DEVELOPING K12 STUDENTS' MORPHOLOGICAL AWARENESS THROUGH EXPLICIT INSTRUCTION OF DERIVATIONAL AFFIXES

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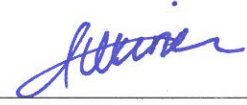
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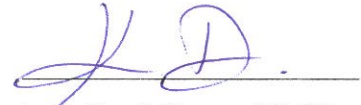
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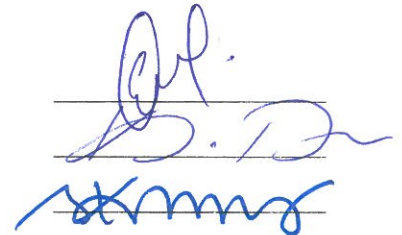
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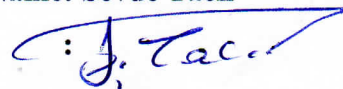|	
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ABSTRACT

DEVELOPING K12 STUDENTS' MORPHOLOGICAL AWARENESS
THROUGH EXPLICIT INSTRUCTION OF DERIVATIONAL AFFIXES

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Morphological awareness is a key to language learning and it requires explicit attention to affixes. This thesis investigates the role of explicit instruction of derivational suffixes on developing vocabulary learning and morphological awareness. The study was carried out in K12 state secondary school located in the west part of Turkey. The study comprised 28 sixth grade students who were studying at Umurlu Cavit Başlık Secondary School. They were selected through convenience sampling. In order to collect data, both quantitative and qualitative research paradigm were applied. Data collection tools were pre and post and delayed tests and opinions of students as voice records on this training collected from twenty-two students. There was also a six hour training process that consisted of different tasks designed on to help the learners to understand the subject better. Participants' correct and incorrect responses were calculated to be expressed in percentages and the ideas of students on this kind of training were audio-recorded to be analysed. The aim was to gain a deeper understanding of the positive and negative impact of such a study on students in this level. At the end of the study it was seen that explicit instruction is needed for the teaching of derivational suffixes and familiarity is substantial for morphological analysis since the students were better at analyzing the words whichwere more familiar to them.

v

ÖZ

YAPIM EKLERININ AÇIK USUL ÖĞRETIMIYLE K12 ÖĞRENCILERININ MORFOLOJIK FARKINDALIĞININ GELIŞTIRILMESI

Tacır Sevde

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Morfolojik farkındalık dil öğreniminde anahtar işlevine sahiptir ve bu durum da eklere dikkat etmeyi gerektirir. Bu tez, yapım eklerinin açık usul (anlatım) yöntemle öğretiminin kelime öğrenimi ve morfolojik farkındalık açısından rolünü araştırmaktadır. Türkiye'nin batısında yer alan K12 statüsünde olan bir devlet ortaokulunda yürütülmüştür. Çalışmada Umurlu Cavit Başlık Ortaokulu'nda 6. Sınıfta okuyan 28 öğrencisi yer almıştır ve bu öğrenciler uygun örnekleme yöntemiyle seçilmişlerdir. Veri toplama aşamasında hem nicel hem nitel araştırma metodu kullanılmıştır. Veri toplama araçları ise ön test, son test ve son testten belli bir süre sonra tekrar uygulanan testle birlikte öğrencilerin görüşlerinin alındığı ses kayıtları olmuştur. Ayrıca öğrencilerin konuyu daha iyi anlaması açısından farklı çalışmaların yapıldığı 6 saatlik bir eğitim süreci geçirilmiştir. Katılımcıların doğru ve yanlış yanıtları yüzdelerle ifade edilmiş, fikirlerini belirttikleri ses kayıtları dinlenerek analiz edilmiştir. Amaç, böyle bir çalışmanın bu seviyedeki öğrenciler üzerindeki olumlu ve olumsuz etkisini daha derin şekilde anlamaya çalışmaktır. Çalışmanın sonucunda açık usul/anlatım yoluyla öğretmenin, yapım eklerinin öğretimi açısından gerekli olduğu, öğrencilerin aşina kelimeleri daha iyi analiz etmeleri morfolojik analiz bakımından kelimelerin seçiminde aşinalık ilkesinin dikkate alınmasının gerekliliğini göstermiştir.

Anahtar Kelimeler: Morfolojik Frakındalık, K12, Kelime Öğrenimi, Açık Usul (anlatım) Öğretim, Yapım Ekleri

To My Family

ACKNOWLEDGEMENTS

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EFL   English as a Foreign Language

MA   Morphological Awareness

K 12   Publicly-supported school grades prior to college.

L1   First Language

L2   Second Language

CEFR   Common European Framework of Reference

ESL   English as a Second Language

Chapter 1

Introduction

1.1 Overview

In this chapter, a brief summary of the theoretical framework of the study, statement of the problem, research questions, purpose and significance of the study, and key terminology have been addressed.

1.2 Theoretical Framework

It is crystal-clear that one of the most important skills in the language learning process is vocabulary knowledge. Since vocabulary learning and teaching are fundamental things in the L2 class, the use of learning strategies plays a vital role. They build up learning, awareness and retention. One of these vocabulary learning strategies is the application of morphological awareness to find out new words. Morphological awareness is described as the skill that enables learning on how to use the knowledge of word formation rules and the matching between sounds and meanings (Kuo & Anderson, 2006). Despite not being the unique strategy to promote students' vocabulary knowledge it is a notable learning style that is especially effective for the students to cope with the meanings of new words.

The general view on this issue is about the significance of early interaction to aid children to improve much vocabulary however there is a contradiction on how to teach this task ideally to young learners. Although the studies have shown that direct teaching of word meanings is efficient in improving vocabulary knowledge (e.g., McKeown & Beck, 2003), it isn't enough to narrow the gaps of children who have different levels of vocabulary knowledge (Baker, Simons, & Kame'enui, 1998). Thus, it can be understood that direct method is not enough as an only method in vocabulary learning process. It should be supported with other methods. Morphological awareness is generative as a metalinguistic skill: Students can analyze many words and derive new meanings through it. Using them together, both direct teaching method and morphological awareness might make contribution to

vocabulary learning of young learners and speed up the process and help those who have poor or rich vocabulary knowledge (Ramirez, Walton & Roberts, 2014).

Morphological awareness is an important element in both first language (L1) and foreign language (L2) literacy improvement and its relation to reading, writing, spelling development and vocabulary acquisition has been a focus (Karimi,2012; Kieffer & DiFelice Box, 2013).

MA is referred to as a kind of ability of a child that helps them to interpret the morphemic structure of words and analyze them (Carlisle, 1995, 2000). Students who have MA are good at identifying the smallest meaningful units of language like free and bound morphemes and also inflectional and derivational markers. This is extremely significant when the learners have hardship during their learning process especially in reading and academic vocabulary (Kieffer & DiFelice Box, 2013) since their own language and English have many differences in terms of phonology and morphology. In this regard the teachers can help students about how to learn new words and how to deal with them by promoting their morphological awareness. The students who know the structure and formation of English words namely prefixes, suffixes and roots might have more words and understand texts better (Kieffer & DiFelice Box, 2013).

1.3 Statement of the Problem

Studies that discuss on how children acquire morphology and morphological awareness in English have centered upon the acquisition of these three linguistic items: inflections, derivations and compounds (Ku&Anderson, 2006). They acquire most of inflectional items by the beginning of their elementary years (e.g., Akhtar & Tomasello, 1997; Anisfeld & Tucker, 1968; Berko, 1958; Carlisle, 1995; Derwing & Baker, 1977). On the other hand their improvement of derivational morphemes starts at later of childhood and continues much longer, probably into adulthood (Derwing & Baker, 1979; Windsor, 1994). For this reason raising awareness on derivations has a great role in the process of language learning. So this study might provide an insight on this issue by teaching derivational suffixes explicitly, it is crucial that to what extent it will be effective on the students in this grade.

Another issue is that the effect of promoting morphological awareness of second language learners on their vocabulary learning process. This study will possibly contribute to the relevant literature by investigating the impact of explicit teaching on the development of morphological awareness of K12 Turkish secondary school students.

Furthermore the teachers and educators might gain insight into the effect of such a training with these grades in their foreign language learning process and consider to design the curriculum and add a new dimension to English languge learning process of Turkish students.

1.4 Purpose

The goal of this study is to investigate the impact of morphological awareness on vocabulary development of Turkish teenagers who learn English as a second language. The basic research question of this study is whether morphological awareness is effective on the vocabulary development of teenagers or not, in other words are the students who have high awareness more successful at developing their word knowledge. The participants are 28 6th grade students in a government-run school in Aydın. Based on the target words of 6th grade syllabus, these students will be exposed to tasks, activities related to the words of the units in their textbook in the elective English course. This study will show the relationship between morphological awareness of foreign language learners' and their vocabulary knowledge.

The researcher aimed to use pre and post tests in the study and also multiple choice vocabulary tests to seek answers for the research questions. Between pre and post tests the students were supported with different activities and tasks about six hours to find out whether this training would make a positive contribution to the learning of the students when the results of pre and post tests were compared. After the participants completed them, their correct and incorrect responses were calculated to be expressed in percentages.

1.5 Research Questions

This study attempts to find out the aspects of morphological awareness in terms of Turkish EFL learners and the correlation between morphological awareness and explicit instruction and impact of them on vocabulary learning. The study will investigate these questions:

1. To what extent are Turkish EFL learners successful in the analysis of morphological structure of derived nominals and adjectivals in English?
2. How does explicit derivational suffix training influence morphological awareness?
3. What are the students' views of the explicit morphological awareness training?

1.6 Significance of the Study

Morphological awareness has a crucial status in L1 vocabulary improvement. L1 morphological awareness is improved progressively (Anglin, 1993; Ku & Anderson, 2003) and it is significant for learning words both in derivational and inflectional forms (White, Power, & White, 1989). On the studies held in this field, more attention is given to L1 morphological awareness than L2 especially if it is looked from the viewpoint of adolescents. The present study centers upon L2 morphological awareness and vocabulary knowledge. It was aimed to show relationship between English morphological awareness and English vocabulary learning and the role of explicit instruction extent in this process. Another issue that aroused interest is the effect of morphological awareness on learning morphologically simple and compound words. To compare productivity of the students on morphologically simple and compound words could help to gain better understanding on the impact of morphological awareness on word knowledge. These data have the potential to provide remarkable information to understand the relationship between morphological awareness and vocabulary knowledge.

It is expected that the findings will implicate the significance of facilitating the learners' morphological awareness in English vocabulary learning through explicit teaching for EFL learners in middle school in Turkey and it will have a place in literature since the age of the group that will be worked with is crucial in terms of providing enlightenment about the mentioned relationship and second language learning process of Turkish students.

1.7 Operational Definitions

MA: Morphological Awareness

Explicit instruction: Unambigious, clearly articulated teaching

Derivational suffix: A suffix that changes the meaning of a word by building on a base.

K12: Publicly-supported school grades prior to college.

In this chapter, a brief summary of the theoretical framework, statement of the problem, purpose of the study, research questions, and significance of the study have been mentioned. In the second chapter, literature on morphological awareness, explicit instruction, vocabulary knowledge have been discussed. The next chapter examines the methodology in detail. It gives information about the participants, instruments, data collection procedures, data analysis procedures and limitations of the study. The fourth chapter presents the data analysis chapter which contains the summary of the collected data, the analysis, and the summarized findings. The last chapter is the conclusion part which finalizes the study and includes implications and suggestions for further research.

