



**Eximia Journal**  
**(ISSN 2784-0735)**

**Vol. 12**  
**2023**

## Using Morphological and Etymological Approaches In Teaching Foreign Language

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**Abstract.** Etymology is the study of the history of the form of words and, by extension, the origin and evolution of their semantic meaning across time. It is a subfield of historical linguistics, and draws upon comparative semantics, morphology, semiotics, and phonetics. Etymology refers to the origin or derivation of a word. (also known as a lexical change) Etymology is important in teaching because it gives both the teacher and the learner the ability to understand the interconnectedness of history with language. Understanding the interconnectedness of words with each other and the way that words have brought people together and divided them over the centuries has distinctive effects on a pedagogical process. Etymology is the key that unlocks both knowledge and a love of knowledge. Many English learners have their first language as one that is a Latin-based Romance language as Spanish. Many others have a language that is commonly spoken in that is also a Latin-based language. When we teach vocabulary, including the etymology of the word makes it much more likely that our students who are learning English will understand the word better and more quickly. Even students who are not native speakers of a Latin-based language can still benefit from etymology because etymology is the ultimate two-for-one special. When you know one prefix, you probably get access to dozens or even hundreds of applications of that prefix. In this way, etymology becomes somewhat like a master key where, by teaching a single definition we unlock that word, but by teaching the etymology, we unlock many. With etymology, learners start to understand the interconnectedness of language and culture, as well as the interconnectedness of history with language. They had better understand the interconnectedness of words with each other and the way that words have brought people together and divided them over the centuries. Morphology is the study of the internal structure of words and forms a core part of linguistic study today. The term (morphology) is Greek and is a make-up of morph-meaning "shape, form", and -ology which means "the study of something". For English teachers, etymology is a threshold concept, alongside its linguistic brother morphology (morphology being the study of forms of words, including prefixes, root words and suffixes, etc.). Many methodologists and teachers do believe that knowledge of etymology facilitates the guessing, recognizing, understanding, and remembering the meanings of words and that this approach is the very heart of word study. The paper presented the use of morphological and etymological approach in teaching foreign language.

**Keywords.** Etymology, Morphology, Foreign Language, Approach

### 1. Introduction

The term "word" has no well-defined meaning. Instead, two related terms are used in morphology: Lexeme and word-form. Generally, a lexeme is a set of inflected word-forms that

is often represented with the citation form in small capitals. For instance, the lexeme EAT contains the word-forms eat, eats, eaten, and ate. Eat and eats are thus considered different word-forms belonging to the same lexeme EAT. Eat and eater, on the other hand, are different lexemes, as they refer to two different concepts.

When we first teach children language, we begin with the letter forms themselves- the straight lines, long and short, and the curved lines that make up the letters of our alphabet.

We teach kids letter recognition, and then we put those letters together to teach word recognition. This is the first dimension of learning a language.

Next, we begin to teach the meanings of those words, and the words take on a second dimension. Children will hopefully use those words in their speech and writing.

What students often never get to is etymology. Etymology is the study of the origins of words and how the meaning has changed over time. What does the word mean in its parts and pieces? How did that meaning come to be and how has it changed ? ( Vocabulary Luau, 2022 )

English is a Germanic language. It shares many roots and prefixes with both Latin and Greek. Because of this, when students understand a single root or prefix, they can apply that to a particular word that they are searching for and to many words as well.

English is influenced by many hundreds of developments. There is a whole area of study related to documenting the origins of words, and how English interacts with other languages.

The early stage of Modern English ( the kind spoken by William Shakespeare in the 1500s ), borrows heavily from Latin and Ancient Greek, as well as other nearby languages such as French, German and Dutch. This means that the English we use today is a unique blend of many kinds of influences. It is only when we look closely that we can see the roots

Understanding that words have root meanings is important, because it can allow learners to expand and reinforce their vocabulary, by highlighting the smaller puzzle pieces that construct their language.

Language is created by using human-created vibrational sounds into what we call syllables and stringing these syllables together to create words. These words are symbols of their thoughts, beliefs, and actions. All this adds up to words being a very powerful container of human expression and experience.

Words are dynamic and through time morphed along with society gaining prefixes and suffixes along the way. Spelling and meanings are often contorted into slang or other variants depicting more modern times and way of life or worldly events.

The current paper aims at dealing with etymology linguistically and methodologically and presenting a way of adapting it as an approach.

Morphology looks at parts of speech, intonation, and stress, and the ways contexts can change a word's pronunciation and meaning.

## **2. Theoretical Background**

Morphology is the study of words, how they are formed, and their relationship to other words in the same language.

Etymology from another side is the history of a word or phrase and it traces its developments and relationships.

**2.1 Etymology in Linguistics:** Etymology in Linguistics can be defined as the history of a word or word elements, including its origins and derivation. Although the etymologizing of proper names appears in the Old Testament and Plato dealt with etymology in his dialogues

Cratylus, lack of knowledge of other languages and of the historical developments that languages undergo prevented ancient writers from arriving at the proper etymologies of words.

Modern Scientific etymological study is based on the methods and findings of historical and comparative linguistics, the basic principles of which were established by linguists during the 19th century. The general principles involved in present-day etymology are:

1. The earliest form of a word, or word element, must be ascertained, as well as all parallel and related forms.
2. Every sound of a given word, or word element, must be compared with the corresponding sound in the form ( often called its etymon ) from which it is derived.
3. Any derivation in the previously established phonetic correspondences for the language of which the word is a part must be plausibly and rationally explained
4. Any shift in meaning that has occurred in the historical transmission of the word must be also explained.
5. Words that present nonnative sounds, or combinations of sounds, that appear isolated in the language, or that demonstrate marked derivation from the usual phonetic correspondences, are probably borrowed rather than inherited, and the language of origin must be determined. ( Encyclopedia Britannica.com )

## **2.2 Types of Etymology**

Etymology is not a rhetorical or literary device. It is an investigation of word histories. Every word in every language has a unique origin and history; words can be born in many ways, and often their histories are quite adventurous and informative. Etymology investigates and documents the lives ( mainly the origins ) of words.

