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Vocabulary Building of Select Grade 7 Students
in one of the Schools in the Division of Taguig City and Pateros

Val Joseph I. Viñalon[1]

Abstract

This study explores how students' morphological awareness greatly affects students' vocabulary building in one of the schools in the Division of Taguig city and Pateros. The mixed-method through research sequential, document analysis, questionnaire and interview were used in the study for triangulation. Document analysis identified the grades of the students in SY 2020 - 2021 to identify the section who needed treatment. Section A obtained 83.8% while section B got 83.9% - both were satisfactory. On the other hand, in the pretest, section A obtained 14.83% and 19.23% for the posttest in their morphological awareness test. For vocabulary building tests they obtained 20.80% (pretest) and 23.97% (posttest) which was affected by the vocabulary building strategies. 8 students who obtained low scores were participated in the interview. Thematic analysis showed morphological awareness and vocabulary strategies helped the students to gain a precise mental model for vocabulary acknowledgement which is helpful to improve reading and comprehension.

Keywords: *Vocabulary building, morphological awareness, mixed-method analysis*

Introduction

In teaching language, one of the best ways to help students enhance vocabulary skills is to assist them through exposure to words because it could help them increase their vocabulary. This helps them to create meaningful sentences that they can use in context. Words are usually made up of smaller recognizable units called morphemes. When learners know what morphemes are then they are able to understand or guess the meaning of new words. Meanwhile, morphological awareness helps to decode the words, infer their meaning, and facilitate both word reading and understanding words in texts (Jabbar & Amirajalili, 2018). It is also one of the important key predictors to vocabulary and reading abilities of junior high school students because Shoeib (2017) points out that it also helps tracing irregularities to develop learners' understanding of different English words. Moreover, Wolter and Green (2013) defined morphological awareness as a valuable linguistic tool to make literacy and language achievable for school-age children with and without literacy and language deficits that affects learners' reading ability and comprehension as well.. Ramirez (2017) explains that any learner can benefit from morphological awareness because Griffin and Hendrix (2017) emphasize that it is one of the necessary skills included within a developmentally appropriate secondary curriculum because it can contribute to secondary or junior high school learners to broaden their vocabulary. It also involves the ability to identify

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[1] **Corresponding Author:** valjoseph.vinalon@deped.gov.ph

the smaller chunks of meaning (morphemes) contained in a morphologically context word and use the knowledge effectively to deduce the meaning of the unfamiliar vocabulary. This awareness is developed partly due to the types of word processes that occur in a language. In addition, the development of learners' morphological awareness focused on the usefulness of prefixes, suffixes, and stems to learn the spoken and written form of meaning; the forms in words are beginning to recognize and learn; as learners learn to recognize each part of word it contributes to learning of the whole; word parts have been easily recognized even though there were changes to the forms of the parts occurring together; words that share the common stem and share a common meaning as a part of their full meaning, and there is always a strategy to remember difficult words(Nation & Bauer, 2023). As a result, there is enough evidence that morphological awareness may contribute to development in spelling (Levesque et al., 2017) vocabulary development and reading ability and comprehension in both the individual's first, second, and foreign language as well.

