

A Study of Practical Vocabulary Use and Morphological Awareness Applied in Academic Writing

Arghavan Iatie

The Faculty of English Language Teaching,
University of Tehran, Kish International Campus

Abstract

The current research article characterizes a theoretical outline for the affiliation between academic writing and morphological awareness over the arbitration of creative vocabulary awareness. The literature review directed the investigator in increasing the theoretical context of the current article. The current paper proposed a plan which might aid the second language students in improving their creative vocabulary awareness concerning the extent of vocabularies they know and how concentrated they know about them, which ultimately would assist the learners in enhancing their academic writing. Additionally, the present study focuses over the association between morphological perception and the assorted skills conceptualized within the section of literature review. It also defines the significance of vocabulary awareness and academic vocabulary to academic writing. Ultimately, a theoretical structure concerning the obvious connection between morphological perception and academic writing amongst the students of postgraduate and the indirect connection between them over the arbitration of creative vocabulary awareness is advocated in this existing study.

Keywords: Morphological awareness, academic writing, vocabulary awareness, theoretical structure.

Introduction

Vocabulary teaching and learning are considered as one crucial aspect and regarded as the vital deeds in the L2 instruction (Al Farsi 2008). A language student can progress an approach for vocabulary acquisition through organizing tactics for learning. These approaches support as conscious or unconscious learning methods in strengthening understanding, learning and preservation (Wang 2018; Cohen 2014A; asgari & Mustapha 2011; O'malley & Chamot 1990). One of the productive approaches, which is supposed to be employed for learning vocabulary is utilizing the morphology awareness and being conscious as for the blending morphemes to study and come up with new words. Morphological awareness contains familiarity over sounds and meanings as well as the awareness over the rules of joining morphemes for word construction within a language (Kuo & Anderson 2006).

Morphological awareness indicates students of English language the morphemes that a compound word is collected via employing the comprehension of morphology. Consequently, the students possibly will come to be able to take down the complex word into its smallest meaningful parts. At that point, the students realize the significance of the word origin and

affixes which the complex vocabulary includes. Finally, the students utilize those expressive elements of the complex word to produce a new word by collecting these meaningful segments. Study over the morphological awareness has commenced in the literature through examining its connection with L1 students' reading accomplishments, and was measured highly significant compared to phonological attentiveness (Carlisle & Feldman 1995). The significance of morphology amplified since learners progressed from one grade to another (Carlisle & Feldman 1995; Green et al. 2003; Carlisle 2000). Phonological perception has been funding meaningfully to the early interpreting children' capabilities while morphological attentiveness has been regarded more and more noteworthy for the upper elementary levels regarding word interpretation and reading conception (Singson, Mahony, & Mann 2000).

According to this, Wolter and Gibson (2015) suggested that there was an inspiration of morphological awareness over the knowledge development in a language amongst learners with or without language shortfalls and it was possibly an optimal involvement emphasis for the growth of words, vocabulary interpreting, reading conception and reading wordlist. Moreover, the academics claimed that the course of deploying morphemes was measured as one indispensable language expertise that affected reading and writing, too. Cognizance as for morphology could help authors via providing choices in making vocabulary needed academically since these word outlines are considered as an element of the academic record (McCutchen & Stull 2015).

Writing is a skill with rules in which a total, striving, active participation is needed (Singh 2015; Rose 1985). As an approach of thinking, Academic writing is critical for the learners' academic achievement in higher-education (Arkoudis & Tran 2007). In the case of a foreign language learner, writing is supposed to be hardship in which they meet numerous problems concerning vocabulary, syntax, and sentence structure (Singh 2015; Rose 1985). In addition to this, Paltridge (2002) claimed writing a proposal was a deterring course, mainly for L2 learners due to the lack of ability in English language.

Vocabulary awareness is important to an essayist since it plays a chief role in the first and second language writing skill besides fluency (Schoonen et al. 2003). The excellence of writing skill is expected to contain superior vocabulary variety, vocabulary of low regularity, and statements containing more difficulty (Crossley, McNamara & McCarthy 2009).