Words are born and develop in many ways. Many words begin with roots; a root is the central piece of most words, the part of the word that carries most of the meaning.

The root of “ English” is “Engl” which came from the ancient Germanic tribe, the Angles, who spoke a language that later became English. The -ish is just a suffix, that means “ language of” in this case.

There are 10,000’s of word roots in English( or any language ). About half of English word-roots come from ancient Germanic languages, because those languages evolved into English, however the other half of English word-roots come from ancient Latin and French because England was conquered by the Norman French 1,000 years ago and English speakers had to learn most of their vocabulary, which became part of English. Contrary to what a lot of people think, though, English is not descended from Latin. It is just that most of our more educated-sounding words were borrowed from Norman French, Latin, or Greek, because they were high-status languages.

As they grow, words can change in meaning. They can also give birth to new words or be adopted from far places and foreign languages. In an etymology, we will find the origins of a word and see when, where and why these changes took place.

Words develop through many processes , the most general four ones are : Modifications, semantic Changes, Generation, and Borrowing.

a. Modification : Once people begin to use a word, they may change it, perhaps to make it easier to say, or to make it sound more different from other words, or other reasons. They may also form new words by modifying old words. “Selfie: is a good example.

b. B. Semantic Changes : The meanings of words can change over time.

● Metaphors : Technology gives us new words through metaphors such as keyboard, mouse, and desktop.

- Euphemisms : What is socially acceptable changes and then, words must, too.
  - Housecleaner instead of maid.
  - Server instead of waiter or waitress.
- Functional Shift : how words get new parts of speech.
  - A soldier> to soldier on
  - A load> to upload
  - To drive> a drive
- Generalization : extending the particular to the general.
  - Fantic ( religious zealot ) to sports fanatics.
- Semantic Shift : word meanings slide in meaning, as in ...
  - Mood comes from Old English mod, which meant mind or spirit.
  - Dream in Old English meant a festive atmosphere.
- Generation : as words are used, subtle differences become permanent changes and even new words, themselves :
  - Baby talk : Jammies, bye-bye, tummy
  - Blends or “portmanteau” words: Spanglish, Labradoodle
  - Coinages ( purposely invented words ): Workaholic, blog
  - Combining Forms: Mini, clipped from miniature and added to everything: minicomputer, minivan
  - Compounding: do and Undo
  - Eponyms : ( words named after people ) : Alzheimer's disease
  - Nonsense words : Supercalifragilisticexpialidocious, jabberwocky
  - Onomatopoeia ( words that sound like their meaning ) : Slam, crack, bump
  - Phrasal Verbs ( getting by, down, in, off, on, over, and out ) : Tune in, clean up, buzz off
  - Prefixing and Suffixing : Preheat, legal-ize, re-educate-ion
  - Reduplication ( the doubling of a syllable or word element to strengthen or emphasize meaning ): Flip-flop
- Borrowing
  - Words are frequently adopted from foreign languages, usually with some changes in their sound :
  - Many borrowed words are names of things or foods that have been brought into our culture from another: yoga, taco, and sushi.
  - There are also many words which you would not realize come from foreign cultures, such as slogan ( Gaelic ), coyote ( Nahuatl ) and avatar ( sanskrit ).
  - If the word was borrowed into English, the etymology traces the borrowing process backward from the point at which the word entered English to the earliest records of the ancestral language.

### **2.3 Models of Morphology**

There are three principal approaches to morphology and each tries to capture the distinction of language in different ways :

- Morpheme-based morphology, which makes use of an item –and-arrangement approach.
- Lexeme-based morphology, which normally makes use of an item-and-process approach.

- Word-based morphology, which normally makes use of a word-and-paradigm approach.

While the association indicated between the concepts in each item in that list are very strong, they are not absolute.

### 2.3 Etymology and Morphology

Morphology and Etymology involve looking at the structure and origin of words. These strategies can help students to better understand where words come from, what words mean and how to figure out the meaning of unfamiliar words.

Morphology is the study of the internal structure of words and forms a core part of linguistics today. The term “Morphology” is Greek and is a makeup of morph- meaning “shape, form” and -ology means “ the study of something”. It is a sub-discipline of linguistics that was named for the first time in 1859 by the German Linguist August Schleicher who used the term for the study of the form of words.( Booij,2007:42)

Morphology is the study of words. Morphemes are minimal units of words that have a meaning and cannot be subdivided further. There are two main types : free and bound. Free morphemes can occur alone and bound morphemes must occur with another morpheme.

Morphology is the study of the structure of words. According to *Adolescent Literacy* “Morphology describes how words are formed from morphemes. A morpheme is the smallest unit of meaning in a word.” ( 2007:9 )

Etymology is the study of the origins of words. Studying etymology involves learning the Latin and Greek roots and their meanings.

