

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 01 Volume: 81

Published: 30.01.2020 <http://T-Science.org>

QR – Issue



QR – Article



Markhabo M. Avazmatova
National University of Uzbekistan
Teacher
avazmatova.marhabo@gmail.com

Dilkhumor Sh. Israilova
National University of Uzbekistan
Teacher
isradil90@gmail.com

Shaherizode S. Qodirova
National University of Uzbekistan
Teacher
Kadirova.sh.s@gmail.com

THE INFLUENCE OF THE MORPHOLOGICAL AWARENESS IN READING COMPREHENSION.

Abstract: Effective reading comprehension is closely related to vocabulary acquisition of the words, as without it reading would be daunting. This paper recommends the importance of morphological awareness of an effective reading comprehension and illustrates the methods of them to students. Our objective is to show learning whole words, without morphological awareness of them is less effective way, which is also, takes more time and effort than necessary. Firstly, learners should be taught the patterns of word formation with the use of affixes. Secondly, students should be aware of morphological structure in order to decode individual complex words and to extend vocabulary and finally, they can form new words themselves with the help of their morphological awareness. Overall, the using of morphological knowledge in reading process is effective way understanding the meaning of the content immediately and it can be helpful key of increasing reading speed.

Key words: Morphological awareness, reading comprehension, vocabulary, complex word, reading speed, word formation.

Language: English

Citation: Avazmatova, M. M., Israilova, D. S., & Qodirova, S. S. (2020). The influence of the morphological awareness in reading comprehension. *ISJ Theoretical & Applied Science*, 01 (81), 670-673.

Soi: <http://s-o-i.org/1.1/TAS-01-81-116> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.01.81.116>

Scopus ASCC: 1203.

Introduction

Many ESL students have difficulties in comprehending English texts. Although having very good reading skills they sometimes fail in understanding the gist. Studies by Joshi and Aaron (2000), Martin-Chang, and Gould (2008) have shown that “reading comprehension is strongly related to vocabulary knowledge. Vocabulary is the fundament of reading comprehension”. If student knows more words, it will be easier to comprehend and decode a text. In order to expand vocabulary knowledge

effectively and more quickly, students should be educated about inner structure of words. Students’ vocabulary breadth is related to morphological structure of words. They should be educated morphological structure of the words so that they can focus on the meaning of many unfamiliar words by proper evaluating prefix, root and suffix. If affixes are transparent and behave as would be expected then their acquisition should be facilitated as Laufer (1997), claims. (Norbert Schmitt 2012, p. 61). Moreover, a set of 20 prefix and 14 roots and knowing

Impact Factor:

| | | | | | |
|-------------------------|----------------|-----------------------|----------------|---------------------|----------------|
| ISRA (India) | = 4.971 | SIS (USA) | = 0.912 | ICV (Poland) | = 6.630 |
| ISI (Dubai, UAE) | = 0.829 | PIHHI (Russia) | = 0.126 | PIF (India) | = 1.940 |
| GIF (Australia) | = 0.564 | ESJI (KZ) | = 8.716 | IBI (India) | = 4.260 |
| JIF | = 1.500 | SJIF (Morocco) | = 5.667 | OAJI (USA) | = 0.350 |

how to use them will unlock the meaning of over 100,000 words. (Vocabulary building)

The paper deals with effective ways of acquiring new vocabulary in learning process and shows the importance of the morphological structure of words in reading comprehension.

There has been a lot research on the effective ways of acquiring new vocabulary and reading comprehension. The article “The influence of morphological knowledge on L2 reading comprehension”, written by Lisa Schano tells “word recognition and morphological analysis, which are strongly linked to reading comprehension, need to become much more automatic in order to facilitate textual understanding”. The 2015 article, “The role of morphological awareness in vocabulary acquisition”, by Michael Jorlin, shows that “word learning can be viewed as a continuum with incidental learning at one end and intentional learning at the other. Incidental vocabulary learning refers to learners acquiring new words from context without intending to do so, such as picking up new words during free reading (Barcroft 2004). Intentional vocabulary learning refers to learners acquiring words while intending to do so, such as studying a list of new words or completing activities in a workbook for a set of target words (Barcroft 2004, p.201). However, Barcroft himself claims, “in order for a word to be learned incidentally or intentionally, a learner must attain access to the word’s form and meaning”. Another linguist, Plag who further studied the topic before Barcroft concluded that “many words are made up for more than one morpheme and knowing the word’s form often involves an understanding of its inner morphological structure. For instance, beautiful is composed of two morphemes: the stem “beauty”, which denotes a quality that pleases or delights the senses, and the suffix “-ful”, which marks the word as an adjective”. “Morphological awareness comprises primarily knowledge about the pairing of sound and meaning in a language and the formation rules that guide the possible combination of morphemes. It should be explained that ‘morphological awareness’ can be described awareness of the “morphemic structure of words and their ability to reflect on and manipulate that structure”. To return to the example of “beautiful”, learners who are morphological aware understand the relationship between the base “beauty” and the suffix “-full”, their individual meanings and how they can be combined to form the word “beautiful”. They would further understand the parallels to other words ending in “-ful”, for example, “healthful, purposeful, graceful, etc.” is described in the article “Morphological awareness and learning to read: A cross-language perspective.” written by Kuo L. and R. C. Anderson (2006). Bellomo, T.S. writes in “Morphological analysis and vocabulary development: Critical criteria” morphological analysis as the process of breaking down

