, $p < .000$, and the effect size was large, $d = 2.0$ (See Table 2 and 3). It is confidently concluded that the morphological intervention was indeed effective and led to improved performance on the vocabulary test.

Table 1

Paired samples statistics (NVLT)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	NVLT total pre	39.5333	30	12.33647	2.25232
	NVLT total post	64.3000	30	12.42675	2.26880

Table 2

Paired samples correlations (NVLT)

		N	Correlation	Sig.
Pair 1	NVLT total pre & NVLT total post t	30	.033	.837

Table 3

Paired samples test (NVLT)

Pair	NVLT total pre NVLT total post t	Paired differences				t	df	Sig.(2- tailed)
		Mea n	Std. Deviation	Std. Error Mean	%95 confidence interval of the difference Lower Upper			
1		- 24.7 6667	17.1638 8	3.133 68	- 31.175 77	- 18.357 57	- 7.903	29 .000

4.1.2 The experimental group results Vs. the control group results

To test if there is a significant difference in the post experimental results and control group results for the New Vocabulary Level Test, this study conducted a two samples t-test guided by the following hypothesis;

Null Hypothesis: There is no significant difference between the post experimental data and control test results respect to the NVLT.

Alternative Hypothesis: There is a significant difference between the post experimental data and the control test results respect to the NVLT.

On the NVLT posttest, the experimental group performed much better ($M = 64.3$, $SD = 12.4$) than the control group ($M = 35.4$, $SD = 11.2$) (See Table 4). This difference was statistically significant, $t(58) = 9.45$, $p < .000$. The effect size was large, $d = 2.4$ (See Table 5). The experimental group's performance on the New Vocabulary Level Test after the intervention was substantially better than that of the control group.

Table 4

Group statistics (NVLT)

		N	Mean	Std. Deviation	Std. Error Mean
NVLT total	Control	30	35.4333	11.21478	2.04753
	Experimental post	30	64.3000	12.42675	2.26880

Table 5

Independent Samples Test (NVLТ)

Levene's Test for Equality of Variances									T-test for Equality of means		%95 confidence interval of the difference
NVLТ total	Equal variances assumed	F	Sig.	t	Df	Sig.(2-tailed)	Mean differences	Std. Error Difference	Lower	Upper	
		.077	.782	-9.446	58	.000	-28.86667	3.05612	-34.98415	-22.74919	
	Equal variances not assumed			-9.446	57.400	.000	-28.86667	3.05612	-34.98551	-22.74782	

4.2 Research Question #2

To answer the second research question, “To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their morphological awareness as compared with learners who do not?”, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the Morphological Awareness test. Moreover, to find any possible significant difference between the mean scores of the experimental and control groups on the Morphological Awareness test after the intervention, the independent samples t-test was conducted.

4.2.1 The Experimental Group Results

To test if there was a significant difference between the pre and post Morphological Awareness Tests of the experimental group, this study conducted a paired sample t-test guided by the following hypothesis;

Null Hypothesis: There is no significant difference between the two MAT tests.

Alternative Hypothesis: There is a significant difference between the two MAT tests.

The Morphological Awareness pretest mean for the experimental group was 13.5 (SD = 7.4), and the posttest mean was 32.7 (SD = 2.6) (See Table 6). This difference was statistically significant, $t(29) = 12.78$, $p < .000$, and the effect size was very large, $d = 3.5$ (See Table 7 and 8) . It is confidently concluded that the morphological intervention was indeed effective and led to improved performance on the MAT.

Table 6

Paired samples statistics (MAT)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MAT total pre	13.53	30	7.357	1.343
	MAT total post	32.67	30	2.617	.478

Table 7

Paired samples correlations (MAT)

		N	Correlation	Sig.
Pair 1	MAT total pre & MAT total post	30	-.162	.391

Table 8

Paired samples test (MAT)

Pair 1	MAT total pre MAT total post	Paired differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	%95 confidence interval of the difference				
					Lower	Upper			
		-19.133	8.199	1.497	-22.195	-16.072	-12.782	29	.000

4.2.2 The Experimental Group Results Vs. the control group results

To test if there was a significant difference in the post experimental results and control group results for the Morphological Awareness Test, this study conducted a two samples t-test guided by the following hypothesis;

Null Hypothesis: There is no significant difference between the post experimental data and control test results respect to MAT.

Alternative Hypothesis: There is a significant difference between the post experimental data and the control test results respect to MAT.

On the Morphological Awareness posttest, the experimental groups performed better ($M = 32.6$, $SD = 2.6$) than the control group ($M = 18.7$, $SD = 8.1$) (See Table 9). This difference was statistically significant, $t(58) = 8.90$, $p < .000$. The effect size is large, $d = 2.3$ (See Table 10). This implies that the intervention had a significant impact on the students' performance.

Table 9

Independent Samples T-Test

Group statistics (MAT)

		N	Mean	Std. Deviation	Std. Error Mean
MAT total	Control	30	18.7667	8.13966	1.48609
	Experimental post	30	32.6667	2.61736	.47786

Table 10

Independent Samples Test (MAT)

Levene's Test for Equality of Variances		T-test for Equality of means							%95 confidence interval of the difference	
MAT total	Equal variances assumed	F	Sig.	t	Df	Sig.(2-tailed)	Mean differences	Std. Error Difference	Lower	Upper
		25.562	.000	-8.904	58	.000	-13.90000	1.56103	-17.02474	-10.77526
	Equal variances not assumed			-8.904	34.934	.000	-13.90000	1.56103	-17.06928	-10.73072

Chapter V

5.0 DISCUSSION

5.1 Introduction

The goal of this study was to examine the impact of morphology instructions on the morphological awareness and vocabulary knowledge of Saudi EFL students. In this study, the experimental group received morphology instruction with the regular reading, writing, listening and grammar instruction for six weeks in their English class. However, the control group in their English class received the regular instruction only. The New Vocabulary Level Test and the Morphological Awareness Test were used as tools to collect data in this study. To analyze data, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the pre New Vocabulary Level Test and post New Vocabulary Level Test. Moreover, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the pretest and posttest of the Morphological Awareness Test. Moreover, the independent samples t-test was conducted to find any possible significant difference between the mean scores of the experimental and control groups on the New Vocabulary Level Test and the Morphological Awareness Test after the intervention.

In this section, the results of the t-test analyses to answer the study questions will be interpreted. Then, the limitations of the study and the implications for further studies will be discussed in the next chapter.

5.2 Research Question #1

To answer the first research question “To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their vocabulary

knowledge as compared with learners who do not?”, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the New Vocabulary Level Test. Moreover, to find any possible significant difference between the mean scores of the experimental and control groups on the New Vocabulary Level Test after the intervention, the independent samples t-test was conducted.