The present article offers a recommended approach to aid L2 advanced learners to meet the setback of insufficient lexis and, ultimately, to expand their academic writing via enhancing their morphological awareness. The crucial role of vocabulary awareness for writing and the connection of morphological attentiveness to dissimilar language expertise are stated in the part of the literature review.

Literature Review

Importance of employing Vocabulary in Academic Writing skill

It is undeniable that English language has been used for studying and publications, too. Regarding to this fact, for retrieving to investigates and experiments connected to the subject,

tertiary students need keeping a good accessible knowledge of English language. However, they are meant to have productive awareness of academic language owing to the dissimilar tasks in which they are comprised for academic writing, for instance, theses, proposition, essays and projects (Paquot 2010).

Obtaining vocabulary has always been one of the most central research areas as a result of the implication of vocabulary in English acquisition (Zhai 2016). Productive approach of using vocabulary is necessary for language students for increasing their language skills and for making sense. Owing to the impact of lexis for the students' language growth, students are supposed to strengthen their vocabulary skill and require a word-learning policy so that could assist them to overcome against the lack of lexis so as to students read and write effectively (Xu 2010).

This major issue acts as an obstacle that remains against the students' language expansion and bring about problems for students in accomplishing in their training (Varatharajoo, Asmawi, & Abedalaziz 2014). Lack of decent and useful vocabulary amongst the L2 learners is undoubtedly recognized to their drained perception of language structures, principally in their morphological attentiveness

Utilizing Morphology is known as the word-learning approach. 'Morpheme' is outlined by Carlisle (2000) named meaningful elements of a word that can be employed by a reader with the purpose of the sense of an unacquainted word are agreed.

The importance of morphological recognition in finding the concept of indefinite words was implied by Morin (2003). She labeled the aptitude to routine the word-development awareness as a progressively needed skill that could be expended by the students while being exposed to strange vocabulary (Norsimah, Kesumawati & Jalaluddin 2008).

It has been revealed by Bauer and Nation (1993) that a second language student could employ word forms using regular affixes constructively and "a word family be made up of a base vocabulary and all its resulting and varied outlines that can be comprehended by a student deprived of having to study each structure discretely". In addition to this, Carlisle (2003) signified the impact of word family in easing language studying rather than studying separated complex vocabularies.

Since English language students improve their language, the struggle of the language applied in manuscripts or expected to be utilized in an arrangement is becoming more. Xu (2010) suggested that students, while progressing from one level to another had difficulties in comprehension of the meaning of difficult words they met in their study.

Read (2000) defined the vocabulary features that ought to be involved in effective writing, and they are as follows:

- 1- A diversity of vocabularies instead of the usage of a minor quantity of words repetitively. A skillful writer is meant to hold a lot of vocabularies which assist to write without repetition.
- 2- Short common vocabularies, which are appropriate for the type of writing and the subject of writing, are picked instead of picking general, daily terms (word complexity).

- 3- A moderately high fraction of lexical terms, compared to the syntactic words. This attribute is named 'lexical density'.
- 4- Several vocabulary mistakes uncovered in a written version.

The features mentioned above indicate the importance of lexis span to writing. Words scope (size) is believed as one of the important factors of well-written piece, particularly for second language learners, and the practice of lexis in writing is the replication of the writer's words span (Laufer & Nation 1995). Determining the vocabulary scope of the English language students and so the diversity of expressions they employ in their writing supports in defining the excellence of the writing skill (Laufer & Nation 1995).

Consequently, this present article represents a theoretical outline concerning the consequence of morphological recognition on academic writing via developing the superiority of L2 advanced learners' academic writing in terms of growing their lexis awareness and reinforcement of their ability as for the sense of the roots and affixes with the purpose of being able to recover, operate and form new arrangements of vocabularies and direct their thoughts within writing skill.