Chapter 2

Literature Review

2.1 Overview

This chapter goes through background information on the morphology, analysis of complex words, relationship of between morphology and vocabulary learning and function of explicit instruction on the improvement of morphological awareness. Each section and subsections were numbered according to APA 6th edition rules to express ideas in a detailed and organized way.

2.2 Morphology and Lexicon

2.2.1 Morphology and morphemes. Morphology is identification and analysis of the form of words. Its etymology is Greek: *morph-* means 'shape, form'. In linguistics *morphology* refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed (Aronoff & Fudeman, 2005). It can be described as the study which shows hierarchical and relational aspects of words and the operation on lexical items on the basis of word formation rules to produce other lexical items' (Leong and Parkinson, 1995).

Morphemes are the smallest syntactic unit that varies in size. Neither syllables nor length are any guide to their identification. The essential criterion is that a morpheme cannot be cut up into smaller syntactic segments (Aitchison, 1992). Linguists analyze morphemes by studying a wide variety of utterances. They search the utterances which are partially look-alike.

Table 1

Example on analysis of morphemes

The	dinosaur	sniff-**ed**	arrogant-**ly**	and	plodd-**ed**	for-**wards**
The	dinosaur	grunt-**ed**	loud-**ly**	and	edg-**ed**	back-**wards**

*** *Taken from* Aitchison (1992, p. 54)

Therefore, the partial resemblance between *sniffed*, *grunted*, *plodded* and *edged* facilitates us to divide the segment *–ed* and the partial resemblance between *arrogantly* and *loudly*, and between *backwards* and *forwards* enables to divide *–ly* and *wards*.

In Turkish, the similarity between *adamlar*, *'men'* and *kadınlar*, *'women'*, enables one to identify a plural suffix *–lar* and the words for *'man'*, *adam*, and *'woman'*, *kadın* (Aitchison, 1992). It is not so easy to divide all morphemes as in the example yet the comparison of somewhat identical utterances is one basic technique to determine morphemes.

Morphemes can be divided into two parts as free and bound. Free morhemes can occur by themselves on the other hand bound morphemes cannot stand alone, they are always parts of words.

dog**S:**   dog → free morpheme

     -S → bound morpheme

Unbear**able:** bear → free morpheme

      un, able → bound morphemes

The word *unbearable* can be divided into four morphemes: *un-*, bear, *-able*. *Bear* can be named both the 'root' which is a word that other morphological units are attached and 'stem' a base morpheme to which other items are attached (Al Farsi, 2008).

Un- and *–able* are called affixes. They can show up in these types:

- **prefixes:** occur in front of a stem. (**un**happy, **ir**regular, **dis**honest)
- **suffixes:** occur at the end of a stem (excit**ing**, suit**able)**
- **infixes:** occur in the middle of a stem. (no infixes in English)
- **circumfixes:** attached to another morpheme both initially and finally (no circumfixes in English)

Morphemes are also classified as lexical or grammatical morphemes. Grammatical ones are related with inflectional morphology which provides further information about an existing lexical item. (e. g. look-look**ed** / drive-drive**s**) Lexical morphemes are related with derivational morphology. Through a derivational morpheme, an entirely new word is created. Derivational morphemes are of two types: Type 1 morphemes cause alterations on the base and/ or alterations on stress assignment (e.g. *– ity* in *sanity*, *-ive* in *productive*) though type 2 morphemes do not (e.g. *– ness* in *promptness*, *-less* in *hairless*) (O'Grady, Cuzman, 1997).

It is understood that inflectional endings don't change the behaviour of an item syntactically. The word still fits into the same slot. However, derivational endings produce entirely new words. Additionally, inflectional endings can be added on to derivational ones, but not vice-versa. That is, we find words such as *establish-ment-s*, but not *establish-s-ment* (Aitchison, 1992).

2.2.2 Analysis of Complex Words. The words which are composed of more than one morpheme are called complex words. They are not merely unstructured sequences of morphemes. For instance: *unreadability*. Analysis of this word as [N[Adjun1[Adj[Vread]abil]]ity], represented by the following tree:

```
                        N
                   /          \
               Adj             Suffix
            /        \            |
        Prefix       Adj          |
          |        /     \        |
          |       V      Suffix   |
          |       |        |      |
         un₁    read      abil   ity
```
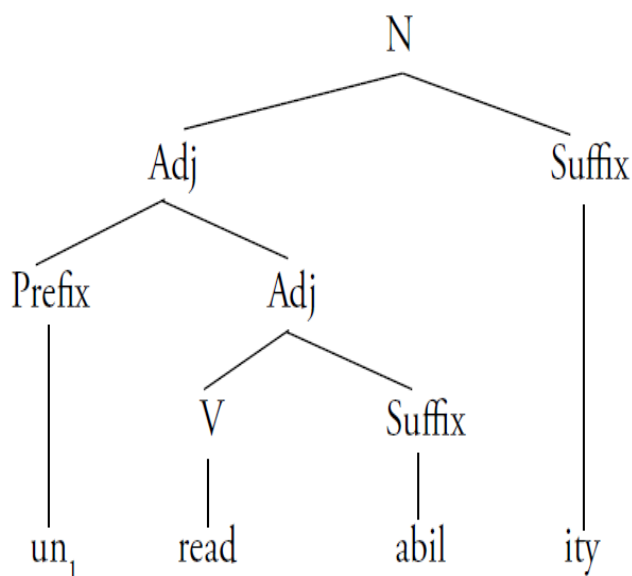
Figure 1 Analysis of the word *unreadability* (Delahunty & Garvey, 2010)

If it is analyzed deeply, the suffix '-able' bounded to verbs produces adjectives as it is seen in this example: 'read**able'.** The prefix 'un-' bounded to adjectives gives negative meaning (means *not*) as it is seen : '**un**readable'. In this word '*unreadable'* **-able** bounded to *read* is necessary to produce the adjective *readable*. The prefix ***un-*** bounded to *readable* may then produce *unreadable*. The suffix **–ity** bounded to adjectives produces nouns and must occur at the end of the adjective *unreadable.*At last the structure of the word appears as in the tree above.

2.2.2.1 How morphological information is structured in the lexicon. There are some special factors which play effective role in the process of accessing words in the mental lexicon and remember their meaning: word frequency, word formation rules and word class (Leong & Parkinson, 1995). There are some kinds of models that provide information about the process of how morphological units are encoded and decoded.

According to the whole word hypothesis the words that are learnt before, whether simple or complex are encoded as a whole. So it can be said that the processing of simple and complex words is nearly the same (Chialant & Caramazza, 1995).

In the decomposed format, it is asserted that morphemic units and affixes are represented separately. Stimulus is parsed prior to the lexical access (Chialant & Caramazza, 1995).

On the other hand in the model of augmented addressed morphology, known words are accessed wholly while unknown words are fully decomposed. The findings of Katz's et al. (1991) are good references in this area. They point out that determining English past regular verb form –ed as a stem offers that words are noticed wholly, then decomposing happen.

The other one named computational model which belongs to Schreuder and Baayen (1995) consists of steps. In the first step called segmentation the students notice the word as a whole and its bound morphemes. Secondly they try to find out the relevance of their segmentation with syntactic roles to the affixes. Thirdly they structure the complex words semantically and syntactically.

Based on these models, it could be inferred that morphological structure plays a role in the effect of morphological structure in the access and process of complex word. The connection these models with the current thesis is that the analysis of complex words forms basis for the implications of teaching morphological   items   in   terms   of   vocabulary   instruction.

2.2.2.2 Lexical processing in young and adult learners. For adults morphological structure facilitates lexical processing of written word (Carlislie & Fleming 2003). The models on morphological processing of words support activation of them together, and the processing of morphemic and submorphemic constituents (Chialant & Caramazza, 1995; Schreuder & Baayen, 1995; Taft & Zhu, 1995). When it comes to the children on how they deal with morphemes and improve their morphological structure, it is needed to look at the model of Schreuder and Baayen (1995). The model provides information on the learning of morphological processing and complex words. They support that implementing figurative computations on representations which come out through activation. The computations occur in three steps and these stages of this model are mentioned above, in the previous heading.

For Schreuder and Baayen, one of the most important constituents of the morphological process of students is the advancement of mental representations of bound morphemes (Carlislie &Fleming 2003). The children check the mental lexicon to find the coherence between from and meaning. This process consists of two stages. At first co-activation of improving semantic representations happens. When the pattern is perceived, for instance **–er** in '*farmer, builder*', the notion is formed in mind for this pattern and a coherent representation starts developing.

In this model it is really crucial to pay attention to how the children promote representations for bound morphemes, especially the ones that they come across permanently. Also there should be a development on their knowledge both syntactically and semantically. This would make contribution to the process of form and meaning (Taft & Zhu, 1995). If the full form or the component morphemes are not familiar, it should have a negative effect on morphological processing. The results of the study that held by Derwing and Baker (1979) show that the children in grades 3 through 6 didn't take into consideration the meaning on the contrary they were influenced by similarities of sound. When it comes to older ones, they tended to pay attention to phonological and semantic similarities.

The studies (Derwing & Baker, 1979) (Fowler & Liberman, 1995) show that phonological forms are prioritized by young learners but the case is not the same in terms of understanding and usage of complex words.

On the other hand, the study of Anglin (1993) that carried out with first, third and fifth grade students shows that grade level has a crucial effect on developing morphological knowledge of complex words. It could be concluded that, the words which are unfamiliar but semantically clear such as *"worthless",* than those which are semantically unclear such as *"education".*

2.3 Morphological Awareness and Its Relation to Vocabulary Knowledge

It is crystal-clear that morphology has a major role in vocabulary knowledge. The evidence on the significant effect on identifying the meaning of a word by the help of morphological information (e.g. Bertram, Laine, Virkkala, 2000) and by this way increasing the vocabulary knowledge is really worthy of note. The connection between the morphological awareness and its contribution to vocabulary knowledge is mentioned below.

Knowledge of morphemic structure and determining morphemes is related to field of morphological awareness. It's easier to raise awareness on inflectional forms when compared to derivational forms (Carlisle & Stone, 2003).

The terms, morphology acquisition and awareness, are perceived as if they meant the same thing. Morphological awareness is related with implementing metacognitive strategies of reflecting word formation rules whereas morphology acquisition is related with using cognitive strategies to find out morphological structure in natural dialogue (Kuo & Anderson, 2006). In this study, it is aimed to figure out to what extent the knowledge of morphemes facilitates the students' learning of the meaning of new words via recognition of morphemes and to build up new meaning by the help of morphological structure.

2.3.1 Discussion on morphological awareness and vocabulary size. According to the Vermeer and Zimmerman (Vermeer, 2001, Zimmerman, 2005) there is a drastic connection between a learner' vocabulary size and and his/her general language competence. Strategies that are necessary for vocabulary learning

and this process play a vital role in language learning. It is needed to have morphological knowledge to analyse the words that are unfamiliar to the students and to comprehend the meanings of these words.

The study held by the Anglin (1993) points out that the knowledge of prefix and suffix is used more than three times by the children while they are learning new words. However, in upper grades, the students come across with more texts that consist of low frequency words depending on improvement of their reading skills.

