
A Theoretical Overview on the Impacts and Strategies of Morphology in English Language Teaching to the L2 Learners

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Abstract

This article presents a scientific-discourse and a theoretical synthetic overview systematically on the word-formation process that how the impacts and strategies of morphology produce a significant enrolment in the productive-pedagogies to teach and enhance the different parameters and paradigms of vocabulary's re-structure and lexicography to English learners of other language (L2) in the graduate courses. This research determination defines and describes the mechanism of affix morphemes (derivational and inflectional- prefixes, infixes, suffixes) in the formation of new words with the complete lexical-semantic meaning and synthetic-syntactic-structure, which are developed through the general morphological processes in the morphosyntax. Since forms-formations in morphology and syntax are significant disciplines in linguistics, L2 students must identify the functional roles of phonetics, phonology, semantics, and pragmatics linguistically. This research attempt intends to specify the strategies, knowledge, and information employed by L2 students of the first-year graduation when they face new words while reading the texts. Even learners have a tendency to ignore a large amount of new vocabulary they encountered due to poor enhancement of the weak vocabulary awareness and immature and traditional pedagogical course policies at their schooling. They must beware of morphological misanalysis and false-etymology. The article also advocates instructors theoretically that L2 students to individual's phonological awareness, knowledge of orthography, vocabulary, word form-formation and visual memory skills. Furthermore, learners are advised to aware of the enhancement of word theories and all kind of word formations and processes for their productive reading performances, creative writing drafts, figurative expressions and critical thinking lexicon grammatically at the course level throughout this research attempt.

Keywords- Morphosyntax, Syntactic Structure, Lexicalism, Morphological Process and Misanalysis.

Introduction

Morphology is the pattern of forming words with a scientific combination of sounds into the minimal distinctive units of meaning called morphemes which are prefixes, suffixes and base are essential for phonics in spelling, vocabulary, reading and comprehension syntactic-semantic processes. A morpheme cannot be broken up because if it is, and it will no longer make sense. For example, the morpheme *bat* is made up of three sounds: /b/, /æ/ and /t/. This systematic syntactic-combination makes up the single morpheme *bat*, and if broken up, it will no longer carry any meaning of *bat*. Words can be made of single morpheme such as *bat* or combinations of morphemes, such as *bats* which is made of two morphemes: *bat* + *s*. Morphology deals with the rules of the scientific-combination of morphemes to form words as suffixes or prefixes are attached to single morphemes to form words. It studies the changes in the structure of words, such as the morpheme *take* changes to *took* and *taken* – these changes signify a change in tense.

Therefore, phonological knowledge makes students advanced level by which students can be masters to create new words with different meanings semantically into new perspectives, which allow them to use creativity and critical thinking communication. However, it has been observed deeply often throughout the extensive experience of teaching that even a big ratio of students at tertiary & preparatory level in the college also has generally unconscious knowledge of semantic structural linguistic and phonology, which they need to enhance scientific knowledge of morphology in understanding the word – formation and its processes which facilitate the students or adult learners of graduate to comprehend that how, what, when and where can take a word to consist and combine new forms of prefixes, suffixes, and roots into its different creating structures. While these students a bit able to scrutinize parts of speech and word notions. Nevertheless, they can hardly recognize various morphological issues, as – the concepts and types of morpheme, differences between inflections and derivations, morphs, allomorphs, and pronunciation varieties. They cannot explain word formation through derivation and other word categories of coinage, compounding, back-formation, borrowing, and conversion (Oz, 2014).

English is as a foreign language (EFL) that is used as a second language (L2) to adult learners at graduation program in the University of Rajasthan because English is not the official language of the country. The previous studies revealed as Al Shahrani (2018) and Al- Nasser (2015) mentioned that the influence of mother tongue works as a challenge to learn English. Al-Nofaie (2010) said that insufficient exposure to English in day to day life, absence of English from the beginning of primary education, prevents the learners from making effective communication both in oral and written form. Students are not exposed to sufficient English as they start learning English in the last year of the primary level. In fact, Jdetawy (2011) elaborated that the students are well aware of the fact, that if English were introduced from the very beginning, learning English would have been easier for them. These improving aspects of EL proficiency might be implementation of latest pedagogies and students' learning encouragement, suitable decisions of policy-makers of English course at school, parents' awareness and supports,

excessive usages of social media in English enhancement, and government's easy and smooth approaching facilities and availability. While they are being taught latest international standard reputed prescribed English courses by the well qualified English instructors for the productive and target oriented classes (Alghamdi, 2019).

But, however, researchers found a persistent through their observation that English as a second language (ESL) pedagogy-enhancement had been neglected in the field of a complete knowledge and awareness in relation to making different word-formations and lexical impacts of etymological-elaboration in morphology by L2 learners for many years; are one of the inseparable and widely used components of every language, which are mostly neglected in the process of language teaching/learning by both instructors and learners. While lexical awareness makes learners confident at their reading, writing comprehension, figurative expression and overall academic success in a concrete scene. Therefore, these adult learners need to learn the lexis-structure and lexical-semantics and its impacts and etymological lexicon in English that a root-word can be formed into different words with the changing meaning by adding morphemes for their awareness to the advanced level of English language proficiency ahead.