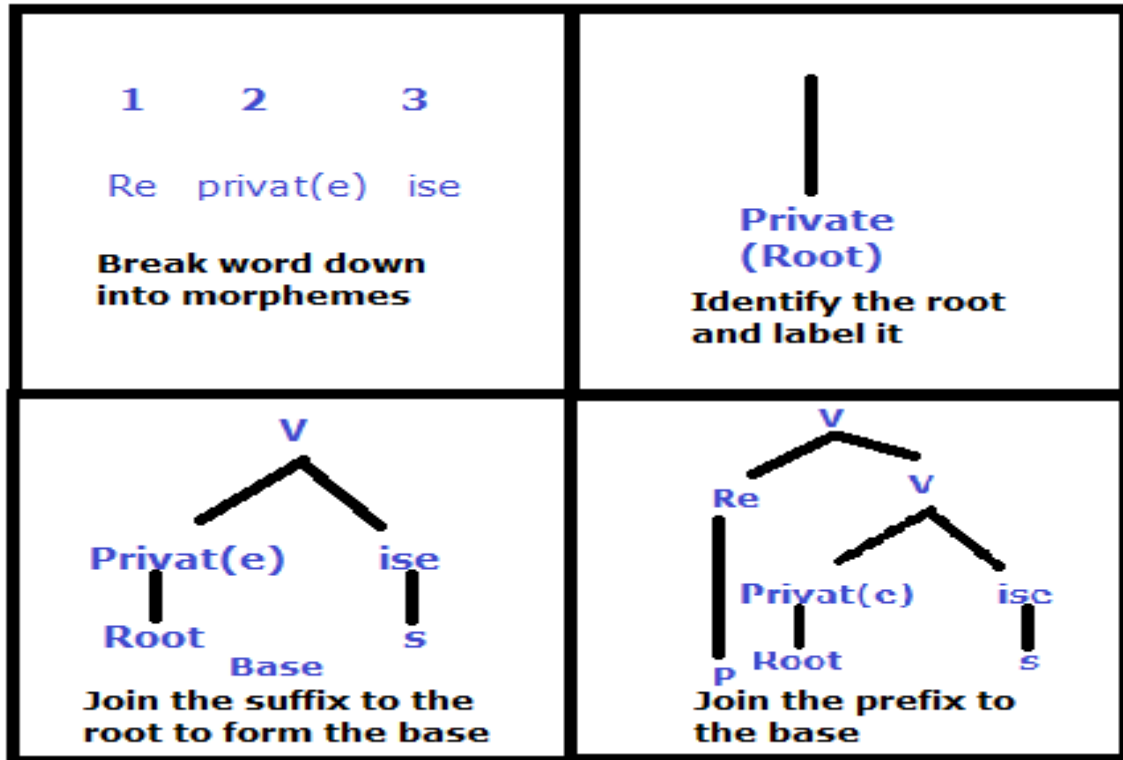
Studying morphology is important because it helps students to understand word families and patterns within words. (Miller and Veatch, 2011:29 ). According to *Literacy in Context*, “When students are taught about the generative nature of words, they can unlock the meaning of the words in a strategic way. (Miller and Veatch, 2011:29 ). So if students understand what the root word, prefix and suffix means, they will be able to determine the meaning of the word as a whole.

Understanding the different word parts may help students have a better and more thorough understanding of vocabulary words. According to *Adolescent Literacy*, “Students who understand words at the morphemic level are better able to get the meaning of words and are better prepared to deal with the increased reading and writing demands across the curriculum and content areas. Good readers use their knowledge of morphological structure to recognize complex words.” ( 2007:9 )

Morphology studies the smallest distinctive and meaningful word elements in a language, which is not only the synchronic study of word forms, but also of the development of word forms. Thus, it is both the synchronic and diachronic study of word forms.

A morpheme may be described as a sequence of sounds un a meaningful combination. Any word or parts of a word which has a meaning of its own and cannot be further split into smaller meaningful units is a morpheme.In English there are numerous examples of morphology , such as “replacement,” which is composed of re-,”place”, and -ment, and walked, from the elements”walk” and -ed. Many American Indian languages have highly complex morphology; other languages, such as Vietnamese or Chinese, have very little or none..Morphemes can be satisfactorily classified as free morpheme and bound morpheme:

Morphology tree can be drawn as illustrated in diagram 1



**Diagram 1**Morphology Tree

**2.4. Root Words**

Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes ( prefixes and suffixes ) are added is called a root word because it forms the basis of a new word. The root word is also a word in its own right. For example, the word “lovely” consists of the word “love” and the suffix “ly”.

In contrast, a root is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word”reject” is made up of the prefix”re-” and the Latin root”ject”, which is not a stand-alone word.

A root word is a word part that forms the basis of new words through the addition of prefixes and suffixes. In traditional root words, these words come from Latin and Greek, anf typically do not stand alone as a complete word. Understanding the meanings of common roots can help you work out the meanings of new words as you encounter them.

Many of the words we use in our daily language come from a root word. Once you pull off any prefixes or suffixes, the root is usually what remains. For example, “egotist” has a root word of “ego” plus the suffix -ist. “Acting| has the root word “act” and -ing is merely the suffix. ( Kittelstad, 2019 : 16 )

Some root words can be used independently or as part of other common words in the English Language. The following root words are provided with their meaning and, in parentheses, a few examples of theroot as part of other words.

- Act-to move or do ( actor, acting, reenact )
- Arbor- tree ( arboreal, arboretum, arborist )

- Crypt- to hide ( apocryphal, cryptic, cryptography )
- Ego-I ( egotist, egocentric, egomaniac )
- Form- shape ( conform, formulate, reform )
- Legal- related to the law ( illegal, legalities, paralegal )
- Meter- measure ( kilometer, millimeter, pedometer )
- Norm- typical( abnormal, normality, paranormal )
- Phobia- fear ( arachnophobia , claustrophobia, hydrophobia )

Since much of the English language is derived from Latin and Greek, there may be times when the root of a word isn't immediately recognizable because of its origin. Roots Derived from Latin or Greek can't stand alone in English; they need something joined to them to make a whole word in English.