In spite of not being the only way applied in the classroom in vocabulary teaching morphological analysis is an important one to increase the learners' vocabulary size and it is really advantageous for them when they cope with the new words that they encounter. The study of Prince (2007) states that if the students know the structure of the word and how it is formed by root, prefix and suffix, this promotes their vocabulary development and also their reading ability. Clearly, it is underlined that morphological awareness has a big role in improving vocabulary size. The current study aimed to show the impact of the relation of these two items.

2.3.2 Vocabulary Development. Vocabulary growth is good evidence to display the talent of beginner learners to use morphological analysis. The studies emphasize that there is a major connection between vocabulary growth and morphological awareness (Nagy & Anderson, 1984; Sternberg, 1987; Wysocki & Jenkins 1987). Vocabulary growth of learners is significantly related with their talent to implement the rules of word formation (Wysocki & Jenkins, 1987). In favour of morpheme identification, learners who know the meaning of *communicate,* probably infer *communicative, communication.*

Many studies indicate that to guess the meaning of complex words students utilize morphological items. In their study Wysocki and Jenkins (1987) tried to find out whether fourth, sixth and eighth graders apply morphological knowledge to guess the meaning of complex words and the result of the study showed that they are more succesful in comprehending related words when compared to unrelated words that

they they come across in the training session of the study and via morphological generalization they find out the new meanings of of these words which share the roots. The current study is also conducted with sixth grade students but they are learning English as second language and it is expected that this would have an impact on the results of the study.

2.3.3 The triangle of morphological awareness, vocabulary knowledge and reading ability. As it is stated above morphological awareness has a remarkable effect on vocabulary knowledge. This relation also impacts the development of reading proficiency. The study of Ku and Anderson (2003) conducted with second, fourth and sixth grades who are American and Chinese students learning English and Chinese showed that morphological awareness increases based upon the experience of the students in language learning process. The findings underline that morphological awareness is really essential in terms of vocabulary development and reading competence for English and Chinese.

Also Decan and Kirby (2004) indicate in their study that in the second, fourth and sixth grade students' language learning process there is a favourable connection between these two factors (morphological awareness and reading comprehension). They made an analysis on the impact of phonological and inflection awareness upon reading improvement. At the end of the third year of the study it was noticed that there is a strong correlation between them. Morphological awareness promotes reading improvement.

In light of the information above it could be inferred that this trio "morphological awareness, vocabulary knowledge and reading development" are indispensable for each other. They affect each other in a positive way.

2.3.4 The impact of morphological awareness on word comprehension. It is a fact that students who have bigger vocabulary knowledge tend to be better at reading. Morphological and contextual analysis plays an important role with the reading strategies in the way improving reading abilities and increasing vocabulary. Strategies that are applied in vocabulary learning are of course necessary

tremendously. Carlisle (1995) underlines that in the process of learning derivational words morpheme identification is a good way that can be referred.

Children who are aware of the morphological structure have an opportunity to find out the meanings of the unfamiliar complex words (Nagy & Anderson, 1984). The learning experience of the students between fourth and eighth grade, development in their learning process, could be seen as a prior condition for deducing the meaning of the unfamiliar words while reading (Tyler & Nagy, 1989; Wysocki & Jenkins, 1987).

In short, based on the studies on the issue, morphological awareness is incontrovertible significance to learn the new words and to enhance the reading abilities and word knowledge of the students. Improvement of the morphemic knowledge forms basis for understanding the meanings of words in the text (Rego & Bryant, 1993).

2.4 Impact of Explicit Instruction on Development of Morphological Awareness

By means of explicit instruction on morphological items learners may understand the meaning of complex words and this can be an effective way for vocabulary learning. Make them gain knowledge on the analysis of morphological units may develop their word knowledge. There a number of studies that mention on this issue. They point out that elementary graders who come across with a new word may unlock it with the help of explicit instruction on affixes and root (Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003; Baumann et al., 2002). Also Anglin (1993) and Biemiller (2004) suggest early instruction on morphological items.

According to the study of Morin (2003) that handles the effect of derivational morphology on improving receptive and productive vocabulary knowledge of Spanish beginners at college level showed that morphological instruction provides usefulness both in productive and receptive vocabulary knowledge. It is also beneficial for learning newly encountered words. Leong (1999) lays emphasis on the early explicit instruction of morphological pattern and word formation rules. The efficacy of instruction was certified.

One of the methods used in morphological analysis is the use of posters with direct instruction (Graves, 2004). It is better for young learners which include roots and affixes shown on posters. Replacement or removal of affixes can be another method in order to gain insight about morphological analysis. Disassembling and reassembling words can be used as well (Edwards, Font, Baumann, & Boland, 2004). In general this study showed that explicit instruction on morphological items is efficient in helping the students to unlock meaning of complex word. Teachers should take into consideration which is more appropriate for the students' levels.

2.5 L1 and L2 Difference from the Point of Morphological Awareness

L1 and L2 can show some differences lexically. L2 morphological awareness is restricted by L1 background of the students (Koda, 2000). The study of Koda (2000) examines that to what extent L1 (Chinese) morphological awareness influences L2 (English) morphological awareness. The findings demonstrate that differences in L1 identify how the students make sense of some parts of morphological items of L2. Bindman (2004) also mentions about the cross-linguistic impact in terms of morphological awareness on the reading and spelling abilities of the learners who learn English as a second language.

The current study was conducted with Turkish students who are learning English as a foreign language, so it is necessary to give some information on the morphological structure of English and Turkish. In general, Turkish is as a head final language. The modifiers always precede the modified. This influences the word order of the sentence; the verb is placed at the end of the sentence.

In English it is different. The word order is defined as Subject + Verb+ Object yet in Turkish it is defined as Subject+ Object+ Verb. Turkish morphology is agglutinative, Turkish verbs are inflected for person, number, and tense (Haznedar, 2003). According to Dressler (2003) Turkish has the inflectional in both noun and verb.

In Turkish the parts of a word come together specifically. Inflectional morphemes are always applied in the word final position whereas derivational suffixes precede inflectional suffixes (Abushihab, 2012). There can be some situations as inflectional or derivational suffix can be used in a word more than one.

A difference in the placement of the morphemes cause ungrammatical forms (Yavuz & Turan, 2000).

Example:
akıl (wisdom/mind, noun)
akıllan (to become wiser, verb)
akıllandı (wisdom+verb suffix (-lan) + past suffix (-dı)) (became wiser)
akıl (wisdom/noun stem) + -lan derivational morpheme/verb suffix + dı (past tense marker) + -m (first person marker).

The derivational suffix is attached to a stem to create a new word. The suffix "–lık" functions as derivational affix that produces noun from stem which is also a noun.

Example: Tuz / Salt (n.)   Tuz + luk / Salt cellar (n.)

It is also necessary to have a look at personal possessive endings. Based on the use there are different forms of Turkish personal possessive endings below.

Example:
kalemim → my pencil
kalemin → your pencil
kalemi → his/her pencil (If the noun ends with a vowel "s" is used: araba/arabası)
kalemimiz → our pencils
kaleminiz → your pencils
kalemleri → their pencils

It must also be underlined that "-im, -sin, -dir, -iz, -ler, -siniz" named personal suffixes represent "Be" and connect the subject and predicate.

In the light of all this information, it is anticipated that Turkish students might face and tackle with some difficulties in the process of learning English morphological structure.

2.6 Previous Studies

One of the studies held on this issue belongs to Al Farsi (2008). It deals with morphological awareness and its relationship to vocabulary knowledge among EFL Omani students. Shortly, the results of the study show that there isn't any relation

between morphological awareness and vocabulary size and also morphological awareness and word complexity.

The other study is more related with this current study since it was held among Iraqi secondary school students in Malaysia. The study held by Talib Ali, Ihsan Ali and Yasin (2015) is on the influence of morphological analysis on vocabulary learning. In this study both groups, experimental and control ones, were given pre test. Then the experimantal group got two treatments on morphological analysis strategy however control one didn't get any treatment. Finally both of them took post test and it was concluded that experimental group was better than the control one at guessing the meanings of complex words in terms of morphological analysis. On the other hand there was no significant difference between morphological related strategy and morphological structure strategy with regards to student achievement.

In the thesis of Nurhemida (2007), the relationship between morphological awareness and English vocabulary knowledge of Indonesian senior high school students was investigated. The result shows that there is a significant relationship between the students' performance in the vocabulary level test and the morphological awareness tasks.The other study belonging to Curinga (2014) infers that linguistic variables, namely Spanish-English cognates, do have a significant effect on morphological awareness and it makes a strong contribution to reading comprehension in both the L1 Spanish and L2 English. It is indicated that these two predictors have a strong contribution in terms of morphological awareness and reading vocabulary.

Khodadoust, Aliasin and Khosravi (2013) treat the relationship between morphological awareness and receptive vocabulary knowledge of Iranian EFL learners in their study. The results of study show that there is a significant relationship between students' performance on vocabulary knowledge and morphological awareness. It is implied that morphological awareness can be effective vocabulary learning strategy for Iranian university students in learning English vocabulary.

The study of Choi (2015) on the roles of L1 and L2 derivational morphological awareness of L2 vocabulary knowledge in L2 reading through the mediation which was conducted with high school and university students underlines that L2 derivational morphological and L2 vocabulary knowledge have an important contribution to L2 reading comprehension. It is also explained that L1 derivational morphological awareness via L2 derivational morphological awareness has a substantial indirect contribution to L2 reading comprehension.

Another study conducted with advanced EFL learners (Zhang & Coda, 2012) on the contribution of morphological awareness and lexical inferencing ability to L2 vocabulary knowledge and reading comprehension points out that morphological awareness has a positive effect on L2 vocabulary knowledge directly and indirectly through the mediation of learners' lexical inferencing ability. However it has no direct contribution to reading comprehension after adjusting for vocabulary knowledge but it is added that its indirect effects on reading comprehension are important for both vocabulary knowledge and lexical inferencing.

In this chapter related academic and scientific information has been gathered from different sources. The issue was analyzed from a general perspective, general information on morphology and morphemes, word formation process then the relationship between morphological awareness and vocabulary knowledge in detail. After that, impact of explicit instruction on development of MA and L1/L2 difference in the context of MA were discussed. The next chapter informs the present study, participants, data collection and analysis procedures.

Chapter 3
Methodology

3.1 Overview

In this part of the study, information about research design, information about the universe and participants, data collection procedures, tools and data analysis procedures were discussed. Limitations of the data collection and analysis procedure were included as well.

The studies held on this issue demonstrates that morphological awareness needs some cognitive abilities such as word structure, reading ability and linguistic awareness as remarked by Nippold and Sun (2008). In this field, the studies center on L1 morphological awareness and its contribution to L2 morphological awareness especially in the vocabulary development and reading ability. For instance Al Farsi (2008) focuses on morphological awareness and its relationship to vocabulary knowledge among Omani EFL university students. On the other hand Curinga (2014) draws attention to the effect of morphological awareness on reading comprehension of Spanish-English bilinguals. Another study that belongs to Ichikawa (2014), mentions about the role of morphological awareness in L2 vocabulary development in Chinese and Japanese. As it is understood there are studies on the effect of morphological awareness especially L2 vocabulary developmet and reading comprehension but these are not carried out with Turkish students, the nationalities of the participants in the study are important since the results would differ based upon the differences in their mother tongue. As Turkish is an agglutinative language, its structure is different from English so this would have a role in the process of transferring morphological awareness from L1 to L2. In the study of Fowler et al. (2003) the participants are from Turkish and Serbian, and the researchers center upon morphological analysis by beginning readers.

