MORPOLOGICAL ANALYSIS: A VOCABULARY TEACHING AND LEARNING TOOL

A Thesis submitted to

TILAK MAHARSHTRA VIDYAPEETH, PUNE

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Under the faculty of: Arts and Fine Arts

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March 2018

Certificate

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This is to certify that the thesis entitled ***"Morphological Analysis: A vocabulary teaching and learning tool"*** which is being submitted herewith for the award of the **Degree of Vidyavachaspati (Ph. D.) in English of Tilak Maharashtra Vidyapeeth, Pune** is the result of original research work completed by **Amrin Jalal Baig** under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

Place: Pune   **Research Guide**

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Declaration

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I, **Amrin Jalal Baig hereby** declare that the thesis entitled "Morphological Analysis: A vocabulary teaching and learning tool" submitted to the **Department of English, Tilak Maharashtra Vidhyapeeth** for the award of the degree of **Doctor of Philosophy** in **English** and that the thesis has not previously formed the basis for the award of any other Degree, Diploma, Associate ship or other title.

Place: Pune   **(Amrin Jalal Baig)**

Date: March 2018   **Signature of**

the candidate

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ABSTRACT

This research project is related to the field of applied linguistics. The purpose of the study was grounded in a way to investigate two methodologies of teaching and learning vocabulary in a second language English teaching classroom in the Pune district. This research was conducted to determine whether morphological analysis is a feasible tool with regards to the students' vocabulary acquisition and appropriate usage of vocabulary. In addition, this study also examined whether the personal background of the students affected the acquisition of vocabulary. Further, this project is also attempted to examine the students' motivation towards this new method of learning and teaching vocabulary. This method of morphological analysis was compared to the more traditional ways of teaching vocabulary to understand the importance and impact of learning morphology over children's attitude and appropriate understanding of the vocabulary taught.

A total of 80 school students voluntarily enrolled in this language teaching class, from two Grade 7 classes and two Grade 8 classes from two public Catholic ICSE schools in the area of Pune, Maharashtra. They were divided into two groups - Traditional Group(T Group) and Morphological Analysis Group(MA Group). The T Group was taught vocabulary through traditional methods like rote memorization techniques and MA Group was taught vocabulary through morphological analysis approach.

The data was analyzed through quantitative statistical methods. The quantitative data was derived from a pre-treatment vocabulary test, vocabulary Morphemic test and pre-treatment poll questionnaire which were controlled two weeks before the treatment. After the treatment, members got a prompt post-treatment vocabulary and Morphemic test and were made a request to finish a post-treatment survey through a poll questionnaire. Along with this they also completed a Postponed-Post treatment tests for vocabulary knowledge and morphemic appropriateness test.

Analysis of the data indicated that there was a major statistically significant difference between the two groups with regards to their morphologically appropriate usage of the vocabulary items, as well as a noticeable statistically significant differences was observed with regards to vocabulary recall and retention. It is worth noting that , the factor of enjoyment yielded significant differences with regards to learners' motivation, interest and confidence between the groups. Thus, the results indicate that

Morphological Analysis is more suitable for vocabulary learning and teaching as compared to the traditional vocabulary learning as the new method resulted in an increase of learners' vocabulary knowledge, including long-term retention. It was noted through this project that the students were motivated to learn new vocabulary through morphological analysis as compared to the traditional teaching of vocabulary.

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CHAPTER 1- INTRODUCTION

1.1 Introduction of the issue

Every language has a system of definite kind of signs and symbols that are used by the human beings to express their thought process. These signs and symbols appear to be complex but they are not as complex as they appear. Every language has its own set of symbols. There are many groups in the world; every group speaks a different language. People use this language to express their feelings, emotions, thoughts and ideas. Hence, we can say that language is the means of expressing one's feeling. It would be very difficult for a person if he is not able to express his ideas and feelings to someone else. At the same time that person would be frustrated if he is not able to express his thoughts in a proper manner. Atzler pointed out that if a person has thoughts he will express them through a language and if a person uses a certain Language he will definitely express his thoughts. This is an interrelated issue. What we understand from this is that language and expression are no different things. In other words language and expression are the two sides of the same coin. One cannot differentiate between language and thought or expression. If a person has come for some work to you and you have a language as well as him, both the expression and thoughts can be portrayed easily. Language and expression are two crucial attributes, actually. If a person knows a particular language and he also understands what he wants to express, communication becomes easy. This means that if a person knows his language and also knows his expression, both the language and the expression, can be used effectively. Words and idioms are as crucial to our feelings and experiences, as are colours and tints to a painting, said by Chomsky, 1957. This is the idea of Professor Chomsky. Professor William states here the importance of using a particular language to express ones thoughts and experiences. So much so that he

gives more importance to the use of language rather than how the language is used. So this means that knowing a particular type of language or using any kind of language is more important than having thoughts. This just means that if you have a language you will be able to express your thoughts, here, language has a highest importance. Scholar Steven Pinker in 1994 also gives the importance of knowing a particular language. According to him proper usage of language depends upon how much you know the language. It also depends upon your experiences, so if a person has a certain experience he will express it through language. The use of language and expression are no two different things. It is not possible to say that language and expression are different from each other.

 If language is important knowing the language well is also very important. Here we come across a very important question -What does a language consist of? Language consists of words, derivatives, phrases, sayings etc. These phrases and idioms are put presumptuous to the use of words. These words come from the vocabulary of that language that the person uses. Vocabulary is very important because it makes up most of the structure of a particular language. The language that this study is concerned with is English. There are innumerable words used in English. All these different words make the vocabulary of the English language. It is very important to know the different vocabulary of a language to be able to use the language well. It becomes difficult for a second language learner to know a large set of vocabulary of that foreign language. In the Indian scenario the students in the Indian schools are given a set of vocabulary to be learnt almost every day. This makes it difficult for the perfect use of vocabulary. However, the Indian student realizes and understands the importance of vocabulary in English. Once he understands the importance of vocabulary in English, that student works much harder to know the vocabulary to

improve his English skills. He makes use of the factors of listening, speaking, reading and even writing, through which the Indian student improves his vocabulary. The scholar Steven Pinker wrote in 1994 that he believes that there is a relationship between language and the experiences of a human being, a person will most likely be able to communicate with another person if there is a relationship between languages.

Vocabulary is important to any language. Vocabulary consists of different words. Vocabulary alone cannot suffice the importance of communication. The second language learner should be made familiar with the different patterns of vocabulary in English. This feature of teaching vocabulary should be done in a simple and proper manner. This part of teaching vocabulary is often overlooked in most of the schools in India. There are some fundamental units of communication. English language has a definite complex set of rules and symbols. This aspect of language should be made familiar to the second language learners. Depending upon the age of the learner this type of system should be exposed to the learner step by step. When the second language learners are instructed to the mark, to understand the meaning of the vocabulary and the use of the vocabulary, the learner will be able to understand English in a better and simple manner.

There is a certain kind of cognitive development of students of second language. Students should be able to understand the language well. Vocabulary knowledge is important for cognitive development. Most of the schools in India have English as the method of instruction or medium of instruction. It is only when the child understands the meaning of the words; reading comprehension of the language will be possible for the second language learning. For an Indian student knowing the meaning of the words is important because it is related to all the other subjects as English is the

medium of instruction. However, the vocabulary achievements of the Indian students are somehow not up-to the mark or are staggering. By the average age of 12 or 14 the Indian student knows about 30000 words in English. We can easily say 4000 words while and during the school is used by this student (Kachru,1986). However, it is not possible for every child to be able to follow up to this speed. There could be many reasons depending upon the background of the child, it could be financial, the mother tongue that the child uses, emotional or mental difficulties. Some students are very lucky because they attain this development easily. The student that has the disadvantage of the background finds it more and more difficult to be able to cope up with other children in the class. This also makes them slow learners of the language and all the other subjects and puts their learning back over time. This is a serious issue and it can be stated that such disadvantaged student learns only one third or half of the vocabulary compared to the children having an advantage. With the increasing grades in school this gap also widens. Looking at this problem, the schools in India have acquired a very wrong attitude towards solving this problem. Problem further widens when minimum 10 to 15 words are thought to the students at an elementary stage that is 10 to 15 words are taught to the students of the age group of 12 to 14 years. It is possible for a child to be able to transfer all these words; however, it becomes difficult for a slow learner of the second language. It is unlikely for a slow learner to be able to remember all the taught vocabulary in the week.

  We should find a solution so that the slow learners also learn vocabulary at the same pace with the good learners of vocabulary. The teachers should find different methods to help the slow learners. Cognitive development in the second language learners is different from the first language learners. Cognitive development can be even the development of belief of the student. The belief of the student matters the

most for the student. In the Indian scenario where the children are finding it difficult to learn a new language, that is the English language, it is very important that they start believing in the fact that they can learn the language. We can also say that cognitive development especially in language learning depends upon the psychological background of the learner. We can now say that one should find ways for the cognitive development in the second language learner especially in Indian students which can help to build up learning the language that is English. So I intend to concentrate on the cognitive development in a student of the second language learner whose first language or mother tongue is not English. I have taken into consideration all the Indian background students in my study. I was thinking of a unique method but I have chosen a very simple method that would help these young children to develop vocabulary. **"**Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood", (Boroditsky,2003), the definition given by the scholar in his research of health of children. In my research study I have tried to concentrate this cognitive development in a student. And as the definition says the cognitive development is done a thought process. The method that I have used to teach vocabulary to the children mainly consists of a thought process involvement of a student. This method also makes the remembrance of a vocabulary to a student easy. Nevertheless, the games, the activities, and various exercises used by the study develops vocabulary in the students, and helps with the problem solving activities and also the decision making of a student. As mentioned earlier the students are from the age group of 12 to 14 years old, which hands before adolescence and after the category of childhood. This is the best time to develop cognitive abilities of learning a

new vocabulary of a second language that is English. The method used in this study is morphological analysis.

Morphology tells us how different parts of the words come together and are collected to make meaningful parts. Morphology is basically a part of the branch of semantics, but it gives us certain clues about how words should be written and how the words should be pronounced and also it gives hints on how words should be spelt.

1.2 Significance of the problem

There is always the great importance given to teaching and learning vocabulary specially for learning a new language. But hardly do the teachers or even the students realise that getting hold of vocabulary has got a significant and specific problems that the learner often faces, especially the second language learners, learning a foreign language. This problem occurs especially in the starting stages or the earlier stages of learning a new language. There are many instructional as well as learning techniques which are basically designed to make the language instruction and the learning process much more easy, concentrating on the learning of vocabulary in a language. This has been certified by the researchers in various foreign universities.

1.3 Problems in learning

An Indian student learns the English language for 12 years in his life. This tenure of 12 years still does not make that student a master or does not make the student perfect in using the English language in his day to day life. This would make anyone wonder why this happens and one important question that pops up is whether there is any solution to this problem. As I am an Indian student and I have studied the English language for more than a couple of decades in my life, I would like to go back my school days and ponder upon how I was taught vocabulary in my classroom. Most of the times it happens that the thought that comes to my mind is that the students are not

motivated to know more about a language. This is because the language or the vocabulary is not introduced to the students in a proper way. Hence, the students are not motivated to know more or to do self-study about a new language. In the Indian schools a majority of the students speak two languages one that is the mother tongue and the other a new foreign language that is taught in school. As the students are bilingual most of the teachers adopt a direct method of teaching vocabulary in a class. The direct method has got many advantages it makes student understand the given language very easily and very well but its limits the extent of the language known by the student. It would be not wrong to say that it also makes the learning process of a new language difficult. The child has to struggle a lot to know and understand the language and this in turn de-motivates the child from learning that language. However, if you go to see the history of teaching and learning vocabulary we understand that the slow learners have benefited a lot due to this direct method especially in the Indian context. In the direct method if the child does not understand the language, the child demands for an explanation in his mother tongue this makes his understanding much more easy. However, this act reduces the actual learning process as a whole. English language is considered to be the second language in the Indian curriculum, hence, the child does not hesitate to ask help in the first language that is his mother tongue. As a result the teacher ends up using a bilingual method in her lessons. Vocabulary teaching and learning process is, however, hampered due to this bilingual method. ELT Specialists also have said in various researches that teaching vocabulary through a bilingual method weakness the learning process of the students. However, in India English is given great importance in India as it is said that it is an international language. Hence, understanding- speaking and writing the English language is very important in India. The Indian students who are learning

English as a foreign language feel more nervous and this increases their learning burden. It is through personal experience that I state that learning the English language requires good practice and also a lot of patience. I have been learning English language for years and teaching the English language for over a tenure and all I have experienced is that if one fails to understand the appropriate usage of this language, that person becomes insecure and also anxious, this kind of feeling prevails with the learner throughout the learning process. When the fluency of using English language is not achieved by the learner he feels disinterested to know more about the language. Sadly, this is not surprising enough in the Indian scenario. Sometimes the background of the students also hampers a lot in their learning process. Most of the Indian students have parents who are not educated in English. There is an additional challenge that the student faces while starting a foreign language as the student has no help at home. This creates another challenge in front of the learner. So even though in school the learners are exposed to English language, he is not able to utilise it to the fullest, all the things that are taught in class, because he does not have a proper background to use the language. So practically it is just the learning process for the student where the student cannot put into practice any of the learned knowledge. Then how will the poor student be able to put to use independently and correctly all that he has been taught in school? He will always be dependent upon a strong source that would help him get information about the language as he has never been able to practice the language. The main problem over here is that in the Indian schools English language is taught only keeping in mind the examination point of view. English is not taught in the classrooms to make the students capable of communicating or learning or comprehending English language. In fact teachers teach in the classroom only keeping this idea in mind whether it be English or any other

language or any other subject. This is very true in all the Indian classrooms. In India the state boards or even the central boards have an examination system that tests the students Rote memorization skills and not creative skills or application based skills. Due to this examination system the students do not comprehend but memorise whatever is there in that text books, the notes that a given by the teachers, then go to the examination hall right down whatever they remember, finish the examination, and also pass the examination and gradually forget everything that they have memorized. The basic reason of learning English grammar in schools in India is specially to pass the examination that is held by the school as well as the state, it is not based on facing real life situations or being able to converse well in English. As far as I remember none of the advanced grammatical methods for learning grammar is taught in schools appearing for the state board. Application based learning of grammar in English does not happen at the schools. As far as I remember there are various factors that de-motivate the children to take this learned language in to practice or use it practically. The schooling phase is the most important phase of development in a child. Most of the learning and brain development is done at this stage. But in the Indian scenario if the student is not able to learn a foreign language effectively, he will never be able to learn that language even in future. So the student grows up from a young child to a grown up and completes his higher education without having a proper knowledge of English.

Many Flashcards come to my mind when I remember the common childhood experience and also of having to look up words in the dictionary, write the definition and then learn the definition and get expected to use that word in different sentences. But how much of those definitions that I have learnt do I remember today? Do you remember how you have rote memorized a particular definition and then written the

definition in the examination and have completely forgotten about it, still gaining an 'A' in the examination?

In most of the state board schools, learn and remember, is the only technique that is used by the teacher to teach and learn new vocabulary. Here, the student typically learns a definition by trying to activate a photographic memory. Another important technique used by the teachers is the Rote memorization techniques. The students are given new vocabulary on the blackboard or in their notebooks and they are asked to repeat it time and again till the word is memorized by them. By saying the word and its meaning again and again the student is able to memorize the word effectively. But it is very difficult for the student to use these words in his application for everyday language. The Rote memorization technique is much more powerful than the learn and remember technique. But it is nonetheless weakling when compared to other modern techniques that could be used in the classroom. However, both these methods do not require any mental ability to learn a new vocabulary.

This is the reality in all the State Board schools that are found in Maharashtra. There could be some new techniques that would help the students to learn the new vocabulary in a much more simple way and also in less time.

1.4 Need of study

The organiser of this research is an instructor teacher and essentially inspired by the field of learning and teaching English language and research work. The organiser needs to teach English language to be an easy and fun way to study. As 'need is known as the mother of research', turns into the catchphrase in this exploration. Requirement prompts the coveted work done here. Henceforth, the organiser has additionally thought that it was important to have her commitment to the field of vocabulary educating by scoring on examination. The organiser is consistently in

contact with the students, instructors, supervisors and the general population that teach English vocabulary. The organiser has examined the challenges confronted by the students identified with English teaching and learning and understood the principle issues of vocabulary teaching. The motivation behind this review was to expand our comprehension of vocabulary teaching and learning when utilizing morphological analysis. In particular, this review investigated how language learners can associate new vocabulary to what they have learnt, in this manner encouraging and securing the learning of vocabulary.

1.5 Requirement for vocabulary building:

The four essential abilities of ELL are listening, speaking, writing and reading. To ace over every one of these aptitudes the learner needs to gain and grow his current vocabulary. Relevant vocabulary does not turn out to be sufficient. Henceforth, vocabulary building and extension turns out to be an inborn part for ELL. It is required to pass on one's contemplations, goals and data to others. Vocabulary is a typical obstacle for the majority of the ESL learners. But that is significant to give them a normal practice. Vocabulary building means it is required to comprehend a specific word that is imperative for a learner to know the significance, use, autonomous utilization in other circumstance. (Reasonable circumstance) Vocabulary building must be done well in a manner that is ordered and in an action based for longer retention of learned vocabulary. Words, unless learnt and utilized more than once cannot be remembered easily. Now and again the learner thinks that it's hard to utilize a word or comprehend its importance regardless of knowing the word. It might happen that the learner is not presented to vocabulary properly or is out of the content and logical vocabulary is restricted. Vocabulary can be taught in a good way not by

simply packing of words and utilizing them aimlessly, however, by understanding the correct importance and its legitimate use.

1.6 Relevance of study

This review is of educational significance and adds to past and present analysis and is a part of connected semantics particularly the field of vocabulary learning. Data with respect to the usage of educational instruments are used to teach vocabulary acquisition is still rare despite the fact that exploration in this field has increased some enthusiasm for recent years. Moreover, convincing methods for teaching and learning words effectively to the first stage and second stage learners has been disregarded; this is the crevice that the present research ponders upon and means to fill.

1.7 Organisation of this thesis

After this presentation of the introduction chapter, Chapter 2 offers a plan of the research identifying with critical parts of vocabulary acquisition, for example, learning parts of words, incremental nature of vocabulary, depth and breadth of learning vocabulary, and the historical backdrop of vocabulary education in the classroom of an Indian student. Also, a point by point synopsis of research studies in the field of vocabulary dealing with the association of vocabulary and for educating and learning techniques of vocabulary is exhibited, which follows an exchange and discussion on Morphological Analysis and conceivable teaching suggestions for future research.

The planned research questions are exhibited in Chapter 3, alongside the explanation of vocabulary tests, the methodology used and information on how it was analysed. This part of the chapter likewise incorporates the words that were chosen for the review and in addition how they were chosen. Chapter 4 presents the information gathered from the pre-treatment and post-treatment polls, and in addition the

outcomes from the statistical utilized part of this review and research. The test outcomes are spoken about in detail for each research question address and are associated with past research and their importance to the field of vocabulary learning. At last, Chapter 5 talks about suggestions for teaching method, plots limitations for the future and limitations of the present method and study and recommendations for future research in the related field.

CHAPTER 2 – REVIEW OF LITERATURE

2.1 Introduction

 The current project is a secondary level investigation of the implementation of Morphological Analysis as vocabulary teaching and learning tool. All through this chapter I have supplied an outline of the relevant literature for the promotion and understanding and to contextualize the present findings within the current discussion on effective approaches to lexical development in second language acquisition. To the present this clearly, there are four sections of this chapter. The first section deals with the history of English language teaching and a history of vocabulary teaching. In the second section I have highlighted within the literature review as many theories involved with vocabulary acquisition and teaching of English language. Within the third section of this chapter, I discuss how to assess the knowledge of vocabulary and what it is to know a word. I give the most acknowledged concepts underlying morphological Analysis and its potential applications within the second language (L2) schoolroom in the fourth section of this chapter.

2.2-A. SECTION I

A.1. Vocabulary Teaching: A brief history

A.1.1 A Brief History of English Language Teaching in India

English is a widely spoken language today. It has frequently been alluded to as 'worldwide language', the most widely used language of the advanced period and right now the language regularly taught as a foreign language around the globe. English in India is utilized for connecting with the outside world, as well as for between state and intrastate communication. In light of the various ethnic and etymologically mixed qualities found inside our country, English goes about as an imperative "connection" language. With the Information Technology advancement and all the programming

and working frameworks being produced in the English language, another importance for written and oral communication in the English language have risen. English is said to be the world's most critical language having informative and educative esteem. English is utilized everywhere throughout the world not out of any burden but rather in view of the acknowledgment that it has certain points of interest,(Hussain, 2012).

A.1.2. English in the British period

Authoritatively, English has a status of secondary language, yet in truth it is the most imperative language of India. After Hindi it is the most generally spoken language in India and presumably the most read and written language in India. Indians who know English will, dependably attempt to demonstrate that they know English. English symbolizes in Indians minds, better instruction, better custom and higher brains. Indians who know English frequently blend it with Indian languages in their discussions. It is likewise regular among Indians to suddenly move to talk familiar English amidst their discussions. English additionally fills in as the communicator among Indians who talk diverse language. English is critical in a few frameworks – legitimate, budgetary, instructive, business – in India. Until the start of 1990s, outside motion pictures in India weren't deciphered or named in Indian languages, yet were communicated in English and were implied for English speakers. The reason Indians give such significance to English is identified with the way that India was a British state. At the point when the British began administering India, they hunt down Indian educationists knowing English who could help them to rule India. The British swung to high learned Indians to work for them. Numerous high rank Indians, particularly the Brahmans worked for them. The British strategy was to make an Indian class who ought to think like the British, or as it was said then in Britain "Indians in blood and colour, however, but English in taste, in reasoning and ethics and mind". The British

additionally set up Indian schools in view of British models with accentuation on English. These Indians likewise got their instruction in British schools. The English Christian preachers came to India from 1813 and they likewise assimilated schools at essential level for Indians in which the language of instruction was local language. Later on the Britishers managed to set up secondary schools with English as the language of instruction which obliged the Indians who needed to study to have decent information of English. The British rulers started fabricating their schools in India from 1857. English turned into the main language in Indian instruction. The "cutting edge" pioneers of that period in India additionally upheld English language and asserted it to be the primary key towards achievement. Indians who knew great English were viewed as the new world class of India. Numerous new schools were built up in which the language of instruction was English. As per the British laws the language of instruction at school level was English and accordingly schools that stressed English were favored by aspiring Indians. Indeed, even after India's independence, English remained the primary language of India. Formally, it was given a status of a second language and should have ended authoritatively following 15 years of India's freedom, however despite, everything it remains the vital language of India. (Hussain, 2012).

A.1.3. The seventeenth century

The English language came to India within the seventeenth century with the East India Company. It absolutely was fashioned to conduct trade with India and different countries within the east. At first the Britishers tried to find out Indian languages to speak with Indians. They started special schools for this purpose. They conjointly took the assistance of the translators. However, once their political powers increased, they created British Indian provinces like Bombay, Madras and metropolis. Therefore,

the English traders gave additional importance to English instead of to Indian languages. Some missionary establishments taught English to Indians. The East India Company took the responsibility of the educations of the Indians. The Indians were conjointly realizing the importance of the English language. As A.P.R. Howatt notes: By this decade the Indian middle classes were turning into understanding the importance of English. They accomplished that English was the language needed for a secure future in an exceedingly important government job, thus why was English not taught within the secondary school? Personal faculties providing this service were already doing sensible business, notably in Kolkata. The state was set for the primary 'big moment' within the imperial history of English as second language teaching. Meantime some movements were started by Raja Ram Mohan Roy to introduce western scientific education through English. He needed to exchange ancient Indic and Persian teaching. To require a call on the difficulty, a committee was fashioned. First Baron Macaulay was the chairman of this committee. He advocated English because the medium of instruction within the place of Indic and Persian. He thought the members of this category would unfold their information through English. Macaulay's functions were:

i)   to make the dominance of British custom over the Indians and to own the management over the minds of the Indian individuals through English.

ii)   to coach Indians and create them to suite the utilization.

British Government gave preference in jobs to the Indians UN agency who had the education in English. Variety of Indian students found poetry, drama and different writings troublesome to complete their degrees. Meantime several new schools and universities were created. The system of English education supported on English literature continued until the independence. (Hussain, 2012).

A.1.4. English after Independence

India got the independence and the Indian government needed to choose its approach towards English. They chose to make Hindi the official language. Provincial languages were given the status of national languages. Certain states demanded to make English the second official language. Schools and colleges were expanding quickly in India. A portion of the general population from the disregarded society additionally approached to learn English. English was not constrained to a couple of world class schools and universities. Be that as it may, there were complaints about the principles of English. The legislature designated many commissions to enhance the standard of English in schools and universities. All these would cut us off from the living stream of our developing information technology.

The Secondary Education Commission stressed the same in a comparable tone: "Commissions reaffirmed the significance of English". For example, University Education Commission says: "English, in any case, must keep on being taught. It is a language which is rich in writing – humanistic, logical and specialized, in the event that under sentimental needs we ought to surrender to English". The present position of India in the worldwide circle was moderately increasing because of the call that educated Indians gained over English.

In 1958 The Central Institute of English was begun in Hyderabad. Provincial organizations were built up in Bangalore and Chandigarh. Be that as it may, no one attempted to change the writing based arrangement of English. English was examined mostly for training and organization. But since the progressive advancements in science, innovation, travel, exchange, interchanges and diversion, English got another name as the global language of communication. These days it is important to take in all the four aptitudes of learning a language ,namely ,listening, speaking, writing and

reading. English teaching has stayed unaltered for about 150 years, new improvements are occurring worldwide in the techniques for teaching and learning English. These improvements have influenced the English language teaching in India too. Already, English was taught from fifth standard in the non-English medium schools of Maharashtra. Presently it is taught from the principal standard even in the non-English medium schools. In the past the syllabus was writing based ,however, now it is proficiency based. Prior the assessment framework fixated on the writing ability only, from the year 2006-07 the oral test is presented in the optional and higher secondary schools. Individuals know about the significance of English. (Hussain, 2012). Thus, different courses are created for teaching communication in English. The utilization of Language Laboratory and Computer Assisted Language Learning (CALL) has made new changes in the teaching of English. The sound tapes and CDs are being utilized on a vast scale to learn language. Different programming of English teaching are produced and utilized by a developing number of individuals. There are numerous private foundations that run the courses of communication in English.

A.1.5. English language teaching in post-independence period

English is the state language of two states in Eastern India, Meghalaya and Nagaland. It is the principle medium of instruction at the school level, and it is taught as a foreign language at each phase of training in all conditions of India. In India, as in other etymologically and socially mixed casts, the position of English is controlled by different political, social and social contemplations (Kachru, 1986b p.15: 11-30).The three language formula was created for the educational load to be more pleasant, to advance national coordination, and, to give more extensive language choice in the school educational programs (Srivastava, 1990 p.37-53)

A.2.The unfolding of English in India

Today's world considers English as a worldwide language, as a result of this there has never been any other language that is acceptable, therefore English is wide and unfolds easily or spoken by such a lot of individuals. It makes news daily in several countries and is adopted as an official language by several countries. It has a special role to play within the countries wherever it is been established as the official language and is getting used as a medium of communication. The statistics collected by David Crystal (1997: 61) shows that just about 670 million individuals use English with fluency and competence. This figure is steady growing ever since 1990. English currently holds a dominant position in each sphere of human action. It is an astonishingly vital input for all the developments within the world and in India. (Hussain, 2011).

A.3. Growing demand for English within the context of recent day development

The demand for English has been far-reaching the majority the fields of national life like politics, medication, and media, Communication, travel and education.

The importance of English language in academic field worldwide also is obvious from the actual fact that several countries have created English as a political applicant language. Consequently, English language teaching (ELT) has become one among the key growth industries round the world within the recent years. For example, by 1998, the British Council had a network of offices in 109 countries promoting cultural, academic and technical cooperation. In 1995-96, over 4, 00,000 candidates worldwide took English examination administered by the Council.

Another wide quoted statistics is: regarding eighty percent of the world's electronically keep data is presently in English. This includes the type of data kept by the individual companies, organizations and libraries etc., and therefore the data

created is accessible through the net. This can be, therefore, as a result of the primary protocols devised to save data that were developed from English alphabet. It is associated and accepted truth that if one desires to require a full advantage of the net and World Wide internet, it is attainable solely by learning English; as a result of most of the browsers still are unable to handle multilingual data presentation. (Atlzer, 2011).

2.3-B. SECTION II

B.1. Introduction

In this section I initially give a review of the improvement of vocabulary teaching and continue with the techniques of educational implications for vocabulary teaching today. Amid the historical backdrop of second language learning, changes have occurred in the methodologies and techniques for teaching and learning procedures which have affected the acquisition of second language learning. (Zimmerman, 1997). The Grammar Translation technique, into the mid-twentieth century, concentrated on breaking down the language being referred to into local language in an informative setting as contrasted by the Communicative Language Teaching approach beginning in the 1980s (Schmitt, 2000; Zimmerman, 1997). As to vocabulary, a few techniques concentrated on bilingual word records (Grammar Translation strategy) for vocabulary learning, while others disregarded vocabulary teaching and believed that vocabulary would by one means or another deal with itself, for example, the Audio-Lingual strategy or the Communicative Language Teaching approach (Schmitt, 2000, p. 15). However a shared trait that can be found in all second language teaching and teaching methodologies is the absence of innovative ways to deal with teaching and teaching vocabulary particularly. They are elaborated by (Nagraj, G. 1996).