5.2.1 The Experimental Group Results

As the findings of this study suggest, morphology instruction has a significant impact on students' vocabulary knowledge. Accordingly, the first null hypothesis that there is no significant difference between the pre New Vocabulary Level test and the post New Vocabulary Level test of the experimental group was rejected. The results showed that the vocabulary pretest mean for the experimental group was 39.5 (SD = 12.3), and the posttest mean was 64.3(SD = 17.5). This difference was statistically significant $p < .000$.

5.2.2 The Experimental Group Results Vs. The Control Group Results

According to the results, the second null hypothesis that there is no significant difference between the post experimental data and control test results on the New Vocabulary Level test was rejected. On the New Vocabulary Level Test, the experimental group performed much better (M = 64.3, SD = 17.5) than the control group (M = 35.4, SD = 11.2). This difference was statistically significant $p < .001$.

The finding of the experimental group in the pretest and posttest and the result of the experimental group Vs. the control group are in agreement with other study (Yücel-Koç, 2015) that proved the impact of morphology instruction on students' vocabulary knowledge and acquisition. Moreover, the finding supports Carlisle's (2000) and Ku and

Anderson's (2003) claim that morphological knowledge is closely correlated with vocabulary and comprehension. However, it is in contrast with the claim of Al Farsi (2008) and Alsalamah (2011) that there is no relationship between morphological knowledge and vocabulary size and knowledge.

5.3 Research Question #2

To answer the second research question, “To what extent does morphological instructions received by Saudi EFL learners at Taif University impact their morphological awareness as compared with learners who do not?”, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the Morphological Awareness test. Moreover, to find any possible significant difference between the mean scores of the experimental and control groups on the Morphological Awareness test after the intervention, the independent samples t-test was conducted.

5.3.1 The Experimental Group Results

The result implies that the morphological intervention had a significant impact on students' performance. Thus, the third null hypotheses that there is no significant difference between the two MAT tests of the experimental group was rejected. The Morphological Awareness pretest mean for the experimental group was 13.5 (SD = 7.4), and the posttest mean was 32.7 (SD = 2.6). This difference was statistically significant $p < .000$.

5.3.2 The Experimental Group Results Vs. The Control Group Results

Based on the results, the fourth null hypotheses that indicates no significant difference between the post experimental data and control test results respect to MAT

was rejected. On the Morphological Awareness posttest, the experimental groups performed better ($M = 32.6$, $SD = 2.6$) than the control group ($M = 18.7$, $SD = 8.1$). This difference was statistically significant $p < .001$.

The finding of the experimental group in the pretest and posttest and the result of the experimental group Vs. the control group are in agreement with other study (Yücel-Koç, 2015) that indicated the effectiveness of teaching morphology on students' morphological awareness. Moreover, the finding is in line with Kieffer's and Lesaux's (2012) claim that teaching learners morphology helps them in recognizing and manipulating new words, increase their morphological awareness and assist them in learning the language as fast as possible.

5.4 General Discussion

In this study, the morphology instruction helped the participants to raise their morphological awareness and improve their vocabulary knowledge. In fact, the findings of this study proved that students who were given morphology instruction scored higher on the New Vocabulary Level Test and the Morphological Awareness test. After teaching them that the words can be broken into morphemes, and they are made up of prefixes, suffixes, and root words, it became easier for them to decompose and reconstruct words. Moreover, morphology instruction led the participants into thinking about the language they were studying. For EFL learners, morphological awareness is more helpful than memorizing the meaning of the words because once students understand how to derive and decompose words, they can make up new words and guess the meaning of unfamiliar or new vocabulary. Moreover, morphological awareness helps learners to remember the meaning of the newly learnt words. For example, "if you know the meaning of -ee, then

you can guess that the word tutee is the person who is being tutored. Similarly, if you know the meaning of bi-, you can guess the meaning of bisexual or bilingual, and the retention will long last, because the meaning of the word makes sense to you” (Yücel-Koç, 2015, p. 67).

Regarding the theories of learning languages and the methodologies of teaching languages, this study revealed that it is important to add explicit vocabulary instruction to the foreign language classes. As stated in Chapter 1, the used methods of teaching English in Saudi Arabia are the grammar translation method and the audio-lingual method. In the GTM, students translate texts into their native language. The GTM is helpful to understand texts in second/foreign languages; however, students using this method will not be able to communicate in these languages rather than just read and write. On the other hand, the audio-lingual method involves lots of repetition and drills. One of the limitations of this method is that students at times realized that drills and repetition could be meaningless (Yücel-Koç, 2015). In fact, this study supports the use of explicit vocabulary teaching method in EFL classes.

5.5 Explicit teaching of vocabulary

First language researchers have questioned the value of teaching vocabulary. Nation (2001) summarized the arguments, so he stated that ” (1) There are too many words to teach. (2) There is a lot to learn about a word.(3) Vocabulary teaching requires substantial time if you want an immediate effect on vocabulary knowledge. (4) There are other ways of increasing the vocabulary size such as incidental learning. (5) The way

how vocabulary should be taught is questionable—isolated, integrated or incidental” (pp. 92-93).

According to Nation (2001), the questioned and discussed previous points are correct, and when teaching vocabulary to first language speakers of a language, teachers need to be cautious. In fact, there are many differences in teaching a language to native speakers and second language learners. Nation (2007) states that “there are major differences between first and second language learners in many respects. First, native speakers quickly learn a huge amount of vocabulary, approximately 3,000-4,000 at the age of five whereas second language learners start the game way behind. Second, native speakers of a language acquire the language in its natural setting, while second language learners’ exposure to the foreign/second language is very limited—limited to the classroom use most of the time. Lastly, time is important for second language learners, as they start this language learning race later on, so rather than letting them learn incidentally, direct teaching can help better at some circumstances” (pp. 93-94).

5.6 Teaching word parts to increase students’ vocabulary

Because 97 % of the English words are derived (Nation, 2007), it is helpful to teach students morphology to increase their knowledge of vocabulary. According to Yücel-Koç (2015), “there are suffixation and prefixation in most words in English, and noticing those suffixes, or prefixes, can play a crucial role in forming and reforming the words. Rather than memorizing the semantics of a word, the learners can meaningfully derive and decompose words, which will lead to meaningful learning instead of rote memorization” (p. 86).

Chapter VI

6.0 CONCLUSION

6.1 Introduction

Better learning outcomes could be achieved by morphological awareness because it is related to various language skills, such as spelling, vocabulary growth, and reading comprehension (Qian, 2002). According to Yücel-Koc (2015), “it is important to emphasize that studies that examined the difference between the explicit vs. implicit instruction showed in favor of explicit teaching. [Thus,] explicit teaching can make a difference and thus should be added to the second language classrooms”. This research study revealed that it is beneficial to use morphological instructions as an explicit teaching method in EFL classrooms.

6.2 Pedagogical Implications

Presenting vocabulary is one of the necessary tasks in any ESL class. Besides, teachers can adopt different strategies for teaching words or vocabulary, such as repetition, memorization, and morphology instructions. Carlisle (2010) found that “students generally do become more able to infer the meanings of unfamiliar words after receiving instruction in morphological analysis” (p. 466).