Morphological perception and a foreign Language Proficiencies

Experiments succeeded formerly regarding the connection between morphological attentiveness, and language abilities discovered that morphological perception was consistently associated with reading ability (Kame'enui, Boland, Baumann, Olejnik, & Edwards 2003; Feldman & Carlisle 1995; Fleming & Carlisle 2003; Choi 2015; Kelley, Kieffer, Lesaux & Faller 2010), term analysis (Carlisle 2000; Katz & Carlisle 2006; Apel & Wilson-Fowler 2015), spelling (Bryant & Deacon 2006; Gillon & Kirk 2009; Stull & McCutchen 2015) and accessible lexis (Aliasin, Khodadoust & Khosravi 2013). In spite of this, the association concerning morphological perception and the writing proficiency, further than spelling, amongst advanced university students is yet unidentified. Numerous earlier investigations were concentrating over the connection concerning morphological perception and reading ability or word reading. Among a research directed by Choi (2015), the investigator intended to examine how direct or indirect a perception of first and second language original morphology was adding to the second language reading comprehension over the lexis awareness arbitration. The three types of original morphological awareness (relational, distributional and syntactic), as considered by Anderson and Kuo (2006), were evaluated in this article via employing the vocabulary division task, phrase syntactic decision task, and the word assembly task correspondingly. Two assessments were utilized to measure the word familiarity between the Korean respondents: the VLT "Vocabulary Levels Test", approved from Nation (1990), aimed at evaluating vocabulary extent and the RWAT "Read's Word Associates Test" to measure the words complexity awareness of the Korean learners. Ultimately, the L2 reading conception was inspected by directing a multiple-choice reading comprehension exam. The article showed that equally the second language derivational morphological attentiveness and words understanding were openly providing the target language reading comprehension. Another discovery remained that there was an

unintended effect of the mother tongue derivational morphological perception on the target language reading comprehension through the L2 derivational morphological perception.

Zhang (2016) meant to inspect the association between morphological perception and reading comprehension. The morpheme detection task, morpheme discrimination task, and so reading skill test were applied in the experiment. The findings indicated that morphological attentiveness was meaningfully connected to reading comprehension and influenced the students' reading comprehension functioning. It also indicated the arbitration of vocabulary implications among morphological perception and reading comprehension. Deacon, Kieffer and Levesque (2017) directed a paper with the intention of inspecting the influence of morphological perception to reading comprehension. The article discovered that morphological perception included a sensible consequence over the reading comprehension.

Going through the literature section, it has been shown the influence of morphological perception to initial learning expansion, particularly for kids through examining the association of morphological attentiveness to equally reading and spelling (Carlisle & Feldman 1995; Carlisle 1988, 2000; Carlisle & Katz 2006; Green et al. 2003; Singson et al.; 2000 Deacon & Bryant 2006). It aids equally abilities via providing students of English language an implement by way of which they can break away words into smaller elements with the intention of being able to read and spell extensive and difficult vocabularies. Students can employ this familiarity of morphology to comprehend the significance of every part of a word and discover its meaning (Carlisle 2000).

It has been revealed that morphological perception includes a connection with vocabulary reading (Carlisle & Stone 2005; Singson et al.; 2000 Carlisle 2000). At the same time as children advance in their understanding, the difficulty of the scripts they encounter in their reading becomes more intense. Students in the basic level encounter longer expressions that are, morphologically difficult, and are not utilized in their verbal language (Green et al. 2003). To face with this experiment, the learners had a tendency to improve their vocabulary span through using morphological affixes and comprehended base words for attaining the significance of new vocabularies (Anglin, Wakefield & Miller 1993).

The connection amongst morphological perception and spelling has been examined in some former research. Bryant and Deacon (2006) endorsed the importance of morphological perception as an operative spelling approach. Nagy et al. (2006) discovered that morphological perception provided significantly to spelling between learners. Stull and McCutchen (2015) discovered the assumption that morphological perception had supported the USA kids' spelling while writing. The influence of morphological perception to academic writing is yet unidentified. As a result, this present research exemplifies a theoretical basis for the connection between morphological perception and academic writing.

Theoretical Structure

The information as for morphological perception and the former articles directed in relation to morphological attentiveness were studied formerly in this paper, which possibly will support the researcher in increasing the theoretical structure for the present paper and in growing the connection between academic writing and morphological awareness. Figure 1 indicates the theoretical structure planned to examine the connection between the variables of the current research. It displays the theorized connection between the independent (morphological awareness) and the dependent (academic writing) variable via exercising the second language learners in a morphological awareness involvement.