B.2. Techniques and approaches of teaching English in India

Before 1960s, English was taught for academic reason. The syllabus comprised diverse stories, lyrics, treasuries and so forth. Principle center was teaching and teaching English for artistic reason and not for practical one. Let us see the methodologies and strategies for teaching English.

B.2.1. The Structural - Oral - Situational Approach (S-O-S Approach)

The Structural Approach was created at the University of Michigan and different Universities. It came as another option to the immediate technique for teaching and learning English as a foreign language. It had its underlying foundations in Army Training Programs amid world war second. The unmistakable language specialists of this approach were Charles Fries, Harold Palmer and A. S. Hornby. We discovered that this approach had come to India in 1952.

The S-O-S (Structural-Oral-Situational) Approach is the introduction and routine with regards to deliberately chosen and reviewed structures and fundamental sentence designs in English. These sentence examples are helpful for the good hold of the language. It was only introduced in the southern Indian universities. The main aspect of this approach is that teaching is made enjoyable.

B.2.2. The Grammar - Translation Method

The Grammar Translation Method is a result of the formal teaching of traditional languages i.e. Greek and Latin. As it is started in Prussia it is likewise called Prussian Method in America. The primary components of this strategy were:

(i)   the teaching of the second language grammar and

(ii)   the practice system was translation from English into the local language.

This technique of teaching English with the assistance of linguistic use of the vernacular was losing importance as it did not show good results.

B.2.3. The Direct Method

This technique is likewise called as change strategy, characteristic strategy, and mental technique, phonetic or oral strategy. It is developed as a response to Grammar Translation technique, in Europe. It is a strategy in which English is taught straightforwardly without interpretation or linguistic investigation of the vernacular. In this way, it looks for direct association amongst experience and expression, between words, expressions and sentences and their implications.

B.2.4. The Reading Method

This strategy is created by Dr. Michael West for genuine reasons. Along these lines, it is likewise called the new strategy or Dr. West's New strategy.

Reading Method depends on the standard of deliberate quiet reading, isolate arrangement for extraordinary readers with selected and all around reviewed vocabulary and a sensible utilization of first language. Reading ability has been underlined by this technique.

B.2.5. Audio-lingual Method

The audio-lingual Method is the consequence of the expanded consideration towards foreign language teaching in the United States towards the end of 1960s. It was fundamentally developed to shield Americans from getting to be noticeably separated from logical advances made in different nations. The principle center of this strategy is an oral work. Fast and precise reactions are anticipated from the learners in discourse circumstances. Regardless of having the above inspected methodologies and techniques (aside from Communicative Approach) to teach English, the learners need to face such a large number of issues in the learning of English where informative capacity is concerned. With regards to the Communicative Approach, a few

etymologists oppose that, much accentuation was given on the structures and lexical things which did not yield decent outcomes.

B.2.6. The communicative approach

It was understood that the accessible techniques couldn't build up the communication expertise in the learners. To tackle this issue the committee of social co-operation created practical syllabus. It was additionally called practical notional syllabus. Communicative Approach is a characteristic expansion of this practical notional syllabus. The development with respect to this approach took inputs in 1970s. In the most recent decade, this Communicative Approach to teach English was presented in India. An approach reveals to us what is to be taught. Along these lines, this approach reveals to us that the fundamental concentration is on teaching communication to the students. It shows that the English instructors ought to make the students ready to utilize diverse informative aptitudes successfully. Viz. listening, speaking, reading and writing. Consequently, this approach was received for teaching and learning English from June 1993. It ought to be likewise seen that, according to the administration, English has been made compulsory. To begin with, according to the Maharashtra State Secondary and Higher Secondary Education Commission, (Aggarwal, J. C., & Agrawal, S. P., 1989) Pune, 20 marks are allocated to oral examination for English subject of IX and X from June 2006. It demonstrates the significance of Communicative Approach for teaching. Actually, the educators are required to focus on teaching English as a language of communication and not as a language of writing. Therefore, plainly, it is the need of an opportunity to teach English communication. On the off chance that a student of English, doesn't know Tennyson or Wordsworth, will do; yet he should know how to communicate in English in different circumstances happening in his everyday life. Subsequently, the

present educational programs of English subject has been outlined by Communicative Approach. While utilizing the Communicative Approach for teaching and learning English, the instructors confront numerous troubles. The idea of Communicative Approach was not clear to the educators. Henceforth, there were such a variety of issues in teaching English by Communicative Approach.

B.2.7. Outcome of the teaching approaches

After analyzing numerous teaching methods the genuine issues confronted by students are as per the following.

(1) The learners can't utilize English in ordinary spoken or written communication.

(2) They have the capacity to form sentences, however, can't utilize them to perform different demonstrations of social nature.

(3) They do not have the capacity to utilize sentences to make inquiries, to make demand, to look for consent, to place request, to look for data, to depict, record and order.

(4) They are, 'grammatically skillful' ,however, 'informatively awkward' learners know the language structure yet do not have the capacity to be fluent and familiar with English.

(5) They don't know how to state in English a specific thing at a specific time.

(6) After finishing school education, the students can't talk in everyday circumstances utilizing suitable English.

(7) They can't express likes, despises, request, assertions, differences, emotions, thoughts, considerations and about individual data in English.

(8) Many a times, second language learners think in their first language and make an interpretation of sentences into second language. Along these lines, actually it sets aside opportunity to impart appropriately.

B.3. English as a Second Language in Indian education system

The role of English was strong and united as English was recognized and perceived as:

• The language of data (Science and Technology)

• The language of liberal, trendy thinking

• A window on the planet

• The language of library.

Thus, the 3 language formula came into existence. This policy was anticipated in 1956 by the Central board on Education and was approved at the Chief Minister's conference in 1961.(Aggarwal, J. C., & Agrawal, S. P. ,1989). The policy geared in the direction of creating English link fundamental part of the school education in India. This naturally limited the educational use of Hindi and therefore, the students started learning English as a second language. Consequently, the traditional languages, notably Sanskrit, suffered a decline and English became the second language in education each in Hindi and non-Hindi speaking areas.

The picture is like this:

Table 2. 1: (The Working Group Report, 1986:21): Teaching and teaching the Study of languages in the school curriculum.

Level of Study	Standards	Languages taught and used as a medium of instruction.
Pre-Primary	Nursery, LKG,UKG	Mother Tongue/State Language
Junior School	1 to V	State Language + Modern Indian Language + English
Middle school	VI to VIII	State Language +Modern Indian Language + English
Senior School	IX and X	State Language (+ ESP Optional)
Junior School	XI and XII	State Language (+ ESP Optional)

From the above description, we will observe the relative 'constancy' of English and additionally how the construction of 'second language' becomes subtle. Again, constant reports speak on the importance of English, since-knowledge is growing at a breath-taking pace. English ought to primarily be tutored, so that, it is learnt better in four/five year course:

To quote Kapoor , "Now the failure in teaching English as a second language stems not from the idea, coaching and mechanics of instruction, however from the built-in abstract inappropriateness in accepting English as a second language".

B.4. Aims of Teaching English as a foreign language in Indian scenario

Because, the English as a foreign language has been obtaining a united stage as a world language, it is indispensable for all the countries to teach and learn English. Otherwise, it is troublesome to stay at pace with all the events within the world. Specially, it becomes terribly essential for a trilingual and developing country like India in Indian scenario to find out this world language.

B.5. Problems in Teaching/Learning English as a Second Language in Indian scenario

The teaching of English in Indian scenario has continually been in troublesome circumstances. This is often, therefore, attributable to the big population of the country, bleak economic conditions, the cultural and social diversities, meager men and material, etc. allow us to discuss a number of these here, which were elaborated by Singh, U. N. (2017).

B.5.1. Requirement of straightforward Policy

One in all the most important reasons for the poor routine of English is that the lack of a straightforward policy. There are frequent changes within the policy of the government towards the teaching and learning of English. Although English is tutored as a compulsory subject, solely the passing marks is taken into account. Because the share of low achievers has been ever increasing, the government has set up it is mind to not take into account the examination marks in English as essential for admission into a university course.

B.5.2. Requirement of experience with the Language

Most of the Indian students are used to their mother tongues. They do not get adequate opportunities either to concentrate to or speak in English. They hear English solely within the 'English category classes'. The teaching of the other subjects is generally in their regional languages because the medium of instruction is in their vernacular languages. The main problem is that solely the language within the cities is sometimes English and few concrete areas that we discover English medium schools. As a result of the poor social and economic backgrounds, they neither get enough exposure to English outside the schoolroom nor enough opportunities to enhance themselves in speaking it. This naturally reduces their use of English and ends up in a poor proficiency within the language.

B.5.3.Non-availability of suitable Teaching/Learning Material

Several teaching/ learning materials like — sensible textbooks, workbooks, and handbooks for teachers, TV, radio, charts or different helpful visual material — are important for efficient teaching. Sadly, several teachers and students aren't given these materials. Hence, generally the teaching and learning becomes a lot of originative or imaginative than reasonable.

B.5.4. Requirement of fine teachers of English in India

Sensible teachers of English are found in dreadfully small range in India. Hence, not having a decent teacher of English may be a common experience of all the students of English. The teachers of English are either not trained properly or they are the teachers of different subjects. Even though they're trained, they are trained by the teachers of English in India, however, not by the native speakers of English language. Even the materials and methodology employed in these coaching programmers are superannuated. Although there are institutes like CIEFL, RIEs and, ELTCs to coach

teachers of English, they're hardly enough for the big demands of the Indian teacher population.

B.5.5. Faulty ways of teaching English

The methodology that is practiced to teach English in schools isn't applicable. The oral work, that is that the soul of any technique is completely neglected. Writing that is a complicated talent to be learnt is tutored right from the start. Students aren't given exposure to the utilization of language. Language is tutored from the primary classes and learnt by relying on memory. As a result, students fail to attain any convincing way of the utilization of language.

i. Requirement of Motivation

As students don't notice any immediate want for English, their interest naturally slackens. Similarly, as there's no immediate reward for his or her action, the interest decreases. The poorness and therefore, the insecure social conditions also force them to neglect the language. Additionally, learning a foreign language isn't a straightforward task and therefore, the students aren't obtainable to attain fluency within the use of the language.

ii. Large categories of classes

With our massive population we have not noticed any class where there is small class, i.e. student number in a class is always more than 50. Because the students within the category are continually heterogeneous, there is hardly any time to concentrate to the weak or inventive kid. Even the mediocre students do not get enough expertise within the use of language. There is no scope for individual attention. This, certainly, hinders the intellectual growth.

iii. Defective Examination System

Generally, the methodology of teaching is designed on the sort of analysis, though it ought to be happening the opposite way. Our examinations of English encourage the students to memorize as a result of which the questions are supported by summarizing either a verse form or a narration. The language skills aren't tested to any considerable degree. Speech skills are completely neglected.

The quality of English in our country is woefully low. Hence, plenty of responsibility is thrown on the shoulders of the academicians to create their classes fascinating to make learning of English fruitful. They need to alter to fulfill as well as succeed to perform their duties.

2.4-C. SECTION III

C.1. Vocabulary knowledge

Before we are able to discuss what the acquisition of vocabulary entails, it is necessary to know what it means to truly know a word. Words aren't merely words and knowing words encompasses a collection of aspects. Variety of researchers tried to outline, ''What it means that to know words'' by making comprehensive lists of parts of vocabulary information. Wesche and Paribakht (1996, p. 28), as an example, give an inventory separating vocabulary information into 5 elements, particularly:

(1) generalization (being related to or elicited by words or lexical things. With "embedded in words"),

(2) application (being ready to use the word correctly),

(3) breadth of meanings (knowing multiple meanings of words),

(4) appropriateness of that means (knowing a way to use the word in numerous contexts), and

(5) convenience (being ready to use the word productively).

Previously, Wesche and Paribakhts' vocabulary information categorization was given, also literary critic, Richards(1976, pp. 77-89) urged seven elements of vocabulary information that are knowing:

(1) a word's frequency and its collocation,

(2) the limitation obligatory on its use,

(3) its grammar behavior,

(4) its basic forms and derivations,

(5) its association with alternative words,

(6) its linguistics worth, and

(7) several of the various meanings related to the word.

Nation (2001, p. 27) adopted the vocabulary information elements advised by literary critic, restructured and extended the list. As table 2.2 illustrates Nation classified his vocabulary information elements into kind, meaning, and usage that are then additional separated into completely different aspects of knowing a word.

Table 2. 2: Components of word knowledge. Nation (2001).

Form	spoken	R	What is the sound of the word to you?
		P	What is the pronunciation of the word?
		R	How can you perceive the word looks like?
	written	P	Is there a difference between the word written
		R	and spelled?
	word parts	P	Which parts can you recognize in this word?
			Which of these word parts can be used to express the meaning?
Meaning	form & meaning	R	What connotation does the word form ?
		P	Which word form should be used to direct this connotation?
	concept & referents	R	What is counted in in the idea?
		P	What matters can the idea refer to?
	associations	R	How many other words can be formed when we think of this word ?
		P	How many different can we use instead of this one?
Use	grammatical function	R	What designs does the word follow?
		P	What designs must we use the word?
		R	What words or kinds of words follow with this word?
	collocations	P	What words or kinds of words are essentially we use with that word?
	constraints on use (register, frequency,	R	Where, at what time, and in what way often would we think to meet that word?
		P	Where, at what time and how frequently can we use that word?

As this table shows, Nation (2001) not solely categorized the aspects of word data in terms of type, meaning, and usage, however, additionally which is receptive and productive data (denoted by the R and therefore the P within the table respectively). Once analyzing language textbooks it becomes obvious that the main focus on is on However, being attentive to the numerous aspects of vocabulary data isn't enough. It is additionally necessary to possess associate understanding of what a word is. Vocabulary is nothing but merely words. Every word includes a large number of language functions: phonemics, syntactical pattern, linguistics and context (Schmitt, 2000).
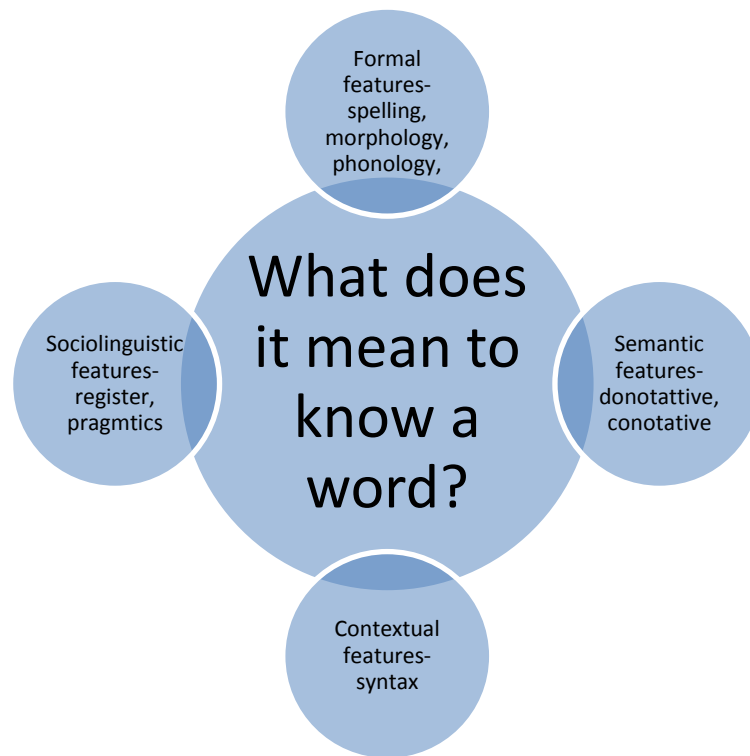
Figure 2. 1: What does it mean to know a word?

All of the language functions are necessary for language students to develop the four skills of listening, reading, speaking and writing, however, additionally to know the target language. However, it is necessary to notice that language learners merely cannot learn all aspects of vocabulary data at the primary encounter with a word, however, language learners have to be compelled to be aware that there's a lot to a word than an easy translation which their data of every word can increase with time as vocabulary data is progressive in nature. This can be satisfied if the student knows every part of the word which can only be done by teaching the morphology of that word.

C. 2. Incremental nature of learning vocabulary

Because of the wealth of data embedded in words that a language learner desires so as to amass and totally perceive them, it is clear that lexical learning isn't a one-time event, however, rather associate progressive method. The progressive nature of vocabulary learning has been indicated by analysis (Nation, 1990, 2001; Schmitt,

2000). Learners cannot understand all there's to understand every word during the first encounter. Rather, they have to be exposed to words multiple times and use them in numerous contexts so as to totally acquire the data mentioned in the table. Schmitt (2010) states that a word's basic meaning is going to be understood by the learners more quickly and simply then knowledge of collocations.

Yet Schmitt (2010) additionally points out, that it is exhausting to debate the event of the various varieties of word knowledge because of the shortages of studies in this area. The studies that were conducted (Pigada and Schmitt, 2006; Schmitt, 1998; Schmitt and Meara, 1997) appear to agree on the event of some vocabulary data aspects before others, however, a conclusion of the general development has not however been drawn. However, a word isn't merely known or unknown. "All word data ranges on a continuum" (Schmitt, 2010, p. 21), and this time will shift back and forth, which means that vocabulary data can even be forgotten (attrition) through the method of reverting. Therefore, learners will have a partial data of a word varied times throughout the acquisition period. However, it is crucial to say that learners have to be compelled to understand totally different aspects of a word which solely knowing a lot of words won't profit language learners' communication as mentioned within the next section, that focuses on depth versus breadth of data.

C. 3. Depth VS Breath of data/knowledge

As mentioned vocabulary information is progressive in nature. It is not solely necessary for language learners to develop an oversized vocabulary or breadth (i.e. knowing lots, is completely different from knowing of various words). However, conjointly knowing different informational aspects of a single word as mentioned by Nation (2001) or having depth of data (Chapelle, 1998) is more important. Historically foreign language educators have centered on developing learners

understanding of information – that means what number words the student know – instead of the learners' depth of data – concerning what quantity language learners comprehend every individual word. Vocabulary size tests like developed by Nation – Vocabulary Levels check (Read, 2004) – are done to estimate the vocabulary size or breadth of data of language learners and might be used as proficiency and placement tests. However, as mentioned above, there is a lot to knowing a word than merely knowing its L1 translation. Therefore, merely specializing in what number of words language learners apprehend isn't enough. Not knowing totally different meanings of a word or not knowing to use it appropriately would possibly cause miscommunication or maybe communication breakdown. However, those totally different meanings of words, further as information of the various aspects of vocabulary information of individual words, create some words tougher than others. However, simple or arduous it is to accumulate a word and its multiple information aspects conjointly depends on the convenience and issue of every individual word and its respect to alternative words, as highlighted within the next section. The understanding of a word and the enhancement of the breadth and depth of knowledge of the word can be easily attained through the morpho-syntax of the word. By increasing the knowledge of the Affixes in the word the student will not only know the breadth of knowledge of the word but also acquire the depth of knowledge as the affixes expand the understanding of the word and also result in different words.

More recent research points out that learners must know 98-99% of words in a written text for enough understanding, which means that they need to know 8,000-9,000 word relations to be able to read a diversity of texts in English (Srivastava, A. K., 1990).However, not all learners achieve such targets.

C.4. New vocabulary -Learning burden

It is easy to forget that words are totally different in terms of the information that is needed to totally perceive and use them. Some L2 words are tougher to pronounce than others, some L2 words are tougher as a result of their ambiguous nature or their grammar behavior and a few L2 words are tougher because the information needed to know them doesn't overlap with the word's L1, or the ideas required to know the meaning in L2 word don't exist within the L1 (Laufer, 1990a). In alternative words, some lexical things or units are tougher to be learnt then others that are thought because the learning burden, as Nation (1990, 2001). The educational burden is known because the quantity of effort that is needed so as to know all the enclosed information of a lexical item or unit (Nation, 1990). As an example, analysis has found that L2 words that coincide with L1 words (e.g. cognates) are mostly simply learned than words that are dissimilar from L1 lexical things. Alternative aspects that make it easier to learn L2 words is that they embrace phonetic similarity (i.e., if the L1 and L2 lexical things are similar in sound). However, this could conjointly cause mistakes, since opposite meaning words look alike within the L2 and L1, however, have utterly totally different meanings, e.g. English vs. Marathi. Therefore, it is necessary to elucidate to language learners that knowing a words doesn't merely imply to be acquainted with the interpretation of this word, particularly since several L1 words don't have equivalents within the L2. Knowing a word altogether is totally different than merely knowing the interpretation (Aitchison, 2003; Laufer, 1997; Nation, 1990; Schmitt, 2000). However, there are alternative factors, besides the various information aspects that create a word tougher or easier to be taught that have an effect on vocabulary learning. By teaching the word meaning through morphology and breaking down of words and knowing the meaning of the smallest possible unit of

the word it would be impossible for the interference of the L1 into the L2. (Booij, G., 2012). The following section explores, that the motivation of language learners with regards to vocabulary learning is as important as knowing a word.

C.5. Motivation of learning vocabulary

In addition to knowing the various aspects of word- different aspects that have an effect on the success of vocabulary information includes learners' attitudes toward the foreign language are important. It is very important that, "learning about aspects that are more interesting and relevant for language learners may have positive effect on motivation" (Atzler, 2011). As recognized by Schmitt and Tseng (2008): "To truly understand the vocabulary learning process, we must step outside purely lexical issues and address factors that affect L2 learning in general" (p. 358). Nevertheless even if the issue of motivation has been studied wide in terms of its impact on learning a second language generally, and has been investigated from each pedagogic and theoretical views (Elley, 1989; Ely, 1986; Gardner, 1985; Gardner and MacIntyre, 1991), research has faced limited focus regarding the relationship between vocabulary learning and motivation, as pointed out by Laufer and Hulstijn (2001). Only a few studies have investigated the connection of motivation and attitude of language learners and how they learn the L2 vocabulary (Elley, 1989; Gardner and MacIntyre, 1991; Tseng and Schmitt, 2008). In those studies it becomes clear that vocabulary knowledge and motivation as well as attitude towards the learning process are connected and vocabulary retention may be affected by the learners' attitude. Bartley (1970) brought attention to the importance of attitude for language learning and stated that "attitude toward learning is probably the most important factor in academic success". Different aspects can influence learner's motivation and attitude such as the interest in the teaching materials presented by the instructor as discussed by Elley

(1989), who found that raising learners' interest with the appropriate selection of teaching materials fostered vocabulary learning.   Gardner and MacIntyre (1991) showed that integrative motivation as well as instrumental motivation can be beneficial for vocabulary learning. Since all learners have different language learning goals their motivation has to be taken into account as well. Integrative motivation refers to motivation that comes from the drive of the language learner to want to become part of a speech community (e.g. using language for social interaction). Instrumental motivation refers to motivation that comes from the drive of the language learner to obtain a specific goal (e.g. getting a specific job, graduate, read materials in a language). Whether learners are motivated by a desire to become part of a speech community or by a more precise goal such as to graduate or career opportunities, their learning goals can affect their motivation and learning outcomes. Tseng and Schmitt (2008) found that vocabulary learning is promoted once language learners have intrinsic motivation to learn vocabulary. Learners with intrinsic motivation showed a strong temperament to manage the responsibility for learning vocabulary. This highlights that undeniable fact that enjoyment plays a crucial role for vocabulary learning, particularly since there are several words language learners ought to learn. Enjoying this task could make it less intimidating for language learners. Nevertheless, a lot of research work in the particular link of motivation and vocabulary learning is necessary and is critical to draw specific conclusion.

C.6. Explicit Versus. Implicit vocabulary learning

As pointed out by Read (2004): There is no doubt that incidental learning occurs, particularly through extensive reading in input-rich environments, albeit at a rather slow rate. In the peak of the communicative approach to language teaching, the concept of incidental learning offered the prospect that provided the learners access to

sufficient comprehensible input, L2 vocabulary acquisition would largely take care of itself, without the need for any substantial pedagogical intervention.   Or as stated by Sökmen (1997) who summarized the view of vocabulary instruction throughout history the following way: "The pendulum has swung from direct teaching vocabulary (the grammar translation method) to incidental (the communicative approach) and now, laudably back to the middle: implicit and explicit teaching." This has been supported by other researchers, who concur that both approaches are necessary and that a combination of direct and indirect vocabulary instruction is useful (Paribakht and Wesche, 1993). Schmitt (2000) points out "The accord is that, for second language learners a minimum of, both, the intentional learning and incidental learning are necessary, and will be seen as complementary" (121). Gass (1999) illustrated explicit and implicit vocabulary learning not as 2 separate entities, however, as equally vital, counting on the lexical items to be learned, employing a time, conferred by figure 2.2 shown below:

Intentional (Explicit) ⬛⬛⬛➤   Incidental (Implicit)

●no cognate   ● cognate

●first exposure   ● lots of exposure

 ●no known L2-related words   ● known L2-related words
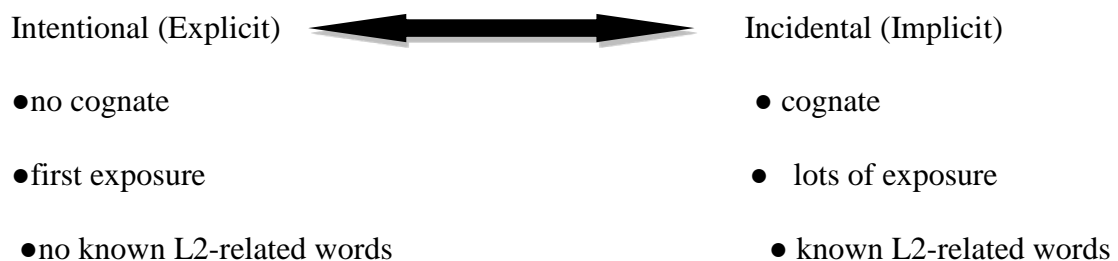
Figure 2. 2: Gass (1999) understanding of incidental vs. intentional vocabulary learning

As figure 2.2 illustrates, Gass suggests that there ought to be an exact concentration on lexical items, which learning ought to be intentional if

 (1) there are not any cognates between the L2 and therefore the L1,

(2) the words haven't been encountered accidently, and

(3) if there are not any words within the L1 that relate to the word within the L2. Not solely will analysis entail that vocabulary learning shouldn't be unnoticed, it suggests that potential issues may arise from only specializing in implicit vocabulary teaching and learning. Those issues conjointly mentioned by Sökmen (1997, pp. 236-238) very well area unit:

(1) incidental vocabulary acquisition through approximation from context could be a slow processes and language learners are needed to be taught a large number of words during a short period of your time (Carter and McCarthy, 1988);

(2) language learners tend to create mistakes and guess the inaccurate meanings once inferring word meaning from context. Additionally, it is arduous to correct the incorrectly learnt meaning that the students at the lower level of language proficiency area has leart, eventually the child is de-motivated with this approach (Kelly, 1990; Pressley, Levin, and McDaniel, 1987);

(3) hoping on deriving the meaning from discourse clues won't work, particularly at lower levels of proficiency, because the language learners' comprehension ability area is still low, together with a restricted level of vocabulary information (Haynes and Baker, 1993);

(4) long retention isn't ensured from context (Mondria and Wit-de Boer, 1991; Paribakht andWesche, 1993; Parry, 1993).

It would be simpler to teach the students the morphology of words that would imply to the implicit and explicit learning of vocabulary.

C.7. Presentation of vocabulary in class

Laufer and Shmueli (1997) led a review in which they analyzed four distinctive method for teaching and teaching English vocabulary to Hebrew speakers in an EFL

(English as a Foreign Language) class. The four distinctive ways were (1) words introduced in separation,

 (2) words in a solitary sentence,

(3) words inserted inside a shorter content, and

(4) words installed in an expand literary setting.

For condition (1) students were furnished with a 20-word list. Similar words were given to students in the single sentence groups. For group (2) students were given a content that contained every one of the 20 words with gleams, and in group (3) was utilized, however, the words were explained preceding giving the content to the students. For every strategy half of the words were converted into English while the other half was clarified in English.

The review demonstrated that L1 (local language) clarifications – clarification in the local language, i.e. Hebrew for this situation - were constantly better recalled but vocabulary retention was low. Read (1995) discovered comparable outcomes in a review inspecting the part of L2 (target language) capability of learners with two diverse methods for introducing vocabulary to the members. One technique involved giving vocabulary in records L1 interpretations, while in the other strategy the lexical things were given in L2 sentences to members. The aftereffects of this review demonstrate that more members with lower language proficiencies profited from utilizing records than contextualized lexical introduction; they were ready to review more vocabulary items as well as reviewed them with more exactness.

C.8.   Assessment of vocabulary

In this area vocabulary assessment instruments are examined. In any case, it must be noticed that the attention is on vocabulary assessment for research and additionally the classroom. It is incorporated to give the learner a comprehension for the choice of assessment devices decided for this review. The instruments utilized as a part of this review is additionally given about in detail in the chapter 3. Investigation shows the language learners think vocabulary is an imperative piece of second language learning. Vocabulary direction, which had been the stepchild in the L2 classroom for a really long time is gradually picking up balance in the classroom and should along these lines additionally be tended to in tests. We have to evaluate what we (as language instructors) educate – for this situation vocabulary, since this has genuine repercussions for how much accentuation students will put on learning vocabulary. Besides, testing what we accept is sufficiently imperative to instruct, has potential positive impacts, for example, students understanding the significance of vocabulary and a potential increment in students enthusiasm for vocabulary learning.

Keeping in mind the end goal to test vocabulary successfully, a few questions must be inquired:

1) Why do we teach vocabulary? What are the instructive purposes behind teaching and appraisal?