Vocabulary Building in Context

From a vocabulary development perspective, the role of morphological awareness is crucial in improving the vocabulary of learners as it provides an opportunity to repeat because a single occurrence of any family member becomes a repetition for the whole word. This is similar to how learners become familiar with words, its usage, context and relevance in meaning making in sentences and paragraphs as well. Rabadi (2019) defines vocabulary as a basic linguistic element that solely affects language learning. Similarly, in learning the English language Nagy and Anderson (1984) realized that 60% of the academic vocabulary found in school reading passages is composed of morphologically complex words. Interestingly, studies revealed that students with better morphological awareness have larger vocabularies that could suffice their need in understanding sentences and paragraphs as well. On the other hand, Silvano et al. (2018) found that most of the students in the Philippines had experienced low abilities in word morphology and 2000 amounts of vocabulary per student is insufficient. Similarly, it can be noted that in the study of Rabadi (2019) emphasized that the learners' vocabulary size is below 8000- word families necessitated for receptive tasks as understanding written texts which has proven the research of the former. In addition, according to the Department of Education, Schools Division of Tandag City, presents the data for the school year 2017 – 2018 revealed in its consolidated Post-ORPT that 26% of the learners are under Independent level. The same percentage of 36 percent also fall under instructional level while 27% fall under the frustration Level. Additionally, the recently released Program for International Assessment (PISA) 2022 results revealed that similar to 2018, more than 75% of the 15- year old learners who took the examination scored below the minimum level in English. The results showed that students' performance is highly affected by vocabulary development which was very inadequate and posed a threat to improve reading comprehension. It can be gleaned that English teachers should strengthen the teaching of English root, prefix, suffix and give morpheme segmentation and morpheme distinguishing activities to learners to enhance their morphological awareness effectively and increase learners' vocabularies (Apel, 2014).

The Relevance of Morphological Awareness

As learners who devotedly appreciate and love words, readers can deduce the meaning of morphologically complex words comprising unfamiliar morpheme combinations through identification of root morpheme and the way affixes affect its meaning (Anglin, 1993). In improving vocabulary, as discovered by Kuo and Anderson (2006), morphological awareness resembles language learners' knowledge of the process of word formation of a particular language. For example, when English language learners recognize the word

development it was formed by two morphemes (develop, base word, and the suffix -ment meaning the action or result of), subsequently, they will be able to form new lexical items such as retirement, establishment, and abandonment by adding the suffix -ment to base words. Since learners are already aware of word structure they can acquire new and unknown words which will lead to word segmentation into morphemes. This can help students in word production as well (Tarat, 2019). Consequently, their comprehension of new words influences their understanding of reading texts and writing in that language. Several studies have concluded that morphological awareness might be a cornerstone in first language L1 and L2 vocabulary development and reading (Zhang & Koda, 2012). Ramirez et al. (2013) revealed that morphological awareness and vocabulary skills were reciprocally related; each made a unique contribution to the enhancement of the other. This was supported by the study of McBride, Chang et al. (2018) that explained morphological awareness is practically significant in predicting and fostering children's early vocabulary learning as it affects one's reading ability and comprehension as well. In addition, during elementary years, the development in word knowledge matched with the increasing derivation of words in written texts. Further, 60% of the new words found by learners in textbooks can be learned through the analysis of morphemic structure that will result in good reading ability (Wang & Zhang, 2023). This was also proven by Alsaedi (2017) in his study that students' vocabulary can be fostered through many methods, however, the utilization of morphological awareness cues for inferring meaning is one of the effective strategies that can improve L2 vocabulary language. As a result, Wardana (2023) proved that there is a positive and strong relationship between morphological awareness and vocabulary mastery. However, it highly impacts reading and writing abilities of learners with a percentage of 50.69% and they are significantly correlated.

Moreover, there are challenges faced by students in improving their vocabulary such as how to write and spell out words, the different grammatical forms of a word known as inflections is one of the effects of students in learning vocabulary, discovered difficulties in selecting the appropriate meaning of words, and using the word based in context (Rohmatillah, 2014). In the study of Vernice and Pagliarini (2018) they explained how critical morphological processing assists students' vocabulary improvement and suggests that training and activities inspired by morphological awareness may enhance students' skills.

In the present study, the researcher was considering how learners' morphological awareness affects vocabulary development There were existing problems when it comes to vocabulary level of the learners in which morphological awareness was needed; because it can help them use words that they encounter and remember as much as they want to foster learning.

The teacher needed to determine the extent of morphological awareness in increasing students 'vocabulary in helping them broaden their usage of words. By working on this study, it was planned to explore how morphological awareness affects vocabulary building. As a result, this study aimed to find out how morphological awareness can help students work on their vocabulary which may help Grade 7 learners improve their words usage and reading abilities.