Much-more scientific research studies have been accomplished scholarly on the qualitative and quantity based methodologies in the past years to so far as; but research-gap is still remained on this theoretical framework of the ethical, relevant research article which is a natural extension of the literature review, the purpose of which, amongst other things, is to highlight gaps and shortcomings with the existing working in its perspective research field that needs to be fixed to address and make sense of a synthetic theoretical overview on the impacts and strategies of morphological processes of word-formations in English language teaching to the L2 students at their general English as a compulsory course at first year in the graduation in the University of Rajasthan. This research attempt has been performed through the scientific and systematic observation of L2 learners' English proficiency, discussion with present friend-cum-instructors, and reading the related reports of other research studies at the University of Rajasthan. Researcher had to accomplish this research attempt while they did not conduct any kind of Likert questionnaire, interviews, survey, Google form, and data since they did not get formal permission from the concerning authority. The impacts and strategies of morphology broadly supported by a constructive approach, as word-formations underscore learners' interaction. But anyhow researchers succeeded to investigate the importance of word-formations in the interaction English learning process which is necessary and quite helpful in the target language that facilitates the L2 adult students. A systematic amalgamation of language courses on reading and writing skills, morphology has tremendous pedagogical potential for improving language awareness, grammar, vocabulary, and fluency. The development of language competence is offering learning opportunities for language skill practice. Therefore, recent studies discovered the well-established morphology usage facilitated L2 students to interact with other English skill programs. Therefore, this literature review presents a close-clear picture of word-formations in morphology in which L2 adult learners show their keen interest to improve

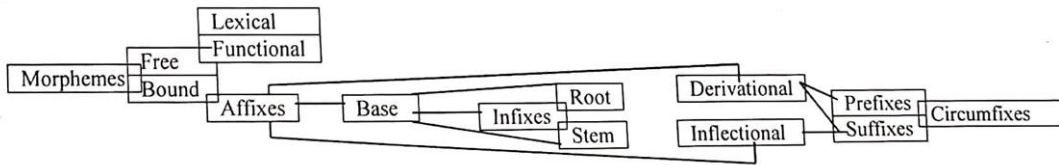
and enhance English language skills intentionally and purposefully. Therefore, the further study sets off by reviewing the above-mentioned limited exposures and references that promote the research to investigate and explore the present challenges and emerging problems in this research field and their solutions.

The present critical study is a theoretical presentation of the systematic-observation, objective analysis and scientific-discourse that leads to the development of generalizations, principles and resulting in the predictions of events based on qualitative-descriptive research methodology. The deductive reasoning, personal experience, mass-opinion, and scientific inquiry in this research explore the descriptive correlational, explanatory, and exploratory objectives to acquire the new knowledge and updated information with step-to-step impacts and strategies of word-formations in morphology to the English language teaching for L2 students.

Therefore, this article aims to focus on the first year graduation L2 students as the freshmen of the University of Rajasthan who have no awareness properly of the standard linguistic views on the systematic structures of a word and word-processes that how can students recognize the impact tools of morphology through the new pedagogical techniques and strategies to teach them the metalinguistic ability of morphology. Due to having ample awareness and complete knowledge of word-formation processes, the students will have extended coverage of appropriate vocabulary, far better reading comprehension, and extension better in the critical and creative writing skills.

Impacts of Morphology

A morpheme is the smallest unit with its sense and meaning, while a morph is a form which has no meaning itself, and their allomorph is a substitute form of a morpheme. A root or base word is a basic word (also a morpheme) that gives its principle meaning, with no prefix and suffix added. Free/base morpheme is a word that cannot break down anymore into the meaningful units: while affixes are bound morphemes that combine to the root of a word to form for it's a new word with different notion or form of the same word. Suffixes are bases, roots, and stems to which morphemes are attached to other morphemes that known affixes. As affixation is the process of joining morphemes to bases. And an affix is a morpheme that gets fixed to. A Base is a word form that other morphemes can join to. Bases include both roots and stems. A root is the main of a word that is free or bound morpheme, while a stem is a root with some amendments to it, generally derivational. Linguistics belongs with profanity that is a part of the English language, which includes the communicative way that also has infix (like other languages) is inserted into the middle of a morpheme as a base to create a higher sense of sentiment or a less blasphemous rewording in place of the obscenity. Even some languages have circumfixes also along with suffixes and prefixes. As a systematic process of morphemes are mentioned-



Prefix, base (affix), and suffix can come beginning, middle or end to a word (bound morpheme) that carry its changed or different semantic sense/s or notional meaning/s. A prefix comes at the beginning of a word, the base in the middle and the suffix at the end. Both prefixes and suffixes are derivational but inflectional can only be suffixing in the English language. Derivational can be an adjective that brings up the formation of a new word from another word through derivational affixes. All suffixes are inflectional, that can be an adjective that brings up the formation of a new form of the same word through inflectional affixes. Derivational affixes create new words and inflectional affixes create new forms for the same word. Derivational morphemes allow us to derive the new words with new meanings or lexical forms from another word. Inflectional morphemes provide grammatical alterations without changing their core meaning.

Most English root words came from the Greek and Latin languages. A prefix is a group of letters (morphemes) which are placed before the root (lexical) of a word. For example, the morpheme *bat* is made up of three sounds: /b/, /æ/ and /t/. *Bat* = simple word, one morpheme; *bat* can be a free morpheme or a word; *bats* are a complex word or two morphemes; *bats* are two morphemes or one free /bat/ and one bound /-s/. Likewise, one more example, the word *unhappy* is made of the prefix *un-* (means *not*) attached with the root (*stem*) word *happy*; the word *unhappy* means ‘not happy’. Other side, a suffix is a group of letters (morphemes) is attached after the root of a word. For example, the word *regardless* of the root word *regard*, attached with the suffix *-less* (means *without*); the word *regardless* means ‘having no regard/respect’. As a root or principle word *play*, different words with the complete semantic meanings - *plays*, *player*, *played* and *playing* through the added following morphemes *-s*, *-er*, *-ed* and *-ing*. One more example, *unbreakable*, contains three morphemes: *un-* is a bound morpheme signifying ‘not’, *-break-* is the root or a free morpheme, and *-able* is a free morpheme signifying ‘can be done’. However, the prefix and suffix morphemes' role function is to give semantic, notional, and different comparative meaning/s for the newly formed word/s; and grammatical function is presents the present and past tenses plural form of the word, and to form new word/s as the word *players* consist of three morphemes (play+er+s). One minimal component- root which meaning is *play*, another minimal component of meaning *-er* means ‘a person who does something’, and the other minimal component of grammatical function *-s*, ‘indicating plural’. Morphemes can be exemplified, as *-fresh*, *re + fresh*, *re + fresh + meant*, *un + desire + able + ity*, *un + gentle + man + li + ness*, *anti + dis + establish + ment + ari + an + ism*. There are some examples of prefix and suffix morphemes in the table-