morphological complex words into their constituent morphemes (p45). It further involves understanding the function of the component morphemes. To return to our example, the morphologically aware learner knows, if only subconsciously, that words ending in “-ful” are usually adjectives, and are generally interpreted as “ful of X”, etc.” Overall, vocabulary breadth and depth that leads to better reading comprehension is expanded by morphological awareness.

Nonetheless, there are linguists opposed to this side of research, Laufer says, “it is not clear how word class affects vocabulary learning, she identifies morphology as an aspect with definite effects”. (Norbert Schmitt.2012). Kieffer and Leseaux (2007) demonstrated that “morphological knowledge acts independently from breadth of vocabulary since students in their study used their morphological awareness to understand not just individual words but also to decode the entire text”. But, being essential, according to Nagy (2007)” the significance of morphological awareness of word formulation in reading comprehension is evident. It is explained the unique contribution of morphological awareness to reading comprehension over and above vocabulary knowledge by indicating the mediating effect of lexical inferencing ability which he called “on-the-spot vocabulary learning”. This means that of awareness of word structure help learners decode the meaning of complex words during reading which in turn results in a better textual understanding because vocabulary gaps can be immediately resolved. Wang et al. (2006) says, “Morphological awareness is more than identifying the constituent morphemes of complex words”. According to Qian (1999), “the knowledge of morphological structures is part of vocabulary depth, which refers to the learner’s level of knowledge of various aspects of a given word, or how well the learner knows a particular word. This stands in contrast to vocabulary breadth, i.e. the size of vocabulary”. There is a strong interdependence between morphological awareness and vocabulary depth and breadth. Indeed, morphological awareness is actually based on the knowledge of a certain amount of vocabulary (Droop and Verhoeven, 2003). That is to say, the learner has to have a certain vocabulary in order to begin to see morphological parts in words and relationships of those parts to other words. Overall, if students want to comprehend English text easily and quickly, they should have vocabulary knowledge and they should be aware of the inner structure of words.

The knowing of words’ inner structure can be powerful tool for enlarging vocabulary and comprehending given text. Students are easily able to use their morphological awareness in exam tasks. Reading speed can be improved by student’s morphological knowledge. They would predict words effectively if they know prefixes or suffixes of the words. When prediction is correct, it motivate students

Impact Factor:

| | | | | | |
|------------------|---------|----------------|---------|--------------|---------|
| ISRA (India) | = 4.971 | SIS (USA) | = 0.912 | ICV (Poland) | = 6.630 |
| ISI (Dubai, UAE) | = 0.829 | PIHHI (Russia) | = 0.126 | PIF (India) | = 1.940 |
| GIF (Australia) | = 0.564 | ESJI (KZ) | = 8.716 | IBI (India) | = 4.260 |
| JIF | = 1.500 | SJIF (Morocco) | = 5.667 | OAJI (USA) | = 0.350 |

improving their vocabulary knowledge and decoding a text. Specifically, Uzbek language has also prefix and suffix and as Uzbek students are aware of what the affixes mean, they can easily guess the meaning of the word even if it is an advanced or scientific one. Correspondingly, to reach more comprehension level in English, they should learn the semantic meaning of English affixes. To illustrate, there is a prefix, “multi-”, which means “a lot of”, “Many”, “more than one”. Being aware of one prefix, in this case “multi-“, opens up an opportunity to know many unknown words such as multicolor, multicultural, multifunction, multilingual, multimedia and etc.