Framework

This study on *Vocabulary Building of Select Grade 7 students* is anchored on Complexity Theory by Larsen-Freeman (2011). In the study of Shakouri et al. (2014) the researchers argued that language acquisition is a chaotic process which reveals its non-linearity, iterative, and initial conditions. Meanwhile, non-linearity explains that there is no direct cause-and-effect-relationship between input and output. Moreover, language development satisfied dynamicity and complexity as criteria in language learning and

development. In addition, phonology, morphology, syntax, semantics, pragmatics as subsystems are interdependent in which a single change might result in change in others as well as being iterative. In this regard, there is no guarantee that exposure to different strategies might help learners to apply what they have learned; thus, through their own ability, knowledge and interest can help them best learn the language. On the other hand, the complexity of language depends on its usage in context and applicability in learning as well. For this reason, learners need not to be complacent with what they have just learned but also try to focus on the beauty of language in different aspects. The theory also explained how complex words can be used by learners in relation to its use and context as well. The words that the learners may use and acquire affect how they use them in reading and writing phrases, sentences and paragraphs as well. Thus, it also depend on them on how they acquire it. Further, this theory supported the study in terms of vocabulary complexity that somehow hindered the learners to read and comprehend because of word insufficiency. Thus, they found out some ways on how to help themselves learn given how complex language learning was. The more they realized how difficult the tasks which involved words in context the more they wanted to answer them.

Methodology

Research Design

Mixed-method design is a procedure that focuses on gathering, examining and combining both quantitative and qualitative research designs in a single study to understand research problems (Fischer, 2015; Dawadi, et al. 2021). Similarly, Creswell (2015, p. 17) looked into mixed methods as one research approach that places its core emphasis on the collection, analysis, and interpretation of data. As a pragmatic paradigm, mixed methods research looks into both singularity and plurality of reality. It also attempts to produce knowledge subjectively and objectively that best corresponds to reality. In addition, Fetters (2020) relative to mixed-methods research design as cited by Fabia (2024) highlighted the following constructs where concordance when the data conform, expansion is when the findings go beyond the conformed interpretation, complementarity is when the findings differ but share a central idea and discordance focuses on the findings that initiates conflict or contradict. Meanwhile, for the timing in mixed-methods research, the study focused on quantitative followed by qualitative methods to present the data that was gathered in each phase through explanatory sequential (Toyon, 2021). The grades of the respondents through document analysis were utilized followed by the pretest, the teaching of the topics and then the posttest. After the quantitative phase, the qualitative phase was implemented through the interview in which the 8 participants were chosen because of their low scores in the examinations conducted. Furthermore, for weighting, it prioritized quantitative methods followed by quantitative results which were shown in the data analyses, next was qualitative method which was explained and discussed through the interview and then qualitative results that were shown through the responses of the participants analyzed through thematic analysis.

Trustworthiness

The researcher applied credibility to ensure the trustworthiness of the qualitative side of the study (Guba, 1981). Triangulation of the interview with the participants and other empirical materials - document analysis and pretest and post-test were used. Escuadra et al. (2023) mentioned that the significance of triangulation for credibility and to understand different phenomena. The data gathered from the document analysis, pretest and posttest, and interview were triangulated to validate the findings of this study. Following Stahl and King (2020) the transliteral interview (Filipino and English) was returned to the participants to

check and verify the raw data. The participants confirmed that their answers were reflected in the transcription correctly and accurately. In addition, colleagues helped in peer-debriefing as well to ensure that the themes were correctly extracted.

Ethical Practices

In this study, the participants and their parents were notified about the research purpose. The participation in the study was voluntary and no participant was also forced to join that is why they were fully informed regarding the process of the study (Creswell & Creswell, 2018). Meanwhile, the informed consent was sent to the participants who served as the target interviewees. In addition, all the information provided by the participants were treated by the researcher with utmost confidentiality.

