The enrichment of the vocabulary through morphological patterns by the EFL students.

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Abstract

One thing that teachers, students, and researchers can all agree upon is that learning vocabulary is an essential part of mastering a second language.Also, vocabulary is regarded as one of the most essential parts of second language acquisition and can be broadly defined as knowledge of words and word meaning.

This study aims at giving good techniques and strategies of teaching vocabulary to the Albanian students who learn English as a foreign language, by means of the morphological patterns, especially, through affixation patterns.We strongly believe the idea of morphological awareness, which has to do with the consciousness of the word meaning and the structure of morphemes in relation to words. The more students know about the affixation patterns and their combinations to root words, the more they develop and enrich their vocabulary.The use ofprefixes and suffixes knowledge and pattern while teaching English vocabulary and its effect to the students of English, is also shown by the results of a survey conducted. Based on the resultsthere are drawnsome conclusions and effective strategies and recommendations are given to all the teachers of English language.

Keywords: *vocabulary acquisition, morphological pattern, affixation, techniques.*

Introduction

One thing that teachers, students, and researchers can all agree upon is that learning vocabulary is an essential part of mastering a second language. Vocabulary is regarded as one of the most essential parts of second language acquisition and can be broadly defined as knowledge of words and word meaning.In the EFL context vocabulary does support the four language skills, listening, speaking, reading, and writing. Therefore, if EFL

teachers are really willing to find effective strategies for teaching vocabulary, they could facilitate students' proficiency in the four skills.

Thus, the role of vocabulary in a second language acquisition is fundamental. Even students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (p. 4).

However, teaching vocabulary remains a difficult process because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne &Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communicationbetween human beings is based on words.

The present study highlights the importance of bridging the gap between research and practice in attempt to find effective and successful techniques of teaching vocabulary to the Albanian students who learn English as a foreign language by means of the morphological patterns. We strongly support the idea of morphological awareness, which has to do with the consciousness of the word meaning and the structure of morphemes in relation to words. The more students get to know about the morphological patterns, the more they develop and enrich their vocabulary.

The use of prefixes and suffixes knowledge and other morphological patterns while teaching English vocabulary and its effect to the students ofEnglish, is also shown by the results of a survey conducted. Based on the results there are drawn some conclusions and effective strategies and recommendations are given to all the teachers of English language.

Literature review

According to Graves (2004), the most effective word-learning strategy in order to improve the English language competence, is related to morphological awareness. Whereas Hatch (1983) believes that affixes are organized in the human mind differently from lexical items.She explains that some high frequency complex words may be stored in their whole forms in the mind, ready to be accessed at any time, but that some others tend to be constructed on the spot by applying morphological processes such as derivation and inflection.Moreover, Sudana (2006) states that the implementation of morphological competence in derivational affixation learning improves students' vocabulary acquisition.

According to Wysocki and Jenkins (1987) the ability to perform morphological generation helps the development of vocabulary knowledge within an appropriate linguistic context. Knowledge of prefixes, such as the ***dis-***in *discount, dislike, dislove,disable, disaffect, disaffirm,disaccord, disabuse, disadvantage, disagree, disaccustom, disapprove, disappear, disappearance, discharge, disclaim, disclose, discolor, discomfort, discompose, discommon, disconcert, discontinue, disconnect, discord, discordance, discourage, discover, discriminate, discrete, disembark, disempower, disenchant, disemploy, disembody, dispensable etc,* o*r the prefix* ***un-****in unlock,unaccented, unacceptable, unachievable, unacknowledged, unbroken, unburned, unburnable, unbutton, uncalculated, unclose, uncollected, undaunted, unmixed, unmixable, unmoved, unnecessary, unpack, unplug, unpleasant, undo, unplumbed, unplayable, unpolished, unprepared, unprejudiced, etc;*suffixes such as the *-ness* in happiness,or the *-tion*in *imagination, connection* or *generation,* and compounds, are involved in derivational morphology and inflectional morphology and are related to grammatical inflections such as the *-s* in *books*, *cars* or the *-ed*in, *played*, *jumped*.