- Acri- bitter ( acrid, acrimony, acidity )
- Astro- star ( astronaut, astronomy, astrophysics )
- Aud- hear ( audience, audible, audio )
- Auto- self ( autonomy, autocrat, automatic )
- Bene- good ( benefactor, benevolent, beneficial )
- Carn- flesh ( canal, carnivorous, reincarnate )
- Corp- body ( corporal, corporate, corpse )
- Cred- believe ( credible, credence, incredible )
- Dict- say ( direction, dictate, edict )
- Fac- to do ( factory, faculty, faction )
- Gen- birth ( genesis, genetics, generate )
- Lum- light ( lumen, luminary, luminous )
- Micro- small ( microbiology, microcosm, microscope )
- Multi- many ( multilingual, multiple, multifaceted )
- Port- carry ( portable, transport )
- Sect- cut apart ( dissect, sectional, transect )
- Sent- to feel ( consent , sensation, sensing )
- n- old ( senator, senile, senior )
- Tele- far ( telephone, telegraph, television )
- Vor- to eat ( herbivore, omnivore, voracious )
- Ject- to throw ( reject, eject, inject )
- Hypno- sleep ( hypnosis, hypnotic, hypnotism )
- Intra- within or into( intrapersonal, intramural, intravenous )
- Mal- bad ( malignant, malfunction, malice )
- Ambul- to move or walk ( ambulance, ambulate )
- Cardio- heart ( cardiovascular, electrocardiogram, cardiology )
- Cede- to go or yield( intercede, recede, concede )
- Counter- against or opposite( counteract, counterpoint, counterargument )
- Dem- people( democracy, democrat, demographic )
- Equi- equal( equity, equilateral, equidistant )

- Magni- big or great( magnificent, magnify, magnitude )
- Omni- all( omnipotent, omnipresent, omnivore )
- Pater- father( paternal, paternity, patriarch )
- Script- to write( manuscript, postscript, scripture )
- Vis, vid- to see( envision, evident, vision )
- Roots like “sent” and “sect” can also stand alone as English words, but they have different meanings in that case.

### **3. Etymology and Morphology in EFL Classroom**

#### **3.1 The Use of Etymology in EFL Classroom**

Etymology is the study of the origins of words. The English language is living and growing. Although many of our words have been part of our language for many years, new words are added all the time.

Etymology is often considered the preserve of the English teacher. It is a goldmine of an opportunity for teachers of every subject discipline. The stories that underpin our language can often illuminate the ideas and meanings we seek to communicate. Like a well chosen metaphor, they can make concrete an idea or a concept. This is not a token nod to literacy across the curriculum, but a recognition that a deep understanding of language is essential to a deep understanding of every discipline.

From etymology we learn that vanilla derives from the Latin roots. Etymology is a threshold concept, alongside its linguistic brother morphology ( morphology being the study of forms of words, including prefixes, root etymot words and suffixes, etc.). They help students not only better understand ideas, but also help them to grasp the often tricky rationale for many spelling patterns in the English language. Etymology is less of a focus throughout schooling, though its benefits can be significant in terms of knowledge development. Students are taught common patterns of suffixes and more in primary school. Students recognize patterns like the prefix *un-*, which instantly indicates a negation, a reversal, a removal or a deprivation. These patterns become implicit in our understanding of language, A conscious reflection on etymology and related morphological patterns can help every teacher with making their subject knowledge memorable the component parts of

Etymology breakdown can help our students with spelling. Understanding the roots and parts of words not only help with spelling in every subject area, but also illuminate meaning, for example, Taking the word “symbiosis” from Biology. It means “union for life of two different organisms based on mutual benefit”.

Deriving from the Greek, meaning simply “living together”, we can break the word down further. “Bio” famously has the meaning “life”-hence “biology”- with the prefix “sym”, which is an altered version of the Greek “syn” meaning “with, together with, along with, in the company of”. Thinking of “sympathy”, when things go along together in proportion, or “sympathy”, when our emotions become enmeshed together with another.

The techniques used can be done as follow :

Verbally- Teachable moments cannot always be planned for. Verbally sharing teachers expertise ( and getting students to make a note of it ) supports them in impromptu teaching of keywords and vocabulary.

1. Questioning - Try and get students to break down new vocabulary into key parts, such as root words or prefixes. Not only does provide them with a strategy to tackle new

words with, it also supports them to make connections. Ask them to look for parts of the words they recognize or suggest other words with similar root words or prefixes ( “ What parts do you recognize?, “ “Where else have you seen this?”). You may be able to link it to other subjects, particularly the languages they are studying.

When studying a word's etymology, teachers will focus on the earliest use of the word and broadcast of the word from one language to another. While a definition will present what a word means and is used commonly at the current time, etymology reveals a deeper essence of the word. The following sheets help students understand the significance of a word's contribution to language.