2) Which words would we say we will instruct and evaluate? (What's more, what is a word?)

3) How are we going to instruct and survey vocabulary? What sort of tests ought to be utilized to quantify learners' lexical improvement?

4) When would it be advisable for us to survey it?

The response to these questions is that there can be distinctive explanations behind evaluating vocabulary. Initial, a refinement must be made amongst research and classroom testing. Ideally, teaching method ought to be taught by hypothesis, yet classroom testing is for the most part syllabus-based though research testing should be hypothesis based. Also, extraordinary things will be tried. For instance, a classroom test is normally an accomplishment test which gives the learner and the educator a thought of whether the material that was secured has been learned by the language learner (Read, 2004). Those tests are syllabus-based in light of the fact that they cover the materials taught about in class. A diagnostics test and capability test – despite the fact that they are not just utilized for research – ought to be more worldwide in their assessment since they are not reliant on material secured amid general class work. However, whether teaching focused or research oriented, when planning a test is vital to remember what one needs to test. Comprehending what to test one can figure out what test configuration is the most helpful thing.

Table 2. 3: Example of a Vocabulary Knowledge Scale test design

Give an account of your insight into each of the words written in bold.

tripod   I don't had seen this word some time recently.   II I have seen this word before however I don't realize what it implies.   III I have seen this word some time recently, and I think it implies _____ . (equivalent word or interpretation)   IV I know this word. It implies _____ . (equivalent word or interpretation)   V I can utilize this word in a sentence: _____ _____ . (Compose a sentence.) (If you do this area, please likewise do Section IV.)   VI I know numerous implications of this word _____ _____ _____ (Write every one of extra implications of this word you know)

The table below shows diverse trial of vocabulary test in total. But, because of the time constrain I have picked just the vocabulary learning tests.

Table 2.4 gives a concise diagram of the tests depicted in the following table:

Table 2. 4: Tests assessing vocabulary knowledge

Name of test	Source	Method	Uses	Limitations
Checklist Test (Yes/No Test)	Meara (1996)	The performance of the test taker at a level is used as a sign of the individual's approachable vocabulary knowledge (Meara, 1996).	Prior vocabulary knowledge of Participants can be assessed.	There is a lot of guessing that the student taking the test does.
Vocabulary levels tests	(Nation, 2007)	The second language learners of English can take this test as a diagnostic test, to know the vocabulary size of the learner.	This estimates show how many words a student knows, based on Meanings provided.	There is a lot of guessing that the student taking the test does.
Productive test (English)	(Laufer & Nation, 1999)	Students starts with the Version A 2000 level test, then tries The University Word List or 3000 level next. Later writes down the results and the date of result.	This test estimates how many words you can use.	There is a lot of guessing that the student taking the test does.
Vocabulary Knowledge Scale	Paribakht and Wesche (1993)	This is an excellent way to measure ongoing progress Learning individual words. It works especially well with Word Cards, word lists, and paper dictionaries. (See also Which Words?).	A vocabulary knowledge scale measures how well you know and can use words on a rating scale (1-5):	If the scale is taken in consideration it is casual.
Written Comprehension Tests	Written Comprehension Tests	Written exam	Tests the written skills	Time consuming for teachers and students.

As said above, when making or utilizing an assessment instrument it is essential to remember what the test is utilized for (research or classroom) and what parts of learning one needs to survey. In this review we utilized Paribakht and Wesches' (1993) Vocabulary Knowledge scale to gauge the vocabulary that was known to students before the review, and in addition quickly after and in a deferred setting. Another test called the morphemic test will be directed to test whether the students have comprehended the ideas taught.

C.8.1. Program Overview

Building Vocabulary from Word Roots is a deliberate way to deal with word knowledge and vocabulary working for students in assessments. In light of the fact that more than 90 percent of English expressions of at least two syllables are of Greek or Latin source, Building Vocabulary from Word Roots shows fundamental word methodologies that empower students to open the significance of vocabulary words they experience inside and outside of school. Building Vocabulary from Word Roots shows Greek and Latin prefixes, bases, and suffixes—the semantic units from which most by far of English words are inferred.

The arrangement comprises of 2 Teacher's Guides with going with the selection of words thought to the MA group. Each piece of a lesson can be finished in 30–35 minutes every day, with 10 words/ roots finished in one week. Since the arrangement is intended to strengthen students with a scope of reading and vocabulary levels, educators can choose the exercises that will best address their students' issues. Every lesson offers an assortment of exercises to look over. In Part A ("Meet the Root"), students "separate and break" a rundown of English words as they recognize the prefix, root, and additionally suffix.

In Part B ("Combine and Create"), students make English words worked from the root.

In Part C ("Read and Reason"), students read short passages and sonnets as they experience the word parts in setting.

In Part D ("Extend and Explore"), students work exclusively and in groups to make applications for the new vocabulary.

In Part E ("Go for the Gold!"), students appreciate word amusements as they audit the words and ideas for the week. (Goldup, W., 2010)

In this program, students are acquainted with ten new root for every week, with day by day exercises to guarantee that students take in the root and the numerous English words it creates. The Teacher's Guide, can be seen in Appendix M, gives a lesson plan and demonstrates every student.

C.8.2 Building Vocabulary from Word Roots program

The Building Vocabulary from Word Roots program for each level is intended to fit inside a 10-week school year. Every unit is intended for a five-week time frame, with each 6th week committed to test. The final unit of each school year is designed for a three-week period, with a fourth week for test. As a result, the 5 devices for each grade present school students with 20–25 important prefixes, bases, and suffixes. In a standard, two classes are devoted to prefixes, one to suffixes, and two to Latin and Greek bases. Over the six-year curriculum of building Vocabulary from phrase Roots, students will master a120–150 classical roots and might be eminently organized for fulfillment in excessive school and beyond. They'll be thoroughly familiar with all of the Greek and Latin prefixes, bases, and suffixes of the vocabulary phrases they'll not stumble upon in the put up-intermediate grades.

If this application is being used in a summer time school setting, components of classes can be blended, in order that an entire lesson is taught every day. Every lesson takes 50–75 mins to complete (10–15 minutes per affix).

2.5-D. SECTION IV

D.1. Morphology – the internal structure of words

D.1.1. What is Morphology?

The term morphology is Greek and is a study of words, where a morph means 'shape, frame', and - ology which means 'the study of something'. The term is utilized in etymology as well as in science as the logical investigation of structures and structure of creatures and plants, and in topography as the investigation of arrangement and advancement of rocks and land frames. We will stick to morphology in semantics, as the logical investigation of structures and structure of words in a language. Morphology as a sub-train of etymology was named in 1859 by the German etymologist August Schleicher who utilized the term for the investigation of the type of words. Today morphology shapes a center some portion of phonetics. (Booij, G., 2012).

D.1.2. Morphemes

Despite the fact that words are the smallest independent units of language, they have an internal structure and are developed by considerably smaller parts. There are straightforward words that don't have an internal structure and just comprise of one part, like the word 'work'. It is highly unlikely we can break down 'work' (wo-rk?) into smaller parts that convey meaning. Complex words do have an interior structure and comprise of at least two parts. Consider, where the 'worker' –er is added to the root 'work' to make it into the meaning- somebody who works. These parts are called

morphemes and are the smallest significance bearing meaning in language. (Booij, G., 2012).

It is said that words are independent structures, and a root word just comprising of one single morpheme is in this way a free morpheme, that is, it is a word itself. Examples are house, work, high, us and to. Morphemes that must be connected to another morpheme to get meaning are bound morphemes. On the off chance that we break the word unkindness into its three morphemes un-, kind and - ness, we get two cases of bound morphemes: un-and - ness, as they require the root kind to make up a word. These are likewise called affixes as they are appended to the stem. The joining of un- that go to the front of a word is a prefix and - ness that goes to the end is a suffix. (Booij, G., 2012).

There are additionally infixes and circumfixes, in spite of the fact that they are not exceptionally regular in English. We for the most part observe infixes as revile words incorporated in morphemes like the ones you can see below. A morpheme that appends to the front and the back of a word, as should be obvious cases of past tense given beneath as given by Aronoff, (2016):
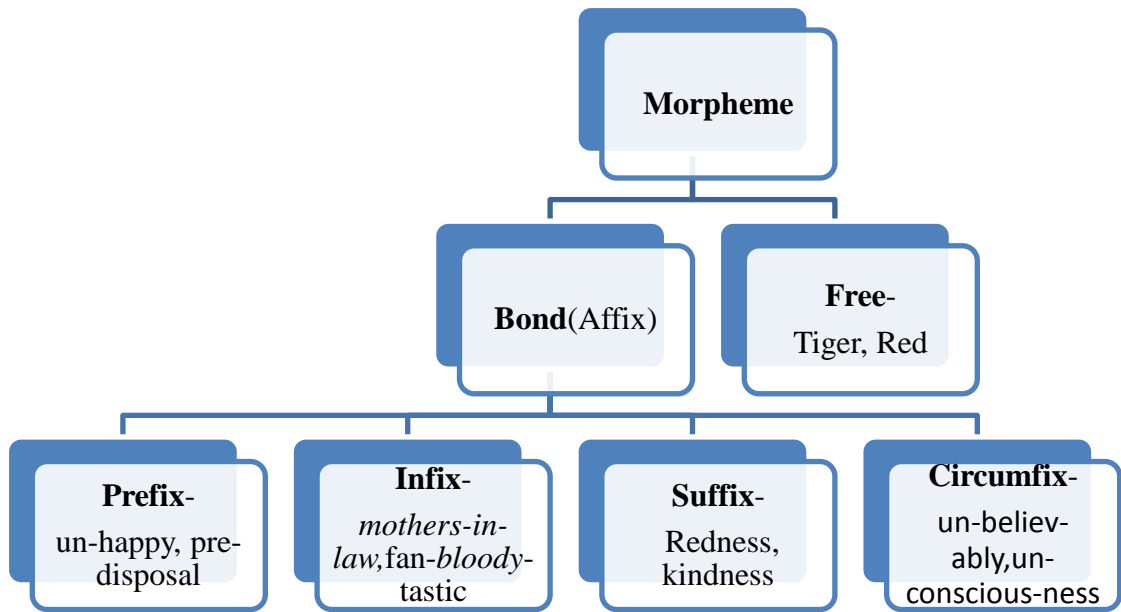
Figure 2. 3: The graph shows free and bound morphemes according to positions

D.1.3. Drawing morphology trees

In order to show the internal structure of a word, we draw morphology trees. The following figure demonstrates how to draw a simple morphology tree and a complex morphology tree:
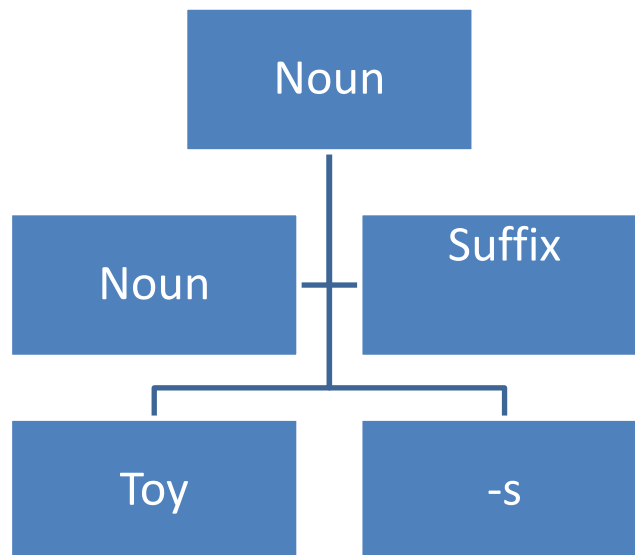
Figure 2. 4 Simple morphology example

Adverb

Adjective — Affix

Affix — Adjective

Verb — Affix

in-   -depend   -ent   -ly
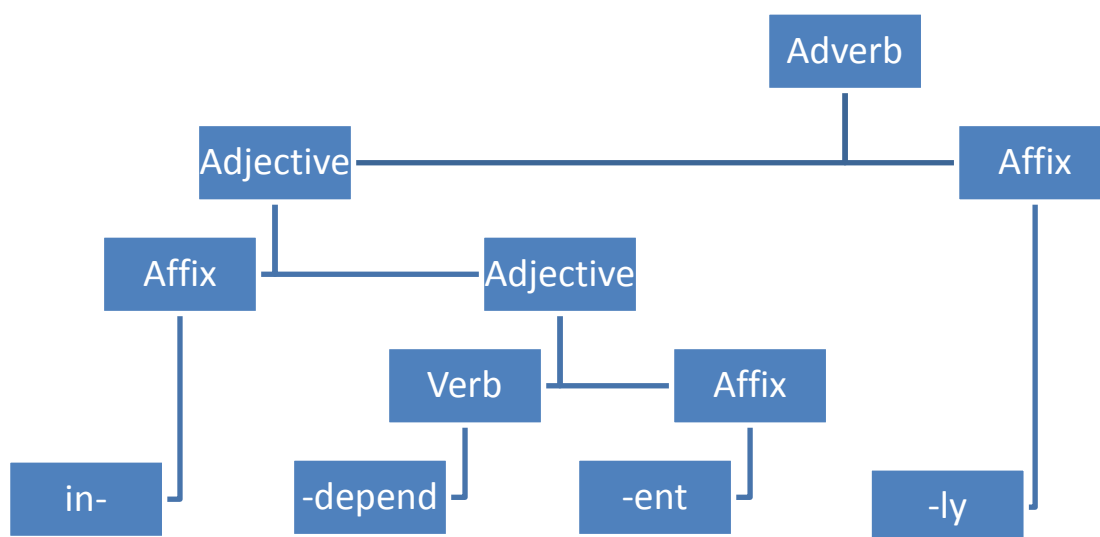
Figure 2. 5: Complex example of morphological tree

D.1.4. The purpose of studying morphology

Why Focus on Morphology?

Experts have read and highlighted the importance of teaching morphology that express and clarify: How phonological knowledge strengthens morphological knowledge • How morphology knowledge supports students' comprehension of both the spelling and meaning of words. (Booij,2012).

"Free root word learning methodologies can help students to decide the implications of new words that have not been unequivocally acquainted with them. As per the National Reading Panel (2000), effective word-learning methodologies include: • How to utilize lexicons to confirm and develop information of word implications • How to utilize morphemic (word-part) examination to determine the implications of words in content. • How to utilize logical investigation to derive the implications of words in content."

The fluent learner first searches for well-known morphemes in doubtful words, then settles on choices in view of syllable division, and just when these systems have been

connected, falls back on letter-sound affiliations. Starting or poor reading, then again, seem to utilize just a single procedure; they 'sound out' the word by letter-sound communications.

D.2. Research information on morphology

The examination writing makes three imperative focuses: Both the amount and nature of word learning are imperative. Late research and hypothesis have underscored the significance of word learning in language and education improvement. Word learning goes a long ways past knowing a basic meaning of a word or having the capacity to articulate it. All parts of word information (word implications, syntactic parts, how the word sounds, and how the word is composed) are connected in mental portrayals and the nature of those mental portrayals decides how well the word learning can be used. Word learning is of higher quality, for example, if the viewpoints are emphatically connected and if more profound, option implications or syntactic parts are known.

A vital segment of word information is morphology which depicts how words are made out of meaning parts. A morpheme is the smallest meaningful unit of language. A few words comprise of just a single morpheme (e.g., sign, table and have), while numerous others are made out of at least two morphemes (e.g., signs, planer, leaving and assignment). An accommodating approach to speak to the morphological structure of words is to utilize word totals. For example, 'signs' is made out of two morphemes as delineated in the accompanying word aggregate: sign + s signs base join. Similarly, the word 'designed' is made out of four morphemes, as demonstrated as follows: de + sign + ed/. In both illustrations, the <sign> unit is the base (additionally alluded to as the root) and the others are appends. (Aronoff, 2016) Table 2.5: A choice of attaches:

Table 2. 5: A collection of Affixes

Prefixes	Suffixes	
	Vowel suffixes	Consonant suffixes
a-, ad-, al-, be-, bi-, com-, contra-, de-, di-, dia-, dis-, en-, ex-, in-, inter-, intro-, mis-, non-, ob- , para-, per-, pre-, re-, se-, sub-, syn-, tele-, trans-, un	-ability, -acle, -acy, -al, -ance, -ate, -ed, -eer, -ence, -er, -ery, -ian, ibility, -icle, -ing, -ion, -ique, -ism, -ity, -ive, -ize, -or, -ory, -ous, -ule, -ure	-cy, -dom, -ful, -hood, -less, -let, -ling, -ly, -ment, -ness, -ry, -s, -ship, -some, -st, -th, -ty, -war

The basic problem in learning to read words is associating semantics (what words mean), orthography (how words are written) and phonology (how words are pronounced).

1. Morphology is fundamentally related to semantics, but it also provides important clues about how words should be written and pronounced. For example, morphology helps us know that the "un" sound at the end of the word 'designation' is not written <un>, because it stands for the <-ion> suffix. Morphology also provides clues about how to pronounce words; for example, the <ea> in the word 'reach' represents one sound because it is within a morpheme, whereas in the word 'react' these letters represent two sounds because they are in separate morphemes. (Booij, 2012).

2. Morphological knowledge predicts reading improvement. Morphological knowledge is the term used to portray one's affectability to morphological structure and one's capacity to control that structure.

Our earlier research has investigated the likelihood that morphology gives a vital component to creating both word information and astounding mental portrayals and that learning of morphology adds to achievement in reading in youngsters from

Grades 1 to 6. We and others have demonstrated that it adds to word reading and reading comprehension for grades 9 and10. (Feldman, 2013).

3. Teaching and teaching morphology expands vocabulary and reading accomplishment. A survey of 22 studies, with members from preschool to Grade 8, found that teaching of vocabulary that focused morphology brought about higher proficiency and language accomplishment (in word reading, spelling, reading, and vocabulary) than teaching that did not.

4. Morphological direction was more powerful with youngsters in early assessments (pre-K–2 contrasted and 3–8) and with kids with undeveloped abilities (contrasted with the individuals who were more exceptional). Morphological guideline was more powerful when it was consolidated with different parts of language expressions direction; this bodes well, since morphology incorporates different parts of reading (semantics, orthography and phonology). (Pinker & Prince, 1994).

D.3. Phonology versus Morphology

Morphology Supports Spelling. English is Morphophonemic. Our language is morphophonemic. Learning of the base word helps you make sense of the spelling of different words with the same important part. Think About It! Spelling and Word Relationships. Look at the two conceivable spellings for "rivalry", "rivilry" and circle the right spelling. Consider the question. What might help you decide the right spelling? How does realizing that the base word is dealt to strengthen spelling of the word 'rivalry'? Say the three words - waited, viewed, watered. What is the last stable of 'waited'? /ed/• viewed? /t/• watered? /d/Does phonology or morphology educate you with regards to the right spelling? Since the inflectional closure - ed can be articulated in three diverse ways, phonology does not assist with spelling. It is your

morphological information—understanding of the fact that - ed is a morpheme for past tense—which underpins precise spelling. (Comrie, B., 1989).

D.5. Points of studying Morphology

Categories of bound morphemes

There are two categories of bound morphemes-inflectional and derivational.

Inflectional morphemes are a blend of the root and affix, ordinarily bringing about an expression of an indistinguishable class from the first root. Inflectional morphemes don't tend to change the meaning of the root word; it just transforms the first word into a plural, past tense and so on. An inflectional morpheme never changes the grammatical category of a word. For example, both *old* and *older* are adjectives. The *-er* inflection here (from Old English *-ra*) simply creates a different version of the adjective.

Derivational morphemes are likewise a mix of the root and affix, yet for this situation the importance or word class of the first word regularly changes. A case of this is beneath:

'Gladness' Here, adding '- ness' to the root "glad" changes the word from a descriptive word to a thing. Inflectional and derivational morphology are the reason why number of new words enter the language.

D.6. Morphology versus Grammar

"Grammar" is frequently utilized as a sweeping term to cover both morphology and language structure (really, morphology is the investigation of word structures, and grammar the investigation of sentence structure).

Morphology and grammar are firmly related, and there is frequently a contention with respect to whether learning morphology prompts the securing of grammar, or if grammar gives the elements and structures whereupon morphology works.

It is conceivable to have the grammar right, yet the morphology wrong-for instance, in youngsters' language the child will regularly assemble their sentence flawlessly well, yet utilize the wrong affix, or apply an affix where there needn't be one-for instance, 'I felled over' rather than 'I fell over'. But all these instances can be avoided by giving a proper exposure of morphology to the child.

2.6. Conclusion

In this chapter an overview of vocabulary in the history of language teaching is outlined. Several topics relevant to understanding of vocabulary acquisition, such as what it means to know a word (pronunciation, multiple meanings, etc.), the incremental nature of vocabulary learning (e.g. that the learning of vocabulary is a continuous process), the difficulty of learning words or learning burden, breadth and depth of vocabulary knowledge is given in detail. In addition, the different vocabulary assessment tools are outlined, which are necessary to understand why the tests used in study were chosen. The research work in the field of morphology is highlighted and how it helps growing vocabulary knowledge is explained. However, the results are still contradictory and some studies still suggest that morphology can also foster grammar learning. In addition, morphology has been suggested as being a useful language learning tool in literature; however, it has not been implemented in an actual classroom research prior to this study.

 In the next chapter, chapter 3, the research questions to which this study aimed to seek answers are given. Along with that the setting and participants, the instrumentation to collect the data, choose of Affixes for this study, as well as the procedures for analyses of the collected data are presented.

CHAPTER 3 – METHODOLOGY

3.1 Introduction

In this section I initially exhibit the research questions postured in this review, trailed by a depiction of the research outline, which was utilized to answer these questions. Next, the instruments and methods that were utilized to gather the information for this review are illustrated. The chapter will conclude with a review of the information of the techniques used and of the results based on tests and additionally, how the information was investigated and calculated the personal statistical data.

3.2 Research Questions

The following research questions were investigated in this study:

1) Do the review members have personal statistical differences, and also to analyze whether the personal statistical attributes have any effect on learning vocabulary in the L2?

2) What effect does the Morphological Analysis approach or the traditional vocabulary learning approach have on students' (Grade 7 and 8) temporary and long-term vocabulary recall and retention comparatively?

3) Which of the methods is better (Morphological Analysis or traditional vocabulary learning techniques) for students' learning of vocabulary with regards to retention and recall of more lexical words?

4) Will there be any differences in learner' attitudes while learning vocabulary through Morphological Analysis and traditional vocabulary learning techniques?

3.3 Research Design

3.3.1 Setting

The study took place during the academic year 2015-2016 at the school premises of an ICSE school, Pune, Maharashtra, India. During this time I taught English as an

Assistant Teacher in one of the ICSE School, Pune. When I was a student I remember my teachers using the same old techniques and methodology for teaching vocabulary. This was usually the direct method of teaching. This means the teachers used to explain the concept and rules of grammar and give exercises in the note book for practice and further understanding. I must accept here that we all learn and have learnt through this method, but to make the study interesting and motivating it's high time we acquire a new approach to teaching and learning vocabulary. The schools in and around Pune still acquire the traditional method of teaching vocabulary to the students. In addition, students are offered vocabulary practice exercises at the end of each chapter as well. Those exercises include listening, repeating words out loud, writing words for repetition, and translation in the vernacular language, associations, word families, and sometimes an odd-man-out activity.

Two semester system English classes were selected for this study. There were a total of 94 participants at the beginning of the study. The participants were 80 children in two Grade 7 classes and two Grade 8 classes from two public Catholic ICSE schools in and around the area of Pune, Maharashtra. Classes were randomly assigned to the experimental (n = 40; average age = 13 years, 2 months) and control (n = 40; average age = 13 years, 1 month) group with the constraints that each group included one Grade 7 and one Grade 8 class, and each had a class from each school. Two of these sections were randomly assigned to the Traditional Group (T Group) and the other two sections were randomly assigned to the Morphological Analysis Group (MA Group). There were 40 students in the T Group and 40 students in the MA Group. Students in the T Group were introduced to the new vocabulary via the use of dictionary: memorization, guessing from the text and translation, while the

participants in the MA Group were introduced to the new vocabulary via Morphological Analysis. The participants were from two different grades or classes. There were 40 participants in each of the two groups. Data from students designated by the school as having a learning disability, language impairment, or autism were excluded from the analysis. Of the 109 students in the four classes, 94 returned signed permission forms (85%). However, due to attrition (e.g. Students dropping the course, opting out of the study, not competing all parts of the study or missing class on days of treatment or tests were administered) the total number of participants that can be utilized for personal statistical analyses is 80 participants. The participants were from four different sections of grades 7 and 8 English medium schools. Of these, one student moved before post-test and nine were dropped from the analysis due to being designated by the school as having a learning disability, language impairment, or autism. Finally, incomplete data of 5 participants left a final sample size of 80. Although only students with signed permission forms participated in the testing, all students in the experimental classes participated in the intervention lessons, which the teachers treated as a part of the core literacy curriculum. This study reports specifically on data concerning written morphological knowledge and vocabulary learning. Other pretest and posttest measures were administered in conjunction with the study. Only the testing related to the data analyses presented in this study is described here. All participants were students from the area in and around Pune. Not all participants were native speakers of English. Three of the participants described themselves as either bilingual speaker with English as one of the languages and many participants described himself as non-native speaker of English. Two participants described themselves as bilingual speakers (one as English/Marathi and the other one as English/Hindi) and one participant stated that he is a native speaker of Hindi.

3.3.2 Procedure / course of action

A pre-treatment vocabulary test, vocabulary Morphemic test and pre-treatment poll questionnaire were controlled and organized two weeks before the treatment. After the treatment, members got a prompt post-treatment vocabulary and Prompt Post treatment Morphemic test and were made a request to finish a post-treatment survey. The particular tests are clarified in more detail in the instrumentation area of this chapter. This procedure was based on the Vocabulary knowledge scale test by Paribakht and Wesches' (1993) Vocabulary Knowledge Scale test. This test gave me an idea of the vocabulary knowledge of each child and then the posttest also showed how much vocabulary is gained and retained.

Before the review, student or learner was made a request to finish an overview utilizing a survey so as to gather information to which the reactions of the student or learner are noted. The information was utilized as reference for statistical presentation purposes and in addition implies for examination of the participants' consequences and results of the vocabulary Morphemic test. This information helped the researcher to answer the first and the last research question.

The pre-treatment tests (the vocabulary information scale test and the morphological Vocabulary test) for both the T Group and the MA Group were directed on one day during customary booked class time. This test depended on Paribakht and Wesches' (1993) Vocabulary Knowledge Scale test. The outcomes furnished me with the learning base of students' vocabulary, which was valuable for my examination and was utilized to look at information and their pick up speed of learning (i.e. students' gained vocabulary) and understanding of words because of the treatment. It demonstrated to me the words that were beforehand known to student or learner in both the Morphological Analysis and the Traditional Group. It additionally indicated

whether both groups were on balance of the knowledge and understanding of words or not. The pre-treatment tests were controlled two weeks before the treatment.

These pre-tests were of an indistinguishable configuration from the prompt post-treatment and postponed post-treatment tests which are utilized all through this review and are talked about in detail in a later area. The MA Group had one extra interactive class the day preceding the extra treatment, amid which I clarified the ideas of fundamental Morphological Analysis and outlined the significance of appreciation so as to accurately utilize vocabulary in the English language.

3.3.3Instrumentation

A pre-and post-treatment and postponed-posttest configuration was utilized as a part of this quantitative review of comparison as well as a pre-treatment statistic poll questionnaire and a post-treatment (motivation/inspiration) survey was also conducted.

A. Foundation/Personal statistical information

As the initial phase in this examination procedure, members got a pre-treatment poll questionnaire. It approached members for statistical data, for example, age, sex, first language, how regularly they utilize English for correspondence, and explanations behind taking the course and inquiries concerning their vocabulary-learning knowledge, and their vocabulary learning and usual learning habits. Since most of the students or learners hope to take in and retain vocabulary from records of traditional way of learning vocabulary, it was imperative to incorporate inquiries concerning their encounters and experiences along with their usual learning habits since those might affect students' vocabulary obtaining and learning procedure. Pimsleur, Mosberg and Morrison (1962) examined how rationaly the usual learning habits and second language obtaining are connected and Dörnyei (2005) talked about how

language learners' past encounters are associated with future language learning experiences and their success rate. Moreover, members got some information about their local language and different languages that they may have concentrated and learned before (or simultaneously with) learning with English.

B. Motivation Scale

Along with foundation and personal statistic data gathered in the poll questionnaire, members were made a request to finish a motivation scale, which gathered quantitative information. As examined and explained in the chapter, "The survey of literature review", vocabulary is a vital piece of language and is vital for conveying viably. Since student or learner need to learn a remarkable measure of vocabulary keeping in mind that the end goal is to impart language successfully, being roused and having an uplifting motivation toward vocabulary learning is essential to enable learners to manage the substantial measure of vocabulary to be educated. The motivation scale was regulated in the meantime as the pre-treatment survey to check the attitude before the treatment, on the other hand with the post-treatment poll questionnaire to check attitude after the treatment. The plan of the motivation scale depends on state of mind/inspiration scale utilized as a part of a vocabulary investigation by Theodoridou (2009) and adjusted to fit with learning English. This specific motivation scale was chosen since it takes a glimpse of inspiration as well as incorporates motivation towards vocabulary learning (i.e. curiosity, satisfaction and inspiration and certainty in utilizing words) that may affect learners' language acquisitions, or for this situation vocabulary learning. As pointed out by Dornyei surveys are helpful instruments to suggest conversation starters relating to motivation and opinion.