Thus, morphological awareness is very flexible, and it has a close relationship with vocabulary knowledge. By means of derivational morphology English learners can change a word's lexical category such as act- actor or sing-singer or end/endless.Below we provide examples to show this:

Table 1. Prefixes which change the grammatical class of the words they are attached to.

Prefix				
	+	**Noun**	=	**Adverb**
A-	+	Bed	=	Abed
A-	+	Sleep	=	Asleep
Be-	+	Friend	=	Befriend
En-	+	Danger	=	Endanger
Em-	+	Power	=	Empower
A-	+	Field	=	Afield
A-	+	Blaze	=	Ablaze
A-	+	Singing	=	Asinging

Prefix	+	adjective	=	Verb
Be-	+	Little	=	Belittle
En-	+	Large	=	Enlarge

What teachers should teach to their students in terms of morphological patterns?

Stockwell and Donka (2001) state that 80 percent of the total vocabulary of the English language is borrowed and most of its words can be used with affixation. Therefore, studying vocabulary with affix systems or patterns would seem to be much more effective language learners than just memorizing words. In addition, using affixation strategies has another advantage, which is that it helps learners naturally expand their knowledge of meaning or grammatical categories. Therefore, EFL teachers should seriously consider using affixation-based instruction as a very good vocabulary teaching strategy.

In addition, the two most common types of word-formation in English is derivation and compounding, both of which create new words from already existing morphemes. Derivation is the process by which a new word is created through the addition of affixes. On the other hand, compounding is a process involving the combination of two or more roots to give a new word. Other types of word formation in the English language are conversion, clipping, blends, and backformation.

In our study we recommend certain important theoretical issues onword-formation processes while teaching English vocabulary in order to reach the desired effect to the students of English. The results of the survey we conducted helped us drew some conclusions and effective strategies and techniques addressed to all the teachers of English language.

Characteristics of word-formation in the English language

How are new words being formed in the English language? The process consists of a combination of morphemes that are rule-governed (a new word is formed).

Compounding

Compounding is the combination of two or more roots. In English the roots which are combined to form compounds are usually nouns, adjectives, verbs or prepositions. The most common type of word formation is the combination of two (or more) nouns in order to form a resulting noun: N + N = N (noun), for eg. blackboard, wallpaper, toothbrush. The first of the two compounds may be descriptive (i.e. tablecloth, a cloth with which to clean [or cloth] tables), or both compounds may create a whole new meaning altogether (i.e railroad, which is not a "road" in the typical sense of the word.) It is also possible to form words whose components are

equally important to or descriptive of its meaning, for example, a washer-dryer refers to an object combining two functions.[1]

Types of compounds

Compounds are sometimes written as a single word, sometimes with a hyphen, and sometimes as separate words. From this classification derive the three types of compounding: solid compound, temporary compound and open compound.(Shqerra,2009)

• Solid compounds or compounds written as one word are the most common type of compounds. Also called as "closed" forms in which two usually moderately short words appear together as one. Examples are housewife, lawsuit, wallpaper, basketball, etc. Combinations of words in solid compounds are: Adjectives plus nouns (blackboard) Noun plus adjective (goldfish) With an adverb in initial position (background) Adverb plus verb (overcome, outline) Noun plus noun (handwriting)

• Temporary compounds have the hyphenated form in which two or more words are connected by a hyphen. Compounds that contain affixes, such as house-build(er) and single-mind(ed)(ness), as well as adjective-adjective compounds and verb-verb compounds, such as blue-green and freezedried, are often hyphenated. Compounds that contain articles, prepositions or conjunctions, such as rent-a-cop, mother-of-pearl and salt-and-pepper, are also often hyphenated.