According to the study findings, instructors and ESL/EFL curriculum designers in Saudi Arabia would do well to use morphological instruction as an explicit teaching method in teaching students vocabulary in ESL/EFL classrooms. This suggestion arises from the results of this study that show the important role morphology instruction plays in improving students' vocabulary knowledge and morphological awareness.

6.3 Limitations of the Study and Suggestions for Further Research

Unfortunately, there are no pretests of the NVLT and the MAT for the control group because of the difficulty of collecting data. The co-investigator could not test the control group before the intervention because of time limits. Thus, the results of the posttests of the experimental group were compared to the control group's posttests. Moreover, this study was conducted at Taif University with a relatively small number of Saudi EFL students in the experiment and control group. The total number of students was 30 in each groups. In future, it is recommended to replicate this study with a larger sample size.

6.4 Conclusion

This study was conducted in spring 2017 at Taif University in Saudi Arabia with a sample of 30 students in the experimental group and 30 students in the controlling group. The goal of the study was to investigate the impact of morphological instructions on the participants' morphological awareness and vocabulary knowledge and acquisition. In order to successfully provide answers to the research questions, two empirical tools were employed – The New Vocabulary Level test adapted from McLean and Kramer (2015), and the Morphological Awareness Test adapted from Change et al. (2005). The morphological awareness test (MAT) was adjusted to fulfill the purpose of the study and be more appropriate to the participants. To analyze data, the paired-samples t-test was used to find any possible significant difference between the mean scores of the experimental group on the pretest and posttest of the New Vocabulary Level Test and the pretest and posttest of the Morphological Awareness Test. Moreover, the independent samples t-test was conducted to find any possible significant difference between the mean scores of the experimental and control groups on the New Vocabulary Level Test and the Morphological

Awareness Test after the intervention. The findings of this study proved that students who were given morphology instruction scored higher on the New Vocabulary Level Test and the Morphological Awareness test. Thus, it is confidently concluded that that morphology instruction helped the participants to raise their morphological awareness and improve their vocabulary knowledge. Therefore, this research study suggests the use of morphological instructions as an explicit teaching method in EFL classrooms.

Chapter VII

7.0 References

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Chapter VIII

8.0 APPENDICES

8.1 APPENDIX A

The New Vocabulary Level Test

This is a vocabulary test. Please select the option a, b, c, or d which has the closest meaning to the word in **bold**.

Example question

see: They **saw** it.

- a. cut
- b. waited for
- c. looked at
- d. started

The correct answer is c.

If you do not know the word at all, please do not answer the question and continue to the next question.

However, if you think that you may know the word, please try to answer.

Let's begin.

NVLT Part 1

1. Time: They have a lot of time.

A. money

B. food

C. hours

D. friends

2. Stone: She sat on a stone.

A. hard thing

B. kind of chair

C. soft thing of the floor

D. part of a tree

3. Poor: We are poor.

A. have no money

B. happy

C. very interested

D. tall

4. Drive: She drives fast.

A. swims

B. learns

C. throws balls

D. uses a car

5. Jump: She tried to jump.

A. lie on top of the water

B. get up off the ground

C. stop the car on the road

D. move very fast

6. Shoe: Where is your other shoe?

A. the person who looks after you

B. the thing you keep your money in

C. the thing you use for writing

D. the thing you wear on your foot

7. Test: We have a test in the morning.

A. meeting

B. travelling somewhere

C. a set of questions

D. an idea to do something

C. good

D. old

8. Nothing: He said nothing to me.

A. very bad things

12. Far: You have walked far!

B. zero

A. for a long time

C. very good things

B. very fast

D. something

C. a long way

D. to your house

9. Cross: Do not cross.

A. go to the other side

13. Game: I like this game.

B. push something

A. food

C. eat too fast

B. story

D. wait for something

C. group of people

D. way of playing

10. Actual: The actual one is larger.

A. real

14. Cause: He caused the problem.

B. old

A. made

C. round

B. fixed

D. other

C. explained

D. understood

11. Any: Does she have any friends?

A. some

15. Many: I have many.

B. no

A. none

B. enough

C. a few

D. a lot

A. nightclothes

B. small clock

C. beautiful plan

D. type of food

16. Where: Where did you go?

A. at what time

B. for what reason

C. to what place

D. in what way

20. Handle: I cannot handle it.

A. open

B. remember

C. deal with

D. believe

17. School: This is a big school.

A. where money is kept

B. sea animal

C. place for learning

D. where people live

21. Camp: He is in the camp.

A. sea

B. place outside where people enjoy
nature

C. hospital

D. building where people sleep

18. Grow: All the children grew.

A. drew pictures

B. spoke

C. became bigger

D. cried a lot

22. Lake: People like the lake.

A. area of water

B. very young child

C. leader

D. quiet place

19. Flower: He gave me a flower.

23. Past: It happened in the past.

- A. before now
- B. big surprise
- C. night
- D. summer

24. Round: It is round.

- A. friendly
- B. very big
- C. very quick
- D. with no corners

NVLT Part 2

1. Maintain: Can they maintain it?

- A. keep it like it is
- B. make it larger
- C. get a better one than it
- D. get it

2. Period: It was a difficult period.

- A. small set of questions
- B. time

C. thing to do

D. book

3. Standard: Her standards are very high.

- A. the back under her shoes
- B. test scores
- C. cost of something
- D. level of how good she wants things to be

4. Basis: This was used as the basis. A. answer

- B. resting place
- C. next step
- D. main part

5. Upset: I am upset.

- A. strong
- B. famous
- C. rich
- D. angry

6. Drawer: The drawer was empty.

- A. box that goes in and out for clothes
- B. place to keep cars
- C. place used to keep things cold
- D. animal house

7. Pub: They went to the pub.

A. place where people drink and talk B.

place that keeps money

C. large building with many shops

D. building for swimming

8. Circle: Make a circle.

A. rough picture

B. space with nothing in it

C. round shape

D. large hole

9. Pro: He's a pro.

A. person who has the job to find

important secrets

B. stupid person

C. person who writes articles

D. someone who is very good at doing

something and is paid to do it.