The motivation scale was utilized to decide if contrasts exist between the Traditional Group (T Group) and the Morphological Analysis Group (MA Group) with respect to vocabulary learning. Members needed to answer the inquiries utilizing a 5-point Likert scale from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, to (5) strongly agree. In the pre-treatment motivation scale 4 questions related to participants' motivation towards vocabulary. Those inquiries were:

(1) I am concerned with adapting new vocabulary in English.

(2) I appreciate adapting new vocabulary in English.

(3) I am roused to learn new vocabulary in English.

(4) I feel confident utilizing new vocabulary in English.

The post-treatment motivation scale asked members to rate nine proclamations on the same 5point Likert scale. The choices given to the T Group were as per the following:

(1) The new vocabulary displayed in class was fascinating.

(2) I appreciated utilizing the material displayed in class.

(3) I was intrigued while adapting new vocabulary.

(4) I was mindful while adapting new vocabulary.

(5) I appreciated adapting new vocabulary.

(6) I was boosted to keep working with the materials displayed in class amid vocabulary guideline.

(7) The vocabulary direction and teaching builds my enthusiasm for English vocabulary learning.

(8) I am sure utilizing the new English vocabulary displayed in class.

(9) I like utilizing records to learn new vocabulary.

The announcements given to the MA Groups were as per the following:

(1) The new vocabulary introduced in class was intriguing.

(2) I am delighted in utilizing the material exhibited in class.

(3) I was intrigued while adapting new vocabulary.

(4) I was mindful while adapting new vocabulary.

(5) I delighted in adapting new vocabulary.

(6) I was persuaded to keep working with the materials given the Morphological Analysis approach.

(7) The Morphological Analysis approach expanded my enthusiasm for English vocabulary learning.

(8) I am certain utilizing the new English vocabulary exhibited in class.

(9) I lean toward the Morphological Analysis approach over the vocabulary records.

The motivation scales managed with the pre-treatment survey and the post treatment poll questionnaires are joined in Appendix C and D.

C. Vocabulary Tests: (Pre-Tests, Prompt Post-Test and postponed Post-Test)

Keeping in mind the end goal to have equal measures, all vocabulary tests utilized as a part of this review had a similar organization, both over the pre-and post-tests and between the Traditional and Morphological Analysis groups. Those tests were utilized to answer and exploration of the research questions. The initial segment of this test is to answer research inquiries 3 and 4, while the second portion of this test is utilized to answer research question 2. The pre-treatment vocabulary test (see Appendix E) and the pre-treatment vocabulary morphemic test (see Appendix H) were controlled two weeks before the principal treatment, the prompt post-treatment vocabulary test (Appendix F) and the prompt post-treatment vocabulary morphemic test (Appendix I) were given to the members after the treatment; while the postponed post-treatment vocabulary test (Appendix G) and the postponed post-treatment vocabulary

morphemic test (Appendix J) were managed two weeks after the treatment. The pre-treatment tests were given to both groups to discover that they were on balance regarding lexical information and to quantify prior learning of the lexical items concentrated on in this review. The other two tests that were controlled in each group had - one testing vocabulary learning (vocabulary Knowledge scale test – VKS) and the other testing the cognizance learning installed in the lexical items (vocabulary morphemic test – VMT).

The initial segment of the vocabulary test depended on the Vocabulary Knowledge Scale (VKS) (Paribakht and Wesche, 1993). Utilizing the VKS as a test display had benefits over utilizing different tests. Not exclusively did this test ask student or learner regardless of whether they know a word as in the "Agenda Test" or "Yes/No Test" as it is called by Meara (1989), however they likewise needed to make a judgment with respect to the profundity of learning they had about the words by giving an answer depending upon their insight. Besides, this test concentrated on what student or learner knew instead of on learning loopholes, since student or learner are made a request to give the information they had of a word preceding the treatment. This test, as per Read (2000) incorporates a learners' self-evaluation address, reviewed on a five point scale, and inquiries requesting different parts of word information.

```
Disqualify
 I  I don't remember having seen this word before.
II I have seen this word before but I don't know what it means.
III I have seen this word before, and I think it means _____. (synonym or
translation)
 IV  I know this word. It means _____. (synonym or
translation)
V          I     can     use     this     word     in     a          sentence:
_____
_____
__. (Write a sentence.) (If you do this section, please also do Section IV.) VI I know
multiple  meanings  of  this  word  _____
_____
__  _____  (Write    all    additional
meanings of  this word you know)
```

Figure 3. 1: Example of VKS arrangement

Kindly mark your understanding into each of the words written in bold

The pre-treatment test contained an aggregate of 25 lexical words. The prompt post

tests and the postponed posttest had the different lexical items with a similar prefix,

suffix or base word. The main distinction in the tests was the request in which the

lexical words were exhibited with a specific end goal to lessen memory and practice

impacts. Besides, the prompt post-test and the postponed posttests gave student or

learner the chance to include extra words that they experienced amid the treatment

and that they felt they had learned.

The scoring strategy is as per the following: If, for instance, members endeavored

level 5 and they gave a word in an entire, morphologically and syntactically precise

sentence they got 5 score. In any case, if they committed errors they got a score of 4,

3, or 2 relying upon whether their answers in the consequent classes or groups were

right or wrong. On the off chance that level four is right, they get four scores, if level

four is wrong, level 3 is checked for exactness, et cetera. The scoring was the same

for all VKS tests utilized amid this review (pre-treatment, prompt post-treatment and postponed post-treatment vocabulary tests).

D. Self-report classifications

Self-report categories	Possible scores	Meaning of scores
I → 1 II → 2 III → 3 IV → 4 V → 5 VI → 6	1 2 3 4 5 6	1 The word is not recognizable by any means. 2 The word is recognizable however its importance is not known. 3 A adjust equivalent word or interpretation is given. 4 The word is utilized with Morphemic appreciation in a sentence. 5 The word is utilized with Morphemic and linguistic exactness in a sentence. 6 At slightest one extra importance is known about this word

Figure 3. 2: Scoring classes of the VKS (Paribakht and Wesche, 1997), with level 6 extension. (Atzler, 2012)

Since the broadness of learning (i.e. what number of words student or learner know) is likewise essential, the VKS test were scored time for this reason. For this examination just those words that the student or learner did not know in the pre-treatment VKS were utilized (e.g. just words that members set apart with a knowledge level of level one or level two). Scoring in the prompt and postponed post-treatment tests was as per

the following: Participants got one point for each right answer at level 3 or above. Those outcomes gave the prompt and postponed post-treatment scores.

Since the spelling of learning new vocabulary is likewise vital, the VMT was utilized. The student or learner were given the same lexical item were asked to clarify the significance from the root word which was dictated and how they inferred the spelling of the particular word. Furthermore, student or learner was additionally made a request to make proper sentences with the words given. This gave me a thought of the profundity of the vocabulary learning of the student or learner. The scoring method of the test was same as the VKS arrange.

The information of all summary of the instruments which are a part of this review are condensed in table underneath, sketching out what kind of instrument was utilized to quantify the distinctive parts of this review keeping in mind the end goal to answer the four research questions postured towards the start of this chapter.

Table 3. 1: Summary of Vocabulary Tests utilized in this study, adapted from Altzer, 2011.

Measurement Tool	Test Description	Purpose	Research Question
Pre-Tests	Vocabulary Knowledge Scale (VKS) (T. S. Paribakht & M. B. Wesche, 1993) with extended level Vocabulary Morphemic Test (adapted from Zhao, 2004) to test appropriateness of vocabulary knowledge.	Checking pre-existing vocabulary knowledge of participants (both depth and breadth) Checking students' knowledge of morphemic connotations	2 3
Prompt Post Tests	Vocabulary Knowledge Scale (VKS) (T. S. Paribakht & M. B. Wesche, 1993) with	Measure participants ability to recall lexical words (both depth and breadth)	2 3

	extended level Vocabulary Morphemic Test (adapted from Zhao, 2004), to test appropriateness of vocabulary knowledge.	Measure participants awareness of morphemic connotations	
Delayed-Post Tests	Vocabulary Knowledge Scale (VKS) (T. S. Paribakht & M. B. Wesche, 1993) with extended level Vocabulary Morphemic Test (adapted from Zhao, 2004), to test appropriateness of vocabulary knowledge.	Measure participants ability to retain lexical words (both depth and breadth) Measure participants' ability to retain morphological information and comprehension of connotations in morphology.	2 3
Personal statistical Survey	Survey asking for language abilities, study habits, understanding of word knowledge	Collecting personal statistical information of participants	1
Attitude Survey	Survey asking language learners to rate their attitude at the pre-treatment and the post-treatment stage	Measuring participants attitude of learning vocabulary with the two methods used in this study	4

3.3.4 Treatment

A. The Traditional group (T Group)

The Traditional Group utilized the conventional vocabulary methods to present and learn and explain the new lexical words. Members in the T Group took an indistinguishable tests from the MA Group (refer to Appendixes D, H, I, J for M.A group and E, F, G for both groups, Appendix C for T group). The T Group was acquainted with the new vocabulary amid their learning techniques of English vocabulary learning. The present words given to members in the Traditional Group as

well as the MA group can be found in Appendix K. The lesson plan of the MA group can be found in Appendix M. The lesson plan of T group can be found in Appendix L. The accompanying are the procedures or philosophy utilized as a part of the ICSE schools in and around Pune. Similar methods are utilized to instruct vocabulary to the T Group.

The consent forms collected from the students and their parents can be found in Appendix A. The personal statistical information that was collected of both the groups commonly is in Appendix B.

A.1 Teaching words in the context

The vast majority of experts concur and advice that vocabulary should be educated in setting of groups of words (Nilsen 1976; Chastain 1976; Rivers 1968). Words instructed in disengagement or lonely words are by and large not held in mind or understood correctly. Moreover, keeping in mind the end goal of handling on the full importance and meaning of a word or expression, student or learner must know about the semantic condition in which the word or expression shows up. Setting a decent setting which is intriguing, conceivable, striking and has pertinence to the lives of the learners, is basic essential for vocabulary instructing or teaching as it assistants in both connecting with the consideration of the learners and actually creating the objective vocabulary. Keeping up the unique situation and ensuring the language covering and connecting the setting, is anything but difficult to fathom, the instructor begins evoking the objective vocabulary in this group treatment method.

Consequently, in choice of vocabulary, the educator makes certain that the words or expressions picked can be quickly fused into the student or learner ' phonetic territory. Stahl (2005) expressed, "Vocabulary learning is information; the learning of a word infers a definition, as well as infers how that word fits into the world."

A.2 Speculating from Context

Speculating word significance of a word is another essential procedure with a specific end goal to build up the elementary medium student or learner ' vocabulary. Beglar and Hunt (2005) compose that the capacity of speculating significance from setting is a basic procedure of upgrading vocabulary learning and usually utilized by fruitful language learning. A few journalists, for example Nation (2001), underlined in spite of the fact that speculating is a key vocabulary learning procedure, for all intents and purposes it can be a confused procedure for various reasons: nonappearance of adequate pieces of information, constrained presentation of the word over the content, level of content trouble, recognition of the point, learners' experience learning and enthusiasm, to pen down a few. Because of these confinements, researchers, for example, Coady and Huckin (1997), Nation (2001), Schmitt (2000), Carter and McCarthy (1988) propose extra unequivocal autonomous word learning procedure, the utilization of lexicon. Further, exploration on this subject likewise demonstrates that learners who utilized lexicon together with speculating from setting adapted more words quickly as well as they are reviewed better, following the time limit of a month contrasted with the individuals who utilized derivation system alone (Laufer and Hadar 1997, Laufer and Hill 2000).

A.3 Word reference / Dictionary

It is an imperative device in the instructing and learning of vocabulary. Educator ought to urge student or learner to review words in lexicons. Thus, the tendency for its utilization ought to be taught in an ideal from at the earliest point when the learner begins learning vocabulary. Gonzalez (1999) found that lexicon work was arduous, however, important and that ESL student or learner should be educated handy utilization of the word reference dictionaries. Investigating lexicon sections in the

dictionary can be one critical and compelling segment of understanding a word profoundly.

These sections likewise enabled student or learner to decide the exact importance of a word Allen (1983:82) sees, 'Word dictionaries are used to freedom and consider them to be one of the student or learner - focused learning exercises'. The accompanying are some present suggested English - English word references:

1. Oxford Advanced Learners Dictionary,

2. Longman Dictionary of Contemporary English,

3. Cambridge International Dictionary of English,

4. Oxford Word Dictionary.

The present study utilized these dictionaries as they were already present with the learners.

The utilization of lexicon using a dictionary is simply the second significant order in the learning procedure which the learners go for finding the importance of new words. Investigation shows precise definition and cases with examples about the genuine utilization of a word. This empowers the learners to effectively utilize new words in their own particular sentence in the correct grammatical sense. Each section of information is given from its order of significance level of usage in English. A great dictionary clearly gives a considerable measure of data about a word including spelling, elocution, equivalent words, antonyms, collocation, and so forth. Researchers likewise suggest, Laufer and Hadar (1997). Beglar and Hunt (2005), Gairns and Redman (1986), that monolingual lexicon dictionary are more helpful than bilingual word references. Along these lines, student or learner must be prepared how to utilize a monolingual word reference adequately. To keep the student or learner' stream of focus, a strategic distance was maintained from the time expended and

utilization of word references was done adequately. The language instructor needed to educate a couple of tips to the student or learner before the program. They were: • Using a letters in order list; • Removing joins, if vital, to distinguish the base type of the words for specific words only • Using the setting to choose which meaning is required; and • Using the setting to choose which meaning is suitable.

Step 1: The educator got a vocabulary list with 25 lexical words. The educator was likewise given a part or story as printouts. It was ensured that the lexical words in the rundowns were showing up in these stories that were given as printouts. Instructor was made a request to peruse the content energetically and give the implications or clarification of the content or story.

Step 2: Each of the student or learner were given the printouts which contained the story or part. The educator read the rundown of the lexical words out loud in the class in an event speed twice for audibility. Student or learner was made to underline the words that they got which were done by the notification from the instructor. Next, members were made a request to record each and every word from the vocabulary list on note cards provided by the educator. Presently at first they were told to figure out the meaning of the words and record their answers on the note cards. The student or learner was given at least 30 minutes to finish this assignment of speculating and composing the significance of the word provided.

Step 3: This subsequent stage was, under the direction of the instructor, the student or learner needed to take the assistance of an English lexicon dictionary and record the implications of the words on the opposite side of the note cards. The outcomes were again checked on with the whole class.

Step 4: Finally, student or learner needed to give the right meaning and importance of words haphazardly chosen lexical words from the rundown in either of the English

text handouts. The student or learner progressively comprehended the mistakes they had made while speculating the lexical words. This activity was done in a bigger group in front of the class. The rest of the 20 minutes were utilized to manage the prompt post-treatment vocabulary test and vocabulary Morphemic tests.

B. The Morphological analysis group (MA Group)

B.1 English Vocabulary Acquisition through Morphological Analysis

As indicated by the examination of Baker, Simmons and Kameenui of the University of Oregon on "Vocabulary Acquisition: Synthesis of Research" new learning expands on what the learner definitely knows. Basic variables that add to vocabulary advancement incorporate summed up phonetic contrasts, memory shortfall, contrasts in methodologies for adapting new words, differential instructional methodology and profundity of word information. Through profundity of word information is affiliation, appreciation and era.

Examination and research recommends that after the age of seven the easiness in which a student or learner picks up vocabulary becomes stagnant in a fairly good manner. In this manner vocabulary development differs among different age group of student or learner and thus the vocabulary understanding as a whole and the gap becomes progressively bigger after some time. The question that strikes a chord is "The syllabus of vocabulary teaching that occurs at the school level and is a part of the educational programs- What happens to the vocabulary knowledge then?"

School student or learner, (a group I call the "take it easy group") today have approached PCs and the Internet since they were in first or second grade. As a result of this the investigation as well as teaching and learning of vocabulary is viewed as exhausting and on the off chance it is not joined by an action or activity in the schools

in India. There are two approaches to seek after this; the first is through an intelligent student or learner/PC program that finishes with extravagant programs. The second is through student or learner and teacher group and cooperation in the classroom. This survey has dealt with the later approaches.

B.2. The Program of teaching methodology

The motivation behind both projects in the MA group is to create and upgrade vocabulary by utilizing morphological analysis. To do this the student or learner, must be furnished with the learning about a morpheme, that a morpheme is the smallest meaningful unit of grammar (Glossary of Linguistic Terms.) In addition to this is that the student or learner must know the contrasts between a root word, suffix and prefix. All these points were highlighted and kept in mind while the treatment for the MA group was going on. However, this was taken under the treatment method and not as a test. This helped improve the vocabulary knowledge of a student.

All together for a PC based or classroom-based program to be fruitful it is critical to remember that learning does not happen in a vacuum, (Baker, Simmons and Kameenui). Along these lines, simply posting and listing words, which happened in my school days for a student or learner to examine may not be fascinating for them.

(A) PC Based Activity for treatment method (activity time roughly 20 minutes)

As this was a student or learner – PC based activity the student or learner loads the vocabulary program and is invited to the program with music. The PC shows a progression of sentences highlighting the word to be broken down and characterized. Illustration: The young lady's conduct was unladylike. Un Lady Un – not (prefix) Lady – female (root word)

Like – having the qualities of (addition) should the student or learner be new to either a prefix or affix they would have the capacity to acquire the significance by clicking the correct box on the screen.

On the off chance that the appropriate response is right the PC would give the student or learner a point and a puppy may bark, "You're right" to the student or learner.

(B) Classroom Based Activity for treatment method (action time around 20 minutes)

The classroom setting offers student or learner a chance to work in groups with prompt human criticism. Taking a similar case of "unladylike" the activity would play as follows through the steps mentioned herewith.

1. Every student or learner in the class would speak out loudly a root word, prefix or addition

2. Every student or learner would have a posting of prefixes and additions to use as a source of perspective and understanding.

3. The sentence is composed on the board by an instructor or teacher. Example: The young lady's conduct was unladylike.

4. A student or learner would compose the word on the board in morphological units.

5. For instance un-lady-like

6. Every student or learner as to distinguish between the prefix, affix, root word and in addition would then speak about the word and give the significance of each section of the morph.

7. Teacher or instructor in the classroom would react if the investigation and definition were right.

 8. Points were given.

Regardless of whether the program is PC based or classroom based it was vital that criticism occur promptly as it was the need of this research as explained in chapter 2.

3.4 The present review

The present review was intended to address the requirement for word structure information to learn both taught and untaught words, and inspiration to utilize that information, by methods required for a critical thinking through direction. Instructing student or learner to find spelling meaning associations between words by means of an organized request, critical thinking methodology was expected to inspire students or learners to see whether contemplating and learning the word structure is an intriguing part of connecting with action as per specialists who energize and emphasize the improvement of "word consciousness" (e.g., Nagy and Scott, 2004). Realistic portrayals of the word structure of morphological families were utilized to decrease student or learner ' working memory stack by displaying the coordinated structure and significance of sets of words ,for MA group, as opposed to exhibiting those associated words using the dictionary, for T group. The instructional outline of this intercession contrasts from the reviews noted above as far as

 (a) the detail of morphological substance is considered, and

 (b) how that substance was incorporated with the study and is reliant on educating morphological problem solving.

 This intercession did not concentrate on educating a specific set of prefixes as did Graves (2004), or even a specific arrangement of bases, prefixes, and suffixes like the investigations of Baumann et al. (2002, 2003). Rather, this guideline utilized arrangements of morphologically related words to instruct how to find significance prompts and clues in steady meaning designs. Instruments, for example, the word framework of family and word matrix were utilized to examine morphological word

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families to guide the understanding of a generally modest number of important word components—morphemes—shape an extensive number of words and how these morphemes inside complex words can offer pieces of information to word implications. Student or learner was instructed about morphological components, suffixing designs, and morphological critical thinking aptitudes to enable them to recognize morphemes in straightforward words as well as in shifting words. Because of suffixing examples or elocution activities which may prevent morphological mindfulness. However, the shifting words were not given too much of emphasis as such examples or elocution activities may prevent the complete understanding of morphology at this age group of students.

(A) Post-test measures

Two measures were developed in light of the words incorporated into the procedure of the program, Base Recognition and Morphological Vocabulary teaching. These two measures were connected and then after the lesson Base Recognition was taught including a member was asked to define the word. Both tests utilized a similar arrangement of 25 words, which were isolated into three groups: Word Taught, Base Taught, and Affix Taught (all words are presented in the Appendix N). A trained vocabulary instructor, who was ignorant concerning the background of the students, directed the testing. We first depicted the two measures, then the three groups of words.

Base Recognition-This was separately managed undertaking students' capacity to recognize the base in morphemic words. The treatment was presented as an activity called "Circle the Main Part of the Word" (detailed in Appendix M). This activity was done by giving a detailed split of the morphemic words on the black board. Teacher selected 10 words in random to explain the root word and affixes. This was done to

see if the student can find the base word and the suffix in the new words given on the board. The students were then asked to underline the base and circle the suffix. Then, read the word.

The practice words were books, making, running, pleasure, and book shop. Regardless of whether their underlying reaction was right or not, the teacher ensured that the student or learner saw the right answer. For instance, for the word 'making', the teacher or instructor noticed that the base of the word 'make' was missing, so all that they could do was to circle the letters 'mak'. All this was done under the treatment session and is not a part of the testing.

(B) Vocabulary teaching

For the word 'running', it was shown they ought to just circle 'run', on the grounds that the primary piece of the base word was recognized in the word 'running' which was 'run', which just had one 'n'. For the compound word like bookshop, members were informed that they could circle both book and shop, since they were both primary parts and bases of the word. The treatment session comprised of 25 words which were introduced in a booklet that was masterminded by various experienced teachers. Every student was permitted as much time that is needed to finish the session. The teachers or instructors kept the following points in mind and made the necessary remedial teaching.

(a) can the student recognize and circle the base (either a genuine word or a bound base) or the littlest stem that could remain all alone as a word (a stem is a base with no less than one affix);

(b) if the student has not circled the base but is able to recognized any piece of a word that expelled no less than one affix, and

(c) if the student has not recognized and is circling some portion of a word that was neither a base nor a stem.

Then the teachers discussed the mistakes of these students, without disclosing the names of students who made these mistakes, and further explained corrective methods for better understanding. This measure surveyed the capacity of members to clarify the meaning of the words utilized for the Base Recognition. After finishing the practice session, the words for Base Recognition, the teacher stated, "After you circle the primary piece of a word you, will be requested to attempt to give a short description of the significance of the word". At the point when the member finished circling around, the teacher asked, "Could you disclose to me what that word implies?" If the member gave no answer, or the appropriate response was unclear, the teacher utilized these prompts: "Can you include any more detail?" and, "Can you utilize that word in a sentence?" The teacher recorded the correct answers given by the student or learner.

(C) Choice of words

The words utilized as a part of these measures were chosen specifically having similarity with those words taught in the procedure to survey with the impact of guideline for the methodology. These 25 words were partitioned similarly among three groups and exhibited not in a sequential format. The words in the first group were named Word Taught. Consideration criteria for this close exchange classification were that the teacher had expressed and confirmed it expressly in class, as well as, that correct word had been incorporated on one of the students' composed assignments. In the event that a word showed up on a page given out to the kids, on the off chance, that it was on an overhead, or posted in the classroom, it was thought to be added in the Word Taught classification. This included words that were not

introduced in full frame in the classroom by the instructor, but rather could have been made by the student or learner from a word network (word matrix) displayed by the instructor (see Fig.3.3 for a case of a word grid). The intercession of the affixes utilized a sum of 20 networks; speaking to 196 words fitting the Word Taught criteria. Exercises that did exclude a grid but rather introduced words for making word aggregates gave students or learners 34 more words. In this manner an aggregate of 40 words met the criteria of Word Taught. Ten of those words were utilized as Word Taught Words during testing. The words in the second group were Base Taught words, whose bases and affixes had been instructed expressly during lessons. To exhibit a pick up word from direction on these words, student or learner would need to apply information of bases, affixes, and maybe suffixing examples to words that were not unequivocally educated. The words in the third grouping were Affix Taught words. These words utilized bases those were not educated during the methodology. Student or learner would have experienced the affixes in these words during guideline, yet just in blend with different bases. Since the base is the morpheme that conveys the center significance of a word, this class of word speaks to the most remote level of exchange of the three word groups.

(D) Direction

While the MA group assembled in the classes proceeded with average direction, the exploratory classes were taken in three or four 30-min lessons every week educated by the first teacher until 20 sessions were finished. Direction occurred in the consistent classroom with the classroom instructor present and taking part in the sessions.

re as	sign	al ing ed ment ify
Re	de		ale	ure

Figure 3. 3: A word matrix on the word 'sign'. Bowers, P. N., & Kirby, J. R. (2010).

(E) Aims and Guidelines

The guideline was intended to pass on the accompanying key terms and ideas about morphology: Adapted from, Bowers, P. N., & Kirby, J. R. (2010).

1. English spelling is a profoundly predictable framework for speaking about the importance of words and the meaning of words. Few words however neglect to fall in the after set up of such traditions for various reasons. Unfortunately not all words can be judged under the same guideline

2. Morphemes (bases, prefixes, and suffixes) are the littlest units in a word that convey meaning. Morphemes can be consolidated and recombined to shape many words like Lego pieces games are adjusted into endless structures.

 3. Bases, prefixes, and suffixes keep up predictable spellings in words paying little heed to shifts in elocution when pronouncing that word. Spelling changes happen crosswise over inductions as indicated by predictable suffixing designs.

4. Making a proper usage by adding or editing suffixing examples were instructed: (a) replacing and adding the single, silent e, (b) multiplying single, final consonants, and (c) y/I changes.

5. The base conveys the center meaning that is importance of a word, which is then modified by the affixes with which it is joined. A construction of words from this is that can remain in light on its own as a word, is known as a free base (e.g., run). There

are bases that never remain all alone as words, called bound bases (e.g., 'struct' signifying 'structure').

6. Twin bases words are two types of a similar base words that convey a similar center meaning of importance in the morphological group of words they assemble. For instance, the twin bound base for the affixes 'duce/duct' for 'lead, bring' are the establishment for every one of the inferences based on both item (conduct, produce) and or words that do exclude these stems by nullifying them, for example, teach (reduce).

(F) Processing of the program

The methodology used in this study are modeled after the ones first introduced by Redman and Ellis (1989) in their book 'A Way With Words' and Gains and Redman (1986) in their book 'Working With Words as a model'.

Student or learner were trained to utilize the morphological lattice for 'sign' matrix in (Fig.3.3) to understand that, "Why is there a silent 'g' in sign?" From that lattice words like flag, task and mark were worked with word totals (sign? al; as? sign? ment; sign? ate/? ure) to show how morphemes are gathered like bits of Lego to shape complex words. The instructor (first creator) utilized an overhead projector to share revelations and guide student or learner' comprehension of the rule that the spelling of these word parts, called bases, prefixes, and suffixes, continue as before crosswords over words regardless of the possibility that there are elocution shifts in pronunciation of that word. Each new idea (e.g., suffixing design for the single, quiet e) was presented with a starter question that could be settled by exploring designs in chosen sets of words. Along these lines, it was trusted that student or learner would pick up not just the word structure information focused by the lessons but also additionally critical

thinking techniques that could be utilized freely on novel or unknown words. Through the span of 20 lessons, a predictable procedure of guideline was utilized by the students to enable student or learner to create and test theories about progressively different spelling examples. The fundamental structure of the direction was as per the following:
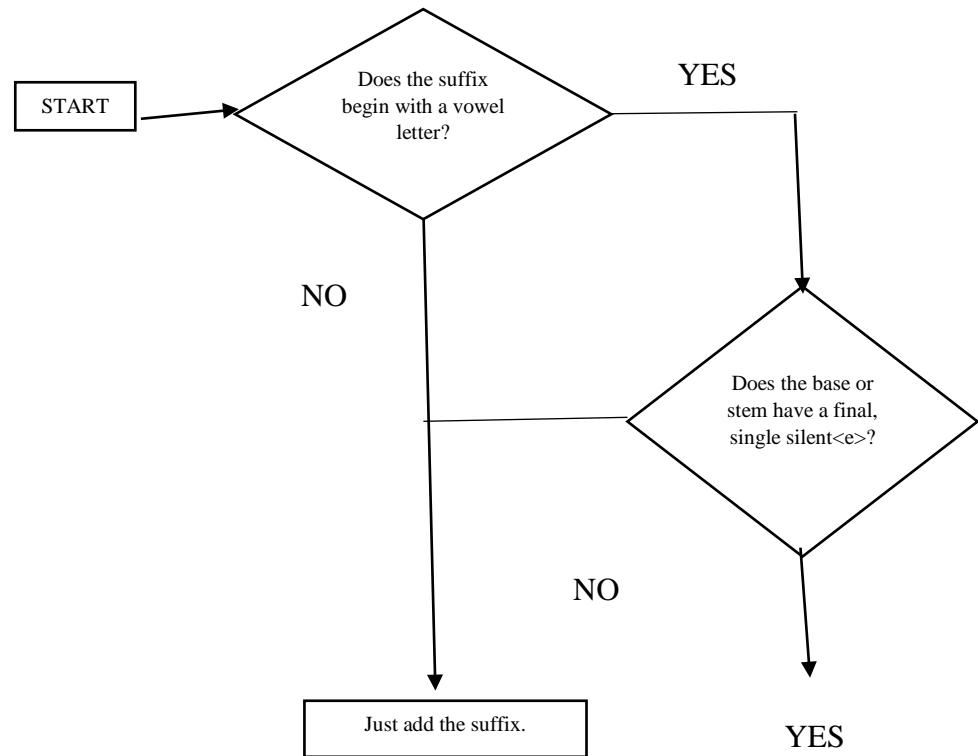
Figure 3.4: Flow chart of pattern for suffixing pattern for dropping the single, silent 'e' (Ramsden, 2001, p. 17).

