

Development of a Learning Enrichment Material in Morphology: A Focus on Word Formation Processes

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***Abstract** - There has been abundant research on vocabulary learning, but the bottom line is that in order for a word to be learned incidentally or intentionally, a learner must attain access to the word's form and meaning. Language learning is a time-consuming and complicated process composed of many individual skills and processes. Among these processes is vocabulary acquisition, an essential step in reaching the status of fluent speaker. This study sought to develop a learning enrichment material in morphology to college students. Specifically, it was focused on word formation processes as the 93 Education English major students were already grammatically competent on the use of derivational and inflectional morphemes with relative to the findings of the studies entitled "On Derivational Morphemes: Grammatical Competence of College Students" and On Inflectional Morphemes: Grammatical Competence of College Students" respectively. The descriptive survey method was utilized as the research described and attempted to interpret how the overall level of grammatical competence on derivational and inflectional morphemes of Education English major students differ when categorized in terms of demographic characteristics. Survey and written test questionnaires were utilized as instruments of this study on which findings showed that most of the college students were found to have high grammatical competence on derivational and inflectional morphemes. Hence, the development of a learning enrichment material focused on word formation processes was deemed necessary.*

Keywords – *Development, Learning Enrichment Material, Word Formation Processes*

INTRODUCTION

One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. Vocabulary is the best single indicator of a person's overall level of intelligence (Daller, 2015). The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information (Marzano & Pickering, 2005). As with any topic, the more words you know about that field, the easier it is to learn and understand information about it.

The National Reading Panel (NRP) (Nichd, 2000) identified vocabulary as one of five major components of reading. Its importance to overall school success, and

more specifically to reading comprehension, is wisely documented. The NRP stated that vocabulary plays a vital role both in learning to read and in comprehending text. Readers cannot understand text without knowing what most of the words mean. Teaching vocabulary will guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure. (Biemiller, 2005)

Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension

(Kamil&Hiebert, 2005). It is something that expands and depends over time.

Vocabulary knowledge influences reading ability directly: as vocabulary is part of oral language comprehension, and directly: children with larger vocabularies are better at decoding (Tunner& Chapman, 2012).

This study sought to develop a learning enrichment material in morphology to college students. Specifically, it was focused on word formation processes as the 93 Education English major students were already grammatically competent on the use of derivational and inflectional morphemes relative to the findings of the studies entitled “*On Derivational Morphemes: Grammatical Competence of College Students*” and *On Inflectional Morphemes: Grammatical Competence of College Students*”. The said learning enrichment material encompassed further topics on word formation processes such as prefixes, suffixes, and root words, decodable and sight words, context clues and vocabulary building, synonyms and antonyms, definitions and supporting details , and lexicography – the dictionary.

METHODOLOGY

This study used the descriptive survey method as it described and attempted to interpret the difference of the overall grammatical competence on derivational and inflectional morphemes of 93 Education English major students when categorized in terms of demographic characteristics such as type of senior high school (SHS) last attended, most preferred reading materials in English, most preferred language for communication, and general average in SHS English subject.

The two research instruments utilized in the aforementioned related studies were the survey and written test questionnaires the findings of which

propelled the development of a learning enrichment material.

The data were subjected to statistical treatment such as frequency counts, percentage distribution and mean.

RESULTS AND DISCUSSIONS

On the basis of statistical analyses, this study presented the following salient findings:

Demographic Characteristic	Category	Derivational Morphemes		Inflectional Morphemes		Overall Grammatical Competence	
		Mean Score	DE	Mean Score	DE	Mean Score	DE
Type of senior high school last attended	Private (n=20)	24.05	H	23.95	H	24.00	H
	Public (n=73)	23.12	H	23.40	H	23.26	H
	Textbook (n=52)	23.08	H	23.33	H	23.20	H
Most preferred reading materials in English	Online Publications (n=17)	23.65	H	24.06	H	23.85	H
	Pocketbooks (n=8)	24.51	VH	23.63	H	24.06	H
	Magazines (n=6)	25.00	VH	24.17	H	24.58	VH
	Dictionary (n=5)	21.20	H	22.00	H	21.60	H
	Newspaper (n=3)	23.67	H	24.00	H	23.83	H
	General Articles (n=2)	22.00	H	24.53	VH	23.25	H
Most preferred language for communication	Filipino (n=63)	23.51	H	23.57	H	23.54	H
	English (n=22)	23.05	H	23.27	H	23.16	H
	Pangasinan (n=7)	22.57	H	24.00	H	23.29	H
General average in their SHS English subject (Mean = 88.87)	Iloilo (n=1)	23.00	H	22.00	H	22.50	H
	90-100 (n=37)	24.59	VH	24.38	H	24.49	H
	85-89 (n=55)	22.51	H	22.96	H	22.74	H
	80-84 (n=1)	21.00	H	22.00	H	21.50	H

The table shows that the grammatical competence of the respondents varies as to the type of senior high school they last attended. Respondents who graduated from private school exhibited a more prevailing grammatical competence with an overall mean score of 24.00 described as high as compared to respondents who graduated from public school with an overall mean score of 23.26 interpreted as high in both derivational and inflectional morphemes.