10. Soldier: He is a soldier.

A. person who works in business

B. person who studies at school

C. person who works with wood

D. person who fights in a war

11. Result: They were waiting for the results.

A. right time

B. questions

C. money

D. effects of something

12. Resist: They resisted it.

A. made it work again

B. looked at it twice

C. thought hard about

D. acted against

13. Lend: She often lends her books. A.

lets people use them

B. draws inside them

C. cleans them

D. writes her name on them

14. Refuse: She refused.

A. went back

- B. thought about something
- C. said no
- D. stayed late
15. Speech: I enjoyed the speech.
- A. type of presentation
- B. very fast run
- C. short piece of music
- D. type of hot food
16. Pressure: They used too much pressure.
- A. money
- B. time
- C. hard pushing
- D. bad words
17. Refer: She referred to him.
- A. supported him
- B. let him go first
- C. talked about him
- D. answered him
18. Army: They saw the army.
- A. black and white animal
- B. place where books are kept
- C. person who lives nearby
- D. people who protect a country
19. Knee: Take care of your knee.
- A. small child
- B. part of your leg
- C. plan for spending money
- D. something that is yours
20. Rope: He found a rope.
- A. thick and strong string
- B. something used to make hole
- C. strong box for keeping money
- D. metal tool used to climb up high
21. Brand: This is a good brand.
- A. dance party
- B. first try
- C. place to wait for others

- D. name of a company
1. Restore: It has been restored.
- A. said again
- B. given to a different person
22. Seal: They sealed it.
- C. given a lower price
- A. fixed it
- D. made like new again
- B. closed it tightly
2. Compound: They made a new compound.
- C. looked at it carefully
- A. agreement between two people
- D. opened it quickly
- B. thing made of two or more parts
23. Warn: They were warned.
- C. group that works together
- A. pushed away
- D. guess based on past experience
- B. welcomed inside
3. Latter: I agree with the latter.
- C. told about bad things
- A. man from the church
- D. led into war
- B. reason given before
24. Reserve: They have large reserves.
- C. Second one of two things
- A. things kept to use later
- D. answer to the spoken question
- B. machine for making bread
4. Pave: It was paved.
- C. money from other people
- A. stopped quickly
- D. group that runs a company
- B. divided into many parts
- C. given gold edges
- NVLT Part 3**

- D. covered with a hard surface
5. Remedy: We found a good remedy. A. way to fix a problem
B. place to eat in public
C. way to prepare food
D. rule about numbers
6. Bacterium: They didn't find a single bacterium.
A. small living thing causing sickness
B. plant with red or orange flowers
C. animal that carries water on its back
D. thing that has been stolen and sold to a shop
7. Behavior: Look at her behavior!
A. people who have come to listen
B. the way she acts
C. large amount of money
D. small land with water around it
8. Fuel: Do you have any fuel?
A. material used to make energy
B. a drug that stops pain
C. clothing used to keep you warm
D. a material put in walls to keep heat inside
9. Silk: It's made of silk.
A. smooth and soft cloth
B. hard black wood
C. animal fur
D. very light metal
10. Conceive: Who conceived the idea?
A. told it to others
B. explained it
C. thought of it first
D. said it was bad
11. Legend: It is now a legend.
A. building for keeping old things
B. thing that is always done
C. story from the past
D. event that happens regularly

12. Impose: This was imposed.

- A. completely changed
- B. in the middle of other things
- C. made to look like something else D. forced to happen by someone in power

13. Solution: There is no solution.

- A. time
- B. support
- C. problem
- D. answer

14. Celebrate: We have celebrated a lot recently.

- A. found something for the first time B. seen many new places
- C. worked very hard
- D. had a lot of parties

15. Independence: He has too much independence.

- A. freedom from outside control

B. time by himself

- C. physical strength
- D. feeling of being better than others

16. Tunnel: We need a tunnel here. A.

- way through or under something B. long piece of wood or metal to hold
- C. mark on paper to show a short space
- D. piece of material to cover a window

17. Reward: He got a good reward. A.

- things said about him by others
- B. someone to help him in the house C. money or gift for the things he did D. large group of people to listen to him

18. Review: The committee reviewed the plan.

- A. examined it carefully for a decision
- B. agreed to allow
- C. made more just like it
- D. threw it away

19. Mode: The mode of production has changed.
- A. type
 - B. speed
 - C. attitude
 - D. amount
20. Personnel: I don't like the personnel there.
- A. type of chair that folds
 - B. machine that controls the heat
 - C. people who work there
 - D. person who owns a company
21. Competent: She was very competent.
- A. very fast
 - B. made angry easily
 - C. able to do things
 - D. easily hurt
22. Devastate: The city was devastated.
- A. made beautiful for a special occasion
 - B. separated from the rest of the world
 - C. suffered great damage
 - D. made dirty by small animals
23. Constituent: This is an important constituent.
- A. building
 - B. agreement
 - C. idea
 - D. part
24. Weave: She knows how to weave.
- A. make cloth
 - B. join pieces of metal together
 - C. make people think something
 - D. trick people
- NVLT Part 4**
1. Patience: He has a lot of patience. A. ability to wait
- B. free time

C. faith in God

B. box

D. knowledge

C. cup

D. postcard

2. Strap: She broke the strap.

A. promise

6. Peel: Shall I peel it?

B. top

A. let it sit in water for a long time

C. plate

B. take the skin off it

D. belt

C. make it white

D. cut it into thin pieces

3. Weep: He wept.

A. finished school

7. Distress: He felt distressed.

B. cried

A. unwanted

C. died quickly

B. satisfied

D. thought deeply

C. unhappy

D. energetic

4. Haunt: The house is haunted.

A. full of decorations

8. Depart: She departed yesterday. A.

B. allowed to be used for money

went away

C. completely empty

B. said no

D. full of ghosts

C. went down a hill

D. got worse

5. Cube: I need one more cube.

A. pin

9. Romance: They had a short romance.

A. difference of opinion

B. holiday away from home

C. serious discussion

D. love relationship

10. Ambition: He has no ambition.

A. strong desire to do well

B. ability to understand people's feelings

C. ability to make new things

D. enjoyment of life

11. Dash: They dashed over it.

A. ran quickly

B. walked slowly

C. fought bravely

D. looked quickly

12. Drown: People have drowned here.

A. eaten outside

B. died in water

C. dug a hole

D. cut down trees

13. Originate: It originated here.

A. grew very well

B. changed shape

C. remained

d. first started

14. Leaf: He touched the leaf.

A. part of a plant

B. soft shoe

C. top of a bottle

D. glass window

15. Amateur: She is an amateur player.

A. someone who plays for fun, not money

B. player who replaces other hurt players

C. player representing her country

D. ball-sports player

16. Evacuate: They were evacuated. A.

moved to another place for safety B.

searched for guns or knives

C. frightened suddenly

D. made to look like criminals

C. policeman

D. teacher

17. Exert: Do not exert yourself!

A. praise too much

21. Monarch: They saw the monarch. A.

B. hurt yourself

army group

C. work too hard

B. gate

D. give yourself everything you want

C. king or queen

D. criminal

18. Marble: It was made of marble.

A. hard stone

22. Plunge: It plunged.

B. hard wood

A. danced around

C. soft metal

B. was made quiet

D. soft cloth

C. dropped suddenly

D. stayed still

19. Diminish: It has diminished.

a. become dark

23. Mourn: They mourned for several years.

B. become less in size

A. performed on the street

C. become cloudy

B. felt very sad

D. grown colder

C. worked hard

20. Sheriff: The sheriff was friendly. A.

D. used their money carefully

pilot

B. housekeeper

24. Fragile: These things are very fragile.

- A. special
- B. hard to find
- C. popular
- D. easily broken

- A. small worm
- B. big accident
- C. woman who serves her religion
- D. strange light in the sky