• Open compounds consist of two or more words written separately. According to the linguist Turn Richard in his "A comprehensible grammar"(England, 2000), a typical feature of English compounds is that many of them are unstable. Even the same author may use some lexical group as word group in one place and as compounds in another place. Scientific compounds are usually not hyphenated and are open compounds: eg.: carbon monoslide poison, dichromic acid solution. A classifying genitive plus a noun is also an open compound for eg.: A child's play, a bird's nest). Adjective plus noun (public school, young man) are open compounds.[2]

Derivation

It is the process of creating new words by adding prefixes and suffixes to the root of the existing word. It is one of the most important types of word-

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formation in all languages. Derivation can be by adding a prefix to the root (rewrite) or a suffix (talker), as well as adding a prefix and a suffix at the same time (unhappiness) By means of derivation there are created new words by changing the grammatical category of the word to which it applies. There should be distinguished both types of affixes, the inflectional affixes and the derivational affixes. The inflectional affixes , which are only eight of them, merely modify a word (table–tables, bird–bird's, stay– stays– stayed –staying), whereas derivational affixes create a new word of another grammatical category for eg.: happy –happiness; taste –tasty; real –realize.

In his book "The word-formation in English"(2003), Plag classifies the prefixes of English semantically into the following groups. First, there is a large group that quantify over their base words meaning, for example, 'one' (uni-, unilateral, unification), 'twice or two' (bi-, bilateral, bifurcation and di-, disyllabic, ditransitive), 'many' (multi- multi-purpose, multi-lateral and poly-, polysyllabic, 'half' (semi-, semi-conscious, semi-desert), 'all' (omni-, omnipotent,omnipresent), 'small' (micro-, micro-surgical, microwave), 'large' (macro-, macroeconomics, macro-biotic), 'to excess' (hyper-, hyperactive, hypermarket and over-, overestimate, overtax), 'not sufficiently' (undernourish, underpay).

Second, there are numerous locative prefixes such as circum- 'around' (circumnavigate, circumscribe), counter- 'against' (counterbalance, counterexample), endo-'internal to X' (endocentric, endocrinology), epi-'on, over' (epiglottis, epicentral), inter-'between' (interbreed, intergalactic), intra- 'inside' (intramuscular, intravenous), para-'along with' (paramedic, paranormal), retro- 'back, backwards' (retroflex, retrospection), trans- 'across' (transcontinental, transmigrate).

Third, there are temporal prefixes expressing notions like 'before' (ante-, preand fore-, as in antechamber, antedate, preconcert, predetermine, premedical, forefather, foresee), 'after' (post-, poststructuralism, postmodify, postmodern), or 'new' (neo-, neoclassical, Neo-Latin). A fourth group consists of prefixes expressing negation (a(n)-, de-, dis-, in-, non-, un-). (Plag, 2003)

Conversion

It is the creation of a new word without altering the shape of existing word by affixation. Conversion changes the grammatical category of the word. There are five types of conversion. (Shqerra, 2009)
1. Verbs derived from nouns (nurse, cash, ship, mail)
2. Nouns derived from verbs (dance, love, doubt, turn, laugh)

3. Verbs derived from adjectives (open, calm, empty, clean, dirty)

4. Noun derived from adjectives (the rich, the young, the poor)

5. Verbs derived from prepositions (to down a beer. To out sb)

Other types of word-formation in English are: clipping, backformation, blends, acronyms, and onomatopoeia, but these are surely not as productive as the other types mentioned above.

Backformation It is a process in which a new word is created by shortening the existing word. For eg.: abled (disabled), to explete (expletive), to enthuse (enthusiasm), to liase (liason); to burgle (burglary), to edit (edition, editor), to peddle (peddler), to scavange (scavanger).

Blends

Blends are words created by connecting parts of two words, for example brunch (from breakfast and lunch), smog (from smoke and fog).[3]

Methodology

A task on identifying all the derived words with prefixes extracting them from different sections of an English classical novel was given to a class of 45 EFL students at "AleksanderMoisiu" University of Durres, after teaching a couple of lectures on word-formation and especially on English prefixation and affixation. Below we show how students were instructed to carry the coursework out.