Prefixes	Suffixes
<i>a-, a-/an-, Afro-, after-, ambi-, amphi-, an-/ana-, Anglo-, ante-, anti-, ap-/apo-, arch-, astro-, auto-, back-, be-, bi-, bio-, by-, circum-, cis-, co-, col-, com-, con-, cor-, contra/o-, counter-, cryo-, crypto-, de-, de-, demi-, demo-, deuter-, di-, dia-, di-/dif-/dis-, dis-, down-, du-/duo-, eco-, electro-, el-/em-/en-, em-/en-, ep-/epi-, Euro-, ex-, extra-, fore-, Franco-, geo-, gyro-, hetero-, hemi-, hind-, homo-, hydro-, hyper-, hypo-, ideo-, idio-, il-/im-/in-/ir-, in-, Indo-, infra-, inter-, intra-, iso-, macr-, mal-, maxi-, mega-/megalo-, meta-, micro-, mid-, mini-, midi-, mis-, mono-, mon-, multi-, mult-, neo-, non-, off-, omni-, on-, ortho-, out-, over-, paleo-, pan-, para-, ped-, per-, peri-, photo-, pleo-, pod-, poly-, post-, pre-, preter-, pro-, pros-, proto-, pseudo-, pyro-, quasi-, re-, retro-, self-, socio-, step-, sub-, super-, supra-, sur-, sy-/syl-/sym-/syn-, tele-, trans-, tri-, twi-, uber-, ultra-, un-, under-, uni-, up-, vice-, with-</i>	<i>-able, -ible, -al, -er, -or, -est, -ess, -es, -ed, -y, -ion, -ful, -ily, -ing, -s/-es, -ed, -en, -ing, -'s/-s', -er, -est, -able, -ac, -acity/-ocity, -ade, -age, -aholic/-oholic, -al, -algia, -an/-ian, -ance, -ant, -ar, -ard, -arian, -arium/orium, -ary, -ate, -ation, -ative, -cide, -cracy, -crat, -cule, -cy, -cycle, -dom, -dox, -ectomy, -ee, -eer, -emia, -ence, -ency, -ent, -er, -ern, -escence, -ese, -esque, -ess, -etic, -ette, -ful, -fy, -gam/gamy, -gon/gonic, -hood, -ial, -ian, -iasis, -iatric, -ible, -ic/ical, -ile, -ily, -ine, -ion, -(s/t)ion, -ious, -ish, -ism, -ist, -ite, -it is, -ity, -ive, -ization, -ize, -less, -let, -like, -ling, -loger/logist, -log, -ly, -ment, -ness, -oid, -ology, -oma, -onym, -opia, -opsy, -or, -ory, -osis, -ostomy/otomy, -ous, -path, -pathy, -phile, -phobia, -phone, -phyte, -plegia, -plegic, -pnea, -scopy/scope, -scribe/script, -sect, -ship, -some, -sophy/sophic, -th, -tome/tomy, -trophy, -tude, -ty, -ular, -uous, -ure, -ward, -ware, -wise, -y.</i>

Morphological awareness of inflectional develops grammatical accuracy whereas derivational plays a significant role in promoting students' vocabulary knowledge. This awareness helps L2 learners with automatic word recognition and to use a morphological approach in the morphosyntax. This process makes L2 students aware to build on their own current vocabulary by attaching prefixes and suffixes to root lexis which are the fundamental building blocks for communication during both language and reading development. Morphological issues with implications for teaching ELLs include the ability to identify the English morphemes and phonemes and the ability to distinguish them from each other. Phonetics and phonology are taken as teaching pronunciation issues in an ESL classroom, while morphology is assumed to teach vocabulary in an ESL classroom. Therefore, morphology is the linguistics part concerned with how words are formed for the new words with their different meanings at how words are formed in general and how words in the target language are formed for their analysis of word structure. However, morphology is a crucial link to understanding how students make meaning from the words they read.

Consequently, morphology should be taught in the way of tool cognitive strategy ought to be learned by L2 learners. As a word is divided down into morphemes, L2 ought to comprehensive the steps- know that they do not know the word, analyse the word for identifiable morphemes, both in the roots and suffixes.

Morphology: Word Analysis versus Morphemes

Morphology is a concept related to English grammar. The word 'morphology' derives its origin from Greek *morphe* (form) + *logy* (study), which means studying the formation of a word. Morphology is a process of syntactic-structure of words and the rules governing the formation of

words in a language. The origin and evolution of inflectional forms and their functions are studied in the core-linguistics scientifically. Long back, Dr Johnson (1747) rightly quipped: *To our language maybe with great. Justness applied the observation of Quintilian, that speech was not formed by an analogy sent from heaven. It did not descend to us in a state of uniformity and perfection but was produced by necessity and enlarged accident and is therefore composed of dissimilar parts, thrown together, by affectation, by learning, or by ignorance.*

The investigation of different forms of word in a language is called as morphology that describes and analyses the basic elements and tools which are placed in the form of a linguistic word-formation are known morphemes technically. Since then word is not a typical and easily identifiable form in language until then we look at a written English text. We note that the text's words are of different colours and contours, shapes, and shades. Even words are the groups of such things which are marked in black, with the more prominent spaces separating them grammatical (syntactical) and semantic procedures. There are many and more difficulties to reflect and describe language in the specific criteria to the individual linguistic forms.