In the present study the issue is evaluated in terms of the impact of morphological awareness in vocabulary development through explicit instruction and the target group consists of K12 adolescents and and it makes this study special since there is not a remarkable study carried out with such a group in this field.

3.2 Research Design

This study is a mixed method research which attempts to find out the aspects of morphological awareness in terms of Turkish EFL learners and the improvement of K12 students' morphological awareness through explicit instruction and also explores the effect of this training on students. The study will investigate these questions:

1. To what extent are Turkish EFL learners successful in the analysis of morphological structure of derived nominals and adjectivals in English?
2. How does explicit derivational suffix training influence morphological awareness?
3. What are the students' views of the explicit morphological awareness training?

Mixed method is identified as "procedures for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem" (Creswell, 2014, p. 7).

Quantitative research method was used in this research to investigate the success of Turkish K12 students on the analysis of morphological structure of derivational suffixes and the influence of explicit instruction on the development of morphological awareness which address to first and second research question. The data were gathered with derivation, decomposition and multiple choice tasks applied as pre, post and delayed tests. The other aim is to gain knowledge on the views of students about this kind of training. Hence *qualitative research method* has been used and the data were collected recording sounds of students who expressed their opinions related to the training.

3.3 Universe and Participants

The participants of this study were 10 male and 18 female, a total of 28 students who were in the 6th grade in a government-run school in Aydın. They have been learning English for 3 years and none of them had any experience in English before. Moreover, none of their parents can speak English. They have five hours English course per week. They have three-hour main English course and two-hour elective English course each week. They were tested twice in each term for both main and elective English courses and they had such training for the first time.

The students were informed about the study before the data collection procedure and due to the fact that all of them were underage their parents signed a consent form which indicated that they gave permission to their children to participate in the study (See Appendix A).

3.4 Procedures

The Bahçeşehir University Graduate Schools of Educational Sciences approved the abstract and research proposal on 18th of September, 2015. Then necessary permission was given by the headmaster to conduct this research in the scool that I am currently working (See Appendix B). Itwas told that this research could be done after informing the parents of students since they were underage. I informed all families whether they would like to consent such a study. They all agreed and signed the parent permission form. Also the students were informed and asked whether they would like to get such training and they all agreed as well.

3.4.1 Sampling. The participants in the study were chosen through convenience sampling and all of them were volunteers for this study. As Creswell (2014, p. 162) describes "the researcher selects participants because they are willing and available to be studied" All were in the 6th grade. Their academic success in English was better than the other grades and they were more eager to learn new things in their English course when compared with the other grades. There were 36 students in the 6th grade but 28 of them participated in the study since the other 8 students did not attend the classes permanently.

Lack of attendance entailed to study with that number. All of the students responded to pre and post-tests before and after the training and delayed test which was applied 8 weeks later.

3.4.2 Sources of data. In this study quantitative data instruments were derivation and decomposition tasks and multiple choice vocabulary test designed by the researcher and they were applied to the participants three times as pre, post and delayed tests (See Appendices C, D, E). They were used to gather numeric data. Besides of quantitative data tool, views of the participants were audio-recorded. They expressed their opinions about the study in Turkish and the researcher translated them into English.

3.4.3 Data collection procedures. An English word does not necessarily include formatives demonstrating to which what part of speech it refers to. This is also true for the parts of speech such as nouns, adjectives and verbs. All roots are not in free forms they are capable of creating new words too which are called productive roots. So it can be inferred that semantic realization of an English word is very exclusive. Its meaning depends on the context and it is enhanced by the harmony both root morphemes and affixes. Having considered the different language structure when compared with Turkish and complex nature of English, the scope of the present study was decided to be limited to the morphemes that derive nouns and adjectives that involve in the 6th grade English book being used in government-run schools. These target suffixes were selected for this study which were used in their course book: Suffixes attached to N to derive N (-er, -ship, -ist, -dom, -ing, -ion, -ment, -ian, -age, -ant), N to derive Adj. (-y, -able, -ful, -ing, -ive, -ish, -ly, -ous, -less, -al), V to derive N (-er, -ing, -ion, -ment, -or), V to derive Adj. (-y, -able, -ful, -ing, -ive).

In this study morphological awareness of the participants was assessed through pre and post- tests which consisted of derivation task, decomposition task and vocabulary multiple choice test All the words that were used in these tasks were chosen according to the syllabus of the 6th grade. They were parallel with the units that they studied. All these tasks were used in three times as pre, post and delayed forms and the correlation between them was explored.

The study occurred in four stages. At first stage a task that included derivation and decomposition exercises and multiple choice test were implemented to the students without giving any explicit instruction to assess their morphological awareness. At second one, the researcher provided six hour training to the students.

Tasks and activities used in each course were designed by her to enlighten the students by giving explicit instruction and improve their awareness that was needed for the current study. In the third stage the same task and multiple choice test which were used as pre-tests were implemented again to find the correlation between these two tests. It would be useful for evaluating the issue in terms of the two processes as before and after the explicit instruction. Finally the researcher applied the same tasks 8 weeks later as delayed-tests to see the efficacy of the training, to what extent the students would remember and transfer their knowledge to these tests.

In the process of data collection, the following tasks were designed to assess participants' knowledge of English morphological structure after the selection of target derivational suffixes.

3.4.3.1 Derivation task. The task was adapted from Carlisle (2000) and Carlisle&Fleming (2003). The students were given a base word (e.g., friend) and asked to complete a sentence ("I have a good .... with Susan and Rebecca") using the appropriate derived word (e.g., friendship). In both pre and post tests derivation tasks included 10 derived nouns (e.g., photographer, kingdom) and 10 derived adjectives (e.g., windy, dangerous) with a total of 20 target words. 10 of them derived from nouns while the other half was derived from verbs (Appendix C).

The words that contain target suffixes were selected in parallel to the syllabus of 6th grade English course book. It can be said that age-appropriateness and freguency of the target words played a role while designing tasks. Task included high-frequency (e.g. *friendship*) and low-frequency words (e.g. *relationship*) derived from high- and low- frequency roots in order to assess children's ability to use morphological analysis based on their knowledge of familiar roots or suffixes.

3.4.3.2 Decomposition task. This was also adapted from Carlisle (2000) and Carlisle & Fleming (2003). A derived word (e.g., *writer*) was given to the students and asked to complete the sentence ("My little sister needs to learn read and ……….") using the appropriate base form (e.g., *write*). The task was developed as in the same format that was used in the derivation task. It also included 20 target words as 10 derived nouns (e.g., leadership) and 10 derived adjectives (e.g., careful). They were derived from both nouns and verbs (see Appendix D).

During the training between pre and post tests, the participants did the activities and tasks on how to derive and decompose the words. The tasks were designed as in the way that they allowed the correct use of one derived form of the root so it wouldn't be more complex fort he students and they could only create the target form. In other words the sentence was formed to help the participants elicit the target suffix.

As it was mentioned before the data was collected through pre and post tests. Pre and post tests were implemented in first and last week and 8 weeks after the study and the training took 6 hours.

3.4.3.3 Multiple choice vocabulary test. In order to address first research question, basic words that were used in derivation and decomposition tasks were chosen and 16 multiple choice questions were produced by the researcher and applied as pre and post and delayed tests to examine the vocabulary comprehension of the students by finding the correct word among the choices (Appendix E).

3.4.4 Training Period. Training took 6 hours. In each hour the activities were done by means of explicit instruction given by the teacher. All the activities designed by the researcher and the words used in them were chosen in parallel with course book of 6th grade, *Ortaokul İngilizce 6 (2014) Evrensel İletişim Yayınları*. The teacher took an active role as a language teacher since the age of students and also the participants did not have any knowledge about the issue. Moreover, it was new and hard for them. However they tried to take part in the exercises actively and the teacher monitored them during the sessions and guided them to ensure that they were on track.

Activities that were done during this training were shown below and they were designed as gap-filling, matching pictures and classifying the words with same suffixes and text analysis (See Appendices F, G, H, I, J, K, L, M). In 1st course the teacher tried to arouse an interest about the issue. By giving some examples in their native language it was aimed to make them have an opinion on what they would learn. First the teacher gave examples in Turkish. Then they did the same. Based on these examples, the teacher told how it happens in English by exemplifying it with easy words that they can understand like *teacher, rainy, drinkable*.

In the 2nd and 3rd hours the training was on derivation of words. The activities were gap- filling, matching pictures and recognizing the target words in text. All of them were done under the guidance of the teacher. The text was about occupations since it was a familiar topic for the learners. They found the words related to occupations and categorized them according to their final phonemes like *electrician/librarian, actor/tailor* (Appendix G). In gap-filling activity, they tried to derive new words as *danger/dangerous, health/healthy, relation/relationship* (Appendix F). In matching exercise they matched the target words with pictures and they were guided to find out how these words were formed (Appendix H). In 4th and 5th hours they dealt with decomposition exercises. They also did similar exercises as gap-filling, matching pictures and text analysis. They tried to decompose the target words in gap-filling activity like *fearful/fear, noisy/noise* (Appendix I). In matching pictures, they matched the appropriate words with pictures and decomposed them (Appendix K). They also experienced to find out the words about weather and emotions which was also one of the units of their coursebook and and and tried to decompose them as *freezing/freeze, sunny/sun, moody/mood* (Appendix J). In 6th and 7th hours of the training, they tried to cope with both derivation and decomposition activities. They wrote the appropriate form the words that were given to them in brackets like *visit/visitor, terrify/terrifying and creative/create, decoration/decorate* (Appendix M). In a dialogue on weather and emotions, they underlined the words about the topic and categorized them according to their final phonemes and tried to determine roots and suffixes of these target words as *snowy/snow, foggy/fog, cheerful/cheer* (Appendix L).

In each activity, the teacher guided the students on how to do them, how to cope with them. She did an example at the beginning of the related activity. After that she tried to elicit the answers of the students about the other exercises of that activity.

Table 2

Explicit Morphological Awareness Training

Courses	Purpose	Activities	Duration
1	To introduce the purpose of the training Ask for their parents' consents	Checking what students already know Running a question-answer session to create curiosity	40 mins.
2	To introduce derivational suffixes	Teacher instruction of target derivational suffixes Gap filling (Appendix F)	40 mins.
3	To practice derivational activities	Recognizing derivational suffixes in texts (Appendix G) Matching pictures (Appendix H)	40 mins.
4	To teach decomposition	Teacher instruction on how to decompose root and suffix (Appendix I)	40 mins.
5	To practice decomposition	Text analysis for suffixes (Appendix J) Matching pictures (Appendix K)	40 mins.
6	To develop recognition of decomposition and derivation knowledge	Finding related words and classifying the words with the same suffixes (Appendix L)	40 mins.
7	To develop recognition of decomposition and derivation knowledge	Gap filling (Appendix M)	40 mins.
			280 mins

3.4.5 Data analysis procedures. In this study quantitative data was the responses of the students given to the questions applied to the students in three forms as pre, post and delayed tests. All data collection procedure consisted of written documents. The questions designed as pre and post-tests on development of morphological awareness through explicit instruction of derivational suffixes and multiple choice tests on vocabulary comprehension were analysed. Participants' correct and incorrect answers were calculated to be expressed in percentages. All correct responses of students that were given for the target word in pre, post and

delayed tests were calculated and divided into the total number of the participants (See Tables 2, 4, 6).