NVLT Part 5

1. Scrub: He is scrubbing it.

- A. cleaning
- B. repairing
- C. worrying about
- D. drawing pictures

4. Compost: We need some compost.

- A. strong support
- B. mental help
- C. strong material that is used for building
- D. soil used to help the garden

2. Dinosaur: The children were pretending to be dinosaurs.

- A. people who look for gold
- B. small people that fly
- C. animals that make fire
- D. animals that lived a long time ago

5. Miniature: It is a miniature.

- A. small version of something
- B. brick house
- C. very small living creature
- D. detailed plan for a building

3. Nun: We saw a nun.

6. Crab: Do you like crabs?

- A. small sea animals
- B. hard thin salty bread
- C. original copy of a piece of music
- D. insect which sings and jumps

7. Vocabulary: You will need more vocabulary.
- A. words
 - B. skills
 - C. money
 - D. guns
8. Corpse: The corpse was found in the park.
- A. large and deep cup
 - B. mobile phone
 - C. artist's hat
 - D. dead body
9. Rove: He is roving.
- A. getting drunk
 - B. traveling around
 - C. making a musical sound with his lips
 - D. working hard using his body
10. Divert: The rivers were diverted. A. made to move in a different way
- B. given bridges
 - C. made very dirty
 - D. made wider and deeper
11. Trench: They looked at the trench.
- A. mountain
 - B. long hole
 - C. pile of trash
 - D. beautiful sight
12. Technician: She is a technician. A. man with magical abilities
- B. person who works with and fixes machines
 - C. doctor who cares for young children
 - D. person who is good at music
13. Query: I have a query.
- A. headache
 - B. large amount of money
 - C. question

D. good idea

A. disease that gives red spots

B. small animal with eight legs

14. Mug: This mug needs a wash.

C. small public bus

A. big cup

D. oily fish

B. old car you like

C. clothes worn under other clothes D.

18. Circus: We went to the circus.

area in front of the door where rain and
wind cannot reach

A. place for people who love God

B. traveling company of entertainers C.
place where people run races

15. Static: It's static at the moment. A.
not popular

D. music group

B. demanded by law

19. Sofa: He bought a sofa.

C. often said

A. soft seat for two or more people

D. not moving or changing

B. cutting machine

C. long pipe for putting water on the
garden

16. Slaughter: We read about the
slaughter in the paper.

D. a small car with four wheels that a
baby can ride in while someone pushes it

A. problem

B. scientific research

C. killing

20. Logo: They have a pretty logo.

D. sports event

A. tree with red fruit

B. reception

17. Spider: We caught the spider.

C. picture or word that represents a

company

D. a holiday home

21. Commemorate: We must

commemorate his actions.

A. remember something or someone B.

pretend to agree with something

C. protest against something

D. say good things about him

22. Crook: They were crooks.

A. people who are not honest

B. people who work at hospitals

C. people who cannot walk

D. people who design buildings

23. Volt: How many volts were used? A.

large envelope for business letters B.

something used to add flavor to food

C. units measuring electrical power

D. material that attracts other metals

24. warfare: Modern warfare is

frightening.

A. crime

B. dancing

C. fighting

D. pollution

NVLT Part 6 – Academic Word List

1. Concept: This is a difficult concept.

A. legal agreement

B. idea about what something is

C. way of doing things

D. a written explanation of a law

2. Similar: These articles are similar. A.

about a certain thing

B. of great quality

C. easy to understand

D. close to the same

3. Item: The next item is very important.

A. thing on a list

B. question sheet

C. meeting of people

D. way something looks

4. Component: Each component is very important.

A. set of ideas which support something

B. flat part that sits on top of another C. small part of something bigger

D. the person you work with

5. Compensate: The government should compensate the farmers.

A. give something good to balance something bad

B. stop them from joining a group

C. find where they are

D. bring them together

6. Professional: She wants to be a professional musician.

A. someone who stays at home

B. someone who gets paid to play

C. someone on a list

D. someone known by many people

7. External: They worried about the external damage.

A. not known

B. outside

C. based on facts

D. following

8. Clause: Please fix that clause.

A. part of a sentence

B. something you are trying to do

C. large picture

D. small object

9. Migrate: The animals began to migrate.

A. work together

B. move together to a different place C. come together as a group

D. change together

10. Priority: That is our priority.
- A. deal between two people
 - B. most important thing
 - C. something that has been printed
 - D. person who comes next
11. Reverse: Try it in reverse.
- A. the other direction
 - B. the way things are arranged
 - C. with the correct sound
 - D. at the correct time
12. Arbitrary: Her decision was arbitrary.
- A. not chosen for a reason
 - B. necessary for success
 - C. not able to be changed
 - D. good enough for a purpose
13. Mutual: The feeling was mutual. A.
- easy to understand
 - B. fully developed
 - C. the same between two people
- D. kept under control
14. Alternative: Is there an alternative?
- A. another choice
 - B. thing to do
 - C. something to say
 - D. activity with many people
15. Colleague: That is my colleague. A.
- something that people talk about
 - B. plan of things to do
 - C. person you work with
 - D. piece of writing
16. Legal: Is this meeting place legal?
- A. based on the law
 - B. free to be used
 - C. easy to see
 - D. important to someone
17. Site: He looked for a better site. A.
- basic part of something
 - B. opinion about the price

C. place where something is

D. rule that controls what something is

D. something brought from another

country

21. Pursue: This year she will pursue the group's goals.

18. Institute: We must institute new changes.

A. try to get

B. change

A. get with effort

C. check over time

B. control with laws

D. make easier

C. begin or create

D. search for

22. Recover: The men recovered their strength.

19. Retain: How will the club retain its members?

A. showed other people

B. used for a reason

A. mix them together

C. said that they know

B. help them develop

D. got back

C. help them work together

D. keep them

23. Diverse: Having diverse information is important.

20. Phase: This is one phase of the new system.

A. with no mistakes

B. very small amount

A. list of things in a special order

C. able to be changed

B. short part of a process

D. having different types

C. range of levels

24. Hierarchy: This hierarchy is very common.

- A. set of ideas a group has
- B. group with people at different levels
- C. dangerous material
- D. popular way of dressing

25. Distort: The image is distorted.

- A. having more than one meaning
- B. exactly the same as something else
- C. has a badly changed shape
- D. from recent times

26. Accumulate: He accumulated many friends.

- A. understood the value
- B. got more and more
- C. said good things about
- D. became the same as

27. Abandon: He abandoned the project.

- A. used it for his own gain
- B. controlled in a clever way

C. stopped working on it

D. made it as small as possible

28. Rigid: These rules are rigid.

- A. how good something is
- B. happening at the same time
- C. continuing for a limited time
- D. not able to be changed

29. notwithstanding : Notwithstanding John's feelings, Allison went to France.