Moreover, students learn new words quickly, if they are given identical root and different prefix and suffix. For instance,

Cook-ed: suffix –ed, means past tense

Overcooked- cooked too much

Precooked- cooked before

Recooked- cooked again

Undercooked- not cooked enough.

When we add prefix “over” and suffix “-ed” to the root “cook”, the root “cook” is changed its meaning to “ cooked too much”. When we attach prefix “pre” to the “cooked”, it is changed meaning to

“cooked before”. If we add prefix “re” to the “cooked”, it is changed meaning to “cooked again” etc.

In addition, learners can create new words themselves by using suffixes. Therefore, students need to understand their meaning if they are reading contemporary English. For instance, suffix “proof”, combines with nouns to form adjectives describing things that can resist the damage or difficulty caused by that noun: “ovenproof dish, waterproof jacket, soundproof room”.(English Vocabulary in use Advanced. p24).

Altogether, these findings show how important morphological awareness of the words is in broadening vocabulary in learner’s speech, for it is the bridge of promoting vocabulary breadth and depth. One last word must be said that, understanding the different components and small features such as root, affixes lead to understanding the core of the content itself, helping to quickly acquire it and feel like one’s native language. Although, there has been a lot of research on this issue, it is still under the discussion. Vocabulary acquisition and comprehending a text is valuable in the academic world therefore, it can be further studied and made new concepts.

References:

1. Barcroft, J. (2004). Second Language Vocabulary Acquisition: A lexical input processing approach. *Foreign Language Annals*, 37(2), pp. 200-208.
2. Bellomo, T.S. (2009). Morphological analysis and vocabulary development: critical criteria. *The Reading Matrix*, 9(1), pp. 44-55.
3. Chou, P.T. (2011). The Effects of Vocabulary Knowledge and Background knowledge on Reading comprehension of Taiwanese EFL students. *Electronic journal of foreign language teaching*, pp. 108-115.
4. Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second language learners. *Reading Research Quarterly*, 38, pp. 78–103.
5. Jornlin, M. (2015). the role of morphological awareness in vocabulary acquisition. *Langues et Linguistique*, 35, pp. 57-63.
6. Joshi, R.M., & Aaron, P.G. (2000). The component model of reading: Simple view of reading made a little more complex. *Reading Psychology*, 21, pp.85–97.
7. Kieffer, M.J., & Lesaux, N.K. (2008). the role of derivational morphology in the reading comprehension of Spanish-speaking English language learners. *Reading and Writing: An Interdisciplinary Journal*, 21, pp.783-804.
8. Kuo, L., & Anderson, R.C. (2006). Morphological awareness and learning to read: A cross-language perspective. *Educational Psychologist*, 41(3), pp.161-180.
9. Martin-Chang, S.Y., & Gould, O.N. (2008). Revisiting print exposure: Exploring differential links to vocabulary, comprehension and reading rate. *Journal of Research in Reading*, 31, pp.273–284.
10. McCarthy, M., & O’Dell, F. (n.d.). English vocabulary in use Advanced. Cambridge University Press, p.24.
11. Nagy, W. (2007). Metalinguistic awareness and the vocabulary-comprehension connection. In R.K. Wagner, A. E. Muse and K.R. Tannenbaum

| | | | |
|-----------------------|---------------------------------|-------------------------------|-----------------------------|
| Impact Factor: | ISRA (India) = 4.971 | SIS (USA) = 0.912 | ICV (Poland) = 6.630 |
| | ISI (Dubai, UAE) = 0.829 | PIHHI (Russia) = 0.126 | PIF (India) = 1.940 |
| | GIF (Australia) = 0.564 | ESJI (KZ) = 8.716 | IBI (India) = 4.260 |
| | JIF = 1.500 | SJIF (Morocco) = 5.667 | OAJI (USA) = 0.350 |

- Vocabulary acquisition: Implications for reading comprehension. (pp. 52-57). New York, Guilford Press.
12. Qian, D.D. (1999). Assessing the role of depth and breadth of vocabulary knowledge in reading comprehension. *The Canadian Modern Language Review*, 56(2), pp.282–307.
 13. Schano, L. (2015). the Influence of Morphological Knowledge on L2 Reading Comprehension. *Langues et linguistique*, pp. 64-71.
 14. Schmitt, N. (2012). Vocabulary in language teaching. Cambridge University Press, p. 61.
 15. Wang, M., Cheng, C., & Chen, S.W. (2006). Contribution of morphological awareness to Chinese-English biliteracy acquisition. *Journal of Educational Psychology*, 98, pp. 542-553.