1. Display a spelling that highlights a center spelling component, example or rule.

2. Give student or learner sets of words chosen to uncover the example that is the main concentration of the lesson. .

3. Test speculations keeping in mind the end goal to confirm and portray correct spelling example with meaning.

4. Give deliberate routine with regards to recently learned examples with an arrangement of words fortified by a given example. (Fig. 3.4 gives a case of a flow

outline used to work on suffixing designs after student or learner had identified them through organized request.

Lessons utilized word frameworks (Ramsden, 2001) and word wholes to support instruction about morphological structure with solid portrayals that could be cross examined in a full class lesson. Different tactile channels as proposed by Mousavi, Low, and Sweller (1995) were utilized. Student or learner were likewise unequivocally instructed to utilize a finger to the way of inquiries on the flow graph (Fig. 3.4) for suffixing designs while perusing the significant inquiries for suffixing as a method for fortifying a customary arrangement of inquiries to posture when examining the structure of complex words. These apparatuses were likewise expected to inspire dynamic support in word structure exercises by offering an engaging approach to center student or learner' consideration straightforwardly to the substance of the intercession. Set up together, every one of these devices upheld an instructional approach focusing on the advancement of student or learner' "word consciousness" (Scott and Nagy, 2004).

3.5 Information collection procedures

Two weeks before the treatment, the pre-treatment vocabulary test was managed to both the Traditional and Morphological Analysis groups. There was one treatment session for both the T and the MA Group, with an extra introduction session for the MA Group the day preceding the treatment. Each of the four class students from the seventh and eighth standard who were learning English as a second language in their schools were present. These students had normal IQ levels and did not have any deformity mentally. These children learning English met in their customary classrooms during the review. I was the adviser teacher in one of the classes during the review; my student or learner were members in the T Groups, while the MA

Groups and one T group had three different educators or onlookers. None of the four educators or examiners knew which student or learner was a part of the study. I gathered all educated consent letters in the two groups, and a partner of mine arranged the consent forms in my course to secure students' right of choice. During the treatment all students or learners of each class were available – not just members – since the review material constituted standard course material also .In the treatment session (day 1), lexical words were presented utilizing the Morphological Analysis approach in the MA Group and the traditional vocabulary learning strategies in the T Group. The prompt post-treatment test was directed directly after the treatment. The postponed post-treatment test was given to student or learner two weeks after the treatment. For every one of these tests the information was gathered on the A4 estimate papers for evaluation.

3.6 Analysis of information

Means and standard deviations for MA and T groups on all measures between pre-test vocabulary and result measures for Morphological Analysis group (N = 41) and traditional group (N = 40) are indicated in the results and discussion chapter in the form of statistical information based on graph.

For the quantitative information examinations Statistics was utilized. The aspects on the survey like (e.g. sex, explanations behind taking English) were numerically recoded for the factually based investigations. A number was doled out depending upon the members reactions (e.g. female = 2, male = 1). Clear insights was utilized to outline the information gathered. The expressive insights that were utilized are means, standard deviations and percentages. The two way repeated measure ANOVA test is used to determine whether the participants gained the power to retain and recall the vocabulary under the factor of time on all the three levels, i.e. - prompt-treatment,

postponed treatment and delayed postponed treatment levels. This ANOVA test helped to determine if the knowledge of vocabulary for the participants has increased due to the morphological methods or the traditional methods. Moreover, this test also determined that the knowledge of the depth and breadth of vocabulary knowledge has also increased or not on the bases of the methodology used or on the bases of time or both methodology as well as time.

The MONOVA test was used to find out the difference between the two groups for their motivation towards the two teaching methods depending upon the factor of time on enjoyment and motivation scales.

The reference charts was utilized to decide whether students' vocabulary learning expanded subsequently of the treatment, and regardless of whether the treatment affect students' vocabulary maintenance and then the review of the lexical words were done. Moreover, the Bar chart was utilized to comprehend regardless of whether changes happening in students' vocabulary information (profundity of learning and broadness of information) were because of treatment sort, time or the blend of treatment and time. The reference diagram was additionally picked with a specific end goal to decide whether there is a critical contrast between the two groups in their perception and comprehension with local speakers.

3.7. Conclusion

In this chapter, the research questions were stated, and the methodology used in this study was introduced. The different steps of the teaching procedures for the morphological analysis approach and the traditional vocabulary learning techniques were outlined. In addition, the data collection procedure and the data analysis were described. Table 3.2 below provides a timeline for this study.

Table 3. 2 : Timeline of study

Sep. 17th, 2015	Oct. 6th , 2015	Oct. 7th , 2015 to Jan. 7th, 2016	Jan. 27th , 2016
2 weeks prior to treatment	1 day before treatment	treatment tenure	2 weeks after treatment
T group and MA group	MA group	T group and MA group	T group and MA group
1) Pre-Treatment Tests (VKS / VAT) 2) Pre-Treatment Questionnaire	1) Orientation and explanatory session for Morphological Analysis group	1) Introduction of Lexical Words/ Practice 2) Immediate Post Treatment Vocabulary Tests (VKS / VAT) 3) Post-Treatment Questionnaire	1) Post-Treatment Tests (VKS / VAT)

Section 4 shows the outcomes from the surveys and the tests utilized as a part of this review. The information investigation is condensed and the outcomes are spoken about for each examination address. Each of the statistically gathered data is analyzed critically.

CHAPTER 4 – RESULTS AND DISCUSSION

4.1 Introduction

Chapter 4 shows the results of the current quantitative review, which was planned to decide if Morphological Analysis effectively affects language learners' profundity(depth) and broadness(breadth) of knowledge, their morphological appropriateness (proper) use of vocabulary and their state of mind(motivation) towards vocabulary learning. This review, which had 80 members (equally divided in the T group which, utilized conventional vocabulary learning techniques (word reference utilizing/dictionary use, speculating and guessing from the context, and oral repetition) as methods for correlation. The information gathered in this review comprised of a pretreatment poll, a post-treatment survey, vocabulary learning scale test- vocabulary knowledge test (VKT) and vocabulary morphemic test (VMT). The VKS and the VMT were managed three times: as a pre-test, prompt post-test and postponed post-tests. I begin by giving a detailed summary of the methodologies related with the personal statistic data gathered from the members. The data is given for both groups – the Traditional group (T Group) and the Morphological Analysis group (MA Group). A little later in this chapter, I show the factually corresponding discoveries relating to each of the examination questions postured in this review and how these outcomes may enhance the teaching and learning process of vocabulary in the schools particularly for the seventh and eighth graders.

4.2 Personal statistical Information collected:

A sum of 80 members in the age group from 12-13 years finished the poll given to them on the sheet of paper in light of the various decision questions which were the informative based questions. This poll was vital as it gathered data on the member's age, first language, frequency of communicating in English language, their families

which vary in instruction and salary levels, and ethnic or racial foundations and different background. 78 (= 96.2%) of members were in the vicinity of 12 and 13 years of age and three (= 3.7%) of the members were in the vicinity of 11 and 14 years of age. The quantity of male and female members was equivalent which was 40 (= 50.0%) members each. The majority of the members viewed themselves as to be non-local speakers of English. Members that did not fall inside the age criteria that is said above, were prohibited from being a part of the research program. Members who viewed themselves as to be local speakers of English being native speakers were rejected also.

Table 4. 1 Showing- The characteristics of the participants

Characteristics of the participants	n	%
All Participants	81	100
Female	40	49.3
Male	41	50.6
Age Range		
12-13	78	96.2
11-14	03	03.7
Traditional Group(T Group)		
All Participants	40	49.3
Female	20	50
Male	20	50
Age Range		
12-13	39	97.5
11-14	01	02.5
Morphological Analysis Group(MA Group)		
All Participants	41	50.6
Female	20	48.7
Male	21	51.2
Age Range		
12-13	39	95.1
11-14	02	04.8

Likewise, the table underneath demonstrates the languages that members showed they talk with their self-appraised learning (learning at home) of those languages. It is imperative to recognize non-local speakers' information of other language since this learning (e.g. word implications in different languages and conceivable social

information in those languages) may have had an impact or on their comprehension of the words and may have affected their answers. In spite of the fact that utilizing this learning in a point by point examination would go past the extent of this thesis, it is in any case not that important to incorporate this data and know about this conceivable interference of one language with different languages.

Table 4. 2- Different languages that members showed they talk

Mother tongue	Number of participants	Can speak Fluently	Liking towards the language
English	-	-	-
Marathi	64	62	64
Hindi	10	9	9
Urdu	2	0	2
Gujrati	3	1	3
Bihari	1	0	0

4.3 The research questions and their results

1. Research Question 1: Participants Personal statistical Information

1) Do the review members have personal statistical differences, and also to analyse whether the personal statistical attributes have any effect on learning vocabulary in the L2?

1.1 Relevance of the research question

My principal thought for this question was my worry with participants' personal statistic information of the members in the review and the association with L2 vocabulary learning. The following figure demonstrates clearly the different ranges of mother tongue used by the participants that volunteered for this research study. The

different mother tongue of the participants may have a differential effect on the results of this research study. This information is imperative and important to analyze the effectiveness of the different methodologies taught as a treatment level in both the groups to portray the difference of effects of their mother tongue over the acquisition of the vocabulary.
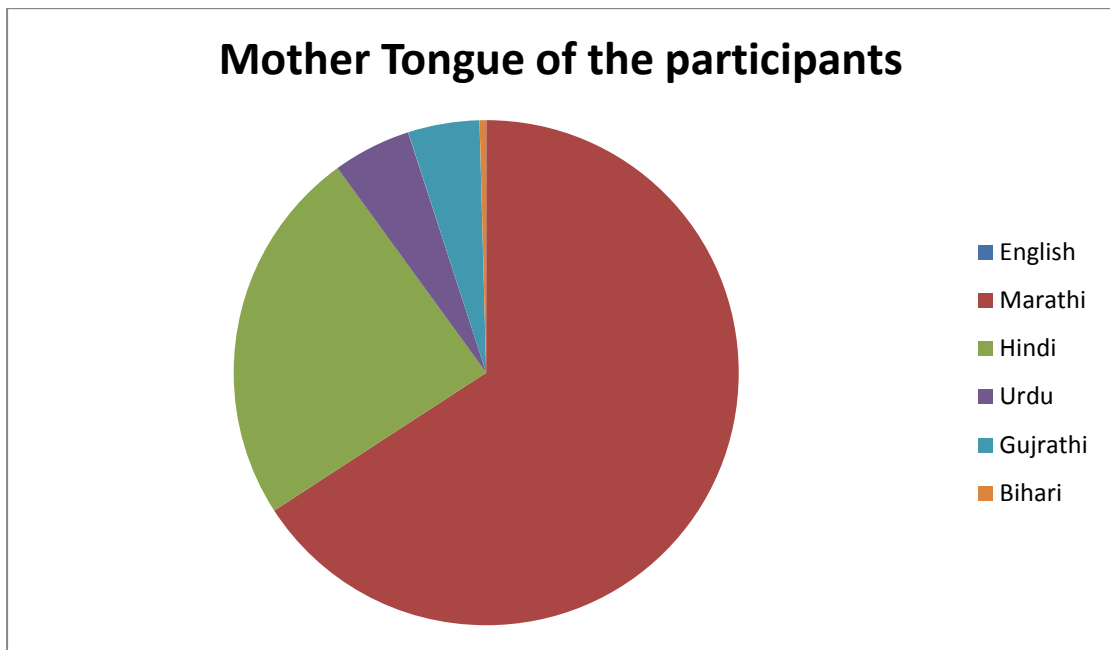
Figure 4. 1- Information about the participant' mother tongue or first language

The explanation and reason behind group this information was twofold. From one viewpoint, that is there in second language learning to take in the vocabulary by first interpreting it in the primary/vernacular language. But it is a fact that, this is troublesome and that a similar learning conditions never happen twice. The learning of morphology is not influenced by the greater part of these personal statistic contrasts, exceptionally unique primary language of their mother tongue.

Table 4. 3 - Showing the number of the languages spoken by the participants other than English

	N	%
All Participants Using another language in daily activity other than English	81	100
All the number of Languages spoken	11	13.5
Traditional Group(T Group) Using another language in daily activity other than English	41	50.6
All the number of Languages spoken	07	17.0
Morphological Analysis Group(MA Group) Using another language in daily activity other than English	40	49.38
All the number of Languages spoken	06	15

Furthermore, assisting to this research many more researches can be led utilizing this information – which would again lie past the extent and scope of this review. Parts of language information, or language learners' thoughts regarding knowing a language and its vocabulary, and their purposes behind taking a particular language to study and learn can be associated with the outcomes of this research and could be utilized as a part of the examination research program. The information introduced here was gathered by means of survey that both the Traditional Group (T Group; n = 41) and the Morphological Analysis Group (MA Group; n = 40) completed. The survey was given to the members two weeks preceding the treatment. The initial segment of poll concentrated on participants' foundation data. 40 (=49.3%) of the members were female learners and 41 (= 50.6%) were male learners. There was an equivalent number of members in the T Group (n = 40) and the MA Group (n = 41).

1.2. Characteristics of participating students

1.2.1 Language Abilities in English other than Mother tongue:

Apart from their sexual orientation and age, members were requested to supply some information about their language capacity of English other than native language. Since knowing different languages and having been presented to different languages may impact the participants' learning and (Boroditsky, 2003) may bring about few answers to this review as it was essential to get some answers concerning their language encounter.

1.2.2 Explanation given behind Studying English

The members were additionally approached to give their motivations behind taking this course. They could choose from a given lists of decisions and could pick numerous reasons and in addition give extra reasons if theirs was not on the given list in the supplied sheet. Various reasons came to front, but the most important aspect was that many students stated that they feel nervous while talking in English. They said that they are not very conscious while speaking their mother tongue or the Hindi language, but when it comes to speak English, they become very conscious of what they say. This data is very important as it reflects on the fact that there is something wrong in their acquiring new Language that is not very easy for them to speak. The accompanying was found after the investigation of the poll:

Table 4. 4- Table showing participants' reason for taking part in this course.

Participants reason for taking part in this course	Traditional Group(T Group)		Morphological Analysis Group(MA Group)	
	N	%	N	%
To strengthen the English communication skills	38	95	35	85.3
To reduce the nervousness that is felt at present while using the language	38	95	39	95.1
To talk in front of the class	05	12.5	13	31.7
To learn English better for the future	35	87.5	40	97.5

To be able to watch and understand the English films, T.V. , music better	07	17.5	05	12.1
To be able to make an impression while I speak	28	70	33	80.4
To use the internet with no hassle	17	42.5	30	73.1
To improve the personal level of understanding of English	.6	15	11	26.8
Not to make fool of self while using the language	03	7.5	09	29.9
To feel comfortable with friends while talking in the language	10	25	05	12.1
To read English newspapers, novels with understanding	37	92.5	30	73.1
Any other reason write in the column given	02	05	02	04.8

The lion's share of students or learners stated that they faced some difficulty in learning and especially a second or foreign language which is the English language. Numerous learners express their helplessness here and there or even recognize their disappointment in the fact that it is so difficult figuring out how to talk a foreign language. These learners might be great at learning different abilities at the same time, with regards to figuring out how to talk another language, but they claim to have a 'mind block' against it, Horwitz, (1986) What, at that point, ruins or stops them to prevail with regards to communicating in a foreign language? By and large, students or learners' sentiment, stress, uneasiness or anxiety may block their language learning and execution capacities. Scholars and second language securing, second language acquisition (SLA) scientists have often exhibited that these sentiments of uneasiness are particularly connected with learning and talking in foreign language, which recognizes in the L2 gaining from learning different abilities or subjects. Both instructors and students or learners know and for the most part feel firmly that tension is a noteworthy obstacle to be defeated when figuring out how to communicate in a second language. Taking in to learn a new language itself is a significantly unsettling mental suggestion since it specifically undermines a person's 'self-idea' of worthiness

and world-sees this as "a profoundly unsettling psychological proposition" (Horwitz et al., 1986: 28).

In all, there are two ways to deal with the language tension:

(1) Language uneasiness results in the more extensive building of nervousness as an essential human feeling that might be brought on by various blends of situational components (McIntyre, 1994) For instance, (an) a modest student or learner may feel nervous when made a request to give a short talk before the entire class, however this can be overcome by having self-confidence, and confidence can be built up by the easiness to comprehend the second language learning (McIntyre, 1994);

(b) Language uneasiness is a blend of different nerves that make a different type of nervousness that is natural for language learning (Horwitz et al., 1986: 128).At the point when this apprehension or tension is confined and directed to the language learning circumstances, it falls into the class of particular uneasiness. Analysts utilize the term 'particular tension response' to separate individuals who are for the most part nervous in a number of circumstances from the individuals who are nervous just in particular circumstances (Horwitz,1986: 125).

The characteristic way of language uneasiness represents an extra test and challenge to language learners and also instructors. A few resent ways to deal with foreign language instructing, for example, are activity based Language Teaching , are unequivocally coordinated at decreasing learner' nervousness. These methodologies lays an emphasis on match or group work and learning through communication in the objective language as an approach to diminish language uneasiness. Then again, the request on communication in the advanced language classes may improve students or learners ' tension, as there are more chances for their shortcomings to be uncovered before others. Thought of learner uneasiness in the present day language classroom is

considered very fundamental keeping in mind the end goal to enable learners to build up their relational abilities in the objective language. (MacIntyre (1994).

1.2.3 Distinction found amongst First and Second/Foreign Language Anxiety

In a foreign language, a speaker needs to search for reasonable lexis, needs to build a suitable syntactic structure and needs to utilize a comprehendible complement through communication. We need to remember that all this requires a proper understanding of vocabulary. Daly (1991: 13) while talking about the responses to second language learning from the point of view of first language correspondence, fear communicates that the nervousness experienced by many individuals while imparting in their first language appear to have numerous consistent binds or connections to second language uneasiness. Teachers and second language/language securing/acquisition (SLA) specialists can get understanding from the similarity of first language nervousness to adapt to the second language tension.

What "tension" really alludes to and how much might we characterize 'foreign language nervousness' are additionally essential questions to comprehend the development of 'language uneasiness'. (Daly, 1991, p. 13)

1.2.4 Discussion on Definition and Types of Anxiety

"Tension is a mental build, which is normally portrayed by clinicians as a condition of hesitation and misinterpreting, an unclear fear that is just in an ambiguous way connected with a disapproval" (Giffin, 1971). Tension, as seen instinctively by numerous language learners, adversely impacts language learning and has been observed to be an important issue amongst the most analyzed factors in all of brain psychology research and instruction and learning.(Horwitz, 2001: 113).

1.2.5 Second or foreign language anxiety was found in the participants

Tension has been found to meddle with many sorts of practices adapting for a new language, yet when it is related with learning a foreign language, it is named as 'second/outside language uneasiness'. It is a perplexing and multidimensional wonder (Horwitz et al., 1986: 29) and can be characterized as "a subjective sentiment strain, anxiety, apprehension, and stress related with an excitement of the involuntary sensory system" (McIntyre & Gardner, 1991c). These skills are so important that we cannot learn a new language or be fluent in using that language by just speaking and not listening or just listening and not speaking. Both are just inseparable.

It has been discovered that the sentiments of pressure or anxiety focus on the two fundamental task prerequisites of foreign language learning: writing and speaking (Horwitz et al., 1986: 29) in light of the fact that, in communication, both the abilities cannot be isolated.

1.2.6 What has caused language anxiety in these participants?

The way that language nervousness is a mental build, it in all likelihood originates from the learner's own 'self', i.e., as a natural inspiration (Scovel 1978: 16), e.g., his or her self-observations, recognitions about others (peers, educators, questioners, and so forth.) and target language correspondence circumstances, his/her convictions about L2/FL learning and so on. Language nervousness might be an outcome and additionally a reason for lacking charge of the objective language (Horwitz, 2001: 118).

Societal position of the speaker and sexual orientation could likewise be critical figures creating language nervousness for L2/FL speakers. A further nitty-gritty examination of these components could conceivably help language instructors to lighten tension in the classroom setting and to make the classroom condition less

uneasy to learn and more inciting to learn and consequently to enhance learners' execution in the objective language.

Table 4. 5: Reasons for spending the most time on a certain language aspect.

		Reasons provided by participants	N	%
Traditional Group (T Group)	Vocabulary	Not possible to memorize	15	36.5
		Is it vital for communication?	17	41.4
		As it takes a lot of time to comprehend	12	29.2
		Just because it has been given by the teacher	16	39.0
	Grammar	difficult to learn/understand	33	80
		has to be learned	36	87.8
Morphological Analysis Group(MA Group)	Vocabulary	not easy since it is vast	23	57.5
		focused on in tests and examinations	25	62.5
		given in homework from coursework	14	35
		important for communication	18	45
		very important	19	47.5
		As it takes a lot of time to comprehend	27	67.5
	Grammar	difficult to learn/understand	36	90
		to understand sentence structures	28	70
		homework focuses on grammar building	17	42.5

As indicated by the poll explanations behind taking up this course additionally included: to satisfy the general language necessity, to discuss better with my neighborhood, to find out about the English societies, to enhance my language abilities for future employment, to converse with my companion, to tune in to as well as watch English TV, movies, music, to visit English sites, to peruse English daily papers, books and additionally, to peruse comic books and comprehend them.

1.3. What is knowing a language?

Some portion of the pre-treatment poll likewise looked for data about the participants' thought regarding language learning. To begin with, members were made a request to answer the question: "What is knowing a language?" Second, they were requested more particularly to demonstrate which parts of language they believe are segments of language (e.g. culture, language structure, non-verbal correspondence, pragmatics and vocabulary).

Table 4. 6: What does it mean to know a word – participants' answers.

What does it mean to know a Language properly?	Traditional Group (T Group) N	%	Morphological Analysis Group(MA Group) N	%
Being able to communicate fluently	32	78	38	95
Knowing the sentence structure properly	36	87.8	37	92.5
Understanding most of the vocabulary	18	43.9	15	37.5
Understanding all the units of the word	29	70.3	36	90
Knowing most of the grammar of the language	12	29.2	09	22.5

1.4. Language study habits

The pre-treatment poll additionally got some information about what part of language they concentrated on most when learning at home, and why they concentrated on those angles. In both the T Group and the MA Group the main angles that were accounted for to be examined by the members were sentence structure and vocabulary. In the T Group 12 members disclosed that they consider vocabulary the most, while five participants detailed they concentrate on sentence structure the most when examining for the English language course. In the MA Group 14 members detailed they contemplate vocabulary the most and just three members announced they think about punctuation the most in their language class. This information helped the researcher realize how important it is to teach the vocabulary and the grammar of the foreign language. If a person does not know the vocabulary properly he will make use of translations from L1 to L2 language and never learn the L2 language completely.

Table 4.7 delineates the parts of language learning that members in both groups concentrate the most.

Parts of language information concentrated the most by members

Table 4. 7-Aspects of Language Knowledge studied the Most

Aspects of Language Knowledge Studied the Most	Traditional Group (T Group)		Morphological Analysis Group(MA Group)	
	N	%	N	%
Vocabulary	36	87.80	39	97.5
Grammar	38	92.6	19	47.5

Members were additionally approached to give their inspirations on where they invest most of their energy in the diverse language angles. Since language structure and vocabulary have been recorded as the two most vital angles they are exhibited in more detail in this segment. The explanations behind concentrating generally on vocabulary or linguistic use have risen : in the T Group seven revealed that vocabulary is the most vital for correspondence, along these lines, they concentrate on this perspective. Two (= 11.9%) members each demonstrated that they concentrate on vocabulary since it is troublesome for them or in light of the fact that it is extremely tedious.

One member expressed that he concentrates on vocabulary since it is the thing that the educator instructs him to learn. In the MA Group four revealed that they concentrate on vocabulary since it is essential for correspondence. Three (= 17.6%) members demonstrated that the vocabulary is the most tedious and accordingly requires the most exertion. Two members each expressed that they concentrate on vocabulary for the accompanying reasons: difficult on the grounds that there are such a large number of words, since this is the viewpoint that tests and tests concentrate on and in light of

the fact that it is the most essential. One member expressed that homework assignments manage vocabulary which is the explanation behind his emphasis on vocabulary. Most of the responses of the students were somehow related to the fact that learning of vocabulary or comprehension of the words in the English language is much more important for them to be able to understand the language well. The following is a table showing the vocabulary techniques used by the students in the class and while self-study for better understanding of the vocabulary. However, the same techniques were adopted later to teach the vocabulary to the Traditional Group (T Group).

Table 4. 8: Vocabulary learning techniques of Traditional Group

Traditional Group (T Group)	Number of Participants	% of Participants
Use of the dictionary	29	70.3
Read and repeat orally	18	43.9
Write the word and the meaning 20 times	12	29.2
Dictation tests	33	80
Memorize new vocabulary	25	62.5
Lists	16	39.0
Use the word in sentences	17	41.4

Some portion of the question about participants' language learning tendencies was to show with how members think about vocabulary. Members were solicited to give a depiction from how they consider learning vocabulary. Their answers were coded and brought about seven unique strategies which were

 (1) Use of the dictionary,

(2)Read and repeat orally

(3) Write the word and the meaning 20 times,

(4)Dictation tests

(5) Memorize new vocabulary,

(6) Lists,

(7) make sentences of the vocabulary etc.

Contrasting the appropriate responses of the members in both groups it gives the idea that they have comparative thoughts regarding what language is and what they think they have to do with a specific end goal to get a language. Most members expressed that knowing a language intends to have the capacity to impart, trailed by knowing punctuation and vocabulary. At the point when asked what angles are most essential the general accord of the members in this review was vocabulary, taken after nearly by language structure and afterward confidence and attitude. It likewise gives the idea that members in both groups imagine that vocabulary is most vital since this is the perspective they invest most energy in contemplating over learning the vocabulary of the second language. Those in MA group and T group had various thoughts regarding what a language is, and how a language ought to be scholarly influence the execution and disposition toward a language and practices utilized for language learning (Clément, R., Gardner, R. C., & Smythe, P. C. (1977)). Moreover, sex, age, explanations behind taking a course, language learning systems all assume a part as to language learners' inspiration (Clément, R., & Kruidenier, B. G. (1985).) which thus influence their language learning result. The information gathered demonstrates that both groups appear to have comparable thoughts and the data is not just valuable for future amplified concentrates that of research in detail but also how those viewpoints

might possibly impacts the Morphological Analysis approach, additionally advantage considers duplicating this present review.

Table 4. 9: Vocabulary learning techniques of the Morphological Analysis Group

Morphological Analysis Group(MA Group	Number of Participants	% of Participants
Circle the base word	36	90
Reading Comprehension	19	47.5
Build the Word/Use the Word	37	92.5
Mystery Word	25	62.5
Divide and Conquer	15	37.5
Create Solving Riddles	17	42.5
Read and Reason	33	82.5
Word Sort	25	62.5
Go for the Gold!-Nine Square Wordo	29	72.5

2. Research Question 2: Vocabulary Recall and Retention

2) What effect does the Morphological Analysis approach or the traditional vocabulary learning approach have on students' (Grade 7 and 8) temporary and long-lasting vocabulary recall and retention comparatively?

The second research question address tried to explore whether the utilization of morphological investigation can be used as an apparatus for vocabulary guideline in the Morphological Analysis Group (MA Group) influenced over the execution of that group over the execution of the Traditional Group (T Group) as far as vocabulary

review and maintenance is concerned. To answer this question, two weeks preceding presenting students or learners to the new vocabulary words, the members of both groups were made a request to finish a pre-treatment vocabulary tests with a specific end goal to recognize any earlier learning of the lexical words utilized as a part of this review.

Amid the treatment time students or learners in the T Group finished an assortment of conventional vocabulary remembrance strategies (composing as well as writing the words, L1-L2/L2-L1 oral interpretation) while the MA Groups utilized Morphological Analysis to present and practice the vocabulary words utilized as a part of this review (the particular approach was depicted in Chapter 3). After this session, the members finished a quick post-test that assessed their insight into the words displayed amid the treatment. Two weeks after the treatment and prompt post-treatment test a postponed post-treatment test was given to the members of both groups. To decide if the members in both groups were on equivalent balance in the pre-treatment state as to profundity of learning and an autonomous test was led for the methods in both groups. The outcomes from the test were measurably non-critical which propose that members in both groups were equivalent as far as their understanding of learning in the pre-treatment arrangement was concerned. But then a clear difference was seen further in the Prompt Post treatment VKS, where MA Group gained a slightly higher score in retention; whereas for the postponed Post-Treatment VKS there was much higher difference seen in the two groups, MA Group having a higher score as it was expected by the researcher. However, it is noteworthy to remember that the performance of the T-group was exceptionally good as all the participants/ members were very enthusiastic for the test conducted. It was very overwhelming for the researcher to see such a response from the students.

Table 4.10 underneath presents the mean scores and standard deviation for the two groups for profundity of learning coming about because of the VKS test: pretreatment VKS test, prompt post-treatment VKS test, postponed post-treatment VKS test.