Fq. nr.	Derived words from the original text	Derived words in the Albanian text
12	.. -evidence of that mysterious concrete tenacity which renders a family so formidable a unit of society, so clear a **reproduction** of society in miniature.	Ai kagjetur proven e asajlidhjejekonkrete e tëmistershmeqë e bënfamiljennjënjësiaqtëfortët ëshoqërisë, një**riprodhim**shumëtëqartëtë shoqërisënëminiaturë.
13	Even Aunt Ann was there; her **inflexible**back, and the dignity of her calm old face personifying the rigid	EdhetezeEniishteatje; kurrizi**i papërkulur**dhepamja plot dinjitet e fytyrëssësajtëqetë e tëplakurmishëroninfrymën e rreptëtëpronësnëkëtëfamilje.

[3]Xhina, Olsa. Academic Journal of Interdisciplinary Studies Published by MCSER-CEMAS-Sapienza University of Rome Vol 2 No 4 May 2013, p 279.

	possessiveness of the family idea.	
13	Danger- so **indispensable** in bringing out the fundamental quality of any society, group, or individual- was what the Forsytes scented.	..nuhatja e rrezikut, qёёshtёkaq**e domosdoshme**oseqёvёnёduk jecilёsinёkryesoretёcdoshoqё rie, grupiosenjeriu, ishteajoqёndjeninForsajtёt.
14	Not far off, listening to a lady in brown, his only son Soames, pale and well-shaved, dark-haired, rather bald, had poked his chin up sideways, carrying his nose with that **aforesaid** appearance of "sniff"....	Kish ngriturmjekrёnpakaimёnjanё dhe me hundёn e rrudhurdukejsikurnuhasteatё **pёrtёcilёnfolёmmёlart**..
15	He held himself extremely **upright**, and his shrewd, stead eyes had lost none of their clear shining.	Trupin e mbanteshumё**drejt**dhesytё e tijtёpalёvizur e plot dinakёrinuk e kishinhumburaspakshkёlqimi n e tyre.
15	Thus he gave an impression of superiority to the doubts and **dislikes** of smaller men.	Kush e shihte, kishtepёrshtypjen se aiqёndronteshumёmёlart se dyshimetdhe**antipatitё** e njerёzvemёtёvegjёl.
15	Having had his own way for **innumerable** years, he had earned a prescriptive right to it.	Meqёkishtevazhduar, sic e kishtedashur, **udhёn e tijnёjetё**, tanikishtefituartёdrejtёntёbёn teatёqёdonte.
15	In turn, each of these four brothers was very different from the other, yet they, too, were **alike.**	Secilingakatёrvёllezёritndrys honteshumёngatёtjerёt, pormegjithatё, ata**i ngjaninnjёri-tjetrit.**
15	..., underlying surface distinctions, marking a racial stamp, too **prehistoric** to trace,...	Pёrmestiparevetёndryshmetё kёtyrepesёfytyravebintenёsys hprehja plot vendosmёri e mjekrёs, *e*

		cilapërbëntekarakteristikën e racës.
15	There was the same this same stamp-less meaningful perhaps, but **unmistakable** - a sign of something **ineradicable** in the family soul.	..ndoshtamëpaktëtheksuar, por**tëpagabuar**-qëishtesishenja e dickajeqënukmundtë**çrrënjosej**ngashpirti i familjes.
15	At one time or another during the afternoon, all these faces, so **dissimilar** and so **alike**, had worn an expression of **distrust**, the object of which was **undoubtedly** the man whose acquaintance they were thus assembled to make.	Herë pas here, atëpasdreke, tëgjithakëtofytyrakaq**tëndryshme**dhakaq**tëngjashme** me njëra-tjetrënkishinmarrënjëshprehje**mosbesimi**dheobjekti i këtij**mosbesimi**ishte**pa dyshim**, burri me tëcilin do tënjiheshinnëatëmbledhjefamiljare.
16	They could not have explained the origin of a **misgiving** obscured by the mist of family gossip. A story was **undoubtedly** told that he had paid his duty call to Aunts Ann, Juley, and Hester, in a soft grey hat.	Ata nukmundtëshpjegonin se ku e kishteburiminai**mosbesim**që e kishinerrësuarthashethemetfamiljare. Sidoqoftë, thuhej – dhepërkëtës'kishte**asnjëdyshim** se aikishtevajturpërvizitëtetezet Eni, XhulidheHesteri me njëkapelëtëbutëngjyrëgri.
16	"So **extraordinary**, my dear so odd!" Aunt Hester, passing through the little, dark hall (she was rather short-sighted), had tried to "shoo" it off a chair, taking it for a strange, **disreputable** cat-Tommy had such**disgraceful** friends!	"Njëgjëshumë e **çuditshme**, besa, satëmerrtegazikur e shihje!" Teze Hesteri duke kaluar nga salloni i vogë l dhe i errë t, kishte pandehur se mos ishte një mace e huaj **rrugaçe**. Tomikishtecashokë**qëtëturpëronin**!