Also, each part in the test was examined in itself. In detail in which category students did better, derivation of nominals or adjectives and the same evaluation was done for the decomposition of nominals and adjectives as well (See Tables 3, 5). Furthermore, the data were examined in two categories as receptive and productive skills and shown in percentages, too (See Table 7).

To examine the qualitative data, the views of students were audio-recorded. 22 out of 28 participants expressed their opinions. The teacher asked questions and they tried to answer them. Each of them talked about 2 minutes. They spoke in Turkish and the researcher translated into English. The data were analyzed by hand. The students were asked questions like:

What do you think about this training?

Do you think that this is a useful training? Why / Why not?

Can you explain your opinions about the impact of this training on your language learning process?

Is it difficult or easy? Why do you think so?

What did you learn at the end of this training? Can you give some examples?

The responses of students were categorized to make the coding process clear. Within this period the views of the participants were listened several times and tentative labels for chunks of data were created.

In selective coding the concepts were brought together under three central themes (self-reported learning points which were divided into three sub-themes and positive and negative comments).

3.4.6 Reliability and validity. To ensure trustworthiness and credibility the procedures were as follows:

Tasks

The derivation and decomposition tasks were adapted from Carlisle (2000) and Carlisle & Fleming (2003). The words used in tasks were chosen from the course book of 6th grade which were appropriate for this level. Before the implementation of tasks, they were checked by peer to eliminate the possible problems that could happen. Also assessment of papers was made by one of my peers.

Analysis of views

The data gathered through voice recordings from 22 out of 28 participants were turned into text and they were translated into English. Translation equivalency was provided by two translators. Coding was used for the analysis of data. The categories that would design as themes and sub-themes were negotiated with my mentor.

Consent forms

Necessary permission on the applicability of this study was received from both the headmaster of the school and parents of students.

3.5 Limitations and Delimitations

One of the limitations of this study was the number of students. There were 28 students in this research and this number was not adequate to make a generalization. To get a better result the number of participants could be increased. Also there were not experimental and control groups in the study, it would have been better in terms of making comparison if there had been groups, yet gathering data was difficult because of the levels of students and the school that I'm currently working. Another handicap was a pilot study couldn't have been done on derivation and decomposition tasks because of time constraints.

The other limitation of the study is duration of it. The length of the training was not enough for this topic, there were limited hours to reinforce it. On the other hand, they experienced such training for the first time and the topic was not easy for them so more time was needed to eliminate these challenges.

3.6 Delimitations

It would have been better for the result of the qualitative data if views of all participants could have been recorded but it couldn't be possible because of the time constraints. Furthermore the correlation analysis between the items in the quantitative data could have been made by an analyst to get more reliable and satisfactory results it couldn't be achieved as well. It should also be stated that the words used in the study were chosen on the basis of syllabus of 6th grade and no other words were included so this hindered to study on different words.

Chapter 4

Results

4.1 Overview

This section presents the data that shows the answers to each research question. Research question 1 is a broad one that will be addressed through the test percentage scores of derivation, decomposition, and multiple choice tests. Tables 2, 3, 4, 5, 6 and 7 display these scores, which could help answer research question 1.

4.2 Quantitative data findings

The first research question tries to answer that to what extent Turkish EFL learners are successful in the analysis of morphological structure of derived nominals and adjectivals in English.

To answer this question, the percentages of correct responses of the participants on derivation task, decomposition task and multiple choice test applied as as pre, post and delayed forms were calculated and the relationship between them was discussed. Also for derivation and decomposition tasks the word forms in each part were interpreted within themselves. Namely all correct responses were analyzed through percentages to see the success rate of K12 students' on derivational nominals and adjectives.

Table 3 gives information about the changes on the rate of correct responses of students to the target words in pre, post and multiple choice tests. As it is seen percentages of the all words were higher after the training. When analyzed in terms of post and delayed tests, it was noticed that percentages of the words 1, 3, 4, 7, 8, 11, 12, 13, 15 were higher on the other hand percentages of the words 2, 6, 9, 10, 14, 16, 18, 19, 20 were lower. The only word that had the same percentage was 5.

Table 3

Derivation task applied as pre / post and delayed forms

Derivation	Pre-test %	Post-test %	Del.-test %
Noun+suffix=noun			
farm→farmer	39	71	92
friend→friendship	7	25	21
king→kingdom	3	14	39
photograph→photographer	60	82	89
relation→relationship	0	3	3
Noun+suffix=adjective			
windy→windy	35	64	57
danger→dangerous	7	21	28
comfort→comfortable	14	39	67
fear→fearless	0	42	18
health→healthy	28	53	50
Verb+suffix= noun			
teach→teacher	85	92	100
fish→fishing	35	53	71
locate→location	3	17	42
shop→shopping	50	75	53
populate→population	25	42	57
Verb+suffix=adjective			
relax→relaxing	64	75	64
help→helpful	0	0	3
attract→attractive	0	7	0
enjoy→enjoyable	14	25	14
frighten→frightening	32	64	50

The results in Table 3 are based on the correct responses given by the students to the derivation task designed by the researcher. The task was applied to the learners in three times as pre, post and delayed ones. The correct responses for each target word were divided into the total number of students and the result was stated in percentages. As it is seen in the table the percentages of correct answers of the participants were higher after training. When examined in the sense of delayed test, it showed no remarkable difference with post-test results. Also it can be seen that the accuracy rate of the words derived from the suffixes "-ship, -ous, -less, -ive, -able, -ful, -dom" was lower than those "-er, -y, -ing, -ion".

This means that the rate of the words which were familiar to the students such as "teacher, photographer, relaxing, shopping" was higher than the other ones. On the other hand they were not good at words such as "friendship, kingdom, fearless, dangerous, enjoyable, attractive and helpful" as they were not high frequency words for the students.

Table 4 shows the relationship between derivation forms. The results were obtained with division of total percentage of correct responses into the total number of questions. Each form was evaluated in itself. After all, it was seen that the rates of post and delayed tests were better than pre-test results. Also it was seen that students did better in derivation of nominals compared to adjectivals.

Table 4

Percentages of derivation forms

	Mean percentages		
	Pre %	Post %	Del.post %
Noun+suffix=noun	22	39	48
Noun+suffix=adjective	16	43	42
Verb+suffix= noun	39	56	64
Verb+suffix=adjective	22	34	26

In Table 4 derivation forms were assessed in themselves. Lower rates of pre-tests became higher in post-tests. Also there was no significant difference between the rates of post-test and delayed test. The rates of nominals derived from nouns and verbs were higher than the rates of adjectivals. It means that students were more successful at derivation of nominals that were derived from suffixes "-ing, -er, -ion". The reason was that the words derived from these suffixes were those that they used more in their English course, these were more familiar to them.

As it is shown in Table 5 the rate of decomposition task was better after training however, it was seen that in delayed test the rate of the correct use of some words decreased compared to post test results such as the words 2, 3, 4, 5, 6, 20 since they didn't use these words much during 8 weeks and they forgot them. On the other

hand the percentages of words 7, 9, 10, 11, 13, 16, 18 were higher. The result of the words 8, 12, 19 was equal.

Table 5

Decomposition task applied as pre / post and delayed forms

Decomposition	Pre-test %	Post-test %	Del.-test %
Noun - suffix= noun			
Leadership →leader	75	96	93
baggage→bag	30	71	43
photographer→photograph	64	96	89
Canadian→Canada	17	46	39
scientist→science	7	28	18
Noun-suffix=adjective			
sunny→sun	64	93	86
daily→day	3	21	39
friendly→friend	89	89	89
childish→child	43	64	71
dirty→dirt	82	96	71
Verb-suffix= noun			
writer→write	18	39	50
camping→camp	100	100	100
enjoyment→enjoy	96	96	100
decoration→decorate	3	32	50
actor→act	10	46	46
Verb-suffix=adjective			
surprising →surprise	3	28	32
drinkable→drink	89	100	96
careful→care	46	86	89
sleepy→sleep	82	93	93
talkative→talk	57	61	50

In Table 5 it is seen that accuracy rate of decomposition task was higher when compared with the derivation task. It can be understood that they were more successful at decomposing. On the other hand it can be said that decomposing the words "Canadian, scientist, daily" was found difficult by the students. It can also be added that while decomposing the words such as "surprising, location, decoration" they didn't use "-e" letter. They formed the new word as "surprising/surpris, decoration/decorat, location/locat".

They did better in the words "camping, enjoyment, drinkable, friendly, photographer, sleepy" that they were familiar to them as it happened in the derivation task. Meanwhile, the word "write" is not an unfamiliar one for them but the percentage of the correct for of this word was not high. They decomposed the word as "writ-er". This might be because they didn't notice this familiar word. They focused on the "-er" suffix and they decomposed the word in that way.

Table 6 shows the relationship between decomposition forms. The results were obtained with division of total percentage of correct responses into the total number of questions. Each form was evaluated in itself. The rates of post and delayed tests were better than pre-test results. Also it was noticed that students did better decomposition of adjectivals compared to nominals.

Table 6

Percentages of decomposition forms

	Mean percentages		
	Pre %	Post %	Del.post %
Noun-suffix = noun	38	67	56
Noun-suffix=adjective	56	72	71
Verb-suffix= noun	45	62	69
Verb-suffix=adjective	55	73	72

As can be seen from Table 6 rates of decomposition task were higher after training even after 8 weeks. It can be said that decomposing adjectivals derived from nouns and verbs was easier to the students than decomposing nominals. Nevertheless, it should be added that this result cannot be generalized since the rates between the forms do not show a remarkable difference. In addition it was seen that decomposing adjectivals like "drinkable, friendly, sunny, dirty, careful, childish" and nominals as "enjoyment, photographer, leadership, camping" were more achievable for the students, as they experienced them in their courses much more.

Table 7 shows the use of some of the target words in a multiple choice test. Percentages were obtained with the division of correct responses given for the target word into the total number of students. 16 words were chosen and hidden in the options and the participants were expected to find the right one.

Table 7

Multiple Choice Task applied as pre / post and delayed forms

Words	Pre-test %	Post-test %	Del.-test %
healthy	78	85	82
photographer	100	100	96
friendship	17	53	36
kingdom	82	85	86
sleepy	57	68	68
windy	39	64	68
comfortable	32	54	54
fearless	7	46	50
location	53	53	64
relaxing	17	35	32
dangerous	21	50	43
population	67	67	89
attractive	14	35	43
frightening	46	42	61
Leader	89	82	89
Actor	53	50	75

As it is seen in Table 7 the accuracy rate is high in the most of target words in three tests. It can be said that finding the right word among the options was easier for the learners. Seeing the target word made the students find it more easily. By the way as it was mentioned in Table 2 the rate of "fear-less, danger-ous, friend-ship, attract-ive, comfort-able" the words that were formed with these suffixes were lower than the other ones. The rate of the word "relaxing" was low as well despite being a familiar word for the students. It might be due to the sentence that the students didn't understand it correctly.

Table 8 mentions the percentages of pre, post and delayed tests as productive and receptive skills. Addition of percentages in each task was divided into the total number of questions of the related task and they were shown as pre, post and delayed test results.

As seen clearly, they were better at finding the word in a multiple choice test since they saw the word as a whole and they noticed the familiar ones among the choices so eliminating the unrelated words and finding the correct one became easier for them.