Table 4. 10 : Mean scores and standard deviation for VKS tests (depth of knowledge)

Test-Depth of Knowledge	T Group (Traditional Group) M	SD	MA Group (Morphological Analysis Group) M	SD
Pre-Treatment VKS	2.06	0.43	2.80	0.37
Prompt Post-Treatment VKS	4.74	0.64	4.86	0.56
Postponed Post-Treatment VKS	2.44	0.44	3.20	0.23

Through the results of the descriptive personal statistics, the mean scores, it appears that there was significant statistical increase in depth of knowledge from the pre-treatment (T Group = 2.0641; MA Group = 2.8085) to the Prompt post-treatment test (T Group = 4.7488; MA Group = 4.8600) but a decrease from the Prompt post-treatment to the Postponed post-treatment test in both (T Group = 2.4482; MA Group = 3.2041) for both groups. However, the mean scores for the Postponed post-treatment test are still higher than those on the pre-treatment test. This suggests that participants have increased their depth of vocabulary knowledge from the pre-treatment to the Postponed post-treatment test and that the vocabulary teaching

method (Morphological Analysis) seem to have an impact on students recall and retention for depth of knowledge of vocabulary. In terms of vocabulary retention the T Group retained 82.2%, while the MA Group retained 90.1%. The researcher can clearly state here that though both the teaching methods were successful to increase the breadth of knowledge of the members, yet the Morphological Analysis group has a slightly better impact on the vocabulary recall and retention as compared to the most traditional methods.

To investigate whether there was a personal statistically significant difference in vocabulary recall and retention between the T Group and the MA Group, a two-way repeated-measure Analysis of Variance (ANOVA) was conducted on each of the VKS tests. The Analysis of Variance was chosen in order to account for the differences between the groups of participants over time on their recall and retention of the vocabulary items. The within-subject factor was time, with three levels (pre-treatment, prompt post-treatment and Postponed post-treatment). The between-subject factor was the respective group of participants (either Traditional Group or Morphological Analysis Group). The level of confidence for this personal statistical analysis was set at .05.

This suggested that there was a statistical significant difference in the performance between the participants in the two groups with respect to their depth of knowledge of the vocabulary items present in the Morphological Analysis approach and traditional vocabulary learning techniques over time in the test of between- subject effects as shown in the table 4.11 where (p=.002).

Table 4. 11: Analysis of variance – between-subjects effects

Test of Between-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	1031.0	1	1031.01	4160.088	.000
Group	0.917	2	0.917	6.007	.002
Error	6.825	40	209846.845		

The results of this analysis suggest that Morphological Analysis used by the MA Group (Morphological Analysis group) did have a statistical significantly different affect in learners' performance compared to the performance of the T Group (Traditional Group) with regards to depth of knowledge. This suggests that using Morphological Analysis statistically improved and significantly affected participants' performance and depth of knowledge compared to the performance of the Traditional Group. All participants experienced the same learning outcomes with a slight personal statistically significant difference.

In addition, there is no statistically significant interaction effect between time and group. This means that there is no huge statistically significant difference between the two groups as shown in the table 4.12 in the test of within-subject effects with (p= 0.221). But a statistically different effect was seen in Table 4.12 for time where (p=.000).

Table 4. 12: Analysis of variance – within-subject effects

Test of Within-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Time	11.087	1	11.087	69.038	0.000
Time*Group	0.182	1	0.087	1.032	0.221
Error *Time	5.731	80	0.080		

This means that even though the two groups are found to have statistically significant difference from each other at specific point of time in the study, there are changes in all participants with regards to time. In other words, the data suggests that participants in both groups demonstrated substantial vocabulary learning outcomes as a result of either treatment, but a better increase of the breath of knowledge is seen only with the MA group. In order to find out where those differences were (at the Prompt or Postponed state) a post-hoc analysis was used.

The post-hoc analysis yielded personal statistically significant differences for time from the pre-test to the Prompt post-test (p = .000) and from the Prompt post-test to the Postponed post-test (p = .000) for both the T Group and the MA Group. It also showed a personal statistically significant difference from the pre-test to the Postponed post-test stage (p = .000). This supports the previously stated findings that participants in both groups demonstrated substantial vocabulary learning outcomes, with the MA group scoring higher than T group.. Those results are also visualized in figure 4.2 below.
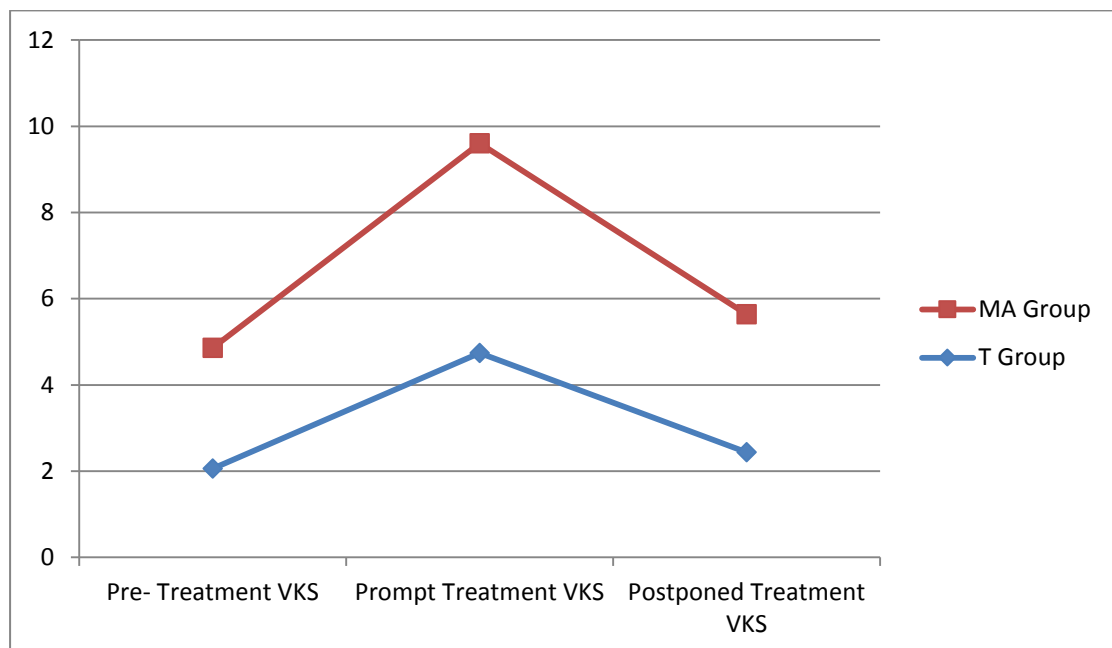
Figure 4. 2- VKS (depth of knowledge) test scores over time

The above graph shows that results from both groups are fairly similar, relating only to the increase of recall and retention of breadth of knowledge, from the pre-test to the Postponed post-test. It can also be seen that the T Group has a very insignificant smaller bar from the Prompt post-test to the Postponed post-test, which can suggest that Morphological Analysis as well as Traditional teachings of vocabulary may have long-term retention benefits. However, as stated, there are no personal statistically significant differences that can be reported (which may be due to the small sample size), making it impossible to make a claim about the effectiveness of the MA group compared to the T group. However, a personal statistically significant difference might be found in future studies using larger sample sizes.

The depth of knowledge dimension is one of the least studied aspects in the field of vocabulary acquisition which is most likely due to the difficulty in measuring vocabulary depth of knowledge compared to vocabulary size (breadth of knowledge). Most studies conducted are concerned with reading comprehension (Paribakht, & Wesche). However, measuring the depth of knowledge is as important since "learners need to have more than just a superficial understanding of the meaning [of a word]; they should develop a rich and specific meaning representation as well as knowledge of the word's format features, syntactic functioning, collocation possibilities, register characteristics, and so on" (Read, 2004, p. 155). In other words students need to be aware of the knowledge aspects established by Nation (2001). No previous studies investigated Morphological Analysis as a vocabulary teaching and learning tool. It was hypothesized in this study that morphs can visualize (e.g. represent the meaning) for the language learners and help them to establish a connection between words by means of the joining of the words. However, the results of this study are inconclusive, given that there are no personal statistically significant differences between

participants' performance via the Morphological Analysis and the traditional method. This may be attributed to the fact that the instructors were different in the classes and the researcher does not know whether the instructors covered the words after the treatment or not, despite the researcher's request. Another factor could be the joining relationship of the vocabulary items. Since both groups were exposed to the same vocabulary items (i.e. the same prefix, suffix and affix) this may have contributed to the similarity in learning outcome. (Bowers, P. N., & Kirby, J. R., 2010).

3. Research Question 3: Breadth of Knowledge

3) Which of the methods is better (Morphological Analysis or traditional vocabulary learning techniques) for students' learning of vocabulary with regards to retention and recall of more lexical words?

The third research question concerns itself with the amount of vocabulary, or breadth of knowledge, acquired by the participants in this study. Participants were asked to supply additional lexical items having to do with personal relationships – the topic covered in the treatment of this study, on the vocabulary knowledge scale test that were not asked for in the test itself. Participants had additional empty knowledge scale fields and were asked to supply the English word and provide their knowledge of the word. The option of providing additional lexical items was given to participants in the Prompt post-treatment as well as the Postponed post-treatment VKS. Although participants were asked specifically to supply additional words, very few of the participants in either group gave additional words. In order to have useful data to answer this question, the VKS results for the 25 lexical items were utilized. The data collected was re-sorted in the following manner. Only lexical items that none of the participants knew in the pre-test were used. Those words are listed in table 4.13.

Table 4. 13: Vocabulary items unknown to participants (results from pre-test)

Affordable	Reasonable, cheap
Doubtful	Unsure, uncertain
Farmer	Grower, planter
Fearless	Bold, unafraid
Effortless	Easy, not problematic
Frequently	Often, regularly
Soreness	Pain, tenderness
Strictest	Severe, stern

Since for the broadness of information part just the measure of vocabulary items is of satisfaction, the VKS tests were broke down. Members got one point on the off chance that they gave a right response to any of the VKS choice in the prompt post-treatment and the postponed post-treatment test. Generally the VKS is utilized as a profundity of learning measure; nonetheless, students or learners did not get higher scores for answers at a larger scale. In doing this, students' answers were not rewarded for more itemized learning about individual words (i.e. profundity) yet basically to know any learning part of the word (i.e. broadness).As mentioned above participants had additional empty knowledge blank fields and were asked to supply the English word and provide their knowledge of the word by adding the meaning of the word or giving the synonym of the word. Various lexical items were given as items to participants in the Prompt post-treatment as well as the Postponed post-treatment VKS which they have to analyze and then interpret their meanings. As mentioned

earlier, although participants were asked specifically to supply additional words, very few of the participants in either group gave additional words. In order to have useful data to answer this question, the VKS results for the 25 lexical items were utilized. This brought about the mean scores and standard deviations for the Traditional and the Morphological Analysis Group appeared in table:

Table 4. 14: Mean scores and standard deviation for VSK tests (expansiveness of learning)

Test-Breadth of Knowledge	T Group (Traditional Group)		MA Group (Morphological Analysis Group)	
	M	SD	M	SD
Prompt Post-Treatment VKS Gain	3.12	1.90	3.71	1.31
Postponed Post-Treatment VKS Gain	4.13	1.71	4.41	2.18

The mean scores for the expansiveness of learning investigation in the T Group are 3.12 for the prompt posttest scores and 4.13 for the postponed posttest scores. In the MA Group the mean scores are 3.71 for the prompt posttest and 4.41 for the postponed posttest. From those expressive measurements it comes to light that it gives the idea that there was an expansion in learning of vocabulary items from the pre-test to the prompt post-test. It additionally appears that there was a small increase for the retention and recall. However, it ought to be brought up that the increase seems, by all

accounts, to be almost similar in the MA Group contrasted with the T Group. Since just vocabulary items that are obscure to all members were addressed the expansiveness of learning inquiry it can be inferred that both groups were on equivalent balance since very few of the members knew the items in the pre-treatment test that was organized.

To examine whether there was a distinction in vocabulary expansiveness od recall and retention between the T Group and the MA Group, a two-way repeated measure Analysis of Variance (ANOVA) was led with the prompt and postponed test posttest scores.

Table 4. 15: Analysis of variance – between-subjects effects

Test of Between-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	4412.93	1	4412.93	452.910	.000
Group*Time	20.494	1	20.494	2.087	.012
Error	871.577	40	4.237		

The Analysis of Variance was picked to represent the contrasts between the groups of members after some time on their review and maintenance of the vocabulary learning. The between subject variable was time, with two levels (prompt post-treatment and postponed post-treatment). The between-subject variable was the particular group of members (either Traditional Group or Morphological Analysis Group). The level of certainty for this measurable examination was set at .05. There are no factually huge association impacts amongst time and groups (p =.012), yet time demonstrates a measurably huge impact (p = .000) that recommends that there are measurably huge changes after some time. Since there are just two time focuses (prompt and post-test arrange) a post-hoc examination is superfluous, since the distinction is between those two time focuses.

Test of Within-Subjects Effects					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Time	7.82	1	7.82	3.001	0.000
Time*Group	3.186	1	3.309	1.036	0.361
Error *Time	120.746	81	3.090		

Table 4. 16: Analysis of variance – within-subject effects

The outcomes for the examination of participants' broadness of information are envisioned in figure 4.3 underneath.
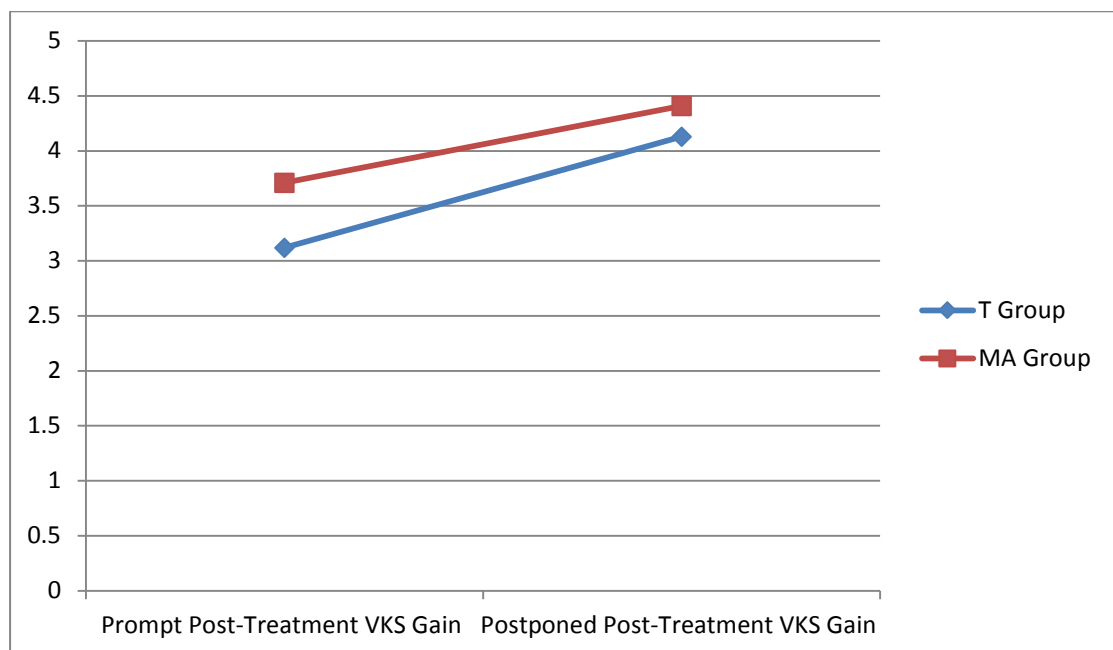
Figure 4. 3 -Participants broadness of information

When looking at the two bars clearly the height of the MA Group is more as contrasted with the T Group. Despite the fact that no measurably huge changes were seen in this review, a long dragged study in the future ought to be led with a specific

end goal to see whether actually what impacts are going to happen by utilizing Morphological Analysis method, which means this approach has benefited for language learners' recall and retention.
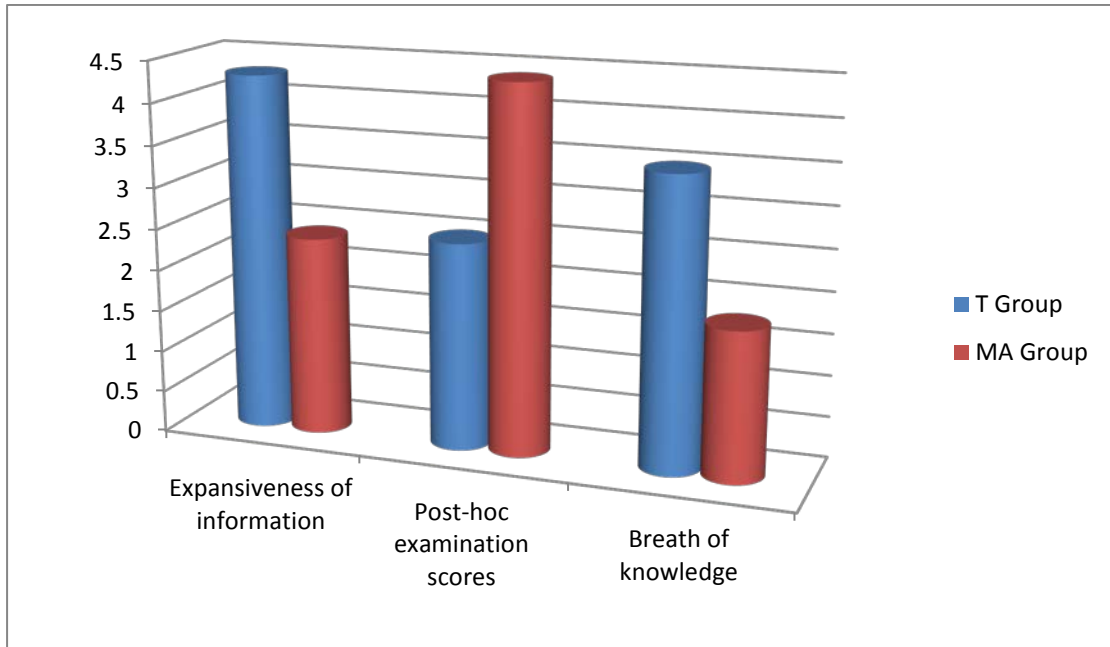
Figure 4. 4: VKS (expansiveness of information) test scores after some time

In figure 4.4 it gives the idea that the T Group has a higher wearing down impact contrasted with the MA Group. Hence, an exploratory post-hoc examination was led. Since the example estimate in this review was fairly small size groups this could have influenced the consequences of the ANOVA. A higher specimen size may have yielded a factually critical outcome for the cooperation between the impact of group and time. The pair wise examination for time and group of the post-hoc investigation demonstrated that there is a factually no such huge impact for the T Group while sufficient measurable impact could be observed for the MA Group. Those exploratory outcomes show that MA may have benefits for long haul maintenance contrasted with more conventional vocabulary learning procedures. Nevertheless, one should remember that a bigger review is required with a specific end goal to factually decide if a noteworthy contrast exits between the two groups.

An explanation behind the measurably small outcomes in this review might be because of the way that the example size was genuinely small and the way that it was a real classroom examine and not a simply look into situated setting. In any case, there likewise have been studies in which no measurably critical contrasts have been discovered utilizing a new vocabulary learning technique and other vocabulary instructing and learning approaches (Moore and Bailey, 1992).

4. Research Question 4: Learners' Attitudes towards English Vocabulary Learning

4) Will there be any differences in learner' attitudes while learning vocabulary through Morphological Analysis and traditional vocabulary learning techniques?

The forth research question was postured keeping in mind the end goal to examine contrasts in learners' attitude toward English vocabulary learning subsequent to being presented to either the Morphological Analysis approach or the more conventional methods. Members in both groups got an attitude scale that was controlled with a survey before the treatment and after the treatment. Members needed to rate four explanations on the pretreatment attitude scale and nine questions on the post-treatment attitude scale. All scales where in light of a 5-point Likert scale from 1 = convincingly differ to 5 = clearly agree.

The four explanations in the pre-treatment attitude scale concentrated on curiosity, satisfaction, inspiration and certainty as to learning and utilizing English vocabulary. The nine expressions in the post-treatment attitude scale concentrated on similar classes, however were defined uniquely in contrast to the message introduced to members in the pretreatment attitude scale. They varied in there wording to fit with the separate group (e.g. MA Group and T Group). 3 expressions concentrated on curiosity while learning vocabulary, 2 expressions concentrated on satisfaction while

learning vocabulary, 3 expressions concentrated on inspiration while learning vocabulary and one expression concentrated on certainty when utilizing English vocabulary.

Those outcomes recommend that there were clearly vast factually critical contrasts between the two groups concerning their attitude of learning English vocabulary utilizing the two ways to deal with learning vocabulary.

A Multiple Analysis of Variance (MANOVA) was led to examine whether the attitudes of the members in the two groups (T Group and MA Group) changed with time – earlier in the treatment and after the treatment in this review. The four attitude sets examined by the attitude scale - curiosity, satisfaction, inspiration and certainty - were utilized to explore whether measurably critical changes could be watched. The level of significance for this measurably investigation was set at .05.

The investigation demonstrates quite a measurably noteworthy difference between-subject impact for the variable of curiosity, with a significance of $p = .001$. That is, learners in the MA Group detailed a fundamentally larger amount of curiosity when utilizing Morphological Analysis to learn vocabulary than did learners in the T Group, which utilized more customary vocabulary learning techniques. Alternate elements don't demonstrate any measurably huge difference between subject impact (satisfaction- $p = .162$; inspiration- $p = .237$; and certainty- $p = .235$). The graph below explains the same.
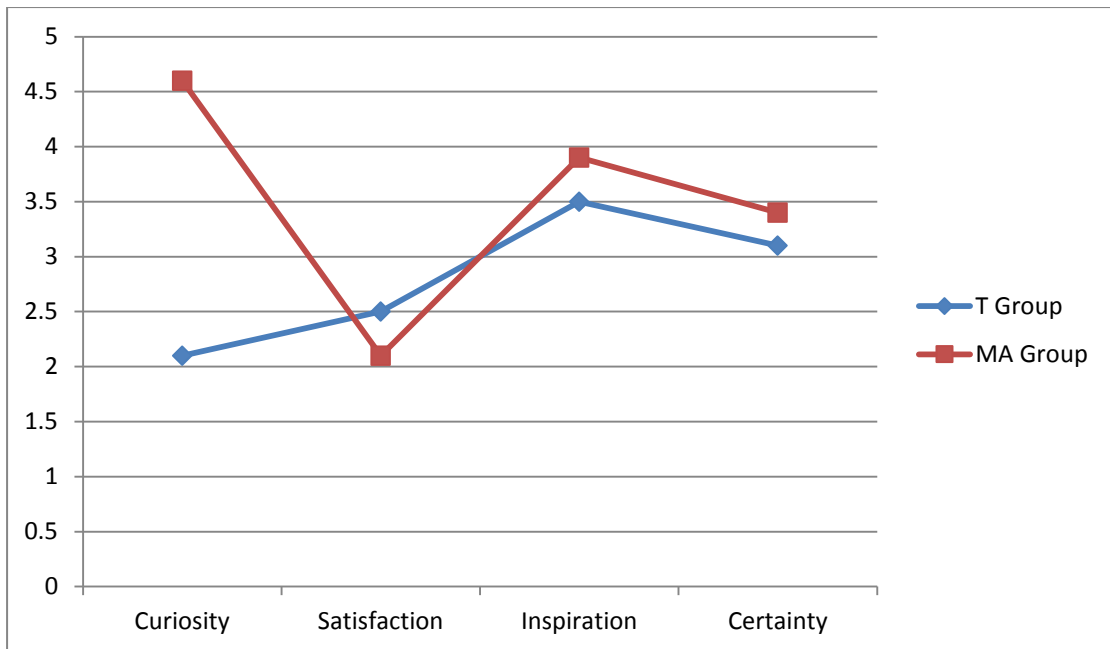
Figure 4. 5-The four motivation sets examined by the attitude scale - curiosity, satisfaction, inspiration and certainty

At the end of the test, there was no factually contrasting difference between the encounters of the two groups for satisfaction, inspiration and certainty. (a) Traditional group pre-overview, (b) Traditional group post-review, (c) Morphological Analysis group pre study, and (d) Morphological Analysis group post-study included the four informational indexes for this specific examination.

Taking a glimpse at the clear insights of the pre-treatment attitude scale with the post treatment disposition scale for the element of satisfaction an expansion of 0.35 can be seen in the MA Group (i.e. the mean score in the post-treatment attitude scale for the variable satisfaction is higher than in the pre-treatment disposition scale). In the T Group just an expansion of .05 can be watched when looking at the mean scores of the pre-treatment attitude scale with the post-treatment attitude scale for the element of satisfaction.

The mean scores for the factor of enjoyment analyzed in the attitude scale for both The T Group and the FS Group are listed in table 4.17 below.

Table 4. 17: Mean scores and standard deviation for attitude scale (factor: enjoyment)

Groups	M	SD
T Group(Traditional Group)		
Pre Enjoyment	3.13	.524
Post Enjoyment	2.21	.765
Pre-Post Motivation Increase	2.08	
MA Group (Morphological Analysis Group)		
Pre Enjoyment	3.02	.765
Post Enjoyment	4.80	.987
Pre-Post Motivation Increase	4.15	
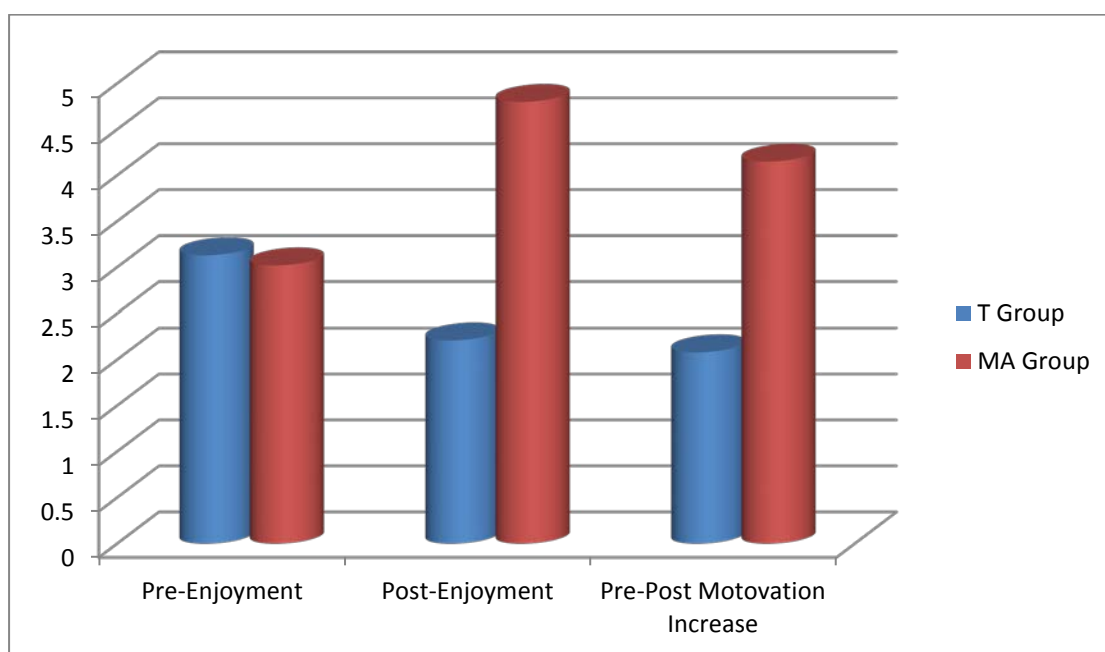
Figure 4. 6-Showing difference between the groups in enjoyment and motivation scales

4.4 Conclusion

This part displayed the outcomes from the pre-and post-treatment survey. It additionally gave the statistical measure for investigation of the information gathered during the pre-test, prompt post-test and postponed post-test, trailed by a discourse for the outcomes for each exploration address. The review was led in four standards of the classes 7 and 8. This research was conducted to determine whether morphological analysis is a feasible tool with regards to the students' vocabulary acquisition and appropriate usage of vocabulary. In addition, this study also examined whether the personal background of the students affected the acquisition of vocabulary

The information gathered from the personal statistical survey delineated that language learners in both groups have comparable thoughts regarding what intends to know a language, what parts of language information are a piece of languages, what is most essential language learning viewpoints, and what should be centered around while considering vocabulary learning. There is a general inclination among the members to consider vocabulary to be most critical when taken after by sentence structure(morphology), which is additionally noticeable in their review inclinations – the majority of the members concentrate on vocabulary taken after by language structure. This information can be not just be utilized for future research when looking who those perspectives, additionally how those thoughts influence the Morphological Analysis approach, and furthermore as a methods for examination while repeating this review.

The information from the factually examination demonstrated that both Morphological Analysis and the more conventional technique encouraged vocabulary obtaining and maintenance between the pre-and post-tests, with some slight contrasts between the groups regarding the broadness and profundity of vocabulary learning. It

additionally demonstrated that Morphological Analysis is valuable in the comprehension of the depth of knowledge of words as it cultivated student's suitable use of those words; in any case, there was no huge distinction between the MA Group and the T Group. At last, the outcomes demonstrated that Morphological Analysis benefits language learners' enjoyment concerning vocabulary learning, while different mentalities, for example, inspiration, satisfaction and certainty in utilizing the words demonstrated a critical impact between Morphological Analysis and the more conventional strategy. The accompanying chapter introduces the limitations of this review, implications to connected fields of vocabulary and additionally language teaching method plots proposals for future research and concludes with closing comments.