16	Like an artist for ever seeking to **discover** the significant trifle which **embodies** the whole character of a scene, or place, or person, so those **unconscious** artists- the Forsytes had fastened by intuition on this hat; it was their significant trifle, the detail in which was **embedded** the meaning of the whole matter;	Si një artist, qëkërkongjithmonë**tëzbulojë** njëvogëlsikuptimplotëqë do të**mishërojë**gjithekarakterin e njëskene, osetënjëvendi, osetënjënjeriu, ashtuedheForsajtëve, qëishinartistë**pa e ditur**, ishinkapur fort pas kësajkapele; kjoishtepë r ta ajovogëlsikuptimplotë , hollësianëtëcilën**qefshehur**k uptimi i gjithëçështjes..
16	Her aunts**reaproached**June afterwards about the hat.	Tezetpastaj**e kishinqortuar**Xhuninpërkëtë kapele.
17	June had answered in her imperious brisk way, like the little **embodiment** of will she was..	Xhuni u qepërgjgjur me rrëmbimdhe me një ton kategorik, **sivajzë me vullnettëfortëqëishte.**
17	No one had credited an answer so **outrageous**..	Askushnuk i kishtezënëbesëkësajpërgjigje kaq**tëguximshme**.
17	These **misgivings**, the **disapproval**, and perfectly genuine **distrust**, did not prevent the Forsytes from gathering to old Jolyon's invitation.	Këto**dyshime**, kjo**pakënaqësi**idheky**mosbesi m**krejt, i natyrshëmnuk i penguanFosajtëttëpranoninfte sën e plakutXholiondhetëmblidhes hinnështëpinë e tij.

Results of the research

After the task was complete and the students tested, almost all of them got familiar to most of the morphological patterns they were taught. Also by becoming familiar to the way or rules for instance prefixes were attatched to the root words, they found it easier to create words and also change the class of words. For example, students learnt how toform the opposite of adjectives like legal, legible, perfect, by being taught about the allomorphs

of un (in, ir,il, im), such as in legal-illegal; perfect-imperfect; regular-irregular; etc.

Secondly, students learnt how to change the class of the word by adding a prefix or suffix to the roots, such as in power-empower, danger-endanger, large-enlarge, little-belittle, wide –widen, deep-deepen, and so on.

So the results of this study seemed quite successful and effective as we concluded that the effect of derivation rules and knowledge on word-formation processes on acquiring new vocabulary among EFL students:

a. Firstly, enriches the students vocabulary;

b. The students may be able to change the word class by becoming familiar to the English morphological patterns as in: *employ-employee, employer*.

c. The students are more disposed to use the appropriate affix to form new English words and not confuse them.

d.The students may be able to derive new words by themselves.

Conclusions

In conclusion, studying vocabulary with affix systems or patterns would seemed to be more effective to the language learners than just memorizing words. In addition, we also proved that using affixation strategies has another advantage, which is that it helps learners naturally expand their knowledge of meaning or grammatical categories. Therefore, EFL teachers should seriously consider using affixation-based instruction as a very good vocabulary teaching strategy.

The two most common types of word-formation in English which should be taught to the EFL students is derivation and compounding, both of which create new words from already existing morphemes. Derivation is the process by which a new word is created through the addition of affixes. On the other hand, compounding is a process involving the combination of two or more roots to give a new word. Other types of word formation in the English language are conversion, clipping, blends, and backformation. In our study we recommended certain important theoretical issues on word-formation processes while teaching English vocabulary in order to reach the desired effect to the students of English.

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