Table 8

Percentages of pre / post and delayed tests in terms of productive and receptive skill

		Pre-test %	Post-test %	Del.-test %
Productive				
	Derivation	25	43	46
	Decomposition	49	69	67
Receptive		48	60	65

Table 8 shows that the percentage of decomposition and derivation task as a productive skill was lower than receptive one. On the other hand when these skills compared as pre and post test it is seen that the rate was higher in post test. But the same test applied after 8 weeks showed no significant difference with the post test.

4.3 Results of Qualitative Data

The second and third research questions relate to the qualitative findings collected from the students through interview. This question has been addressed on the basis of two different thematizations. First the verbal responses were categorized according to the learning points identified by the students. Later the verbal reflection of students on tasks has been divided as positive and negative**.**

To answer the question about how the explicit derivational suffix training has influenced morphological awareness, the responses of the students were categorized in three sub-themes as their responses on learning parts of speech, developing morphological knowledge on derivation and decomposition and creating words with derivational suffixes. In each category, sayings of the learners about the issue were similar so the responses were selected on the basis of representatives of community.

They mostly mentioned about the efficacy of the training on word formation, gaining insight on parts of speech and having knowledge about derivation and decomposition of words. It was understood that they formed an opinion in their mind about the topic and they noticed that in English the words were also formed with root and suffix and in regard to their sayings it was realized that the training is needed for the teaching of these rules since it is not an easy issue to handle with and it should be explained in an explicit way.

Self-reported learning points

    a. **Learning parts of speech**

> *"I learnt adjectives, verbs, and nouns". (St.1)*
> *"As parts of speech, I learnt adjectives, verbs and nouns but I sometimes confuse the use of suffixes". (St.3)*
> *"I learnt the parts of speech. It was also useful in terms of derivation and decomposition of the words". (St.6)*

    b. **Developing morphological knowledge about derivation and decomposing**

> *"At the beginning I didn't know the difference between root and affix. Now I learnt them". (St.1)*
> *"I learnt word formation as derivation and decomposition". (St.2)*
> *"I learnt word formation as derivation and decomposition. I also learnt that some prefixes change the meaning of the word into negative". (St.5)*
> *"I learnt to decompose and derive the words". (St.9)*
> *"I learnt how to decompose a word for example and also change of e/a sound such as locate/location". (St.12)*
> *"Before training I knew the word as a whole but thanks to this training. I learnt that it is formed with root and affix". (St.13)*
> *"This training helped me to understand the difference between root and affix and promoted my vocabulary learning". (St.17)*

"Before training I knew the word as a whole but thanks to this training. I learnt that it is formed with root and affix. I also gained knowledge of transforming the word into adjective and noun. It also helped me what types of suffixes are used with occupations". (St.18)

"I learnt word formation as derivation and decomposition". (St.8)

"I learnt that words do not get same suffix. Each of them gets different suffixes." (St.4)

c. Creating words with derivational suffixes

"It was really useful study in regard to language learning. I learnt how words are formed in English. (St.7)

 "Before training I knew the word as a whole but thanks to this training. I learnt that it is formed with root and suffix and transforming the word into adjective and noun". (St.10)

"This training helped me learn the word formation". (St.11)

"As parts of speech, I learnt adjectives, verbs and nouns and how to derive and decompose a word". (St.16)

"Before this training I didn't know that a word is formed with a root and suffix but after this training I learnt it. Also but the help of this training I learnt how to derive a word". (St.20)

The last question relates to how students viewed the explicit morphological awareness training they were given. Their verbal responses transcribed were categorized as positive and negative. They were also selected in a way to represent the community. The students generally talked about the necessity of the training. They stated that it was a challenging study so explicit instructions were essential to understand the issue. On the other hand they emphasized that learning new things in English course contributed to their language learning positively. Furthermore, they added that it was really hard to cope with derivation and decomposition of unknown words and their common view was on the simplicity of decomposing words, they found derivation exercises harder than decomposition exercises.

Positive comments

"Decomposition is easier than derivation tasks." (St.1)

"I gained self confidence on word formation." (St.22)

"It made contribution to my English learning process." (St.13)

"Learning a different subject in English that we are not familiar made me happy". (St.21)

"It is a difficult study but training through explicit instruction makes it easier." (St.8)

Negative comments

"It is a new study for me and it is not easy in terms of derivational words." (St.7)

"Derivation is harder than decomposition." (St.5)

"Derivation and decomposition of unknown words are difficult." (St.9)

"Derivation and decomposition are not easy." (St.11)

"Learning how to use a suffix is difficult." (St.15)

"It is not an easy study especially in terms of derivational words." (St.14)

22 out of 28 students' views were audio-recorded and research questions 2 and 3 were discussed on the basis of comments and reflections of the participants. The students that emphasized the same learning points and views were stated through the representatives of the community. In general when they reviewed their training process in terms of their learning points, they laid emphasis on the impact of learning parts of speech upon their learning process. They also mentioned that they noticed the difference between root and suffix and transformation of parts of speech thanks to the training. In addition they remarked that they elicited on word formation of English. They added that they realized in English each word isn't derived from same suffix. To this respect, in consideration of their ideas it was understood that they formed an opinion on morphological analysis of derivational suffixes. As for the effects of this training on students, most of them stated that the training was not easy for them since they studied on this issue in their English course for the first time they got confused at the beginning however explicit instructions during the training made it easier and made them understand it.

Nonetheless, some of the participants pointed out that training was hard for them since this was an unfamiliar subject and they told that they had difficulty in understanding especially derivation of words were not easy. Also they specified that knowledge of use of appropriate suffix was really challenging. Finally it should be added that nearly all of the students agreed on the simplicity of decomposition tasks compared to the derivational ones.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

This study aimed to investigate developing k12 students' morphological awareness through explicit instruction of derivational suffixes. In keeping with this research, both qualitative and quantitative data were gathered and analyzed.

RQ1. To what extent are Turkish EFL learners successful in the analysis of morphological structure of derived nominals and adjectivals in English?

The findings of the derivation task indicated that students were more successful at analyzing the structure of derived nominals than adjectivals on the other hand in decomposition task they were slightly better at adjectivals. Overall they were considerably better at analyzing the word that they were exposed to more. It was revealed in the study of Nippold and Sun (2008) derived nominals were harder than derived adjectives both in children and adolescents and comprehension was related with the frequency of occurrence. It was also added that a derived nominal does not make a word difficult if it is used frequently. It is relevant with the frequency of exposure.

Another study held on this issue by Marinellie and Kneile (2012) demonstrated that no remarkable difference was found for general performance of children on derived nominals and adjectives. In addition to this it was stated that there was a relationship between semantic and syntactic knowledge and target word type. Therefore, it can be inferred that success of students in the morphological analysis of suffixes is significantly concerned with the type and usage rate of the target word by them.

Sun (2008) pointed out the importance of age and genre at using literate words in expository and narrative writing. The results show that genre has a considerable effect on the use of literate words used by school-age children and adolescents. The use of derived nominals and abstract nouns were correlated with age. It was

mentioned that use of them in narrative writing showed increase with age. However, use of derived adjectives was higher in expository writing in relation to the age. So it can be said that acquisition of derived word types might be dependent on the genre that is used and age of the students. It is understood that these reasons might have an impact on the results of the analysis of morphological awareness.

Based upon the results of the study, it is obvious that the training given through explicit instruction has a positive effect on the learning of derivational suffixes. But it should be considered that the more target words are familiar to the students the more they achieve the analysis of it. Meanwhile as it is seen in this study, training had hardly ever effect on the derivation of the words *helpful*, *attractive* and *enjoyable* since they were not acquainted words which were formed with the suffixes that they were not familiar with. And also linguistic complexity (neutrality) might be one of the reasons of it. Suffixes are categorized as neutral and non-neutral. Neutral ones does not change the word that they are added phonologically or orthographically (e.g., *teach + -er → teacher*), has been recommended to be easier to deal with than the non-neutral suffixes, which alters the stem both phonologically and orthographically (e.g., *locate + -ion → location*) (Carlisle, 2000; Champion, 1997; Mahony, Singson & Mann, 2000; Tyler & Nagy, 1989). In this study the students reacted the traget words in the same way. When they decomposed the words they did not replace the final phoneme in other words, they overdecomposed (e.g., *locat/location, surprising/surpris*).

Although the study of Tsesmeli and Seymour (2009) was carried out with dyslexic adolescents, the results show similarity with this current study. It was stated in the study that the training had a positive effect in terms of enhancement the spelling of derivations by the dyslexic adolescents aged 13+ and the outcomes of the learning were steady two months after the training. Also non-dyslexic younger students whose spelling level was the same demonstrated the same effects of training. Hence it wouldn't be wrong to say that intervention is important for the development of morphological items and knowledge of them can be transferrred even after 8 weeks.

The relation between the percentages of post and delayed tests showed it despite there was slighty decrease on the correct responses of some words in delayed test compared to post-test. As it was mentioned before this was because the frequency of occurence of that target word in the courses after the training period.

RQ2. How has the explicit derivational suffix training influenced morphological awareness?

The findings of pre, post and delayed forms showed that explicit instruction helped the improvement of students' morphological awareness of derivational suffixes. This was proven with the analysis of pre and post-test results. It is noteworthy that the development was measured with the intended impact of the training through its learning outcomes. In the study of Carlisle (1984) it was demonstrated that students seem to learn much on derivational morphology between fourth and eighth grades and it was suggested that students can utilize from explicit instruction in morphemic structure so as to develop their spelling of derived words. Another study carried out by Varatharajoo (2014) referred that explicit teaching of morphological units is needed to raise awareness among ESL secondary school students who have got low proficiency.

In the light of self-learning points created on the basis of students' remarks, it is worth noting that this training gave point of view to them in their language learning process. They stated that they didn't know anything on parts of speech and word formation of English before. Thanks to the training they created awareness on differentiation of root and suffix also they learnt that words are formed with a combination of them. Moreover, based upon their attitudes towards this training, it can be said that they gained an insight on how a word derived and decomposed.

In their study, Griva and Anastasiou (2009) dealt with the effectiveness and feasibility of morphological training for EFL students, the results demonstrated that morphological training supported participation of learners and it demonstrated that the training had a satisfaction on them. Additionally, it was highlighted that training was accepted as an applicable way of developing morphological skill of students as to the teacher. In the present study students opined in the same way.

Basically, with the help of training students created a template in their mind on how to do morphological analysis of words. Depending upon the observation of the teacher during training process, she held similar views with the study of Griva and Anastasiou (2009) as training is essential in order to improve students' skills on morphology especially in EFL learners.

RQ3. What are the students' views of the explicit morphological awareness training?

Based upon the positive views of the students toward the training, it made a contribution remarkably to their English learning process. Eliciting a new thing on their foreign language aided them to gain insight and test themselves on how much they can do in English. They also pointed out that explicit instruction made this study easier since it was a difficult subject to handle. So it is understood that teaching morphological items explicitly help the EFL students to comprehend and interpret them. In the research of Baumann et al. (2003) it was stated that the participants who got explicit instruction on affixes and roots did better than the other students who did not get. Another study carried out by Baumann and Kame'enui (2004) it is suggested that common root and affixes should be taught explicitly including inflectional and derivational items. Al Farsi (2008) drew attention to the same point too, explicit teaching of morpheme can assist students to decode words. Also Ferguson (2006) mentions on the effect of instruction given in a planned way can develop vocabulary learning and reading comprehension. Considering all of these it can be said that the result of the present study on the necessity of explicit training overlaps with the results of the studies mentioned above.