Participants

The study was conducted with the presence of 50 grade 7 learners as key informants in one of the public schools in the Division of Taguig City and Pateros. A total of twenty participants were used in the pilot study. These participants came from the sections handled by the researcher in SY 2020 – 2021.

Table 1 *Participants' Profile*

Age			Gender			Reading time for classes			Reading time for pleasure		
N.	F	Rf (%)	G	F	Rf (%)		f	Rf		f	Rf (%)
12	12	40%	Female	20	66.66667%	Less than 2 hours	12	40%	Less than 2 hours	9	30%
13	13	43.33333%	Male	10	33.33333%	More than 2 hours, but less than e4 hours	12	40%	More than 2 hours, but less than 4 hours	14	14.66667%
14	5	16.66667%				More than 4 hours but less than 6 hours	4	13.33333%	More than 4 hours, but less than 6 hours	3	10%
						More than 6 hours but less than 8 hours	1	3.3333%	More than 6 hours, but less than 8 hours	3	10%
						More than 8 hours but less than 10 hours			More than 8 hours, but less than 10 hours	1	3.3333%
						More than 10 hours	1	3.3333%	More than 10 hours		
	30	100%		30	100%		30	100%		30	100%

For the pilot study, *Jmetrik* was utilized to identify its Cronbach Alpha and this revealed 0.7 coefficient, respectively. In addition, among the 30 participants who took the examination, 10 participants were requested to partake in the interview, through the inclusion- exclusion criteria in which these participants were chosen because they obtained the lowest scores in the examinations given to them before and after the study. On the other hand, there were two participants who did not extend their time due to unknown reasons.

Empirical materials

In emphasizing the methodology and research design used, informed consent from the parents of the participants before the conduct of the research was distributed and retrieved with e-signature, respectively.

Document analysis requires the interpretation and examination of data to obtain the meaning, understanding, and empirical data (Bowen, 2009). Using document analysis, the grades of the respondents were used as the baseline data to identify which section among those handled shall be given the treatment. The pretest and posttest were used to determine the level of the participants' morphological awareness and vocabulary building as well. The interview conducted between the researcher and participants was one of most important empirical data as it aimed to explore, explain, and understand a phenomenon. Student Response System (SRS) and Google form was utilized by the students. Meanwhile, the students were allowed to choose between Google Form (SRS) and Google Meet since most of them were having internet connection issues - this was ensured so that all the participants were able to share their experiences. The data obtained from the interviews were audio, video recorded and via Google Form. The interview guide for the learners was validated by the three experts in the English language. These experts were language and content validators. The comments and suggestions were already incorporated in the questionnaire given by the validators.

Data Gathering Procedure

The approval from the English Department Coordinator was obtained to conduct the study. When the approval was given, the morphological awareness test was given to the learners and used as baseline data followed by the vocabulary level test. This strictly followed the timing and weighting of the Mixed-methods research - Quantitative followed by qualitative research designs.

In addition, during the teaching phase, the activities were incorporated in the different activities of learners in which students wrote paragraphs and they needed to use words which were unfamiliar to them, and answer unlocking difficulties exercises. The following were the topics from MELCs: *The use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts, explain how a selection may be influenced by culture, history, environment, or other factors, and express one's beliefs/ convictions based on a material viewed* were used to teach the participants. After 4 weeks, the link of the Google Form was sent for the posttest to the Messenger group of the students. Then, after they answer the questions, the scores were carefully encoded to make sure that the data obtained was correct from the Google form.