- A. without knowing
- B. giving back in the same way
- C. because of
- D. not being stopped by

30. Perspective: You have a good perspective.

- A. events that happen again and again
- B. way of seeing things
- C. group of people you know
- D. how other people see you

8.2 Appendix B: The Morphological Awareness Test

Part one (Morphological Structure Test)

- Using one word only, come up with a noun OR a verb for the underlined actions and objects.
- Please remember if you do not know the correct answer, DO NOT GUESS and leave it blank.
- See the example below.

Example:

- There is a kind of box for lunch, and we call it a **lunchbox**. However, if there is another kind of box for tools, we call it a **toolbox**.
1. The game where you throw a ball through a basket is called **Basketball**. However, a paper that is printed and distributed daily or weekly, and it contains news is called _____.
 2. Pizza comes from Italy. However, its **Italian** origins are often forgotten because it became so common in so many countries. In fact, cereal, pancakes, toast, or oatmeal are what most people have for breakfast in America. This is called the _____ style breakfast.
 3. A cup that is used to hold tea is called a **teacup**, but a cup that is used to hold coffee is called a _____.
 4. People with you in a class are called **classmates**, but people live with you in the same room are called _____.
 5. I have one **cat**, but my sister has many of them. She has four _____.
 6. John is professional in taking photographs. He is a **photographer**. However, Ali is professional in writing, so he is a _____.
 7. In Saudi culture, in public Saudis and visitors alike are expected to dress conservatively. This is a **cultural** difference between Saudi and western countries. Moreover, according to Saudi society, people should respect old people. This is an important _____ value.
 8. People who create ideas are considered **creative**. Additionally, people who completely support your decisions are considered _____.
 9. If you write your homework, but your teacher asked you to write it again. Then, you should **rewrite** it. However, if you read in class and your teacher asks you to read again. Then, you should _____.
 10. Yesterday, my mother cooked lunch for us. Now it is lunch time and she is _____.

Part 2 (Morpheme Identification Test)

- Please segment the following words into meaningful chunks.
- Please state the meanings of words' chunks in English or Arabic.

	Word	Meaning of the word in English or Arabic.	Part 1	Part2	Part3
Example:	Bilingual	-able to speak and understand two languages. -expressed or used in two languages. ثنائي اللغة -مطبوع بلغتين	Bi	Lingual	
1	Improvement				
2	Changeable				
3	Babysitting.				
4	Productive.				
5	Education.				
6	Eyebrow.				
7	Cultural				
8	Drivers.				
9	Discomfort.				
10	Beautiful				

8.3 Appendix C: Participation Request via Email and Response

٢٠١٧ / ٢٢

Gmail - Participation request



Wugud Alsaeedi <wugudalsaeedi@gmail.com>

Participation request

Wugud Alsaeedi <wugudalsaeedi@gmail.com>
To: Doury20@hotmail.com

Wed, Feb 22, 2017 at 9:05 PM

Dear Mutaib and Bodur,

I am carrying out this research The role of morphological awareness in vocabulary acquisition in English of Saudi EFL learners to explore the morphological awareness of the EFL Saudi students and their vocabulary knowledge and size. In more details, I would like to investigate to what extent the male students of the English department at King Saud University and the female students of the preparatory program at Taif University are aware of the analytic and synthetic rules of word formation. Moreover, I would like to determine how this morphological awareness correlates with their vocabulary size and knowledge.

As foreign language learners of English, Saudi students have increased, and are increasing a particular size of English vocabulary knowledge. Additionally, based on their learning experience, they have developed strategies to learn new words. To increase your students' understanding of those strategies and to enhance their vocabulary knowledge and size, their participation and response to the research tests are encouraged. The tests used in this study are the Morphological Awareness Test adapted from McBride–Chang et al (2005) to test students morphological awareness and the New Vocabulary Level Test adapted from McLean and Kramer (2015) to examine students' receptive and productive vocabulary knowledge. The findings of the study may help in designing appropriate vocabulary curricula for Saudi students at Saudi universities in both English departments and preparatory programs to improve students' vocabulary knowledge and size and to create the best vocabulary programs in Saudi schools and colleges.

First, students in 03/01/2017 will be asked to complete the Morphological Awareness Test. After they fill out the test, they will be required to complete The (New VLT) to

٢٠١٧/٣/٢٢

Gmail - Participation request



Wugud Alsaeedi <wugudalsaeedi@gmail.com>

Participation request

ᐃᐃᐃᐃ ᐃᐃᐃ <doury20@hotmail.com>
To: Wugud Alsaeedi <wugudalsaeedi@gmail.com>

Thu, Mar 2, 2017 at 6:16 AM

I consent to participate in this study.
Good luck Wugud

Budur

Sent from my iPhone

On Feb 24, 2017, at 10:16 AM, Wugud Alsaeedi <wugudalsaeedi@gmail.com> wrote:

boxbe Wugud Alsaeedi (wugudalsaeedi@gmail.com) added themselves to your Guest List | Remove them | Block them

Dear Mutaib and Bodur,

I am carrying out this research [The role of morphological awareness in vocabulary acquisition in English of Saudi EFL learners](#) to explore the morphological awareness of the EFL Saudi students and their vocabulary knowledge and size. In more details, I would like to investigate to what extent the male students of the English department at King Saud University and the female students of the preparatory program at Taif University are aware of the analytic and synthetic rules of word formation. Moreover, I would like to determine how this morphological awareness correlates with their vocabulary size and knowledge.

As foreign language learners of English, Saudi students have increased, and are increasing a particular size of English vocabulary knowledge. Additionally, based on their learning experience, they have developed strategies to learn new words. To increase your students' understanding of those strategies and to enhance their vocabulary knowledge and size, their participation and response to the research tests are encouraged. The tests used in this study are the Morphological Awareness Test adapted from McBride–Chang et al (2005) to test students morphological awareness and the New Vocabulary Level Test adapted from McLean and Kramer (2015) to examine students' receptive and productive vocabulary knowledge. The findings of the study may help in designing appropriate vocabulary curricula for Saudi students at Saudi universities in both English departments and preparatory programs to improve

8.4 APPENDIX D: Information Letter (English Version)

March 2017,

To Saudi EFL Students at Taif University

Dear Colleagues,

I am carrying out this research to explore the morphological awareness of the EFL Saudi students and their vocabulary knowledge and size. In more details, I would like to investigate to what extent the female students of the preparatory program at Taif University are aware of the analytic and synthetic rules of word formation. Moreover, I would like to determine how this morphological awareness correlates with your vocabulary knowledge.