In our study, the students also underlined that suffixation was challenging and derivation of words was difficult to cope with. The research carried out by Nagy, Diadikoy and Anderson (1993) and Tyler and Nagy (1990) indicated that a long time exposure is needed to acquire L1 derivational words and Schmitt and Zimmerman (2002) supported this view by adding that this is not only true for L1, it takes much more longer for English L2 learners. Taking into account all of these, it is clear that teaching of derivational items is not an easy process particularly in terms of foreign

language learners and it needs longer time. Another view of the participants was on the simplicity of decomposition task compared to derivation one.

Although there is not much evidence to support this view Carlisle (2000) expresses that derivation seems to be harder than decomposition at least in grade 3. This expression cannot be generalized to all graders but the 6th grade students participated in this study found decomposing easier.

In the light of both quantitative and qualitative data results it can be concluded that frequency and familiarity of the words are crucial issues that should be kept in mind while designing the exercises and activities. The training is necessary as word formation rules are not easy to tackle especially derivational tasks. It should also be added that the students accepted that it was an effective and and useful study, having knowledge about a new topic in their language course made them happy and made contribution to their English learning process.

5.2. Pedagogical Implications

One of the major drawbacks for EFL students is lack of vocabulary so they should be taught on how to utilize each word analysis strategy and in this case analyzing morphological items within the word to get its meaning and parts of speech has a significant role. It might be highly beneficial for them to provide explicit instruction on how words are formed in English. Birch (2007, p.139) suggests that in their language learning process EFL students should enhance with the knowledge of morphemes and syllables via direct instruction and extensive reading. She adds that EFL teachers are responsible for giving instruction and help them to realise the system and practice the strategy explicitly and transform it to all of their reading.

Although there is limited knowledge, researchers clearly recommend that the significance of morphological awareness in L2 process and attract notice to the importance of direct instruction of morphology and its rules and special interest on derivational morphology.

Based upon many studies, it can be said that weaknesses in L2 arise from deficiency in word knowledge, the significance of systematic explicit training for taking advantage of morphology for vocabulary knowledge. However, accomplishment of morphological awareness training requires proficient teachers in this field. Tong et al. (2011) argue that the teachers are better at phonology than morphology since it is more familiar to them and Carlislie (2003, p. 311) figures it as "neglect of attention to instruction in the morphological structure of words". For that reason, development of the explicit instruction needs more extensive training of teachers on morphology. According to the Baumann et al. (2003) an effective way to develop morphological awareness is a kind of teaching that includes the meaning of root and affixes, practice words from morphemic items (Berninger et al., 2003) and instructing students in suffixation (Bowers & Kirby, 2010).

Kern (2015, p.145) highlighted that in order to catch learners' attention to the functions of derivational affixes and structure of derivational words in English, the teachers must enrich classroom environment with different learning activities that are suitable for their level. For instance; decomposing affixes, grouping the words in respect to their suffixes determining base morphemes and deducing meanings of unfamiliar derived words with familiar base words are some of them. Droop and Verhoeven (2003, p.101) pointed out that it is necessary to promote students to handle the word that seem more complex and explicit instruction can precisely help to minimize their fear of such difficult words. According to Zhang and Koda (2013, p.912) it is also essential that students should be encouraged to transfer their knowledge between L1 and L2 whenever possible.

Researchers suggest instructional strategies that can be implemented into the learning environment and Oz (2014, p.104) summarizes that as follows:
- Explicit teaching of morphology can be regarded as a component of vocabulary instruction.
- Improving students' morphological awareness as a *cognitive strategy* that students a) notice that they have no knowledge about the word, b) analyze the word morphologically as root and affix, c) express an opinion on the meaning of the word in regard to the parts of it, d) control the meaning of the word in the context.

- Enlighten learners on how to use affixes and roots and the transformation of words.
- Utilizing the words that show similarity with English and the native language in terms of spelling and meaning (Kieffer & Lesaux; 2009; Yopp, Yopp & Bishop, 2009; Kieffer & Lesaux; 2012a, 2012b; Kieffer & DiFelice Box, 2013).

If these strategies can be implemented to the language classes such as noticing morphemes in rationally common words, learners can be able to apply them to the words, familiar or unfamiliar by means of their morphological knowledge.
To this respect, it would be better for young learners and adolescents to give morphology instruction on easy words and the teachers can proceed by giving instruction to the adults on morphologically more complex words (Graves, 2006; Yopp et al., 2009).

Also a variety of activities can be implemented to the language classes so as to promote EFL students' MA but these activities should be designed by taking into consideration of their age and level. Finally the participants themselves confirmed that use of this method in English courses caught their interest so it is essential that designing a curriculum based upon the concept of using morphological knowledge as a tool for vocabulary learning can support language learning process of EFL students.

5.3 Conclusion

Morphological awareness is concerned with explicit knowledge of individuals and awareness on the word structure and capacity of them about how to manipulate the word structure (Carlisle, 1995, p. 194). It involves both derivational and inflectional knowledge. Learners who can manage to raise awareness on word formation by using affixes and roots are most probably better at learning more vocabulary, understanding texts and becoming more competent in writing. It has been discussed by number of researchers that use of derived words indicates that students manage to comprehend and practice words.

In this regard, language teachers should create a kind of classroom environment that includes explicit instruction and implementation of instructional strategies which are appropriate for the learners. One of them is teaching derivational morphology explicitly and enable it a definite component of vocabulary instruction. Explicit teaching was a prominent part of this study and the aim was to improve morphology awareness of K12 students on derivational affixes. Quantitative results of the study demonstrated the significance of teaching suffixes explicitly and effective role of the teacher during this learning process. Guidance of him/her has importance on providing insight to the EFL learners. Besides, permanent training is necessary since the students are more likely to forget the rules and might transform their knowledge wrongly. Familiarity with the words is also essential in improving MA as the participants managed to tackle with the target words more and they did morphological analysis of high frequent words better than the low frequent words. It should be added that in view of the challenge of learning the use of morphological items by EFL learners they should be motivated, guided and instructional strategies must be applied in order to provide permanent learning and create their awareness in morphology. Additionally the results of qualitative data indicated that via this study students were able to interpret their English learning process from a different viewpoint. They reported that the training was beneficial for them as they gained knowledge on the formation and derivation of words, root and suffix and parts of speech in English. On the other hand, negative comments were shown up as well. Learners stated that derivation of words was not easy and without explicit training it was not much possible to overcome.

Eventually, based upon the outcomes of this study, it can be said that explicit instruction is absolute need for morphological knowledge. Enhancing learners' morphological awareness should be regarded as a metalinguistic tool for vocabulary knowledge (Scott & Nagy, 2004). Learners can presumably approximate the meaning from morphological units (Carlisle & Stone, 2003), advancing their mental lexicon. Also their academic success can be promoted with the help of word and morphological knowledge (Beck, et al., 2002).

5.4 Recommendations for Future Research

The results of the present study promote our understanding of the significance of morphological awareness through explicit teaching to K12 EFL students. It must be pointed out that the present study was a small-scale study so a longitudinal study can be carried out to to observe the effects of explicit instruction to create awareness in morphological knowledge of EFL learners. It should be stated that the study was applied in a limited time and the number of students were not adequate to make generalization over the results. So it would be better to study in sufficient time and with a greater number of students to obtain more reliable results.

In the study the number of words that were handled was limited with the syllabus of this grade so it couldn't be possible to study with different words except for the words in the course book. Hence it is suggested that practicing with many words as far as possible might help learners comprehend and reinforce the derivational affixes. Namely, promoting awareness of students with comprehensive and explicit training that involves insight into the structure of more words and relationships among them might be one of the most crucial recommendations of the study on the subject. Another suggestion would be for the training of the teachers since this is also an important issue that should be taken into consideration. Before the training process of EFL learners the teachers should be equipped on how to design the classes and what sort of strategies they will apply. It can be said that this is a gap and needs to be addressed. Hunt and Beglar (2005) argue that "reserchers and educators will need to work simultaneously on two fronts" to develop vocabulary acquisition and find effective methods of ensuring that research does reach its goal in foreign language classrooms (p. 18-19).

This can be recommended for future research as well that in order to see the impact of explicit teaching better, the study can be applied to two different groups as experimental and control group and activities and methods that would be implemented can be designed in that way so that the obtained results can be compared in terms of reflection of it on the development of morphological awareness.

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APPENDICES

APPENDIX A

Değerli Veliler;

6. Sınıf öğrencilerimizle İngilizce dersi kelime öğrenimi üzerine 6 saatlik bir eğitim yapacağım. Bu eğitime öğrencilerimizin katılmasına izin veriyorsanız lütfen öğrencinin isminin karşısında yer alan bölümü imzalayınız.

SEVDE TACIR

İngilizce Öğretmeni

BUSE AKBULUT	
MERVE YARBAŞI	
CELALETTİN DEĞİRMENCİ	
GÜLİSTAN DEMİRTAŞ	
GAMZE GÜLLÜ	
CAFER DOĞAN	
MEHMET ÇAKIR	
GÜLNUR ÇULHA	
MEHMET AYDEMİR	
MEHMET CAN AKAN	
ALİ KÜÇÜK	
SAMİ KOCABAŞ	
BEGÜN KORKMAZ	
M. SALİM BİLMEZ	
EMRE SARIKAYA	

SUDE ÖZBULAT	
DUYGU SÖNMEZLER	
Z. CENNET DUT	
AYŞENUR ÇAPIN	
RÜMEYSA GÖK	
H. BÜŞRA SEPET	
İREM COŞKUN	
ÇAĞATAY TAVASLIOĞLU	
MERVE YETİM	
SİMGE SUDAŞ	
ELİFNUR DEMİRTAŞ	
BÜŞRA AKKURT	
AHMET ÇEÇEN	

APPENDIX B

CAVİT BAŞLIK ORTAOKULU MÜDÜRLÜĞÜNE

07.12.2016

6. Sınıf seçmeli İngilizce dersinde öğrencilerin yabancı dil öğrenimine yardımcı olacak ve İngilizce derslerine entegre edilebilecek kelime öğrenimi üzerine 6 saatlik bir eğitim vermeyi planlıyorum. Bu hususta gerekli izni vermenizi talep ediyorum.