The L2 learners will be accomplished in a morphological awareness involvement based on the theoretical structure with the intention of raising their morphological awareness. Practical vocabulary familiarity is concerned in this paper as a mediator. The examiner suggested that morphological awareness would influence openly to academic writing and indirectly to it over creative vocabulary awareness. It is suggested that enhancing the second language learners' morphological awareness would be expanding the extent and the excellence of their English lexis span in writing concerning using a collection of vocabularies and employing more small-frequency vocabularies aim to progress and improve the excellence of the academic writing.

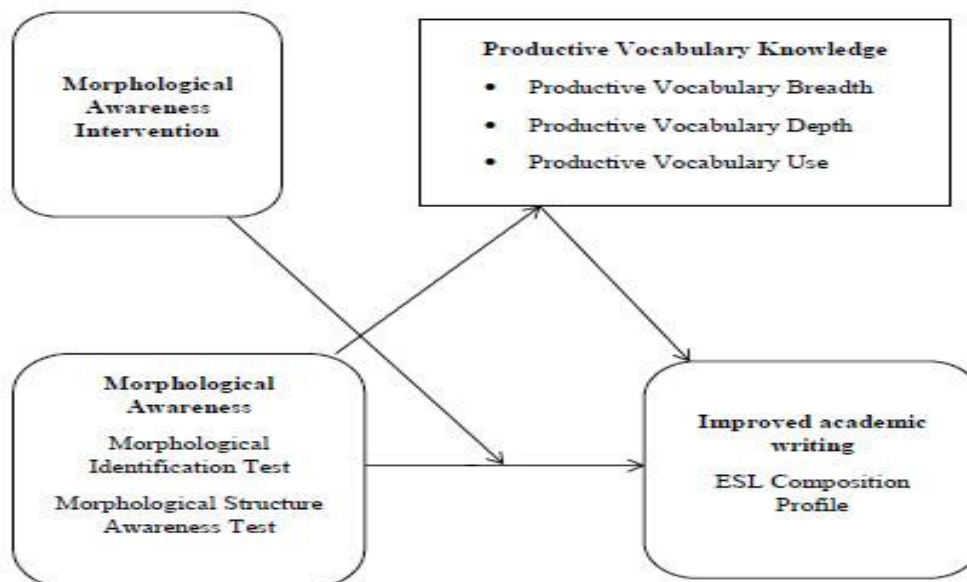


Figure 1 theoretical structure

The research consequences

The consequences of the present article can be explained and defined in terms of its probable practicality and significance as an instruction for applied English language acquisition and teaching, program scheming and measurable progress, and experiential investigators.

The current article may well deliver an awareness to conduct both second language learners and teachers of English language through shedding light on the value of being concerned as for morphology and the advantages they equally can win in augmenting the learners' academic writing implementation; and signifying an approach that may possibly empower the learners to upsurge the scope of useful vocabulary awareness. Besides, morphological awareness has been a probable approach of independent knowledge in which the second language learners would be able to employ and reinforce their vocabulary awareness and lessen the morphologically connected mistakes created though writing. Therefore, the academic writing implementation would come to be better ultimately. They may similarly aid them in understanding how much lexis and what sort of words they are familiar with, so that they grow into be aware of what sort of words and terms they ought to be putting more emphasis on to advance their education consequences, specifically academic writing.

The theoretical structure suggested in this article might include consequences for educators of English language since it draws the instructors' attention to the significance of exerting more attention to teaching morphology and so the various words' structures and pressing the students to employ different types of vocabularies in their writings. The present research might contain suggestions through creating course makers consider counting morphology lessons in the teaching approaches or while planning a course. This paper could also bring the English language material designers the implication of training morphology and assign extra word development and morphology-connected trainings.

In the end, there is deficiency of experiential analyses regarding examining the connection between academic writing and morphological awareness according to the review of literature. One more hypothetical slit could be experienced in forthcoming experiential investigations, which is the influence of morphological awareness involvement in bettering the second language learners' morphological awareness and developing their academic writing.