- Where Did It Come From ?- Many words in the English language come from words in other languages, most frequently from Greek and Latin words.
- Word Etymology- Look up each word in a dictionary. Fill out the chart. Then answer the questions.
- Etymology Challenge- Each word below contains one or more Greek or Latin roots. Unscramble the words.
- Word Roots and Origins- Read each word and its meaning below. Use a dictionary to help you locate the root(s) in each word. Some words may contain more than one root.
- The Origins of Words- Find each of the three words below in the dictionary. Fill out the table.
- Pro!- Many words began with prefix pro. Look up each of the words below in the dictionary. Fill out the chart. Then answer the questions.
- Meaning from Root Words- Use a dictionary to determine the meaning and etymology of each root word below.
- Same or Different? - some words look like they would have the same root word, but they actually have different etymologies.
- Evolving Language- The English language is always changing, and our dictionaries have to change to keep up with it.
- Etymology and Meaning - The following words have meanings that are all vaguely related.
- Where Did the learner Find That?- Choosing the correct word to complete each sentence.
- Word Family Trees- Words have “ancestors” just like people do. Like humans ancestors, some words come from distant countries, and like the characteristics of a family, the characteristics of words can change over time.
- Word Origin Project- Cut out the cards. Use them to create a “family tree” for each assigned word.
- Using References to Clarify Pronunciation- Look up each word in the dictionary. Circle the correct pronunciation.
- Etymology and Pronunciation- Look up each word in the dictionary. Circle the correct pronunciation . What is the origin of the word ? Write it in the box.

Knowing the etymology of a word provides enhanced perspective about its most effective use. It enables students to differentiate subtle differences with similar or related words, both now and past.

### **3.3 Etymology Examples : Here are a few of etymology example words**

1. Avocado ( origin: Nahuati )
2. Cappuccino ( origin : Italian/ German)
3. Disaster ( origin: Italian/ Greek )
4. Handicap ( origin : English )
5. Jeans ( origin : Italian )
6. Salary ( origin : Latin )
7. Trivial ( origin: Latin )
8. Ante( Latin )
9. Anti (origin: Greek )
10. Bio ( origin: Greek )
11. Fraud ( origin : Latin )
12. Geo ( origin : Latin )
13. Parliament ( origin: French )
14. astrum (origin: Latin ) /astron ( origin : Greek ) It gives meaning for( star )
15. Wanderlust ( origin : German )
16. Karaoke (origin : Japanese )
17. Cookie ( origin : Dutch )
18. Metropolis ( origin: Greek )
19. Lemon ( origin : Arabic )
20. Avatar ( origin : Sanskrit )
21. Ketchup ( origin: Chinese )
22. Entrepreneur ( origin : French )

Some words have been clipped such as :

- Advertising becomes ad
- Gymnasium becomes gym
- Fanatic becomes fan
- Hamburger becomes burger
- Examination becomes exam

Etymology of English words consists of :

1. Etymological composition of ME
2. Native and Borrowed elements
3. Classification of borrowings to the language and degree of assimilation
4. Etymological doublets
5. International words

### 3.3 Etymological Knowledge- Identifying how words reflect their derivations:

3.3.1 Strategy : Building word recognition and spelling skills through improving etymological knowledge . Engaging students with how words and letter combinations are derived from other languages. Students will spell words with the same base word by understanding why the word is spelt as it is due to the original meaning of the base word. For example,tele meaning far, is used in television, telephone, telegraph.

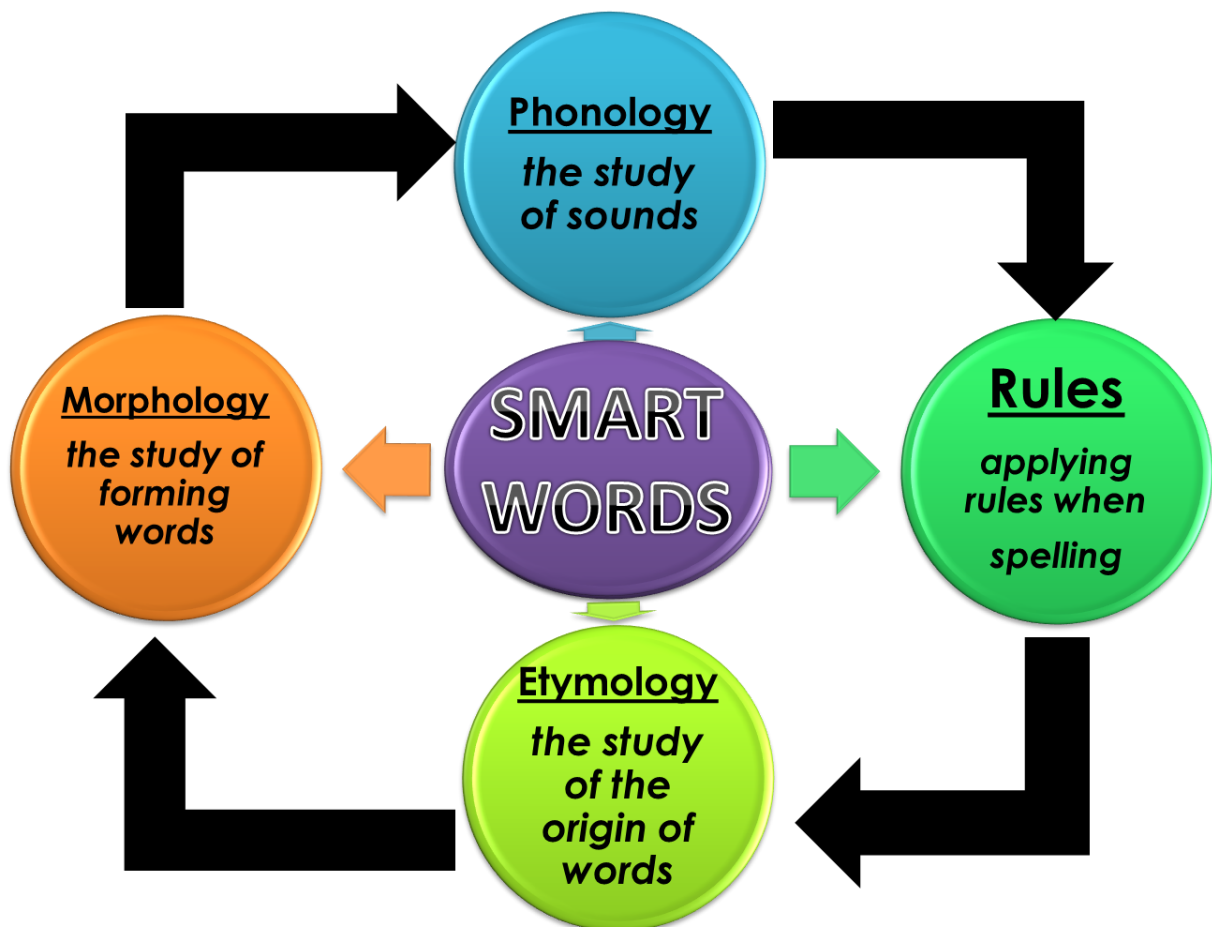
3.3.2 Activities to support the strategy : According to A NSW Syllabus , the following activities are adopted :