CHAPTER 5: CONCLUSION

5.1 Introduction

The objective of the present review was to decide if Morphological Analysis benefits students' vocabulary learning, retention and encourages the understanding and suitable use of vocabulary. This quantitative research considered and assessed the impacts of another innovative way to deal with vocabulary teaching and learning for instructors and students of English in the ICSE schools in Pune. It assesmilated and studied students' capacity to understand and learn the importance of vocabulary and in addition enhanced the comprehension of the words and vocabulary retention, contrasted with a more traditional way to deal with vocabulary teaching and learning methodology.

An aggregate of 80 school students were selected, a semester framework English course were taken and were interest in the review. Each of the two gatherings – the Traditional Group and the Morphological Analysis Group – had a sum of 40 members. While the Traditional Group utilized traditional techniques for vocabulary teaching and learning, the Morphological Analysis Group was acquainted with the Morphological Analysis approach. The data were collected using a personal statistical information questionnaire and vocabulary comprehension and morphological Appropriateness tests as well as an attitude scale test. The personal statistical information questionnaire was completed by participants prior to the treatment, while the vocabulary appropriateness tests as well as an attitude scale were completed both before and after completing the treatment session.

In the accompanying segment the suggestions for instructional method and recommendations for connected pedagogy are displayed, trailed by the limitations of

the present review. Moreover, future research potential outcomes are illustrated and concluding comments are given towards the end.

5.2 Contributions to Applied Linguistics

Despite the fact that there is no general theory of vocabulary learning (Schmitt, 2010) the field of applied linguistics extended its exploration into various parts of vocabulary learning and started expanding their comprehension of specific viewpoints vital to vocabulary learning. A noteworthy issue is that vocabulary learning is an exceedingly complex framework and studies are typically always centered around one part of this immense field. As proposed by Schmitt (2010) "...it will probably take a large number of studies using a combination of methodologies before the key developmental patterns become obvious" (p. 36). That means it will most likely take countless utilization of a mixture of techniques, before the key formative examples, to develop the learning patterns of vocabulary acquisition in a more meaningful manner.

The present review adds to the continuous discussions in the sub-field of vocabulary learning, and particularly concentrates and concerns with teaching and learning techniques, for example, understanding the transformation of the word while understanding the morph. Just a couple of reviews on the researches have analyzed morphological investigation in a L2 setting, but non on the Indian second language learners. Besides, it utilizes a device, morphological examination, proposed for vocabulary teaching and learning for recall and retention, which has never been researched about in the second language learning setting before this review, particularly on the Indian students. It has been examined and has been directed on showing the benefits of teaching morphology, however, this particular research points on understanding the learners' attitude towards the new strategy for teaching vocabulary. In the meantime this review likewise demonstrates positive change in the

learning of vocabulary of the English language. Therefore, using teaching approaches and creating teaching materials that influence language learners' motivation in a positive manner benefit learning outcomes, which has been also suggested by Elley (1989), who found that cheering learners' curiosity with the right selection of teaching materials promoted vocabulary teaching and learning process. Morphological Analysis uses materials that engage the students positively and does not affect or interconnect their L1 with the L2.This means that if one studies vocabulary through morphological analysis as an L1 or L2, this won't affect the understanding of the vocabulary. In addition, the materials used helped students to visualize the motivational differences and similarities which might be more joyful than simply creating and memorizing flashcards. However, creating interviews with the participants or additional questionnaires might be helpful in future studies to be able to pin-point what participants liked or disliked about their specific vocabulary teaching and learning methods

Besides, this review gives a reasonable picture with respect to how the educators can enhance their vocabulary teaching and learning strategies. This research has a similarity with those examination connections like in, (Atzler, 2011) and the outcomes can help illuminate classroom teaching. This review likewise utilizes a real classroom setting, which makes the exploration pertinent to genuine living. Consequently, implications for pedagogy are displayed in the accompanying area.

5.3 Pedagogical Implications

There is expanding significance of morphology and sentence structure in the arrangement as instructors in the classroom teaching and learning procedure.

These days, we live in an ever demanding society which requests the highest qualities in numerous parts of life for an individual, and discussing about knowledge or

information is the same as discussing about power. They have turned out to be a little more important by minimal compared to any other aspect of our life. In this specific situation, knowledge of English language is viewed as a necessity in many fields, hence, English is taught as the most important subjects, in schools as well as in colleges where the quantity of hours of teaching the language have expanded altogether. That is the reason; the greater part of the institutions needs to have all around arranged English teachers who can consolidate and effectively teach system as well as information.

Learning English means procuring certain aptitudes, for example, having great vocabulary knowledge, being equipped at reading, communication, listening and writing an variety of papers, creative writing and talking. These capacities are associated somehow with each other, and as instructors, this is what we need to accomplish in class while teaching the L2 language and also absorb these abilities with the goal that students can learn and produce, later create the language by presenting it easily and precisely. Surely, the majority of our vocabulary learning has been made conceivable because of our consciousness of Morphology can be stated after this study; it is realized that the more morphological standards and tips you know the better vocabulary you will secure.

Morphology is drawing in more of the enthusiasm of instructors. A language can't be created without a settled hypothesis of word and word development. As it is discussed that Morphology is the domain of grammar that focuses on the structure of words, and morphemes are the smallest meaning-bearing units of language. All words consist of morphemes. The meaning of any word depends on its underlying structure, or the morphemes it comprises. Content words (nouns, verbs, adjectives and adverbs) can comprise different kinds of morpheme: the root/stem and affixes. The root morpheme

is the basic part of the word (e.g. *forget)* and this can be combined with one or more affix morphemes (e.g. *un-* and *-able* are added to make *unforgettable).* Affixes that precede the root are called prefixes; those that follow the root are called suffixes. Languages such as Swahili also have infixes, which are morphemes that are added in the middle of the root. These are very rare in English, but are nonetheless possible (as in *fanbloodytastic).*

Another essential distinction is between derivational and inflectional affixes. Inflectional-affix morphemes, or inflections, tell us about the grammatical status of the words to which they are attached. Two examples of inflectional morphemes are *-s* and *-ed.* Whether a regular noun is plural or not is signaled by the presence or absence of *-s* at the end of the stem; the effect of adding *-ed* to the end of a verb stem is to make it into a past tense verb form. Derivational morphemes, used widely in most languages, have the effect of building new words from old ones, often by changing the grammatical category of the original word (e.g. verb *forget* changes to adjective by adding the morpheme *-able).* In all cases, derivational morphemes change the word's meaning.

We in today's world as educators are exceptionally worried of the teaching of language that is a foreign language and carefully oversee the language. We as teachers are very concerned to use the correct grammatical rules and conditions. It is impractical to investigate the human mind in order to watch how it forms and learns a language and results in learning a new language especially during the younger stages of life. Word formation begun to draw in consideration in the field of teaching and learning language only after the outcome of Chomsky's distribution in 1970, "Remarks on Nominalization,". Etymologists prevailing in the recognition and investigation of the units of language from the least difficult and simplest, the

phoneme, to the most complicated, the sentence, including the middle of the road ones or the intermediate one like the, for example, the morpheme and the word. We want our students to build up an etymological ability of the language, with the goal that they can have the capacity to create a boundless number of sentences without any hassle. Linguists and analysts as well as educators are occupied with morphology since they anticipate that it will be a decent way to discover more about the procedures that the speakers use keeping in mind the end goal to expand their lexical limit. In a few conditions in their everyday life speakers need to coin new words which they use to express their considerations. Having known this, we attempt to catch the basic information which enables local speakers to frame new lexical units to help to deliver new contrasting options to learn languages which are easier in sparing time and exertion than those we are utilizing now and it will allow its application to counterfeit consciousness. It is said that the linguistic use of the language is the formal portrayal of the learning of the students of a foreign language.

When a person looks over a word the first time it requires comprehension and this comprehension requires time. While using the morphological approach we are trying to reduce the time of this comprehension. While it is essential that as educators we have decent information of the linguistic structure and morphology of English language structure, these are not terms that are utilized as a part of the classroom each and every time. It doesn't imply that punctuation is not of extraordinary significance in any language, it obviously is, fairly that we require a more learner-accommodating approach to approach the teaching of linguistic use in the classroom not forgetting the punctuation or the phonics of the words. Secondly, it is extremely important that the educator teaches the second language with the help of a systematic grammar structure as it is something that is unavoidable.

When in doubt instructors need to contextualize any new language words like introducing a word that is new, they present, this is especially essential for verb tenses, which shape a vast piece of any linguistic syllabus. The contextualization causes the learners to comprehend the importance of the syntactic understanding and to investigate its utilization. Having said this, instructors can concentrate on the morphology of the word, the way the specific structure that is being considered is made up. The reality of the matter is that the part of syntax in open language teaching recommends an uneasy connection between two components: called, language structure or the grammar from one perspective, and correspondence in the form of communication on the other. Yet, we should know about the way the languages are shaped, be it any communicative language of the world, that all languages are described by specific segments of its own unique structure, for example, phonology, morphology, linguistic structure and semantics, phonetics, by definition, language does not exist without syntax of its own grammar rules and structures.

Not to forget considering punctuation along with the lines of grammar, with every aspect of its segments causes us, as English instructors, to have a superior thought of the many-sided quality of knowing the syntax of a language. Plainly, the main point of language learning in the informative and communicative classroom is to get the learners gain the linguistic use by knowing the grammatical rules of the second language in its broadest sense, to empower them to comprehend and make meaning to them. Which means to make the learners comfortable using the second language with proper understanding and correct meaning of the second language. Furthermore, to enable students to accomplish that ability we should urge them to take care of issues of all the grammar aspects together, utilizing the instructor as an asset. In any case, as per etymologists, teaching and learning language structure is regularly observed as

building up the "right" method for talking and writing. It has turned out to be clear in language teaching that linguistic use is seen as an instrument or asset to be utilized as a part of passing on importance and understanding other individuals' messages.

5.4 Implications for Classroom Practice:

Although, numerous kids create significant morphological knowledge all alone, clear direction is a great deal more inclined to bring about broad, precise and generalizable morphological knowledge. This, thus, will probably add to perusing achievement in comprehension of vocabulary. It is recommended that it is definitely justified; despite the fact that it will take up a little time of the educators', that morphological direction is an ideal opportunity to be introduced from kindergarten onwards. There are introductions in each level to show morphological uniformities suiting the learners' age. Despite the fact that direction ought to be principally oral toward the starting, written morphology ought to soon be plainly included. I underline that morphology ought to be utilized to expand, not to supplement or replace, current instructional practices.

English makes utilization of three sorts of morphological development: compounds, derivations and inflections. Inflections are word endings that change syntactic parts: plurals, past tenses, gerunds, and so on. English has far less inflections than numerous other alphabetic languages and in this manner youngsters ought to be required to ace them early, first orally and after that in writing. Derivations are methods for making new words, frequently in new linguistic classes; subsequently for example, glad (adjective) turns out to be gladly (adverb). Derivations are so various and many are obscure to the point that couple of grown-ups will ace them; for instance, the suffix '-duct' (for meaning "lead or to bring") is the base of 'educate' and 'induction'. Further, a few bases are not words without anyone else's input (for example, the 'struct' in the

word instruction). Compounds are the mixes made when two bases are joined to make another word, for example, words like 'lipstick, makeup'. We believe that kids ought to be presented to these routes in which English works, delicately to begin with, obviously, yet then in the further teaching more formally.

In teaching to increment morphological information and knowledge, the writings in the form of texts that are utilized ought to be considered. Explanatory writings give presentation to a more extensive assortment of morphological families than story writings. In this way, expanded consideration regarding informative writings may encourage the improvement of morphological and vocabulary learning

Giving students these open doors won't just prompt better language information but also result in the improvement of the four aptitudes like listening, reading, writing and speaking . It will likewise encourage suitable manner and association in a L2 language setting.

5.5 Limitations

The results of the present review ought to be taken under consideration cautiously and the methodological constraints must be tended to in detail. To begin with, the potential populace pool from which the members could be chosen was constrained. In the semester of 2015 four classes of standard 7 and 8 were needed and the fact that we were starting English classes, the fact was advertised. In this classroom-based research, members were from in place two gatherings, either the Morphological Analysis Group (MA Group) or the Traditional Group (T Group). Regardless of whether the in place group gatherings were a Morphological Analysis gathering or Traditional Group was doled out haphazardly. The students selected for the course were not given any specific criterion for putting them in the MA or the T group. What's more, these two gatherings of English courses were taught by an alternate

teacher (one for the MA Group and another for the T Group), which made it hard to control the content of vocabulary which was taught to the members by the instructors. The instructors also discussed the vocabulary items outside the course of the treatment, particularly the vocabulary subjects that were utilized as a part of this review, despite the fact that the educators were particularly taught not to examine the vocabulary words utilized as a part of this review outside of the treatment. Because of those conditions, the consequences of this present review may just be material to conditions and the capacity to sum up might be constrained to limitations. One of the most important conditions is that the results could be implied to conditions and settings that are similar to this type of classroom only.

However, from one viewpoint, given those same conditions, the review was outlined in the most ideal manner with a specific end goal to take full favorable advantage of the accessible recourses in research methodology, i.e. the morphological methods or the more conventional methods. One specific way was kept in mind by the researcher-while this research was done, the researcher made sure that during this research treatment tenure the educational modules of the schools that the participants were from were not affected adversely. The respective schools or the different students related to the school were not affected, adversely influencing the learners, the course, or the participants' classroom execution. Then again, these common conditions made the information a great deal more sensible and pertinent to genuine classroom. Ellis (1997) brings up that "…quite a bit of SLA research happens in settings other than the classroom" (p. 71). Ellis (1997) additionally states that "…even research that has occurred in classrooms is regularly not so much research on classrooms" (p. 71). Subsequently, there is a requirement for sensible experimental reviews with a realistic empirical survey.

Another restriction that may have influenced the result of this review was the little and meager size of members (N=80). The quantity of members was constrained in light of the fact that members dropped the course, chose not to take part in the review, did not finish the survey or missed class on the treatment day as well as test days. A bigger specimen size may have changed the consequences of this review, particularly with respect to factually noteworthiness.

The third impediment was the time gone through with both the Traditional Group and the Morphological Analysis Group. Longer introduction to either Morphological Analysis or the conventional vocabulary learning methods could have changed the aftereffects of this review. A more drawn out introduction and concentrated work with either technique could have changed the attitude toward vocabulary learning in English and a factually criticalness could be watched for all elements of the state of mind scale. Consequently, future research studies ought to look at the long retained presentation impacts of Morphological Analysis as a potential teaching and learning vocabulary instrument, maybe contrasting it with a more extensive scope of vocabulary teaching and learning rehearses, as talked about by Booij (2012).

A fourth restriction was the memory impact that may have influenced members and might have originated from the vocabulary tests of knowledge and morphology. Despite the fact that lexical words were modified for each test (both VKS and VMT) and each time (pre-, prompt post-, and postponed post-treatment) in an irregular request to halfway control for this, memory impacts may have affected participants' reactions.

In conclusion, the length of the surveys and additionally the VKS (vocabulary knowledge scale test) may have influenced the consequences of this review as it seemed to be lengthy. Despite the fact that it just took roughly 15-20 minutes for the

pre-treatment survey, and 10-15 minutes for the post-treatment poll, it is conceivable that members gave arbitrary answers with a specific end goal to complete all the more rapidly and finish quickly One should keep in mind that these were young children of 11 to 14 years of age who get distracted easily and also have very less patience level. Nevertheless, the lion's share of members set aside the opportunity to answer open-ended inquiries to the questions, which proves and shows that most of the members gave sincere answers when reacting to inquiries in the questionnaire survey. With respect to the vocabulary tests, not only a single word interpretation was provided but rather various answers as equivalent words were asked to be provided, along with thst an alternative answer was asked. These questions and tests that asked the participants for not just one answer but multiple answers with different implications may be tiring for members. Hence, as young and impatient children as they are, they might have decided to evaluate themselves and their insight towards vocabulary knowledge on a lower scale so as to not to give extra data or only a basic single word interpretation. Members did not give extra lexical words that were not requested in the test which focuses to this reality. However, it ought to be called attention to, that numerous members attempted to give answers that require at any rate the interpretation, an entire sentences or even different implications of the word in inquiries, which implies that the suspicion can be made that a considerable measure of them needed or wanted to give the learning of the vocabulary they thought they had.

5.6 Limitations and recommendations for future research

One restriction of the guidelines given in the review may have been an overemphasis on the mechanics of the morphological spelling designs only and too little accentuation on unequivocal demonstrating of how to utilize these abilities to interpret the implications of the complex words, which do not have a specific

morphological pattern. Figuring out the teaching and learning of how words are made is a significant. But finding out what the word means just by certain prompts in morphological words is also very important which was not taken under consideration in the present research. However, additional time could have been utilized to instruct how to utilize that information to induce meaning. Unexpectedly, regardless of the positive vocabulary comes about this mediation results the research utilized minimal direct routine with regards to word implications as is standard in vocabulary intercessions. Another essential restriction of the review was absence of good information on student engagement and educator dispositions about the direction. Expanded inspiration for word study in these young minds was one of the objectives of the direction. While achievement in this part of guideline has been accounted for episodically, future research ought to deliberately explored for the topic of student inspiration as well as educator dispositions like attitude and knowledge. In light of the present positive outcomes, it is important to examine the impact of comparative morphological direction with populaces identified for perusing potentially normal learning capacities. One question is whether students' identified for phonological preparing or processing morphology, it can profit by this direction in the research as a compensatory procedure for education learning. It may be that picking up familiarity with the solid portrayals of morphemes with the guide of the word lattices and word aggregates would give specific benefits to students who ordinarily battle to comprehend the written work framework. There are reasonable implications from these outcomes that exploration and practice ought to examine the impacts of giving youngsters a more unequivocal and finish comprehension of the English spelling framework. Since morphology is a key component of how words function to speak is important, the potential for building up a kid's enthusiasm for and comprehension of

how words function—their assertion awareness—is blocked by guideline that neglects to address morphological structure. Discoveries from this review recommend that morphological direction ought to be composed to encourage students' capacity to recognize the bases of words. For instance, rather than requesting that youngsters go to - tion as a suffix in words, for example, counteractive action, question, or activity (as we have seen classroom materials do), it might be more useful to direct them to the suffix - particle, which makes it less demanding to see the base in those words. The present review has demonstrated that guideline about the subtle elements of composed morphology helps the capacity of students in Grades 7 and 8 to perceive significance signals in complex words and building vocabulary.

Four to five decades back, the etymologist Richard Venezky composed, " the simple fact is that the present orthography system is not merely a letter-to-sound system riddled with imperfections, but, instead, a more complex and more regular relationship wherein phoneme and morpheme share leading roles" (Venezky, 1967, p. 77). Because of this review it is very clear that a vocabulary instructor should strengthen the basic principles that work. English proficiency direction ought to precisely speak to the fundamental standards of how the English orthography framework attempts to speak to the importance of words.

5.7 Recommendations for future research

This review was intended to decide if Morphological Analysis is a helpful device for the foreign language classroom and gainful to students' vocabulary learning and also their insight into social comprehension of vocabulary words. This review did not give any measurably critical impacts between the MA Group and the T Group concerning broadness and profundity of learning and in addition socially fitting utilization of words. However it demonstrated that both gatherings encountered a measurably

critical impact after some time for broadness and profundity of information and in addition the proper utilization of words. The outcomes likewise demonstrate that utilizing Morphological Analysis is more agreeable for the learning procedure contrasted with the more conventional systems. In any case, this review has given a few aspects were future research is suggested.

As it has been brought up by Schmitt (2010), an absence of replications of studies in vocabulary research is a typical trouble. Consequently, this review can be considered as a valuable beginning stage for comparable research or replication to see whether the discoveries apply in different settings too specially the Indian setting. Likewise, duplicating this review with a bigger populace is significant. Moreover, a much more longer tenure of the treatment period should be expanded for this review which ought to be chosen, in which the review member work with the Morphological Analysis approach concentrating all the time on various topical units. Utilizing such an approach would enable the specialist to dissect diverse lexical fields and reach more decisive inferences about the advantages of Morphological analysis as a teaching and learning technique of vocabulary, as well as for vocabulary learning.

What's more, the incremental way of vocabulary (Schmitt, 2000) can be broke down utilizing a long haul ponder on a long term study. Future research with language learners beyond the beginner level of learning morpheme is vital keeping in mind the end goal to have an cross examination to compare the advantages of Morphological Analysis for vocabulary learning at various capability levels such as the intermediate level and the advanced level of students. It is intriguing to inspect if more capable and advanced students with an amplified vocabulary base word would have the capacity to profit more from Morphological Analysis than those at the beginner levels. Various research inquiring about and contrasting Morphological Analysis with diverse

strategies for vocabulary teaching and learning techniques, for example, as directed by Bauer, L. (2003), who analyzed repetition remembrance, catchphrase strategy and introducing linguistic morphology and utilizing longer treatment time may yield intriguing outcomes and will extend the field of research into vocabulary learning, which is as yet required.

Concentrating on the broadness of information that students may have the capacity to create utilizing the Morphological Analysis approach, particularly toward the advanced level, would be another proposal for future research. Giving students the alternative to record extra words did not canvas in the test that they got the hang of the treatment and did not give any statistically significant outcomes. Members in this review did not supply any extra words. Notwithstanding, requesting that members give words is not the best technique to recognize extra words members know. Rather, including words that surfaced while the treatment was going on were added, yet these were not the particular concentration of the review. A systematic research may be a finer approach to gain a comprehension of participants' information of those lexical words.

Likewise, concentrating on the impacts of vocabulary learning strategies in a practical and realistic classroom setting will add to the field of SLA. Wright (1992) talks about the significance and the requirement for reasonable observational reviews (i.e., concentrating on gathering genuine information from the review, however, this can be grounded in the genuine classroom condition. Those classroom conditions should be about exploring – for this situation - Morphological Analysis teaching techniques and other teaching techniques approach for various levels of capability. Utilizing Morphological Analysis in higher capability levels (e.g. ninth year or tenth year) may have more advantages, since vocabulary is incremental in nature. Students at larger

amounts definitely know certain vocabulary learning perspectives and utilizing morphological casings could profit their extension of their profundity of information. Utilizing this approach ought to figure out what casings are to be presented at what time helping in the improvement of materials and a definitive objective of an online based vocabulary learning device.

5.8 Conclusion

This review was the first to execute Morphological Analysis as a language teaching instrument in the second language classroom for the Indian students. Despite the fact that reviews have been led taking under consideration morphological analysis for the first language learners only but not in the foreign language classroom teaching and they have not been joined with the ideas of the vocabulary knowledge scale and a motivation scale.

The present review utilized a pre-treatment – prompt post-treatment – postponed postt treatment test configuration to explore potential advantages of Morphological Analysis versus more conventional vocabulary learning strategies for vocabulary learning. Furthermore, this review studied down whether Morphological Analysis would benefit language learners' utilization of vocabulary in a suitable way and enhance their mentality towards vocabulary learning distinctly. It also determined their motivation towards learning vocabulary through the morphological methods as well as the traditional methods which is not reviewed in any other review on the Indian origin students.

It was contended that the Morphological Analysis approach would show expanded vocabulary learning results with respect to vocabulary review and retention contrasted with the Traditional Group (T Group). Moreover, it was theorized that utilizing Morphological Analysis would be advantageous to students' understanding of

vocabulary learning, particularly regarding using vocabulary knowledge adequately. What's more, it was estimated that utilizing Morphological Analysis would fundamentally impact the uplifting attitude that resulted in the increase of the confidence of the MA Group contrasted with the T Group. Be that as it may, the consequences of this review don't enable us to make particular cases of the advantages of Morphological Analysis over more traditional vocabulary learning procedures, in spite of the fact that they do recommend a pattern toward the adequacy and competency of Morphological Analysis. This suggests that assisting the primary learners of English to comprehend the morph of the word was helpful for understanding the different lexical items and helped them utilize vocabulary more suitably in the objective language, here, English language.

Morphology is one of the regularly ignored vocabulary building material for perusing reading comprehension, and spelling. Research is currently showing the significance of concrete morphological teaching at an early stage; as early as the first or the second standards (Apel and Lauraence, 2011), where generally it has been only utilized and concentrated in secondary school years, that too in an awfully short manner. What's more, there is confirmation that students learn orthography (phonics), phonology, and morphology all together in a better manner as opposed to in stages having intervals of long years, when figuring out how to read, speak and write English language vocabulary. Students with concrete morphological abilities have a particular preferred standpoint over students who utilize an "entire word approach" to translate words and understand them. With concrete morphological aptitudes, students can approach a novel multisyllabic word and break it into parts keeping in mind the end goal to anticipate the importance and meaning of the word. This expertise helps in every

aspect of proficiency- unscrambling of words, spelling, understanding, and oral language competency.

As already said, youngsters appear to all the while learn and coordinate their phonological, orthographic, and morphological information as they figure out how to read, comprehend and write. In this way, direction and teaching of morphology may likewise be most proficient when these aptitudes are expressly taught in parallel.

In total, morphological knowledge is a fundamental piece of perusing direction and is particularly so to strugglers of the English language, like that of the Indian learners who find it difficult to cope up with the second language learning. Express direction that coordinates morphological knowledge with orthographical learning (e.g., phonics), and phonological knowledge gives the best effect. Students who figure out how to add intending to parts of words will be enabled to be better readers and spellers. So why wait!!

Appendix

Appendix A

Consent Form

I wish to be a part of this research study and contribute towards educational research. I am aware that I will not get any stipend while I am a part of this program. The research is been conducted by Mrs Amrin Baig and the same has been explained to me. I understand that I may drop out of this experiment at any time, but need to give a reason for doing so. I the undersigned wish to be a participant in this study. I realize that this involves approximately 15 to 17 thirty minute sessions which will be covered over the next 10 to 15 weeks.

Name-_____

Signed-_____

****

Dear Parent,

Your child has been selected to participate in a doctoral research project on vocabulary development for the students in Pune area. This survey will ask your child's experiences in vocabulary teaching learning experiences, his/her attitude towards vocabulary learning etc. There are no right or wrong answers to these questions. Further in the process post the vocabulary treatment your ward will be tested on the knowledge of vocabulary. I would like to reassure you that all the answers will be anonymous. Your support and time will highly be appreciated.

Parent's Name-_____

Parent's Sign-_____

Not to be filled by the participant/parent:

Roll number-_____

Name of the Group-_____

Appendix B

Participants' Personal Statistical Questionnaire-Pre-Treatment(Both Groups)

Thesis - Morphological Analysis Approach

Pre-Treatment Questionnaire(Both Groups)

The purpose of this questionnaire is to collect personal statistical information of the participant, about your mother tongue, vocabulary learning habits, your English language learning experiences, etc

1.The the orientation program you received a number and the group which you belong. Please use the same number for any test and questionnaire in this study. This study is anonymous. Your name will never come up for any further reference. Thank you for your support. Please entre your number in this blank.

> ➤ _____

2. What is the name of your instructor provided to you during the orientation?

Please provide the last name in the space provided below;

> ➤ _____

3. What is your gender? Tick on the box below;

☐ Male

☐ Female

4. Tick on the age range that you fall under;

- o 10-12
- o 12-13
- o 13-14
- o 14-15

5. Tick on the primary reason for taking up this course.

You can take on any number of reasons.

If your primary reason is not in the list, please write your reason in the space provided below;

- o To strengthen the English communication skills
- o To reduce the nervousness that is felt at present while using the language

- To talk in front of the class
- To learn English better for the future
- To be able to watch and understand the English films, T.V. , music better
- To be able to make an impression while I speak
- To use the internet with no hassle
- To improve the personal level of understanding of English
- Not to make fool of self while using the language
- To feel comfortable with friends while talking in the language
- To read English newspapers, novels with understanding
- Any other reason write in the space given

_____

_____

_____

_____

6.Please mention your mother tongue language in the space provided below. Please indicate your proficiency in your mother tongue by ticking on the box;

                               Can speak fluently   Liking towards the language

- English_____
- Marathi_____
- Hindi_____
- Urdu_____
- Marathi_____
- Bihari_____
- Gujrathi_____
- Marwadi_____
- Persian_____
- Any other(please specify)

_____

The following questions and enquiries about your dialect learning habits general attitude motivation impression when you learn a new vocabulary in English. Please make sure that you answer truthfully and honestly by selecting and appropriate answer.

You can give your own reason whenever necessary, over you can take the reason that already exists on the scale and it generally applies to you.

In this section there is nothing like a right or wrong answer. On the contrary all the answers that you give here will not reflect your abilities your performance in this Course work. It will not even affect your status in class how your classmates all teachers perceive you in the class. Your answers will remain anonymous. So feel free to speak out your heart!

7. Explain what knowing a language means to you. What components do you think it is made up of?

----

8. We all know that there are many parts of language. Which part of language or grammar do you think is the most important please tick on the checkbox below

- o Grammar
- o Non verbal communication- body language facial expressions actions
- o Communication
- o Vocabulary
- o Others please specify

----

9. Please mention according to you which is the most important language function. The following language functions in order you think it is from most important to least important. Number them on the rank of 1 to 6.

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

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10. Please comment on your ranking choices above. Why did you rank the language aspects the way you did? Why do you think one language aspect is more important than the other?

----

11. In what aspect of language do you spend most of the time when you are studying English? Which aspect of language makes you the most worried?

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

12. Please comment on the answer given above. Why do you spend so much time on this particular language aspect that you choose in the above question?

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

13. How is a new word taught to you in your school classroom? Please mention your like or dislike towards this teaching method.