Word-forms can comprise many elements which can be seen in English word form and structure, for instance *walks, walked, walkable, walker* and *walking* must comprise of one element *walk* and other elements are *-s, -ed, -able, -er, -ing*. All these elements are known morphemes scientifically. Therefore, a morpheme can be a minimal element/unit of sense and grammatical function. For example, word *reopened* in the sentence, *The college 'reopened' after the winter break*, consists of three morphemes in the first minimal unit of sense is the word *open*, another minimal element of meaning is *re-* (which means 'again'), and third and last minimal unit of grammatical function is *-ed* (showing 'the past form of the verb'). Similarly one more example, the word *cataracts* also comprised three morphemes. There is one minimal unit of meaning *cater*, another minimal unit of meaning *-ist* (which means 'one who does something'), and a minimal unit of grammatical function *-s* (which indicates 'the plural form').

With the help of the two examples given above, we can make a broad distinction between two types of morphemes which are free morphemes and bound morphemes. The free morphemes are fixed and can stand by themselves as single words, such as *open* and *cater* in the above examples. The bound morphemes are the morphemes that cannot normally and usually stand-alone, but which are typically connected with and attached to another form such as in above given the same both examples *re-, -ist, ed, -s*. Grammatical, these are also called affixes. So, all affixes in English are known as bound morphemes. We can say that the free morphemes are generally known as the set of separate English word-forms. They are used with bound morphemes. The basic word-forms involved are technically known as the *stem* or other root word. For example-

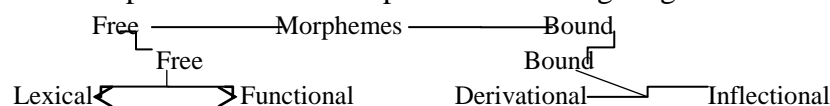
Undressed		Carelessness	
<u>Un-dress -ed</u>		<u>Care-less -ness</u>	
prefix	stem/root	suffix	stem/root
(bound morpheme)	(free morpheme)	(bound morpheme)	(free Morpheme)
		suffix	suffix
		(bound morpheme)	(bound morpheme)

Here it may be marked that this kind of description is a partial simplification of English's morphological facts. There are some English words in which the element that seems to be the *stem* or the *root* is not, really, a free morpheme. For example, in such words as *relieve*, *revive*, *reduce*, *receive*, and *repeat*, we can mark the bound morpheme *re-*, but the elements *-lieve*, *-vive*, *-duce*, *-ceive*, and *-peat* are not free morphemes. Still, there is some disagreement over the proper characterization of these elements, and we may come across a good variety of technical terms used to describe them. It will help us work with a simple distinction between forms such as *-ceive* and *-duce* as 'bound stems' and the forms like *dress* and *care* as *free-stems*. Free morphemes can be classified into two categories- lexical morphemes and functional morphemes.

Lexical morphemes are the set that comprises the ordinary parts of speech, such as nouns, adjectives, and verbs which carry and contain the *content* of messages or *meaning* we convey. Some such examples are: boy, book, girl, man, woman, hut, house, tiger, happy, short, green, faithful, close, shut, see, follow etc. Functional morphemes are the other group of free morphemes. This set of functional morphemes consists largely of the functional words in the English language such as articles, determiners, connectives, pronouns, and prepositions; for example, a, an, the, because, and, but, when, on, near, above, below, in, at, that, it. These set of affixes come under the 'bound' category, which can also be divided into two kinds- the derivational morphemes and the inflectional morphemes.

The derivational morphemes are used to form new words in the English language. They are generally used to form the words of a different grammatical class from the stem word. In this way, the addition of the derivational morpheme *-nurse* changes the adjective *great* or *small*, *big* or *small*, to the noun *greatness* or *smallness*, *bigness* or *smallness*. The derivational morphemes include both suffixes and prefixes; for example, the *-ish*, in *boorish*, *bookies*, *boyish*, *girlish*, the *-ly* in *lovely*, *goodly*, *lowly*, *slowly* and *-ment* in *development*, *basement*, *payment*. It may also include prefixes such as: *en-*, *pre-*, *re-*, *ex-*, *dis-*, *un-*, *co-* and many more, such as *encash*, *preplan*, *regain*, *excommunicate*, *disconnect*, *unfair*, *coexist*.

Inflectional morphemes are the second set of bound morphemes. These morphemes are not used to form new words in the English language, but they show the aspects of a word's grammatical function. Inflectional morphemes are used grammatically to show whether a noun is in singular or plural form, whether a verb is in the present or past tense or whether it is a comparative or possessive form of an adjective. For example, the plural of the noun *boy* would be *-s* (boys), the past tense of the verb *play* will be *-ed* (played), the comparative of the adjective *big*, will be *-er* (bigger) and so on. It may also be noted that in the English language, all inflectional morphemes are suffixes. Therefore, morphemes in the simple and complex words are a wide of sound and meaning together. We can easily commit to memory the different classes or categories of morphemes with the help of the following diagram:



With the help of all these terms for the different types of morphemes, we can take the English language sentences apart and list the ‘elements’. For example the sentence is- *The student’s rudeness shocked the teachers* which contains the following elements:

<u>The</u>	+	<u>student</u>	+	<u>-’s</u>	+	<u>rude</u>	+	<u>-ness</u>	+	<u>shock</u>
(Functional)		(Lexical)		(Inflectional)		(Lexical)		(Derivational)		(Lexical)
<u>-ed</u>	+	<u>the</u>	+	<u>teach</u>	+	<u>-er</u>	+	<u>-s.</u>		
(Inflectional)		(Functional)		(Lexical)		(Derivational)		(Inflectional)		

We come across some basic problems in the morphological description. In the chart given above, some major problems in the analysis of English morphology have been overlooked. In the above example, we have only considered English words in which different morphemes are easily identified as separate elements. Thus, the inflectional morpheme *-s* is added *teacher*, and we get the plural ‘teachers’. But what is the inflectional morpheme which makes *sheep* the plural of ‘sheep’, or *women* the plural of ‘woman’? Similarly, a related question concerns. The inflection makes *chose* the past tense of ‘choose’. Nevertheless, another question concerns the derivation of an adjective like ‘legal’. Suppose, in case, *-al* is the derivational affix, as it is in the forms like it a continental, what will be the stamp? No, indeed it will not be *leg*.