For qualitative design, the purpose of the interview in the study was to explain, better understand, and explore subjects' opinions and experiences of the students regarding what they have done virtually**.** The criteria used was anchored on the study of Palinkas et al. (2016) when the researchers mentioned that the availability and willingness to participate of the 8 participants were allowed by their parents since the signed consent was sent to them. Meanwhile, these participants have a chance to relate their experiences and opinions relative to the questions being raised. They would also be given the chance to ponder on their answers as well. The two participants refused to participate due to unknown reasons. Meanwhile, the interview protocol (consent) was sent to each respondent and they decided to participate as to their most convenient time before the conduct of the interview. The interview was conducted using Zoom as a platform. After the interview with the 8 participants, the researcher validated the accuracy of the information (raw data), transcribed the interviews, reading through the data (coding), generated themes, and interpreting the meaning of the themes using thematic analysis. Thematic analysis was utilized to explore and analyze the critical aspect of the participants' responses by focusing on a specific description of experiences (Maguire & Delahunt 2017; Clarke & Braun, 2013).

Results and Discussion

Descriptive statistics of the study have been illustrated in Table 1. This was only used to determine among the groups of students which are more likely to receive the treatment. Based on the table, it can be gleaned that in terms of their second grading grades in English. Among 30 students, 17 or 56.67% of them performed satisfactory in English subject, with 2nd grading grades ranging from 80 - 84; 11 or 36.67% of them performed very satisfactorily in the subject, with second grading grades ranging from 85 - 89; and 1 or 3.33 % of them performed fairly satisfactorily in English 7, with 2nd grading grades ranging from 75 – 79. However, there were no students who did not meet expectations or those learners who obtained second grading grades below 75. There was 1 or 3.33% of them who performed outstandingly in the subject, with final grades ranging from 90 -100.

The students mean performance, based on their 2nd grading grades in English 7 was 83.8, verbally interpreted as satisfactory. The standard deviation of the grades was 3.32, which means that the final grades of the student-population in English 7 tend to be very close to the mean.

Table 2 *Summary of Students Grades in English*

Final Grade	Description	f	%
90 – 100	Outstanding	1	3.33
85 – 89	Very Satisfactory	11	36.67
80 – 84	Satisfactory	17	56.67
75 – 79	Fairly Satisfactory	1	3.33
Below 75	Did Not Meet Expectations	0	0.00
Total		30	100.00
Mean	83.8		
SD	3.32		
Interpretation	Very Satisfactory		

Descriptive statistics of the study have been illustrated in table 2. The average score for the pretest on the Morphological awareness test was 14.83 with a standard deviation of 2.05247. For the posttest on morphological awareness, the average score was 19. 23 with a standard deviation of 1.90703.

Table 3 *Descriptive Statistics of the Study on Morphological Awareness*

Morphological Awareness	*PRETEST*	14.83	*Standard Deviation*	2.05247
	POSTTEST	19.23		1.90703

In the pretest average score of respondents, most of the respondents were not aware of what Morphological awareness as support in the vocabulary test; thus, they still tried to understand different English concepts.

In this regard: students 2 stated that: "*I am learning possible ways to understand the tasks given to me.*" This was akin to student 4 when the participant enthused: "*There was always something that motivated me to study and that was to broaden my knowledge as well.*

It has been revealed that these participants often prioritized several ways on how to enhance their skills prior to the morphological awareness test. Moreover, after the posttest on MA participant 5 mentioned that: *"Because of the new words I learned I was able to understand people who speak to me or who want to start conversations, discussion, and presentation as well."*

Their comprehension of words and word usage were enhanced. Participant 6 stated: *"To make sure that I understand the words, I try to remember the meaning of it or sometimes I look for the meaning of it in the dictionary po."* This research followed Fetters (2020) way on how to do qualitative research.

Table 4 *Descriptive Statistics of the Study on Vocabulary Test*

Vocabulary Test	PRETEST	20.80	*Standard*	3.12278
	POSTTEST	23.97	*Deviation*	2.61924

Descriptive statistics of the study is illustrated in table 3. The average score for the pretest on the vocabulary test was 20.80 with a standard deviation of 3.12278. For the posttest on vocabulary, the average score was 23.97 with a standard deviation of 2.61924.