Activity 1 : word web

Writing a word like tele in the center of a graphic organizer to construct a word web. Explaining that it was the Greek word so far. Asking students to think of words that come from other origin is really a problem.

Adding to the word web as additional examples are experienced in reading and writing. This can be illustrated in Diagram 2

Diagram 2An Example of Spelling Problem



This strategy is best used if the words chosen need to be used in a specific Key Learning Area, for example : Teaching the Latin word centum meaning “one hundred”. Related to cents in the Dollar, centimeter, centiliter, centigrade, centipede, centenary; - hydro meaning water in Greek

is used in hydrate, dehydrate, hydrogen, hydraulic; aero, the Greek word for air ; aeroplane , aerobics, aerodrome, aerosol, aerospace, aeronaut, aerofoil , aerodynamics.

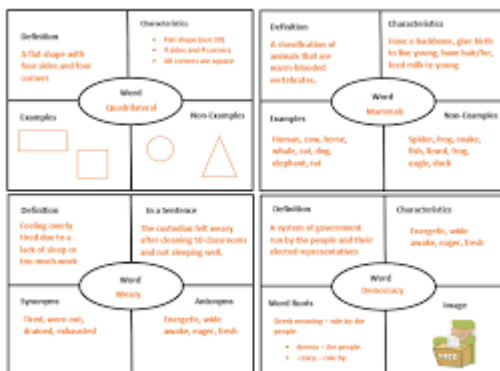
When teaching subject-specific vocabulary, make the most of the opportunity to teach new roots. Pointing out how many scientific words have Greek and Latin roots and discussing why that is :these classical languages were seen to be the language of the educated, and it was often such educated people who made scientific discoveries. Knowing the stories behind the words will help learners to remember both spellings and definitions. Using resources such as the Frayer Model to help students think of synonyms, antonyms and usage examples will also help. Through word games, teachers can ask students to write a plausible definition for unknown words based on what they know of root words then put these definitions into a hat along with the correct definition before asking students to guess which the real definition is. Variations on these games could focus on false etymology (e.g., “bride” and “bridle” do not share the same roots), guessing the root of language of a word or writing as many legitimate words that contain the root word as possible.

### 3.3.3 The Frayer Model

It is a strategy that uses a graphic organizer for vocabulary building. This technique as stated by Frayer ( 1969 ) requires students to 1. Define the target vocabulary words or concepts, and 2. Apply this information by generating examples and non-examples. This information is placed on a chart that is divided into four sections to provide a visual representation.

This instructional strategy promotes critical thinking and helps students to identify and understand unfamiliar vocabulary. The Frayer Model draws on a student’s prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples. Fayer Model can be illustrated in Diagram 3

Diagram 3 The Frayer Model



3.3.3.1 Devising and Using The Strategy : Pre-select a list of key vocabulary from a reading selection. The Frayer Model should be explained and a graphic organizer provided to each student to complete the template individually, in small groups or as a whole class. Modeling the type and quality of desired answers for the specific concept.

Reviewing vocabulary words or concept list with the class before students read the. Then direct selection.

1. Having students read the assigned text and carefully defining the target concepts. Having students complete the four-square chart for each concept.
2. Asking the students to share their conclusions with the entire class. These presentations may be used to review the entire list of new vocabulary or concepts. ( See diagram 4 )

This strategy is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. This strategy supports students' acquisition of new words and using resource materials by providing students with a structure to examine words for their definitions, characteristics, examples, and non-examples. Word learning requires multiple exposures to the word within meaningful contexts.

Measuring Progress can be done by :

1. Teacher Observation
2. Conferencing
3. Student Journaling
4. The Frayer Model As a Formative Assessment

### 3.2 The Use of Morphology In EFL Classroom

Morphemes are grouped into main classes :

- Closed Classes : Words or morphemes that keep the same form every time used and are unchangeable, including conjunctions (i.e. and), pronouns (i.e. he, she), auxiliary verbs (i.e. may, can ), determiners (i.e. the, a), prepositions (i.e. of, from ), and inflectional suffixes (i.e. XXX).
- Open Classes : Words that have morphemes that change depending on the grammar and meaning of a sentence, including nouns ( i.e. dog, dogs), verbs (i.e. walk, walking), adjectives (i.e. poor ), adverbs (i.e. poorly ) and derivational affixes ( i.e. prefixes: in-; and suffixes : -ly, -s ).

In both open and closed morphemes groups, morphemes can be separated into free and bound morphemes.