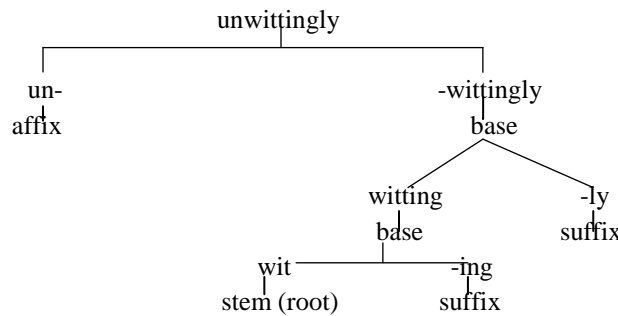
These problems, and many more which crop up in the analysis of a language, have not been fully resolved by linguists. The solutions to these problems are clever in some cases than in others. For instance, the relationship between *law* and *legal* reflects the historical influence of other languages in English word-forms. The modern form of *law* is the result of borrowing into Old English from Old Norse, over more than a thousand years ago. The modern form of *legal* is a borrowing from the Latin form *legalise*, which means, ‘of the law’. Thus, it can be said that a reasonably large number of English forms owe their morphological patterning to other languages like Latin and Greek.

There is the little solution to such problems as it is controversial. In our views, one way to treat differences in inflectional morphemes is by proposing variation in the morphological realization of rules. If we regard *phones* in phonology as the actual phonetic realization of *phonemes*, we can propose *morphs* as the actual forms used to realize morphemes. For example, the form *cat* or *rat* is a single realizing a lexical morpheme. The form *cats* or *rats* comprises two morphs, realizing a lexical morpheme and an inflectional morpheme (plural-‘s’). Just as there are ‘allophones’ of a particular phoneme, in the same way, it can be noted that there are *allomorphs* of a particular morpheme. For example, let us take the morpheme plural-‘s’. It can be attached to several lexical morphemes to produce structures such as *cat* + plural, *sheep* + plural, *fish*+ plural, and *woman* + plural. Thus, the actual forms of the morphs resulting from the single morpheme 'plural' will be different. However, they are all allomorphs of the one morpheme. It may be clarified here, for instance, that one allomorph of *the plural* is a zero-morph, and the plural form of *sheep* or *fish* is *sheep* + 0 or *fish* + 0 (0 meant here ‘zero’).

A systematic study of morphemes or in what way morphemes join to form words is known as morphology. The word *untimely* (un+time+ly) has three morphemes, but the word

target is a single morpheme. The words *tar* and *get* are independent morphemes in themselves. The word *target* has nothing to do with the meanings of *tar* and *get*. *Target* is a minimal meaningful unit by itself. Similarly, the word *garbage* is a single morpheme, but the words *garb* and *age* are independent morphemes by themselves.

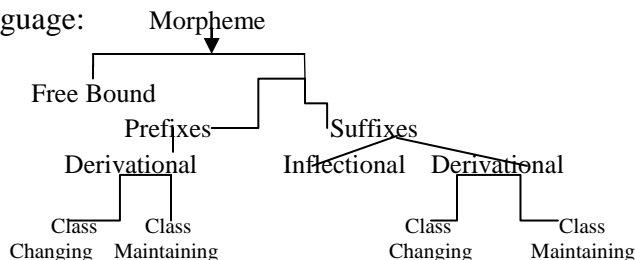
Some more examples of free and bound morphemes will be good enough to make the article more comprehensive and complete. Let us take three words like: *unfit*, *disconnected*, and *childhood*. In these words, but morphemes such as *fit*, *connect* and *child* can stand on their own as independent words. Such morphemes are called *free* morpheme. But, on the other side, morphemes such as *un-*, *dis-*, *-ed* and *-hood* cannot stand on their own as an independent words. They are always connected with or attached to a free morpheme or a free form of a word. Such supporting morphemes are called *bound* morphemes. Such supporting morphemes as *dis-* or *un-* are also called affixes. The form to which an affix is attached is called a *base*. Morphemes such as *-hood* are called suffixes. Below we give a three diagram to show the morphological analysis of some words such as *unwittingly* (un+wit+ing+ly):



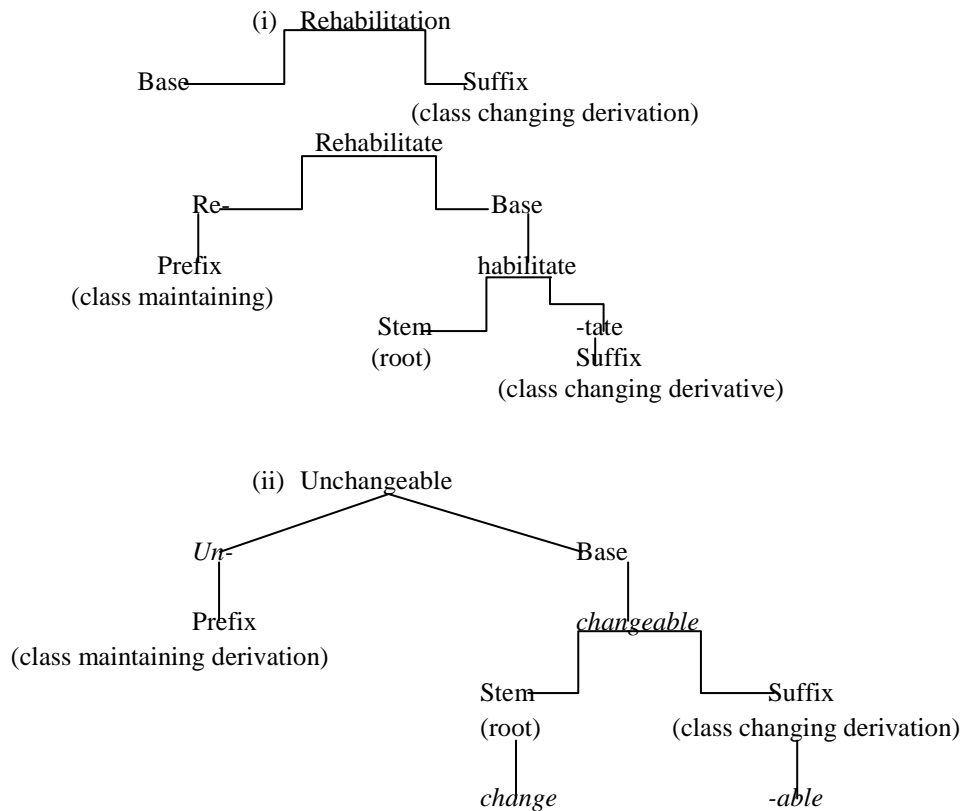
The *stem* or the *root* is the something that cannot be further split up. As already narrated, affixes may be divided into two- *prefixes*, and *suffixes*. Prefixes appear at the beginning of the *base* and suffixes appear at the end of the *base*. For example:

Prefix			Suffix		
Word	Prefix	Base	Word	Base	Suffix
Illegal	<i>il-</i>	<u>Legal</u>	trustworthy	<u>Trust</u>	<i>-worthy</i>
Unfair	<i>un-</i>	<u>Fair</u>	childhood	<u>Child</u>	<i>-hood</i>
Impossible	<i>im-</i>	<u>Possible</u>	girls	<u>Girl</u>	<i>-s</i>
Redeem	<i>re-</i>	<u>Deem</u>	friendly	<u>Friend</u>	<i>-ly</i>
Repair	<i>re-</i>	<u>Pair</u>	finely	<u>Fine</u>	<i>-ly</i>

It may be noted that, as discussed earlier, affixes are classified as inflectional and derivational affixes. The following tree diagram clarifies everything related to morphology in the English language:



For example Morphological Analysis of A Few Words-



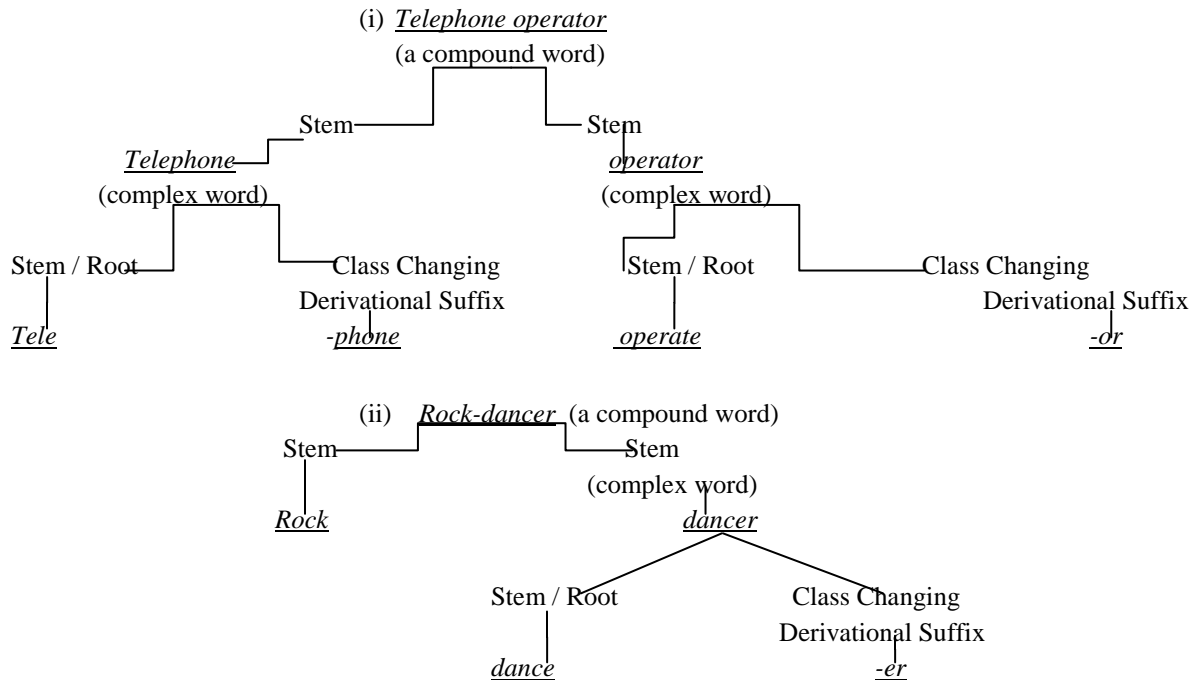
The minimal and unanalysable or the smallest units of meaning are called morphemes which can be complete words or can be smaller parts of words that have meaning or function information, while the pronunciations (syllables) do not have the same thing as morphemes. Until now, L2 students, even without the definitions, should have known the categories by the syntactic (lexical and functional categories/parts of speech) context (position in sentence and relationship to other words), the morphological context (by the formation of the word, such as the use of suffixes and prefixes), and their intuitive knowledge of English (they already know all the prepositions and articles and pronouns) in morphosyntax. Therefore, four main kinds of word-formation are prefixes, suffixes, conversion and compounds that refer to how new words are formed based on other words or morphemes, which process is also known as derivational morphology. As it has been observed, word-formation processes and the creation of meanings for which instructors should learn to incorporate processes facilitate learning English since L2 learners usually use compounding to make new meanings from simpler words through free morphemes. At the same time, back-formation is the reverse of affixation to the analogical creation of a new word from an existing word falsely assumed to be its derivative. Borrowing or loaned word-formation processes and developments are taken to produce the lexicology to some new lexical items from history.