Five major themes relative to Morphological awareness as support to Vocabulary Building and students' motivation emerged from the data analysis. Themes identified in the data analysis were presented in Figure 1, the ADELE framework means *Adult support as motivators towards independence, Discoveries on word formation, Employing study habits, Love and value for words, and Engagement on Morphological strategies in teaching*
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Table 5 *An ADELE framework for Morphological Awareness of Vocabulary Building*

Theme 1	Adult support as motivators towards Independence.
Theme 2	Discoveries on word formation as support to vocabulary
Theme 3	Employing study habits
Theme 4	Love and value for words
Theme 5	Engagement on Morphological strategies to Vocabulary Development in teaching.

Theme 1: Adult support as motivators towards independence

It can be noted that members of the immediate family served as home facilitators to the participants in learning specific topics in English. Moreover, they also used search engine websites to further assist them on what their family members had imparted to them aside. They also use reference materials to supplement it focusing on important key words and chunks of words which have different meanings. Meanwhile, the respondents' family members such as their mother and siblings guided and assisted them to remember the key words in the text/module. They helped these students to work on their own in which they could use search engines to address difficulties. Listening and taking notes familiarize themselves with the materials being used by the teacher.

In addition, participant 2 stated that: *"My mother since my father was busy and my mother was the only one in our house to help me."* This was supported by Buzukashvily (2011) when the researcher emphasized the role parents play in their son's/daughter's motivation in which they can cooperate in accomplishing the tasks. In addition, learners whose parents (specifically their mother) and their siblings were involved in accomplishing the learners' activities (Mugambi, 2021). Meanwhile, student 5 specified that: *"My brother was helping me to accomplish my school tasks."* This was also enthused by another

participant to help to understand what she is doing in relation to difficult words, student 3 stated that: *"My twin older sister used to help me if I find it (the activity) difficult, sir.*

Similarly, aside from the search engines that helped the participant in accomplishing the task, this has elevated the motivation to learn new words because student 1 stated that *"When it comes to difficulties, I can really search in an engine like Google."* Similarly, student 4 enthused that: *""Sometimes I don't really understand the words in the sentence that's why I often ask my parents; thus, when they don't know the answer I use search engines already."* In understanding words and its initial meaning and related meaning/definitions through morphological awareness, students are motivated if their parents or siblings can guide them all throughout the learning engagement which can help them understand words that are really difficult for them. On the other hand, if the parents are busy, the participants can help themselves to work on some topic which contains difficult words to help them understand it more. As student 8 said: *"no one was willing to help me to learn the topics because my parents are busy with their work and what I am going to do is to study on my own."*

In addition, it can be gleaned that learners always find ways to accomplish tasks. They sought assistance from family members and their teacher when they encountered difficult tasks. They worked independently when they were enlightened by these individuals on how they should accomplish it because they read and understand the texts well. The utilization of search engines supplements the assistance provided by the adults.

Participant 3 stated that: *"I ask my teacher in order to comprehend difficult words and sentences in the task."* Similarly, after the teacher guided these students, participant 7 enthused that: *usually, I take time to think of how to do it and how to begin."*Furthermore, when it comes to the use of Google as a search engine, participant 4 mentioned that: *"I usually search it yun po and what are the different steps to consider since there are times that I cannot understand po the words, but I came across with Google to help me search the meaning."*

Overall, in comprehending the text well, the guidance of their teacher and family members helped them to work independently and search for meaning of words through search engines.

Theme 2: Learning word formation as support to vocabulary
It can be noted that when learners have a desire to learn and broaden their vocabulary, their knowledge expands to new discoveries through the guidance of their teachers. It served as an avenue on enhancing their skills, focused, and guided even sometimes they are self-learning. The desire to push through learning is one of the factors that affect teachers' teaching of activities and topics. This has widened their vocabulary that can be used in speaking and writing, respectively. Their discovered words through reading can be used in meaningful sentences.