It can be gleaned from the table that the kind and/or preference in reading materials in English of the respondents contributes greatly to their level of grammatical competence. Respondents who prefer reading magazines showed a more commendable grammatical competence with an overall mean score of 24.58 described as very high than respondents who prefer other reading materials- pocketbooks with an overall mean score of 24.06 interpreted as high,

online publications with 23.85 interpreted as high, newspaper with 23.83 interpreted as high, general articles with 23.25 interpreted as high, textbook with 23.20 interpreted as high and dictionary with an overall mean score of 21.60 interpreted as high in the two types of bound morphemes.

In addition, the respondents who prefer Filipino as language for communication were found to be more competent grammatically with an overall mean score of 23.54 described as high over respondents who use other languages for communication-Pangasinan with 23.29 described as high, English with 23.16 described as high and Iloco with an overall mean score of 22.50 described as high in both morphemes.

Moreover, the summary table manifests that respondents whose general average in SHS English subject range from 90-100 obtained an overall mean score of 24.49 described as high demonstrating notable grammatical competence as compared to the respondents whose general average range from 85-89 with 22.74 described as high and 80-84 with an overall mean score of 21.50 described as high in both derivational and inflectional morphemes.

The result obtained in this study supports Maitre's claim (2014) who emphasized that students' performance in college closely mirrors performance in high school which evidently includes performance in English subjects. As shown by the result of this study, the general average of the participants in English greatly affects their performance in word formation along derivational and inflectional morphemes. Nagaoka et al. (2009) shared similar view.

Similarly, a study by Santana, García-Santillán & Escalera-Chávez, 2017 found that the greatest predictors of English proficiency among students were the type of high school they attended (private vs. public) and thus found that motivation to

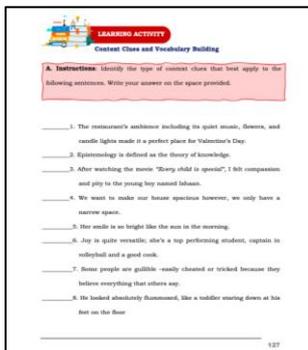
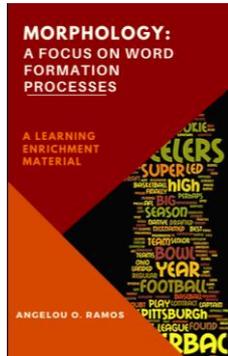
learn and perceived usefulness of the English language were less important among them.

Meanwhile, in the study of Gaerlan (2016), she argued that Filipinos despite being bilingual in Filipino and English (being the medium of instruction) not all Filipino learners are successful learning in English which is their second language (L2). Then came a shift in language policy in the Philippine education system with the emergence of mother tongue approach or First Language Policy of the Department of Education. Various studies (e.g. Benson, 2002; Dutcher, 2003) have identified that the children's overall educational attainment can be enhanced if they are taught in their first language in early grades.

The results of this study also suggest that academic achievement is based on the students' development of reading habits (Annamalai & Muniandy, 2013). A study conducted by Horbec's (2012) showed a strong relationship between reading habits and academic achievement. The reading habits significantly assists the students in their learning process and enhances their academic outcomes (Fatiloro, Oyekoa, & Hameed, 2017; Kidd & Castano, 2013; Whitten, Labby, & Sullivan, 2016). The importance of reading habits surpasses the use of object lessons, blackboards, maps, pictures, and, even reading digital texts. Lessons taught through reading, eventually, help students to fix those lessons into the memory (Singer & Alexander, 2017).

It is a proven fact that recreational reading is a catalyst for developing grammar and vocabulary (Krashen 2004, 2009; Krashen & Williams, 2012). Reading for pleasure has an influence on the development and understanding of concepts, verbal fluency, comprehension, eloquence, vivid thinking, and academic achievements, (Cunningham and Stanovich, 1998; Whitten, Labby, & Sullivan, 2016).

Development of a Learning Enrichment Material



The learning enrichment material has 4 sections as follows: (1) **Learning Objectives** (2) **Learning Content**, (3) **Learning Activity**, and (4) **Summary**. To get the most from this material, you need to take good note of the following: (a) Begin by reading and understanding the **Learning Objectives**. These tell you what you should know and be able to do at the end of this material. (b) Read the discussions under **Learning Content**. The information and the things you should remember are included here. (c) After reading the discussions, you

have to go through the **Learning Activity** given in each learning content. This is where you apply and demonstrate what you have learned. (d) Lastly, we have the **Summary** to conclude all the learning contents in this material in capsule form.

The learning enrichment material encompassed further topics on word formation processes such as prefixes, suffixes, and root words, decodable and sight words, context clues and vocabulary building, synonyms and antonyms, definitions and supporting details, and lexicography – the dictionary.

CONCLUSIONS

Based on the salient findings, the following conclusions were drawn:

Most of the respondents from the identified related studies were revealed to have high grammatical competence along derivational morphemes and inflectional morphemes. Their grammatical competence must be enhanced since it is imperative in their academic performance as students. In view of this, is the development of the learning enrichment material to amplify the Education English major students' grammatical competence.

RECOMMENDATIONS

Based on the salient findings of this study and conclusions drawn, the following are recommended:

1. For the school administrators to allow for piloting the developed learning enrichment material in morphology which is focused on word formation processes to be used by the Languages Education faculty as an instructional material in order to upgrade the grammatical competence of Education English major students of PSU.
2. The conduct of further studies about teaching-learning pedagogies towards the enhancement of the grammatical

competence of Education English major students.

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