Conclusion

This study offers a theoretical structure regarding the association of academic writing with morphological perception. The theoretical structure of this research paper holds the creative lexis familiarity as intermediary in this affiliation. during the earlier researches associated with morphological attentiveness, this research paper is an effort to remove hypothetical slits since there is deficiency of research exploring the association between the academic writing and morphological perception including the second language learners as well as the mediation character of creative vocabulary awareness in this connection. Additionally, this article offers that, there is an outcome of morphological perception association over the second language learners on the implementation of morphological consciousness and fruitful lexis awareness and, as a result, may perhaps influence the second language learners' academic writing implementation.

This article defines the importance of creative awareness over the academic writing and in what manner morphological awareness can be part of the cause to upsurge the learners' practical

vocabulary awareness and recover the academic writing correspondingly. Examining the suggested theoretical structure in experiential experiments will be necessary to authorize the relationship and make it more evocative to the form of awareness regarding the influence of morphological awareness to English language abilities.

References

- Carlisle, J. F., & Fleming, J. (2003). *Lexical processing of morphologically complex words in the elementary years. Scientific Studies of Reading, 7(3), 239-253.*
- Zhai, L. (2016). *A Study on Chinese EFL learners' vocabulary usage in writing. Journal of Language Teaching and Research, 7(4), 752-759.*
- Wang, I. K.-H. (2018). *Learning Vocabulary Strategically in a Study-Abroad Context Learning Vocabulary Strategically in a Study Abroad Context (pp. 231-268): Springer.*
- Asgari, A., & Mustapha, G. B. (2011). *The type of vocabulary learning strategies used by ESL students in university Putra Malaysia. English language teaching, 4(2), 84-90.*
- Kuo, L.-j., & Anderson, R. C. (2006). *Morphological awareness and learning to read: A cross-language perspective. Educational Psychologist, 41(3), 161-180.*
- Carlisle, J. F., & Feldman, L. (1995). *Morphological awareness and early reading achievement. Morphological aspects of language processing, 189-209.*
- O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition: Cambridge university press.*
- Carlisle, J. F. (1988). *Knowledge of derivational morphology and spelling ability in fourth, sixth, and eighth graders. Applied psycholinguistics, 9(03), 247-266.*
- Jalaluddin, N. H., Norsimah, M., & Kesumawati, A. (2008). *The mastery of English language among lower secondary school students in Malaysia: A linguistic analysis. European Journal of Social Sciences, 7(2), 106-119.*
- Paquot, M. (2010). *Academic vocabulary in learner writing: From extraction to analysis: Bloomsbury Publishing.*
- Deacon, S. H., & Bryant, P. (2006). *This turnip's not for turning: Children's morphological awareness and their use of root morphemes in spelling. British journal of developmental psychology, 24(3), 567-575.*
- Baumann, J. F., Edwards, E. C., Boland, E. M., Olejnik, S., & Kame'enui, E. J. (2003). *Vocabulary tricks: Effects of instruction in morphology and context on fifth-grade students' ability to derive and infer word meanings. American Educational Research Journal, 40(2), 447-494.*
- Rose, M. (1985). *The language of exclusion: Writing instruction at the university. College English, 47(4), 341-359.*