One of the factors that affect students' motivation to acquire new words combined with morphological awareness to enhance vocabulary building is the learners' desire to read and familiarize words. Participant 1 said that: *"to learn and expand my knowledge in vocabulary through morphological awareness."* This can give the participant an idea how words can be used to improve one's vocabulary. Participant 5 mentioned that: *"I am motivated to enhance my knowledge of words through morphological awareness because I can focus more on my study."* Despite the struggles of individuals in word formation and ambiguous words, motivation helped him to focus on study and deal with tasks that are difficult to understand due to limited vocabulary.

Besides, student 6 stated that: *"My desire to learn motivated me to read more, and when I read I always encounter a lot of new words so I try to take note of them."* In relation to this, participant 6 proved that: *"My desire to learn motivates me to read more, when I read I always encounter a lot of new words so I try to take note of them."* This was akin to student 8 when he argued that: *"My desire to learn affects me in terms of awareness of words. If I desire to learn, I will practice and study to increase my English vocabulary and speak fluently in English."*

This was supported by the study of Bertram at al. (2000) when the researcher investigated the role of morphological awareness in improving vocabulary and when children learned how to form words, their vocabulary enhanced more, and they were able to determine the meanings of words. The desire of the students to learn broadened their vocabulary in which their teachers guide them through morphological awareness.

Theme 3: Employing Study Habits

Study Habits are a positive view in dealing with the difficulties of learners in accomplishing different tasks. However, when no one can facilitate them, it can be observed that they are independent learners when they use various search engines and use context analysis for them to work on the tasks given to them.

In addition, individuals who happen to work on their own tend to discover new things accompanied by motivation to improve one's capacity. This study proved that one's motivation may help each participant to facilitate learning provided that the presence of search engines could really help them accomplish different tasks in English no matter how complicated directions and activities are on the part of learners. The theme was proven when participant 2 enthused that: *"I often used a search engine, or I always used the module because the answers could be found there as well."* Students' motivation to learn new words are determined by his own free will and encouragement to work on his own in case his parents are busy. Besides, student 3 said, *"If Google cannot give me answers to my questions, I often analyze the questions in the module to get the answer."* Learning takes place because of one's ingenuity and motivation to work under pressure especially when the words are really difficult to understand. It can also be noted that students independently work in each activity to gain new insights and understanding about the activity because student 6 said that: *"I will try to answer the tasks by myself."* It can be gleaned that motivated learners tend to work on their own while maximizing different resources.

Further, these responses of the participants answered the levels of their motivation in response to the utilization of morphological awareness on vocabulary. Student 3 mentioned that: *"For me sir, it does not affect too much, I'll take the advantage to widen my vocabulary knowledge."* It can be gleaned that motivation doesn't really affect him because she has many ways to learn. On the other hand, student 8 mentioned that*: "motivation helped me to acquire new knowledge while studying because I am interested in it."* Based on the interview, student 3's motivation was low while student 8's motivation was quite higher because she wanted to apply the words in meaningful sentences.

Theme 4: Love and Value for Words

It can be noted that eagerness, enjoyment, and excitement helped the learners through vocabulary words used by the teacher in understanding difficult words in English. They have seen it as a sign of progress and independence in learning. The use of context analysis facilitated them to understand the meaning of a word. Students' eagerness and enjoyment help them progress in learning and it affects their learning of words which can be added to their vocabulary. In a different context, it can be used also to improve communication that can be used in conversation with different people. Vocabulary development helped students

to sustain their excitement, eagerness, and enjoyment in understanding difficult words in English. For this reason, student 5 mentioned that: **"***Morphological awareness helped me to think of possible words and to understand the words clearly.***"** This claim was supported by the study of Carlisle and Stone (2003) when they specified that morphological units can be used by language learners to recognize the meaning of words to improve their lexical knowledge or their knowledge of words. The use of morphological units helped students improve their vocabulary. Further, participant 3 stated that: *"I find it difficult but because of morphological awareness which I applied, I tried my best to understand all the difficult words."* Morphological awareness allowed him to understand the words. This was akin to student 6 when he mentioned that: *"sir, it helped me enjoy learning difficult English words because morphological awareness builds determination to achieve something." On the other hand, respondent 7 admitted that:"I'm afraid to speak because whenever I speak I feel that there are a lot of mistakes. morphological awareness is important in acquiring new words, for example, through root words, each word can be understood when combined with other words or phrases."* The root word helped students identify word formation in which they can easily determine if a word can be chunked into multiple morphemes. In the study of Mcbride-Chang et al. (2008) the researcher explained morphological awareness and vocabulary learning for languages in which lexical compounding is prominent, and suggested that morphological awareness is highly relevant in enhancing learner's vocabulary learning.