As a foreign language learner of English, you have increased, and are increasing, a particular size of English vocabulary knowledge. Additionally, based on your learning experience, you have developed strategies to learn new words. To increase your understanding of those strategies and to enhance your vocabulary knowledge and size, your participation and response to the research tests: the Morphological Awareness Test and the New Vocabulary Level Test is encouraged. The findings of the study may help in designing appropriate vocabulary curricula for Saudi students at Saudi universities in both English departments and preparatory programs to improve students' vocabulary knowledge and acquisition and to design the appropriate vocabulary programs in Saudi universities and colleges.

First, you will be asked to complete Morphological Awareness Test adapted from McBride–Chang et al. (2005). After you fill out the test, you will be required to complete The (New VLT) adapted from McLean and Kramer (2015) to examine your receptive and productive vocabulary knowledge. Please feel free to answer the tests at your pace, and remember your participation in this study is voluntary and optional which means that your academic grades will never be

affected. Your private information and anonymity are guaranteed. Please understand that the use of these data will be only confined to this study as authorized by the TESOL department at Seattle Pacific University. I honestly appreciate your participation in this research.

The Morphological Awareness Test will take approximately 10 minutes to finish. On the other hand, The New VLT has five levels of 24-items, which all measure your knowledge of the most frequent 5,000-word families. Moreover, the test has a thirty-item section, which tests your AWL knowledge. The entire test can be completed in 30 minutes depending on your pace. Please answer all the questions if you consent to participate in the research project.

It is my pleasure to answer any questions you have about the study.

Thank you for your interest and participation in this research.

Sincerely,

Wugud A. Alsaedi

MA student in TESOL at SPU

alsaediw@spu.edu

8.5 APPENDIX E: Information Letter (Arabic Version)

مارش 2017

إلى الطلاب والطالبات الدراسين اللغة الإنجليزية لغير الناطقين بها في جامعة الطائف (السنة التحضيرية) في محافظة الطائف

:الزملاء الكرام

أقوم بإجراء هذه الدراسة لمعرفة ماهية الإدراك الصرفي عند طلاب اللغة الإنجليزية في جامعة الطائف ومدى علاقة الإدراك الصرفي بحجم مفردات الطلاب والطالبات ومدى معرفتهم بالمفردات الإنجليزية بشكل عام.

أنت كطالبة منتسبة في السنة التحضيرية وتدرسين مستويين في اللغة الإنجليزية كمتطلب للسنة التحضيرية قد اكتسبت وما زلت تكتسب العديد من المفردات الإنجليزية وقد طورت عددا من الاستراتيجيات في التعامل مع المفردات الجديدة المكتسبة للمرة الأولى. في اعتقادي لا بد أن تكون الجامعات والكليات السعودية على وعي بهذه الاستراتيجيات للاسهام في تطوير حجم مفرداتك الحالية ومساعدتك في اكتساب المزيد من المفردات.

استجابتك عزيزتي الطالبة لأدوات البحث المكونة من أداة قياس للوعي الصرفي وأداة قياس حجم المفردات الإنجليزية يساهم في رفع وزيادة حصيلتك اللغوية ويساعد مصممي المناهج في المملكة العربية السعودية على تصميم برامج فعالة لتعليم المفردات.

سوف يتطلب منك عزيزتي الطالبة الاستجابة لمقياس الإدراك الصرفي والمنقح من الباحثين ماك-برايد وتشانج وغيرهما (2005) ومن ثم الخضوع لأداة قياس حجم المفردات المنقحة حديثاً من العالمين : مكليين وكارمر (2015) لقياس مدى معرفتك ب. المفردات. أرجوا منك اخذ الوقت الكافي عند الاستجابة لأدوات البحث.

تذكري بأن مشاركتك في هذا البحث هو مشاركة تطوعية وعدم مشاركتك لا يؤثر على ادائك الأكاديمي أو درجاتك كما أضمن لك سرية وخصوصية البيانات. كما أفيد علماً بأن النتائج والبيانات المراد جمعها هي خاصة بهذه الدراسة كما هو مفوض من قسم تدريس اللغة الإنجليزية لغير الناطقين بها في جامعة سياتل باسيفيك في الولايات المتحدة الأمريكية.

إن أداة قياس الوعي الصرفي تستغرق حوالي عشر دقائق لإتمامها كاملة. من ناحية أخرى، أداة قياس المفردات تتكون من خمسة مستويات وكل مستوى مكون من 24 بنداً، وكلها مصممة لقياس معرفتك بالمفردات الأكثر شيوعاً والمكونة من 5000 كلمة. وعلاوة على ذلك، تشمل أداة القياس هذه مقياس مكون من ثلاثين بنداً لقياس مدى معرفتك بالمفردات الأكاديمية. تذكري عزيزتي المشاركة بأن موافقتك على المشاركة في هذا البحث تتطلب منك أخذ الأمر بجدية كافية والاجابة على جميع الأسئلة وفقاً لوقتك وتقديرك.

إنه لمن دواعي سروري للرد على أية أسئلة قد تكون لديكم حول الدراسة

شكراً لك على اهتمامك والمشاركة في هذا البحث

وجود السعيدى

طالبة ماجستير في تدريس اللغة الإنجليزية لغير الناطقين بها

جامعة سياتل باسيفيك

alsaediw@spu.edu

8.6 APPENDIX F: Informed consent for the experimental group (English Version)

Dear students:

I am Wugud Alsaeedi an international MA student in TESOL at Seattle Pacific University in the U.S. My email address is alsaeediw@spu.edu.

You are being invited to consider participating in a study that involves research that explores the morphological awareness of the EFL Saudi students and their vocabulary knowledge and size. The aim and purpose of this research are to investigate to what extent the female students of the preparatory program at Taif University are aware of the analytic and synthetic rules of word formation. Moreover, the research aims to determine how this morphological awareness correlates with students' vocabulary size and knowledge. The study is expected to enroll at least 30 students in the experimental group. It will involve specific procedures. First, you will be asked to complete Morphological Awareness Test adapted from McBride–Chang et al. (2005). After you fill out the test, you will be required to complete The (New VLT) adapted from McLean and Kramer (2015) to examine your receptive and productive vocabulary knowledge. After that, you will receive morphological instruction by your teacher in this class. Then, you will be required to complete two tests to determine if there are any improvement in your morphological awareness and vocabulary size after the morphology instruction. The duration of your participation, if you choose to enroll and remain in the study, is expected to be eight weeks. In this study, there will be no physical, psychological, or social risk. All participants in this study will have bonus (5 pts) in this class. Participation in this research is voluntary, and you may withdraw at any point. However, if you withdraw, you will still receive the morphological instruction in class, and you will not have the bonus (5 pts).

Informed consent

I (Name) _____ have been informed about the study entitled *the role of morphological awareness in vocabulary acquisition in English of Saudi EFL learners* by Wugud Alssaedi, MA student in TESOL. I understand the purpose and procedures of the study. I declare that my participation in this study is entirely voluntary and that I may withdraw at any time. If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at alsaediw@spu.edu or I may ask my teacher of this class.