Morphological analysis is the application of morphological knowledge to help infer the meaning of new words from their morphemes. This links morphology to word meaning and leads to improved reading comprehension. ( Kirby, 2015, 11 )

The Knowledge of morphology can be applied to improve vocabulary. Learners can derive the new word from the existing ones by using affixes ( prefixes and suffixes ). They can supply some word formations such as compounding, blending, clipping to coin the new words .

Giyanti ( 2022:38,39) presents many ways for teaching morphology as :

- Using video from You Tube instead of text book : Books seem no longer interesting for students lately. They feel eager when they learn from videos. This encourages the writer to try to use English morphology lecturing videos from You Tube. The writer downloads more videos dealing with English morphology lecturing then gives them to the students a week before discussing the materials in the class. The students must be able to comprehend what the video about in a group of three or four. In the class, the

writer gives questions dealing with the material in the video. In the end, the writer and the students discuss about the material in the video together.

- Games for morphology : Games have an important role in EFL Class. Games refer to a particular activity having rules, goal as well as entertainment. Games can reduce the student to become bored. Apparently, game can be used to teach English Morphology. There are several games that can be applied in English Morphology such as;

a. Identifying Affixes

This game aims at identifying root and affixes. This game can be played individually or in group. To play this game teachers have to prepare several package of 10 cards with complex words on it such as playful, revelation, reaction, establishment, unbelievable, etc. The students or group have to identify the affixes and root of the complex words on their cards by breaking them into the smaller parts with scissors.

b. Affix Card

This game can be applied individually or in group. To play this game the teacher has to prepare two boxes. The first box is called root box containing some cards of root words and the second one is affix box containing some cards of prefixes and suffixes. Each group takes five root word cards and five affixes cards. They have to create complex words as many as possible by using the root words and affixes.

c. Affix Board Game

This game can be applied individually or in group. The teacher prepares a board game containing of affixes ( prefixes and suffixes ) in each square in the boards. Besides, the teacher prepares dice and game pieces. To play this game, the students have to roll the dice then move the game pieces to the square number in the board game then read the affix written in square number, the identify the affix as prefix or suffix , then give example of word with the affix, and the last step is the students have to make a sentence using the a. For example, the student gets four and there is a (-less ). The student should read the affix first, then say it as suffix , then give examples word with affix (- less ) such as careless, and the last is the sentence: He is a bit careless when driving his motorbike.

4. Methodological Framework

To find out which approach is more effective and more understandable by the students , tests are made .These tests are applied on a sample of preparatory stage students . These tests are exposed to a sample that is made up of 30 students . The first one is designed for a group of students that is taught an etymological approach while the other is exposed to a group taught a morphological one .The tests items are designed as follow :

1. The Etymological Approach

1. Give the root of the following words : 1. Star 2. Book 3. Time 4. Earth 5. Hear 6. Round 7. Law 8. Hand

2. Write the meaning of the following prefix with an example for each :

1.re- 2. Un- 3. Pre- 4. Dis-5. Im-6. Non-7. Mis-8. Anti-

3. Give examples for 8 suffixes in English .

2. The Morphological Approach

1. Highlight the root words in following complex words ;

1. mouthy 2. Hopeful 3. Sleepless 4. Carefully 5. Childish 6. Workable 7. sawed 8. Trembling

2. Fix the broken root words with the correct affix :

-love -ful  
-treat --ly  
-grate --less  
-mood - tion  
-do-ing  
-sad--ment  
-pink--y  
-tempt -ish

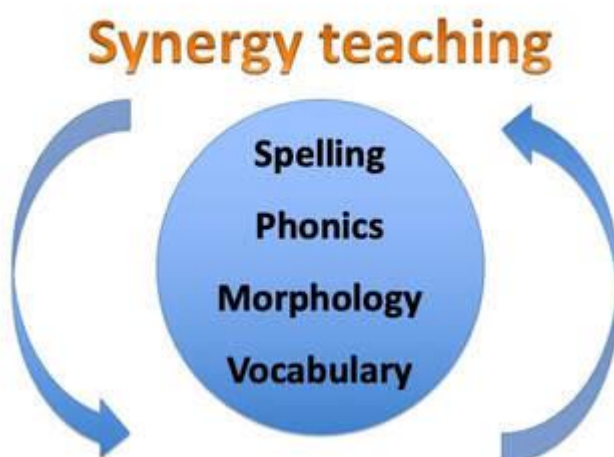
3. Sort the following words according to their affixes. Then guess the meaning of the affix based on their prior knowledge and the patterns they see.

1. Forgetful 2. Management 3. Disappear 4. Distrust 5. Shipment 6. Government 7. Neglectful 8. Careful

Each group consists of 15 students . Each test consists of 24 items, the correct item takes 1 mark while the wrong one takes zero.

Actually synergy teaching of etymological and morphological approaches can be illustrated in diagram 4

Diagram 4 Synergy Teaching



The analysis of two groups scores can be illustrated in the following tables :

Table 1 The Etymological Approach

student	Q1	Q2	Q3
1	6	3	6
2	7	3	6
3	5	4	6
4	5	4	6
5	7	7	8
6	8	7	8
7	7	6	5
8	4	5	6
9	4	6	6
10	3	5	5
11	5	6	5
12	5	7	7
13	7	9	7
14	7	8	6
15	5	4	5