- Varatharajoo, C., Asmawi, A. B., & Abedalaziz, N. A. M. (2014). *Measuring morphological knowledge among secondary school students: Implications for effective vocabulary acquisition. Malaysian Journal of Languages and Linguistics*, 3(1), 129-138.
- Carlisle, J. F., & Stone, C. (2005). *Exploring the role of morphemes in word reading. Reading research quarterly*, 40(4), 428-449.
- Arkoudis, S., & Tran, L. T. (2007). *International students in Australia: Read ten thousand volumes of books and walk ten thousand miles. Asia Pacific Journal of Education*, 27(2), 157-169.
- Wilson-Fowler, E. B., & Apel, K. (2015). *Influence of morphological awareness on college students' literacy skills a path analytic approach. Journal of Literacy Research*, 1-28.
- Carlisle, J. F. (2000). *Awareness of the structure and meaning of morphologically complex words: Impact on reading. Reading and writing*, 12(3), 169-190.
- Carlisle, J. F., & Katz, L. A. (2006). *Effects of word and morpheme familiarity on reading of derived words. Reading and writing*, 19(7), 669-693.
- Bauer, L., & Nation, P. (1993). *Word families. International journal of Lexicography*, 6(4), 253-279.
- Schoonen, R., Gelderen, A. v., Glopper, K. d., Hulstijn, J., Simis, A., Snellings, P., & Stevenson, M. (2003). *First language and second language writing: The role of linguistic knowledge, speed of processing, and metacognitive knowledge. Language learning*, 53(1), 165-202.
- Green, L., McCutchen, D., Schwiebert, C., Quinlan, T., Eva-Wood, A., & Juelis, J. (2003). *Morphological development in children's writing. Journal of Educational Psychology*, 95(4), 752-761.
- Choi, Y. H. (2015). *Roles of L1 and L2 derivational morphological awareness in L2 reading through the mediation of L2 vocabulary knowledge. The Journal of Asia TEFL*, 12(3), 81-114.
- Khodadoust, E., Aliasin, S., & Khosravi, R. (2013). *The Relationship between morphological awareness and receptive vocabulary knowledge of Iranian EFL learners. International Journal of Educational Research and Technology*, 4(1), 60-67.
- McCutchen, D., & Stull, S. (2015). *Morphological awareness and children's writing: accuracy, error, and invention. Reading and writing*, 28(2), 271-289.
- Paltridge, B. (2002). *Thesis and dissertation writing: an examination of published advice and actual practice. English for Specific Purposes*, 21(2), 125-143.
- Kirk, C., & Gillon, G. T. (2009). *Integrated morphological awareness intervention as a tool for improving literacy. Language, speech, and hearing services in schools*, 40(3), 341-351.
- Cohen, A. D. (2014). *Strategies in learning and using a second language: Routledge.*

- Laufer, B., & Nation, P. (1995). *Vocabulary size and use: Lexical richness in L2 written production*. *Applied Linguistics*, 16(3), 307-322.
- Levesque, K. C., Kieffer, M. J., & Deacon, S. H. (2017). *Morphological awareness and reading comprehension: Examining mediating factors*. *Journal of experimental child psychology*, 160, 1-20.
- Zhang, H. (2016). *Concurrent and longitudinal effects of morphological awareness on reading comprehension among Chinese-speaking children*. *Reading Psychology*, 37(6), 867-884.
- McNamara, D. S., Crossley, S. A., & McCarthy, P. M. (2009). *Linguistic features of writing quality*. *Written Communication*, 27(1), 57-86.
- Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). *The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools*. *Reading research quarterly*, 45(2), 196-228.
- Morin, R. (2003). *Derivational morphological analysis as a strategy for vocabulary acquisition in Spanish*. *Modern Language Journal*, 200-221.
- Singh, M. K. M. (2015). *International graduate students' academic writing practices in Malaysia: Challenges and solutions*. *Journal of International Students*, 5(1), 12-22.
- Read, J. (2000). *Assessing vocabulary*: Cambridge University Press.
- Anglin, J. M., Miller, G. A., & Wakefield, P. C. (1993). *Vocabulary development: A morphological analysis*. *Monographs of the society for research in child development*, 58(10), i-186.
- Singson, M., Mahony, D., & Mann, V. (2000). *The relation between reading ability and morphological skills: Evidence from derivational suffixes*. *Reading and writing*, 12(3), 219-252.
- Wolter, J. A., & Gibson, F. E. (2015). *Morphological awareness assessment and intervention to improve language and literacy*. Paper presented at the Seminars in speech and language.
- Al Farsi, B. (2008). *Morphological awareness and its relationship to vocabulary knowledge and morphological complexity among Omani EFL University students*.
- Xu, S. H. (2010). *Teaching English language learners: Literacy strategies and resources for K-6*: Guilford Press.