Signature of Participant

Date

8.7 APPENDIX G Informed consent for the experimental group (Arabic Version)

إلى الطلاب والطالبات الدراسين اللغة الإنجليزية لغير الناطقين بها في جامعة الطائف (السنة التحضيرية) في محافظة الطائف

أنا وجود السعيدى طالبة ماجستير في جامعة سياتل باسيفيك يونيفيرسيتي في الولايات المتحدة الأمريكية. في حال حاجتك

للتواصل معي ارجوا مراسلتي عبر البريد الالكتروني التالي

alsaeediw@spu.edu

انت مدعوا للمشاركة في هذه الدراسة لمعرفة ماهية الإدراك الصرفي عند طالبات السنة التحضيرية في جامعة الطائف ومدى

علاقة الإدراك الصرفي بحجم مفردات الطالبات ومدى معرفتهم بالمفردات الإنجليزية بشكل عام

في هذه الدراسة سوف يتطلب منك الاستجابة لمقياس الإدراك الصرفي والمنقح من الباحثين ماك-برايد وتشانج وغيرهما

(2005) ومن ثم الخضوع لأداة قياس حجم المفردات المنقحة حديثاً من العالمين : مكليين وكارمر (2015) لقياس مدى معرفتك

ب المفردات. ومن ثم سوف تخضع/ي لمناقشة ودراسة قواعد في علم الصرف مع معلم/ة هذه المادة لمدة تقارب الثمانية

أسابيع. ومن ثم سوف تضع/ي لمقياسين لقياس مدى تطور الوعي الصرفي وحجم المفردات بعد تجربة مناقشة وتدريس بعض

القواعد الصرفية

تذكري بأن مشاركتك في هذا البحث هو مشاركة تطوعية وانسحابك ممكن في أي وقت، وسوف تحسلي على خمس درجات

تحسينية في مادتك نتيجة مشاركتك علماً بأن عدم مشاركتك لا يؤثر على اداءك الأكاديمي أو درجاتك ولكن لن تحسلي على

الدرجات الإضافية حال الانسحاب

نموذج الموافقة

أنا المدعوة _____ تم إعلامي عن دراسة بعنوان دور الوعي الصرفي في رفع حصيلة الطلاب السعوديين متعلمين اللغة الإنجليزية كلغة أجنبية كرسالة لمرحلة الماجستير للطالبة وجود السعيد. أنا على دراية بهدف وخطوات الرسالة واعلم بأن مشاركتي في هذه الدراسة هي مشاركة تطوعية ويحق لي الانسحاب في أي وقت أشاء. أنا على علم بأنني أستطيع مراسلة الباحثة في حال وجود أي تساؤلات على البريد التالي: alsaeediw@spu.edu

التاريخ

توقيع الطالب

التاريخ

توقيع مساعد جمع البيانات

Signature of co-investigator

Date

8.8 APPENDIX H: Informed consent for the controlling group (English Version)

Dear students:

I am Wugud Alsaedi an international MA student in TESOL at Seattle Pacific University in the U.S. My email address is alsaediw@spu.edu.

You are being invited to consider participating in a study that involves research that explores the morphological awareness of the EFL Saudi students and their vocabulary knowledge and size. The aim and purpose of this research are to investigate to what extent the male students of Taif University are aware of the analytic and synthetic rules of word formation. Moreover, the research aims to determine how this morphological awareness correlates with students' vocabulary size and knowledge. The study is expected to enroll at least 30 students in the controlling group. It will involve specific procedures. First, you will be asked to complete Morphological Awareness Test adapted from McBride–Chang et al. (2005). After you fill out the test, you will be required to complete The (New VLT) adapted from McLean and Kramer (2015) to examine your receptive and productive vocabulary knowledge. In this study, there will be no physical, psychological, or social risk. All participants in this study will have bonus (5 pts) in this class. Participation in this research is voluntary, and you may withdraw at any point.

Informed consent

I (Name) _____ have been informed about the study entitled *the role of morphological awareness in vocabulary acquisition in English of Saudi EFL learners* by Wugud Alssaedi, MA student in TESOL. I understand the purpose and procedures of the study. I declare that my participation in this study is entirely voluntary and that I may withdraw at any time. If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at alsaediw@spu.edu or I may ask my teacher of this class.

Signature of Participant**Date**

Signature of co-investigator**Date**

8.9 APPENDIX I: Informed consent for the controlling group (Arabic Version)

إلى الطلاب والطالبات الدراسين اللغة الإنجليزية لغير الناطقين بها في جامعة الطائف (السنة التحضيرية) في محافظة الطائف

أنا وجود السعيدى طالبة ماجستير في جامعة سياتل باسيفيك يونيفيرستي في الولايات المتحدة الأمريكية. في حال حاجتك

:للتواصل معي ارجوا مراسلتي عبر البريد الإلكتروني التالي

alsaeediw@spu.edu

انت مدعوة للمشاركة في هذه الدراسة لمعرفة ماهية الإدراك الصرفي عند طالبات السنة التحضيرية في جامعة الطائف ومدى

.علاقة الإدراك الصرفي بحجم مفردات الطلاب والطالبات ومدى معرفتهم بالمفردات الإنجليزية بشكل عام

في هذه الدراسة سوف يتطلب منك الاستجابة لمقياس الادراك الصرفي والمنفح من الباحثين ماك-برايد ونشانج وغيرهما

(2005) ومن ثم الخضوع لأداة قياس حجم المفردات المنقحة حديثاً من العالمين : مكليين وكارمر (2015) لقياس مدى معرفتك

.ب المفردات

تذكري بأن مشاركتك في هذا البحث هو مشاركة تطوعية وانسحابك ممكن في أي وقت، وسوف تحسلي على خمس درجات

تحسينية في مادتك نتيجة مشاركتك علماً بأن عدم مشاركتك لا يؤثر على اداءك الأكاديمي أو درجاتك ولكن لن تحسلي على

.الدرجات الإضافية حال الانسحاب

نموذج الموافقة

أنا المدعوة _____ تم إعلامي عن دراسة بعنوان دور الوعي الصرفي في رفع حصيلة الطلاب السعوديين متعلمين اللغة الإنجليزية كلغة أجنبية كرسالة لمرحلة الماجستير للطالبة وجود السعيدى. أنا على دراية بهدف وخطوات الرسالة واعلم بأن مشاركتي في هذه الدراسة هي مشاركة تطوعية ويحق لي الانسحاب في أي وقت أشاء. أنا على علم بأنني أستطيع مراسلة الباحثة في حال وجود أي تساؤلات على البريد التالي: alsaeediw@spu.edu

التاريخ

توقيع الطالب

التاريخ

توقيع مساعد جمع البيانات