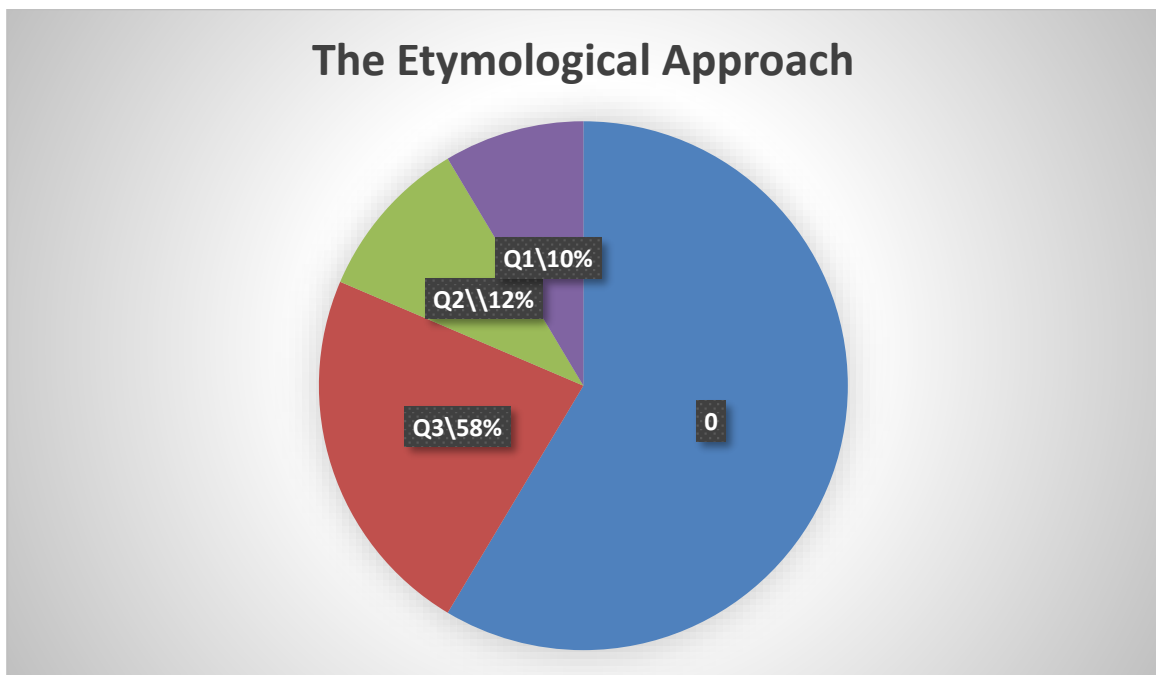
Table 2 The Morphological Approach

Student	Q1	Q2	Q3
1	7	8	6
2	7	7	6
3	7	9	6
4	8	8	5
5	8	9	5
6	8	9	8
7	9	8	7
8	6	7	7
9	6	6	7

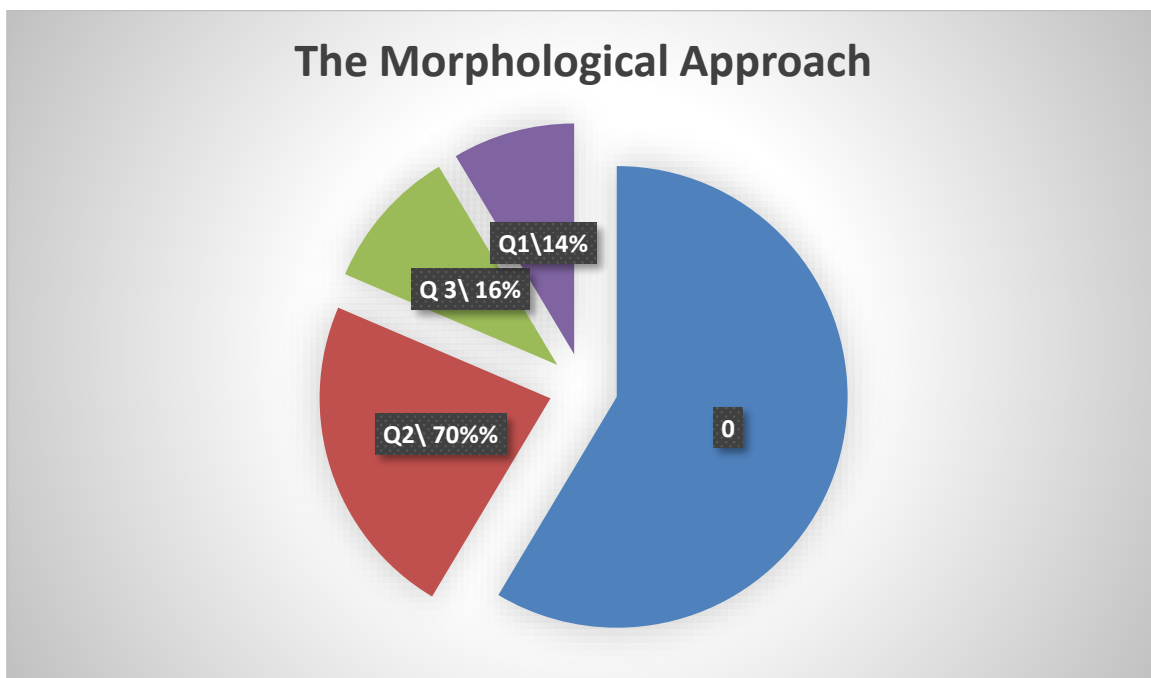
10	6	6	5
11	5	5	5
12	5	6	5
13	7	8	7
14	7	8	8
15	4	6	6

The results show that there is a range in students' scores in both tests. The etymological approach test scores illustrate that students show progress in question 3 specifically focusing on their ability to memorize items.

Concerning the morphological approach, the high scores are recorded in question 2 relating to the students' ability to match roots with affixes. Results are illustrated in the following charts :



**Chart 1**



**Chart 2**

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