Sevde TACIR

İngilizce Öğretmeni

Derivation Tasks

Noun + Suffix= Noun (-er, -ship, -ist, -dom)

1. (farm) My father is a …………………….. . My mother is a nurse.
(farm-er)

2. (friend) I have a good ………………….. with Susan and Rebecca.
(friend-ship)

3. (king) London Eye is one of the tourist attractions of the United…………… .
(kingdom)

4. (photograph) Jack is a professional …………………. . He takes nice photos.
(photograp-er)

5. (relation) My mom always has a good ……………with me and my brother.
(relation-ship)

Noun + Suffix= Adjective (-y, -able, - ous, -less)

1. (wind) The weather is so ……. We can't go for a picnic.
(wind-y)

2. (danger) Look at that sign over there! It says don't eat or drink anything. It is so
………. .(danger-ous)

3. (comfort) The chair isn't ………………. I don't want to sit on it.
(comfort-able)

4. (fear) My son isn't afraid of anything. He is so ………… .
(fear-less)

5. (health) Fast food isn't ……… for children. They should eat fruit and vegetables.
(health-y)

Verb + Suffix= Noun (-er, -ing, -ion)

1. (teach) Our new English …………. is so lovely and beautiful. I like her very
much. (teach-er)

2. (fish) …………… is my favourite hobby.
(fish-ing)

3. (locate) What is the ……………. of your new house?
(locate-ion)

4. (shop) Susan and Pamela enjoy going ………. .They love buying new clothes.
(shop-ing)

5. (populate) What is the …………… of your country?
(populate-ion)

Verb + Suffix= Adjective (-ing, - able, -ful, -ive)

1. (relax) I go swimming with my father every weekend. It is so ………….. .
(relax-ing)

2. (help) John is my close friend. He is always very ………… .
(help-ful)

3. (attract) My sister is very beautiful and …………. girl.
(attract-ive)

4. (enjoy) I often play chess with my uncle. It is an ……………… game.
(enjoy-able)

5. (frighten) I never watch horror films. I think they are …………...
(frighten-ing)

Decomposition Tasks

Noun + Suffix= Noun (-ship, -ist, -ian, -er, -age)

1. (leadership) Atatürk was a great ……………
(leader)

2. (baggage) This ………… is very heavy. I can't carry it.
(bag)

3. (photographer) I like taking ……………….. .
(photo)

4. (Canadian) Where are you from? I am from …………. .
(Canada)

5. (scientist) We don't like our ………… teacher. She is very aggresive.
(Science)

Noun + Suffix= Adjective (-y, -ish, -ly)

1. (sunny) The ……… is shining. We can go swimming today.
(sun)

2. (daily) Have a good ……… Michael.
(day)

3. (friendly) Trevor and I are old ……… .
 (friend)

4. (childish) The ………….. is playing in the park.
 (child)

5. (dirty) Is there any ……….. on the desk?
(dirt)

Verb+ Suffix= Noun (-er, -ion, -ing, -ment, -or)

1. (writer**)** My little sister needs to learn read and ………. **.**
(write)

2. (camping) Where do you ………. here?
(camp)

3. (enjoyment) I …….. learning English.
(enjoy)

4. (decoration) My mother and my father …….. our house every year.
(decorate)

5. (actor) Joe and Terry always ……. in dramas. They are in the drama club of our school. (act)

Verb+ Suffix= Adjective (-y, -able, -ful, -ing, -ive)

1. (surprising) It doesn't ……….. me because she always comes to school late.
(surprise)

2. (drinkable) I don't want to …………. this lemonade, it is sour.
(drink)

3. (careful) Take ……. of yourself. Bye.
(care)

4. (sleepy) I ……… eight hours every night.
(sleep)

5. (talkative) We need to …………. about our English project.
(talk)

Multiple Choice

1. My son always eats fruit and vegetables because they are …….. .

A.) dangerous   B.) special   C.) healthy   D.) unhealthy

2. My father is a …………. . He has a nice camera .

A.) artist   B.) photographer   C.) pharmacist   D.) fireman

3. I enjoy spending time with Ece. We have a good …………….. .

A.) friendly   B.) best friend   C.) friends   D.) friendship

4. A: What does …………. mean?

  B: A country whose ruler is a king or queen.

A.) freedom   B.) kingdom   C.) wisdom   D.) seldom

5. I feel ………… on rainy days.

A.) scared   B.) happy   C.) surprised   D.) sleepy

6. The weather is so………. today. We should stay at home.

A.) windy   B.) moody   C.) daily   D.) sunny

7.) The sofa is very …………. . I like sitting on it.

A.) noisy   B.) annoying   C.) expensive   D.) comfortable

8.) I feel ………… when I watch horror films. They are my favourite.

A.) nervous   B.) great   C.) fearless   D.) bored

9.) A.) What is the ………… of your city?

  B.) It is in the west part of Turkey.

A.) location   B.) tourist attraction C.) region   D.) population

10.) My mother likes listening to classical music. She says it is …………. .

A.) popular   B.) relaxing   C.) quiet   D.) surprising

11.) You shouldn' t drive very fast. It is so ……. .

A.) interesting   B.) dangerous   C.) nice   D.) boring

12.) The …………. of İstanbul is 15 million.

A.) population   B.) hometown   C.) village   D.) region

13.) My cousin is very beautiful and ……….. . The boys admire her.

A.) ugly   B.) attractive   C.) handsome   D.) hardworking

14.) I don't want to watch this film. It is very ……….. .

A.) frightening   B.) enjoyable   C.) funny   D.) good

15. Atatürk was a great ……….. . All Turkish people love him very much.

A.) scientist   B.) leader   C.) engineer   D.) army

16.) Kıvanç Tatlıtuğ is a famous ………. . He acts in TV series.

A.) actress   B.) actor   C.) artist   D.) comedian/ acts

Derivation Tasks

Fill in the blanks with the appropriate forms of words.

Noun+Suffix= Adjective

1.) A: What does "halay" mean? B: It is the name of a …………… Turkish dance. (tradition)

2.) We do a lot of …………… things at school. (interest)

3.) The cake is really ………….. . I would like to have some more. (taste)

4.) It is not ………… for you to drink too much coke. (health)

5.) It is …………… to walk alone at night. (danger)

Noun+Suffix= Noun

1.) It is stormy outside. Do you see the ……………? (light)

2.) The prince travels throughout the …………. looking for Cinderella. (king)

3.) I can't draw but my sister is a great ……….. . (art)

4.) My parents have a strong ……………… . (relation)

5.) The ………………. helped me to find the right book. (library)

Find the words related to occupations and categorize the words that have same endings.

Example: teacher/dancer

Teacher: Carol, can you tell me the occupations of your family members?

Carol: Of course Mrs. Taylor. My father is works in big company. He is an accountant. My mother is a hairdresser. She has a hair salon next to our house.

Teacher: Does your brother and sister work?

Carol: Yes. My brother is a librarian. He works at city library. My sister works at cafe. She is a waitress.

Teacher: Have you got an uncle or aunt, if you have what are their jobs?

Carol: Yes, I have got two uncles and two aunts. One of my uncle is an electrician. The other one painter.

Teacher: Painter? How nice. What about your aunts?

Carol: One of them is tailor, she sews dresses and skirts. The other one is shop assistant.

Teacher: Your cousins?

Carol: My cousins are twins. They do the same job. Pamela is an actress, George is an actor.

Teacher: Thank you so much Carol.

Match the words with the pictures.

CYCLIST / SWIMMER / EDUCATION / TRANSPORTATION / GRILLED MEAT / ANNOYED / BORED / DIVER / SURPRISING / EXCITING

APPENDIX I

Fill in the blanks with the appropriate forms of words   (Decomposition Tasks)

Noun-Suffix= Adjective

1.) They want to ……………….. around the pool. (sunbathing)

2.) You are certainly in a good ………… today. (moody)

3.) I have a ………… of the dark. (fearful)

4.) Stop making so much ………. . (noisy)

5.) Have a nice ………… Mummy! (daily)

Noun-Suffix= Noun

1.) Excuse me, is there a ………. near here? (banker)

2.) Sam is my close ……….. , we share lots of things. (friendship)

3.) He wants to go to ……….. to see the pyramids. (Egyptian)

4.) There isn't any ……….. in the park . (childhood)

5.) How much do you ………….. for this weekly magazine? (payment)

APPENDIX J

Underline the words about weather conditions and emotions, then decompose them.

Hi Jack,

How are you? How is your holiday going? It is very hot in Aydın. I feel happy and excited when it sunny because I can play with my friends outside and have great fun. I also love winter. I go skiing with my family in winter. The temperature sometimes drops below 0. It can be really freezing. It is warmer in spring and autumn. We go for a picnic in these seasons and I feel joyful when I am in nature. ButI feel moody when it is rainy because I have to stay at home on rainy days. How is the weather in London? Tell me about your holiday.

Love,

Berke

Match the words with the pictures and decompose the words.

FEARLESS / BAGGAGE / DIRTY / POWERFUL / ILLNESS / SCIENTIST SLEEPY / FASHIONABLE / FOGGY / FRIENDSHIP

APPENDIX L

Read the dialogue, then

1.) Underline the words about weather conditions.

2.) Categorize them acccording to their seasons.

3.) Find the words about emotions and write.

4.) Categorize the words that have same endings. (The words on weather conditions and emotions)

WEATHER and EMOTIONS

Teacher: Experts say that the weather affects our emotions. What do you think about it?

Gizem: I think the weather really affects our emotions. I feel happy and energetic on sunny and hot days. I want to go out and hang around all day. I don't like snowy and freezing winter days. I always feel cold and moody.

Can: I think the weather doesn't affect my emotions. I like sunny, rainy, snowy and windy days. I feel fine and excited in all weather conditions. But I feel tired and sleepy on foggy days because it's dull outside.

İpek: Does the weather affect my emotion? Hmmmm. I'm not sure. But I don't like stormy weather. Lightening and that terrible noise! Oh, I feel really scared at stormy nights.

Derin: It affects my mood. I don't like when it is wet. On these days I must stay at home and this is annoying.

Simge: Well, I like walking when it is drizzling. It makes me feel cheerful but I feel worried when it is hailing. I am fearful of staying alone at home on these days.

Teacher: OK. We can say that mostly the weather affects our emotions.

APPENDIX M

A.) Fill in the blanks with the appropriate form of the words in brackets. (Derivation Task)

Verb +Suffix= Noun

1.) We have some …………….. On Sunday. They are coming from London. (visit)

2.) Her hobbies are ……………… and soccer. (read)

3.) She is an excellent tennis ……………. (play)

4.) My parents work hard to give me a good ………………. (educate)

5.) Go to …………….. please and buy two loaves of bread. (bake)

Verb+Suffix= Adjective

1.) Of course she is upset. It is an …………………… reaction. (understand)

2.) The girl is so …………. She answers all my questions . (help)

3.) I don't like spiders, they are so ………………… . (terrify)

4.) This is a ……………… study of European languages. (compare)

5.) It is a long and ……………. exam for the students. (tire)

Fill in the blanks with the appropriate form of the words in brackets.(Decomposition Task)

Verb-Suffix= Noun

1.) He ………………. very well. He has 3 gold medals. (swimmer)

2.) Let's …………….. the cake with nuts. (decoration)

3.) Young people communicate …………….. mostly by phone. (communication)

4.) I usually ……………. to work by car. (travelling)

5.) Don't …………… the baby too much. (excitement)

Verb-Suffix= Adjective

1.) The number of cars on streets …………….. traffic problem. (creative)

2.) If you don't want to ……………….. you should wear your coat. (freezing)

3.) It is better to …………. the cake before you serve it. (chilly)

4.) You can eat the meat, it is tasty. (eatable)

5.) We ……………….. every weekend. It is our favourite hobby. (hiking)

CURRICULUM VITA

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EDUCATION

Degree	Institution	Year of Graduation
BS	Çanakkale 18 Mart University	2007
High School	Aydın Süper Lisesi	2002

WORK EXPERIENCE

Year	Place	Enrollment
2013 – Current	Umurlu Cavit Başlık Ortaokulu	English Teacher
2011 – 2012	Iğdır 100. Yıl Anadolu Lisesi	English Teacher
2008 – 2011	Aydın Uğur Dershanesi	English Teacher
2007 – 2008	Dalama Lisesi	English Teacher

FOREIGN LANGUAGES

Advanced English

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Folk Dances, Travelling, Movies