Theme 5: Engagement on Morphological strategies to Vocabulary Development in teaching

Learners are motivated in acquiring new words through teaching with morphological awareness as they find it interesting. Engaging themselves into reading showed positive implications in enhancing their vocabulary. Moreover, taking notes during discussions and when these words are used in communicating can enhance their vocabulary. Morphological awareness guides students towards acquisition of words leading to good vocabulary development. When students engage themselves into reading it can help them discover and acquire new words that are relevant to their study of English language. Student 3 cited that: *"When I was studying, I explored and interacted with some words that I'm not familiar with and because of my curiosity I searched for the meaning behind it and I will know the word."* The result of what student 3 experienced was visible with the answer of student 4 when he mentioned that: *"It helped me unlock new words so that I can enhance my vocabulary."*

When students find difficult words they tend to search for its meaning in the dictionary to help them unlock the meaning of the sentences. This helped them familiarize themselves with the words they learned and discovered through reading.

This was Proven by student 5 when the learner mentioned that *"My vocabulary was enhanced because of the new words I read." Similarly,* student 7 cited that: *"It absolutely increased my reading time since vocabulary is really important to me because I was exposed to new words, it really helped me improve my vocabulary."* Duff et al. (2015) described that word reading could affect vocabulary growth which is facilitated by the amount of reading experience. This was highlighted by student 8 when he mentioned that: *"reading helped us to increase our vocabulary because by reading we can discover two or different words."* Reading facilitated learning among these respondents because with reading they have been trying to comprehend difficult sentences and allow them to encounter words and use them repeatedly.

Conclusion

It has been highlighted this study morphological awareness affects vocabulary building. It has been revealed that the respondents had a better performance in the vocabulary test with a mean score of 23.97, while in the morphological awareness test had 19.23. Utilizing a morphological technique helps the arrangement of a precise mental model and is not only useful for vocabulary acknowledgment but also helpful to improve reading ability, comprehension competency (by finding needed vocabulary items). In addition, based on the themes extracted from coding it can be concluded that students were able to comprehend different tasks because of their improved vocabulary through morphological awareness. These students were motivated because of their family members and teachers as their motivators. Thus, in case there is no one who can help them in accomplishing the tasks, independent learning takes place. In addition, the learners desire to learn helps them increase their vocabulary because they are immersed with the tasks and they are challenged to look for its relevance to their learning. Enjoyment and eagerness helped these learners to appreciate words. Similarly, these helped the learners enhance their vocabulary. Teachers should focus on background vocabulary knowledge of learners more effectively using other instruments. Vocabulary building should always be taught with morphological awareness because of its impact on students' language acquisition. Moreover, language policy makers should create a comprehensive training on morphological awareness and vocabulary development to enhance reading ability and comprehension.

Future Directions

The results of the study can be used by the researchers as a baseline data to think of innovation that could foster learners' vocabulary development in accordance with the demands of the 21st teaching and learning. A comprehensive module that is tailored with the competencies listed in the new curriculum or a technology-aided instruction or application can be of use to help students with difficulties in words and vocabulary which can have a big effect in their comprehension.

AUTHOR INFORMATION

Val Joseph Viñalon has taught at Bagumbayan National High School for seven years as Secondary English Teacher. In addition, he is currently taking up a Doctor of Education in Language and Literature Education at Far Eastern University, Manila. His research interest includes morphological awareness, vocabulary development, lexical knowledge, and teaching strategies.

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