----

14. Do you find learning of new words easy with this method? Why?

----

15. Would you like to change anything with regards to the vocabulary teaching in the classroom? If your answer is 'no' simply write 'no' and if you answer is 'yes' please specify below;

----

16. Please read the statements below and tick on the checkbox whether you agree or disagree or are neutral to the statement

	Agree	Disagree	Neutral
o New vocabulary is taught in class.			
o Vocabulary is not taught in class properly.			
o I am supposed to learn it at home.			
o I am not interested to learn vocabulary in English.			
o I am interested to learn new vocabulary in English.			
o I feel that vocabulary is more important than grammar.			
o I am confident using different the vocabulary in English.			
o My teacher teaches me vocabulary in a proper manner.			

     o   It is very difficult for me to learn new vocabulary and remember it.

17. How do you study on your vocabulary please mention your methods in the space provided below?

----

18. How would you like to change your vocabulary learning methods in school? Please comment in the space provided below;

----

19. If you come across a word that you do not understand what do you do then?

----

20. In connection to question 19. You have just come across a new word and understood its meaning. What will you do to remember this meaning in future also?

*********THANK YOU FOR YOUR TIME********************

Appendix C

Questionnaire for participants- Post- treatment Questionnaire(Traditional Group)

The purpose of this questionnaire is to collect information about your vocabulary learning habits, your English language learning experiences, etc.

A total of 30 minutes will be given to you to complete this questionnaire.

Your answer will remain completely confidential. This study has the subjects as anonymous.

1. In the orientation program you received a number and the group which you belong. Please use the same number for any test and questionnaire in this study. This study is anonymous. Your name will never come up for any further reference. Thank you for your support. Please entre your number and group in this blank.

----

2. What is the name of your instructor provided to you during the orientation?

Please provide the last name in the space provided below;

> _____

3. Tick on the primary reason for taking up this course.

You can take on any number of reasons.

If your primary reason is not in the list, please write your reason in the space provided below;

- o To strengthen the English communication skills
- o To reduce the nervousness that is felt at present while using the language
- o To talk in front of the class
- o To learn English better for the future
- o To be able to watch and understand the English films, T.V. , music better
- o To be able to make an impression while I speak
- o To use the internet with no hassle
- o To improve the personal level of understanding of English
- o Not to make fool of self while using the language
- o To feel comfortable with friends while talking in the language

o To read English newspapers, novels with understanding

o Any other reason write in the space given

_____

_____

_____

_____

The following questions and enquiries about your dialect learning habits general attitude motivation impression when you learn a new vocabulary in English. Please make sure that you answer truthfully and honestly by selecting and appropriate answer.

 You can give your own reason whenever necessary, over you can take the reason that already exists on the scale and it generally applies to you.

In this section there is nothing like a right or wrong answer. On the contrary all the answers that you give here will not reflect your abilities your performance in this Course work. It will not even affect your status in class how your classmates all teachers perceive you in the class. Your answers will remain anonymous. So feel free to speak out your heart!

4. Explain what knowing a language means to you. What components do you think it is made up of?

----

5. We all know that there are many parts of language. Which part of language or grammar do you think is the most important please tick on the checkbox below

o Grammar
o Non verbal communication- body language facial expressions actions
o Communication
o Vocabulary
o Others please specify

----

6. Please mention according to you which is the most important language function. The following language functions in order you think it is from most important to least important. Number them on the rank of 1 to 6.

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

7. Please comment on your ranking choices above. Why did you rank the language aspects the way you did? Why do you think one language aspect is more important than the other?

----

8. In what aspect of language do you spend most of the time when you are studying English? Which aspect of language makes you the most worried?

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

9. Please comment on the answer given above. Why do you spend so much time on this particular language aspect that you choose in the above question?

- o Grammar

- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

10. How is a new word taught to you in your T Group? Please mention your like or dislike towards this teaching method.

----

11. Do you find learning of new words easy with this method? Why?

----

12. Would you like to change anything with regards to the vocabulary teaching in this method? If your answer is 'no' simply write 'no' and if you answer is 'yes' please specify below;

----

13. Please read the statements below and tick on the checkbox whether you agree or disagree or are neutral to the statement.

	Agree	Disagree	Neutral
New vocabulary is taught in my group was interesting			
I enjoyed using the content presented in class.			
I am not interested to learn vocabulary like this in English.			
I am interested to learn new vocabulary in English in this manner.			
I was attentive while this class in the group.			
I am motivated to learn vocabulary through this method in future too.			
My teacher teaches me vocabulary in a proper manner.			
It like the methods used to teach the vocabulary, like using the dictionary.			

14. How do you study on your vocabulary please mention your methods in the space provided below?

----

15. How would you like to change your vocabulary learning methods in this group? Please comment in the space provided below;

----

16. If you come across a word that you do not understand what will you do then?

----

17. In connection to question 19. You have just come across a new word and understood its meaning. What will you do to remember this meaning in future also?

*********THANK YOU FOR YOUR TIME*********************

Appendix D

Questionnaire for participants- Post- treatment Questionnaire(Morphological Analysis Group)

The purpose of this questionnaire is to collect information about your vocabulary learning habits, your English language learning experiences, etc.

A total of 30 minutes will be given to you to complete this questionnaire.

Your answer will remain completely confidential. This study has the subjects as anonymous.

1. In the orientation program you received a number and the group which you belong. Please use the same number for any test and questionnaire in this study. This study is anonymous. Your name will never come up for any further reference. Thank you for your support. Please entre your number and group in this blank.

----

2. What is the name of your instructor provided to you during the orientation?

Please provide the last name in the space provided below;

➢ _____

3. Tick on the primary reason for taking up this course.

You can take on any number of reasons.

If your primary reason is not in the list, please write your reason in the space provided below;

- o To strengthen the English communication skills
- o To reduce the nervousness that is felt at present while using the language
- o To talk in front of the class
- o To learn English better for the future
- o To be able to watch and understand the English films, T.V. , music better
- o To be able to make an impression while I speak
- o To use the internet with no hassle
- o To improve the personal level of understanding of English
- o Not to make fool of self while using the language

- o To feel comfortable with friends while talking in the language
- o To read English newspapers, novels with understanding
- o Any other reason write in the space given

_____

_____

_____

_____

The following questions and enquiries about your dialect learning habits general attitude motivation impression when you learn a new vocabulary in English. Please make sure that you answer truthfully and honestly by selecting and appropriate answer.

You can give your own reason whenever necessary, over you can take the reason that already exists on the scale and it generally applies to you.

In this section there is nothing like a right or wrong answer. On the contrary all the answers that you give here will not reflect your abilities your performance in this Course work. It will not even affect your status in class how your classmates all teachers perceive you in the class. Your answers will remain anonymous. So feel free to speak out your heart!

4. Explain what knowing a language means to you. What components do you think it is made up of?

----

5. We all know that there are many parts of language. Which part of language or grammar do you think is the most important please tick on the checkbox below

- o Grammar
- o Non verbal communication- body language facial expressions actions
- o Communication
- o Vocabulary
- o Others please specify

. Please mention according to you which is the most important language function. The following language functions in order you think it is from most important to least important. Number them on the rank of 1 to 6.

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

7. Please comment on your ranking choices above. Why did you rank the language aspects the way you did? Why do you think one language aspect is more important than the other?

----

8. In what aspect of language do you spend most of the time when you are studying English? Which aspect of language makes you the most worried?

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

9. Please comment on the answer given above. Why do you spend so much time on this particular language aspect that you choose in the above question?

- o Grammar
- o Pragmatics
- o vocabulary
- o sentence structure
- o change of tenses
- o others -please specify

----

10. How is a new word taught to you in your T Group? Please mention your like or dislike towards this teaching method.

----

11. Do you find learning of new words easy with this method? Why?

----

12. Would you like to change anything with regards to the vocabulary teaching in this method? If your answer is 'no' simply write 'no' and if you answer is 'yes' please specify below;

----

13. Please read the statements below and tick on the checkbox whether you agree or disagree or are neutral to the statement

	Agree	Disagree	Neutral
o New vocabulary is taught in my group was interesting			
o I enjoyed using the content presented in class.			
o I am not interested to learn vocabulary like this in English.			
o I am interested to learn new vocabulary in English in this manner.			
o I was attentive while this class in the group.			
o I am motivated to learn vocabulary through this method in future too.			
o My teacher teaches me vocabulary in a proper manner.			

- o It like the methods used to teach the vocabulary, like using morphological analysis.

14. How do you study on your vocabulary please mention your methods in the space provided below?

----

15. How would you like to change your vocabulary learning methods in this group? Please comment in the space provided below;

----

16. If you come across a word that you do not understand what will you do then?

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17. In connection to question 19. You have just come across a new word and understood its meaning. What will you do to remember this meaning in future also?

*********THANK YOU FOR YOUR TIME********************

Appendix E

Pre-Treatment Vocabulary Knowledge Scale Test(VKS)- Both Groups

Roll number-_____

Name of the Group-_____

Your instructor has already instructed you about the nature of this test. There are I to VI roman numbers and they has specific statements. You has to give information about the word given in bold. Circle the applicable roman number and do as directed in the space provided here with.

1. **fragment**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____ _____

IV   I know this word. It means(give synonym or translation)

    _____

    _____

V   I can use this word in a sentence.(Please write sentence)

    _____

    _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

    _____

    _____

2.   **confirmation**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____ _____

IV   I know this word. It means(give synonym or translation)

    _____

    _____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

3.   dentures

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

4.   declaration

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

5.   **amateur**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

6.   **telephonic**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

7.   trisect

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____
       _____

IV   I know this word. It means(give synonym or translation)
       _____
       _____

V   I can use this word in a sentence.(Please write sentence)

       _____
       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____
       _____

8.   abstract

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____
       _____

IV   I know this word. It means(give synonym or translation)
       _____
       _____

V   I can use this word in a sentence.(Please write sentence)

       _____
       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____
       _____

9.   abduct

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

10.   retract

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

11.   reduce

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

12.   extract

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

13.   educate

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

14.   excursion

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

15.   impatient

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

16.   illegal

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

17.   immortal

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

18.   imperfect
I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
        translation)_____
        _____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

19.   illegible
I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
        translation)_____
        _____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

20.   impermanent

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

       _____

IV   I know this word. It means(give synonym or translation)

       _____

       _____

V   I can use this word in a sentence.(Please write sentence)

       _____

       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____

       _____

21.   illiterate

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

       _____

IV   I know this word. It means(give synonym or translation)

       _____

       _____

V   I can use this word in a sentence.(Please write sentence)

       _____

       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____

_____

22.   immeasurable

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

23.   conduct

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

24.   deduct

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

25.   pendant

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

*********THANK YOU FOR YOUR TIME*********************

Prompt Post-Treatment Vocabulary Knowledge Scale Test(VKS)- Both Groups

Roll number-_____

Name of the Group-_____

Your instructor has already instructed you about the nature of this test. There are I to VI roman numbers and they has specific statements. You has to give information about the word given in bold. Circle the applicable roman number and do as directed in the space provided here with.

1.   **germination**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
_____

IV   I know this word. It means(give synonym or translation)
_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

2.   triathlon
I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____
_____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

3.   absorb
I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
      translation)_____
      _____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

4.   spherical
I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
      translation)_____
      _____

IV   I know this word. It means(give synonym or translation)

_____
_____

V   I can use this word in a sentence.(Please write sentence)

_____
_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____
_____

5.   stable

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____
       _____

IV   I know this word. It means(give synonym or translation)

       _____
       _____

V   I can use this word in a sentence.(Please write sentence)

       _____
       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____
       _____

6.   tripod

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____
       _____

IV   I know this word. It means(give synonym or translation)

       _____
       _____

V   I can use this word in a sentence.(Please write sentence)

       _____
       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____
       _____

7.   distinction

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
         translation)_____
         _____

IV   I know this word. It means(give synonym or translation)
         _____
         _____

V   I can use this word in a sentence.(Please write sentence)

         _____
         _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

         _____
         _____

8.   construction

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
         translation)_____
         _____

IV   I know this word. It means(give synonym or translation)
         _____
         _____

V   I can use this word in a sentence.(Please write sentence)

         _____
         _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

         _____
         _____

9.   assumption

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

10.   sympathy

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____----_____

11.   protection

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

12.   telegram

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

13.   temporal

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

14.   extemporary

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

15.   patience

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

16.   legalized

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

17.   immoral

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

18.   perfect ion

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
      translation)_____

      _____

IV   I know this word. It means(give synonym or translation)

      _____

      _____

V   I can use this word in a sentence.(Please write sentence)

      _____

      _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

      _____

      _____

19.   legitimate

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
      translation)_____

      _____

IV   I know this word. It means(give synonym or translation)

      _____

      _____

V   I can use this word in a sentence.(Please write sentence)

      _____

      _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

      _____

      _____

20.   permanence

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

21.   uninformed

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

22.   inestimable

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
     translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

23.   deduction

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
     translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

24.   conformation

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
     translation)_____

_____

IV   I know this word. It means(give synonym or translation)

     _____

     _____

V   I can use this word in a sentence.(Please write sentence)

     _____

     _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

     _____

     _____

25.   judgmental

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

     _____

IV   I know this word. It means(give synonym or translation)

     _____

     _____

V   I can use this word in a sentence.(Please write sentence)

     _____

     _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

     _____

     _____

*********THANK YOU FOR YOUR TIME********************

Appendix G

Postponed   Post-Treatment Vocabulary Knowledge Scale Test(VKS)- Both Groups

Roll number-_____

Name of the Group-_____

Your instructor has already instructed you about the nature of this test. There are I to VI roman numbers and they has specific statements. You has to give information about the word given in bold. Circle the applicable roman number and do as directed in the space provided here with.

1. **detention**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
        translation)_____
        _____

IV   I know this word. It means(give synonym or translation)
        _____
        _____

V   I can use this word in a sentence.(Please write sentence)

        _____
        _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

        _____
        _____

2.   unconditional
I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
        translation)_____
        _____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

3.   revolution

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

4.   provocative

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

5.   revive

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

6.   advent

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

7.   vacuum

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

8.   abstractor

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

9. progression

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

10. traumatic

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

11. urbanism

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

12.   unicorn

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

13.   terrain

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

14.   determination

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

15.   terminal

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

16.   **extension**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

17.   **transcend**

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

18.   convention

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
      translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

19.   advent

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
      translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

194

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

20.   proactive

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

       _____

IV   I know this word. It means(give synonym or translation)

       _____

       _____

V   I can use this word in a sentence.(Please write sentence)

       _____

       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____

       _____

21.   literate

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or
       translation)_____

       _____

IV   I know this word. It means(give synonym or translation)

       _____

       _____

V   I can use this word in a sentence.(Please write sentence)

       _____

       _____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

       _____

       _____

**22.	measurable**

I	I don't remember having seen this word before.

II	I have seen this word before but I don't know what it means.

III	I have seen this word before and I think it means(give synonym or translation)_____

_____

IV	I know this word. It means(give synonym or translation)

_____

_____

V	I can use this word in a sentence.(Please write sentence)

_____

_____

VI	I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

**23.	conductor**

I	I don't remember having seen this word before.

II	I have seen this word before but I don't know what it means.

III	I have seen this word before and I think it means(give synonym or translation)_____

_____

IV	I know this word. It means(give synonym or translation)

_____

_____

V	I can use this word in a sentence.(Please write sentence)

_____

_____

VI	I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

**24.	symmetry**

I	I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

25.   pendulum

I   I don't remember having seen this word before.

II   I have seen this word before but I don't know what it means.

III   I have seen this word before and I think it means(give synonym or translation)_____

_____

IV   I know this word. It means(give synonym or translation)

_____

_____

V   I can use this word in a sentence.(Please write sentence)

_____

_____

VI   I know multiple meanings of this word.(Write all the meanings of this word)

_____

_____

*********THANK YOU FOR YOUR TIME********************

Appendix H

Pre-Treatment Vocabulary Morphemic Test(VMT)

Roll number-_____

Name of the Group-_____

Your instructor has already instructed you about the nature of this test.

Match the prefix and/or the suffix to the base word and fill in the blank where it fits appropriately. All your answers to the questions will be kept anonymous.

Prefix	Cover(root)	Suffix
re		s
Un		Ed
Dis		Ing
Under		Able
		Y

Note for the examiner-
   A. Please read the following sentences and indicate if the answers in each sentence are morphologically appropriate in the specific contexts by circling one of the numbers:

1 = Appropriate and the child can use the word
2 = Somewhat appropriate and the child probably would use the word
3 = Somewhat inaccurate
4 = Somewhat inappropriate and the child probably would not use the word
5 = Inappropriate and the child would not use the word
6 = The child does not know what the word/sentence means.

1. The detective works undercover at a nightclub in Dover.

      1   2   3   4   5   6

2. Scientists are always trying to discover new ways to cure diseases.

      1   2   3   4   5   6

3. Insurance will not be paid if the jewels are covered.

      1   2   3   4   5   6

4. The table covered is waterproof.
      1   2   3   4   5   6

5. Food left uncovered attracts flies.

      1   2   3   4   5   6

6. The heart attack victim made a good recovery.

      1   2   3   4   5   6

7. We are discovering lots of things about Mars from the probe.

      1   2   3   4   5   6

8. The Russian submarine is not recovered from the sea bed.

      1   2   3   4   5   6

9. An amazing discovery led to the cure for cancer.

      1   2   3   4   5   6

10. It takes a lot of time to recover after a severe illness.

      1   2   3   4   5   6

11. Portuguese explorer Vasco da Gama discovered a sea route to India in 1497-1498.

      1   2   3   4   5   6

12. Our teacher asked us to cover the note books neatly.

      1   2   3   4   5   6

13. Covering all the soft boards with color paper will be expensive.

      1   2   3   4   5   6

14. Please do not uncover the secret to anyone else.

      1   2   3   4   5   6

*********THANK YOU FOR YOUR TIME*********************

Appendix I

Prompt- Post Treatment Vocabulary Morphemic Test(VMT)

Roll number-_____

Name of the Group-_____

Your instructor has already instructed you about the nature of this test.

Match the prefix and/or the suffix to the base word and fill in the blank where it fits appropriately. All your answers to the questions will be kept anonymous.

Prefix	pend(root)	suffix
de		ble
Un		ant/ent
Inde		ing
Sus		ed
Im		y
Ap		

Note for the examiner-

A. Please read the following sentences and indicate if the answers in each sentence are morphologically appropriate in the specific contexts by circling one of the numbers:

1 = Appropriate and the child can use the word
2 = Somewhat appropriate and the child probably would use the word
3 = Somewhat inaccurate
4 = Somewhat inappropriate and the child probably would not use the word
5 = Inappropriate and the child would not use the word
6 = The child does not know what the word/sentence means.

1. Mr. Shane gifted his wife a beautiful_____ (pendant) on her birthday.

      1   2   3   4   5   6

2. The results to the survey are _____(appended) at the end of the chapter .

      1   2   3   4   5   6

3. An example of an_____(independent) person is someone who lives on his own ideals and decisions.

      1   2   3   4   5   6

4. The officer was_____(suspended) for accepting bribe.

1   2   3   4   5   6

5. Their differences in earnings_____(depended) on a wide variety of factors.

1   2   3   4   5   6

6. The player announced his_____(impending) retirement from international football.

1   2   3   4   5   6

7. He is an_____(undependable) worker as he never completes his work on time.

1   2   3   4   5   6

8.The victory of Rama _____(depended) on the success of his partner .

1   2   3   4   5   6

9. There is a _____(dependable) supply of water during the rainy season..

1   2   3   4   5   6

10.The accused will be free_____(depending) on the decision of the judge .

1   2   3   4   5   6

11. We can_____(depend) on her to deliver a quality product..

1   2   3   4   5   6

12. Her work is usually incomplete and pending till the last moment..

1   2   3   4   5   6

13.Our economy is heavily_____(dependent) on the agricultural sector. .

1   2   3   4   5   6

14. To_____(suspend) is to cause something to hang down from a single point.

1   2   3   4   5   6

*********THANK YOU FOR YOUR TIME********************

Postponed- Post Treatment Vocabulary Morphemic Test(VMT)

Roll number-_____

Name of the Group-_____

Your instructor has already instructed you about the nature of this test.

Match the prefix and/or the suffix to the base word and fill in the blank where it fits appropriately. All your answers to the questions will be kept anonymous.

Prefix	Ject(root)= throw	suffix
in		or
Re		tion
Pro		ing
Acqua		ed
Sub		er
Ob		tive
E		

Note for the examiner-

A. Please read the following sentences and indicate if the answers in each sentence are morphologically appropriate in the specific contexts by circling one of the numbers:

1 = Appropriate and the child can use the word
2 = Somewhat appropriate and the child probably would use the word
3 = Somewhat inaccurate
4 = Somewhat inappropriate and the child probably would not use the word
5 = Inappropriate and the child would not use the word
6 = The child does not know what the word/sentence means.

1. I noticed a slip of paper_____(projecting) from the book.

      1   2   3   4   5   6

2.My sister drenched me with an _____(acquaject) .

      1   2   3   4   5   6

3. The teacher used the over head _____(projector) in the huge classroom.
      1   2   3   4   5   6

4. This excellent _____(project) was a joint effort by students from three schools .

1   2   3   4   5   6

5. The farmers _____(inject) a chemical in the roots of the crops to boost the growth.

    1   2   3   4   5   6

6. The plans are based on_____(projections) of slow but positive growth in the market.

    1   2   3   4   5   6

7. Every year the school _____(rejects) one third of all applicants.

    1   2   3   4   5   6

8. She looked a bit _____(dejected) when they told her she didn't get the job.

    1   2   3   4   5   6

9. As a child, she had felt_____(rejected) by her mother.

    1   2   3   4   5   6

10. It is strange that the residents do not have any _____(objection) towards the volume of traffic near their premises. .

    1   2   3   4   5   6

11. Lumps of viscous lava were_____(ejected) from the volcano .

    1   2   3   4   5   6

12.Maths is not my best _____(subject) .

    1   2   3   4   5   6

13. The system has achieved its_____(objective) that was aimed five years ago.

    1   2   3   4   5   6

14. He was seen dragging a very large _____(object) last night.

    1   2   3   4   5   6

*********THANK YOU FOR YOUR TIME********************

Appendix K

Vocabulary Handout

The following are the words that were taught in class both the Traditional Group and morphological analysis.

Abrasion abstain abstract aversion acupuncture acerbic acidosis acrophobia acrimony acute, accept, adapt, affect agriculture ambivalent amphibian abduction android anniversary, abrasion	annual antagonist, antibiotic augmentation aviation autograph, automobile audible, auditorium barometer bacteria basis benefit binoculars bibliography biologist catabolic,	catalyst, catastrophe cave, cavity centennial, centurion chromosome circumference civility collar crucial current cylinder conductor deletion, dementia, descend decimal democracy density dipole dictate dormant, dormitory dinosaur dynasty emphasis	heliocentric hexahedron hippodrome honorarium exclude errant factory falsity fugitive fructose friction grammatical grandiosity	import, incur, intend, invite infrastructure intercollegiate isometric eject, interject juvenile conjunction pectoral pedagogy repellent ontogeny onomatopoeia autonomous Argonaut, astronaut triode **tran**scend trapeziums traumatic teleology tactile submerge constellation

Traditional Group Lesson Plan

The following methods were used to teach vocabulary for the Participants:

Method	Time allotted	Methodology
Discussion of the Pre-tests	30 minutes	All the words in the Pre- Test for VKS and VMT will be discussed in the class in detail by the teacher. Correct answers will be written down by the students in their note book for remembrance.
Repetition of the word and meaning	10 minutes	Every day at the beginning of the treatment teaching this method was utilized by the teacher. A random selection of 10 to 15 words was done by the teacher from the handouts given to the Traditional Group. These words along with the meaning was written on the black board and the students were asked to read and repeat the word and the meaning over and over again for 10 minutes
Writing each word 10 times along with meaning	30 minutes	Alternatively the teacher asked the participants to write down the words in their note books. Each word was asked to write for 10 or more times by the teacher in the note books.
Dictation tests	25 minutes	Dictation tests were conducted if the students were able to memorize the meaning of the words written. The results were discussed in class after the correction of the copies of the students.
Rote memorization	15 minutes	In certain other sessions students were asked to memorize all the words and their meanings that were usually displayed on the black board. Oral tests were then conducted to check that the students could learn the words given on the board. The teacher usually selected 10 or more words to display on the board.
Guessing from the context	15 minutes	Few sessions of the treatment teaching were involved in allowing the students to guess the meaning of a

		new words by giving them a context to refer to. This context were sentences written by the teacher on the black board using the selected words for the session from the handout provided. However, it should be mentioned here that this method was not easy for the students to guess. But yet the students have done a great job.
Use of the dictionary	30 minutes	Few of the sessions of the Traditional Group were involved in finding the meaning of the words from the dictionary. The teacher displayed few words, usually 10, and asked the students to find out the meaning of the words from the dictionary provided to them.
Translation to mother tongue	10 minutes	This method depended on the demand of the participant. In any of the session of the treatment tenure , if the student asked for the translation of the given word in his/her own mother tongue, the teacher provided the same orally. This was done for the understanding of the vocabulary.
Crossword puzzle	15 minutes	Few activities like the cross word puzzle was played in class as a group. This was not an individual activity. The teacher chose 5 words randomly from the taught words from the handout given and prepare a crossword puzzle on the black board. The students were given the meaning of the word orally and the students who volunteer would come up to the board and circle the word concerned.
Jumbled words	15 minutes	jumbling activity: Students were given 8 words on their handout with jumbled letters. They had to unscramble the word and provide the meaning of the same.
Tests conducted	35 minutes	A minimum of 30 - 35 minutes were given for each of the tests for the VKS and VMT. However, each session of the treatment activity was for 30-35 minutes.
Discussion of the Prompt-Post Test	30 minutes	All the words in the Prompt- Test for VKS and VMT will be discussed in the class in detail by the teacher.

		Correct answers will be written down by the students in their note book for remembrance.

Appendix M

Morphological Analysis Group Lesson Plan

The following methods were used to teach vocabulary for the Participants:

Method	Time allotted	Methodology
Pre-Test discussion	30 minutes	All the words in the Pre- Test for VKS and VMT will be discussed in the class in detail by the teacher. Correct answers will be written down by the students in their note book for remembrance.
Circle the main part of the word	30 minutes	This activity was done by giving a detailed split of the morphemic words on the black board. Teacher selected 10 words in random to explain the root word and affixes. This was done to see if the student can find the base word and the suffix in the new Words given on the board. The students were then asked to underline the base and circle the suffix. Then, read the word.
Reading Comprehension	35 minutes	A passage was given to the students on a sheet of paper. This passage contained 10 of the words from the vocabulary handout. The students were then asked to look at the passage ,read and underline the words with the –or, -able, and – ation suffixes. The passage was then read out loud. Then, the teacher and student worked together to answer the questions based on the identification of the root word and affixes.
Build the Word/Use the Word	30 minutes	A selection of words was done by the teacher before class. The students were asked to add few suffixes to the words to change the meaning of the word. Then they were asked to put those words in complete sentences that make sense. A table format was laid down to make the students work easy.

Mystery Word	25 minutes	The students will be given few root words. A table of affixes will also be given to them. They have to choose different affixes to add to the base word and make as many words as they can. Few meanings of the words will be given and with the help of the root words and the affixes they have to find the mystery word that has the same meaning. The students also used the clues to figure out the mystery words that were described . All of the words had a suffix that they had learned and were somewhere in some lesson.
Divide and Conquer	25 minutes	The following instructions were given by the teacher; "Divide" words into two parts. There is a Latin number prefix and a base. The bases have been given to you. Then "conquer" them by writing the meaning of the words.
Create Solving Riddles	20 minutes	Here the teacher made use of the prefixes to make new words by providing a root word. A riddle was given and the students were supposed to give the answers accordingly.
Read and Reason	15 minutes	A word bank was provided. The students were asked to choose words from the Word Bank to fill in the blanks for the following news story. Then answer the questions.
Word Sort	15 minutes	The students were asked to extend and explore. Sometimes few affixes do not change the meaning of the root, but most of the time they do. the students were demonstrated such differences.
Go for the Gold!-Nine Square Wordo	25 minutes	The following directions were given by the teacher on the handouts; This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve words from the word list provided by your teacher and write one word in each box. You can choose the box for each word.

		Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get three words in a row, column, or diagonal, call out, "Wordo!"
A selection of affixes	5 minutes	A selection of affixes were done by the teacher and given the student. All the above exercises were based on the affixes.
Tests	30-35 minutes	A minimum of 30 - 35 minutes were given for each of the tests for the VKS and VMT. However, each session of the treatment activity was for 30-35 minutes.
Prompt- Post Test discussion	30 minutes	All the words in the Prompt- Test for VKS and VMT will be discussed in the class in detail by the teacher. Correct answers will be written down by the students in their note book for remembrance.

Appendix N

A selection of affixes- Handout given to the Morphological Analysis group.

Prefixes	Suffixes	
	Vowel suffixes	Consonant suffives
a-, ad-, al-, be-, bi-, com-, contra-, de-, di-, dia-, dis-, en-, ex-, in-, inter-, intro-, mis-, non-, ob- , para-, per-, pre-, re-, se-, sub-, syn-, tele-, trans-, un -	-ability, -acle, -acy, -al, -ance, -ate, -ed, -eer, -ence, -er, -ery, -ian, ibility, -icle, -ing, -ion, -ique, -ism, -ity, -ive, -ize, -or, -ory, -ous, -ule, -ure	-cy, -dom, -ful, -hood, -less, -let, -ling, -ly, -ment, -ness, -ry, -s, -ship, -some, -st, -th, -ty, -war

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