Structure of Words

When we consider concerning their morpheme elements, we find mainly three kinds of words as given below:

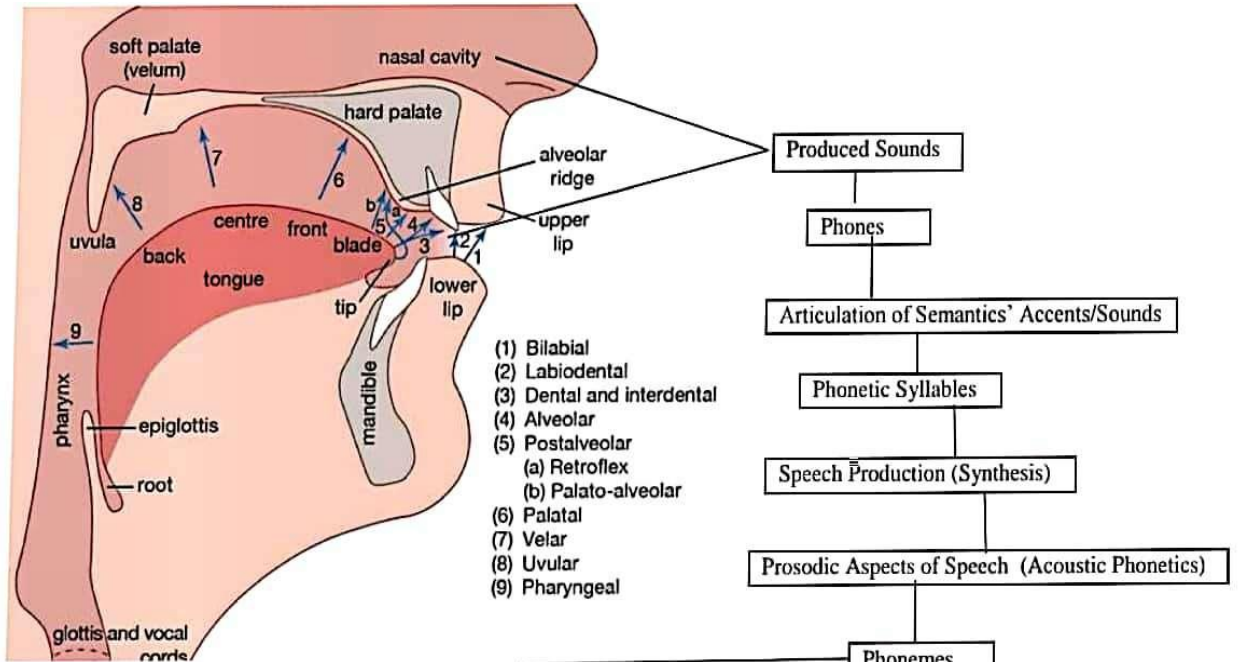
- i. Simple Words- Such words consist of a single free morpheme followed, or not followed, by an inflectional suffix; for example, *boy*, *boys*, *weaker* and *stronger*.
- ii. Complex Words- Such words consist of a base and a derivational affix; for example, *greatness*, *childhood*, *confirmation*, *enable* and *conformity*.
- iii. Compound Words- Such words consist of two or more free stems, independent words by themselves; for example, *telephone-operator*, *Rock-dancer*, *over-smart*, *happy-go-lucky*, and *under-valued*.

A morphological analysis of some words will make it still clear:

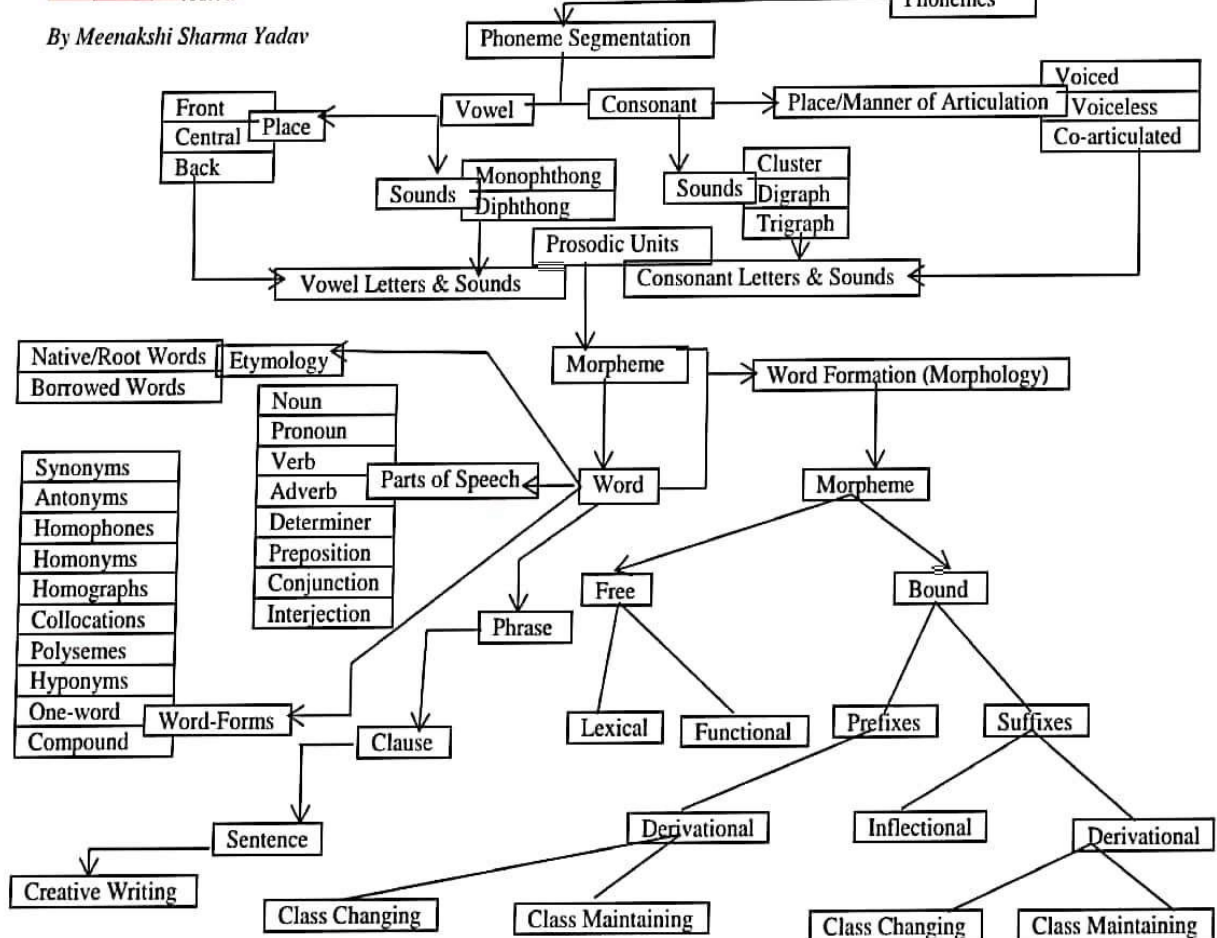


Therefore, morphological process is categorized- (i) derivational morphology refers to lexical relations between content words, (ii) inflectional morphology refers to grammatical relations between a word stem and grammatical suffixes within a single content word, (iii) lexical compounding refers to the combination of free lexical morphemes to form a new word. Lexical compounding or inflexions and derivations attached to a root morpheme may change the phonology of the root morpheme. For this reason, the morphological relations between words sharing the same root often become less transparent, especially in the verbal language. But, however, morphological awareness is even a more complicated process still to the L2 learners, due to the phonological changes resulted in root morphemes by derivations and inflexions in oral language, and the unclear boundaries among morphemes in written language.

Furthermore, morphological structural classification of the word-formation process can be acknowledged through the below given diagram-



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Therefore, this research attempt investigates also morphosyntactic errors regarding syntactic-semantic-graphophonic structures in sentences, word order, subject-verb concord, lexicon structure, morpheme addition and omission, passivization, and word abbreviations in the different context and condition of written compositions by L2 students who commit errors plausibly which needs some pedagogical implications to overcome for a better writing awareness. Since morphology and syntax are an integral part of linguistics, morphology studies how words are transformed and new forms are created, while syntax studies how they are joined into phrases and sentences. Morphology deals with understanding how words are formed, while syntax is focused on how sentences are produced and developed. As Julien (2007) elaborates that the relation between morphology and syntax is that morphology builds up word forms—typically by combining roots with other roots and with affixes, but also by applying other operations to them, syntax takes fully inflected words as input and combines them into phrases and sentences.

The parts of the English language are divided into different syntactic categories. Most sentences can be divided into two sections called subject and predicate. These two parts are also made of different words. Syntactical classes of words are known as parts of speech or lexis class that convey the subject-object relationship. So the meaning of any sentence in the language depends on the syntax. Therefore, syntax plays a vital role in constituents such as word order, agreement, concord, and the English language's hierarchical sentence structure. Another hand, morphology is another important ultrastructural sub-discipline of linguistics where morphology studies the surface-structure of words which specifically examines how words are formed and their relationship to other words by analysing the structure of words and parts of words by putting together morphemes, such as stems, root words, prefixes, and suffixes; since a morpheme is the smallest grammatical and meaningful unit in the English language. Morphemes play a significant role in phonics in both reading and spelling for lexicon and comprehension. Thus, morphology is a study and description of the different rules about the formation of words (such as inflection, derivation, and compounding) for the syntactic skills in decoding words and comprehending connected texts in English.

Therefore, morphology functions to word semantic sense whereas syntax functions to the word syntactic structure position and rule-role in the sentence. Moreover, these two grammar mechanisms must be methodical in a strict sequence, such that the syntax takes over after the morphology that has done its work. So, syntax and morphology are related to how meaning is produced with language. Therefore, morphology and syntax play major-roles in extensive reading comprehension, formation of English words, etymological elaborative vocabulary learning, formation of phrases, clauses and sentences; figurative expression, critical thinking, and active and effective communication in English.

As Soifer (2005) stated that morphology is a critical component of effective vocabulary expansion and accurate decoding. Awareness of morphology has been shown to be a strong indicator of and positive influence upon reading comprehension. Morphology works in much the same manner, with students manipulating the parts of words to create new meanings or

altered, but similar, meanings. Understanding that words linked by meaning can be connected by spelling can be critical to expanding a student's vocabulary as well as enhances the ability of the comprehension of text being read. Direct instruction of morphology is an effective means to help with understanding and applying word structure for decoding, spelling, and vocabulary study (Wilson, 2005). Specifically, students can be taught strategies to segment or manipulate words according to their affixes and roots. As a result, students may be able to recognize an unfamiliar word simply by identifying the affixes and the remaining base word or root (Carreker, 2005). Morphology should be taught as a distinct component of a vocabulary improvement program and it should be taught as a cognitive strategy to be learned. Students who understand how words are formed by combining prefixes, suffixes, and roots tend to have larger vocabularies and better reading comprehension than peers without such knowledge and skills (Prince, 2009). Nagy (2007) proposed that the teaching morphological awareness and decoding in school may be the way to narrow the achievement gap for learners whose families differ in education and income levels, and ethnic or racial backgrounds. A deep and full knowledge and understanding of vocabulary will improve outcomes for students who struggle.

Therefore, this article focused on the first year graduation L2 students of the University of Rajasthan who have no awareness properly of the standard linguistic views on the systematic structures of a word and word-processes that how can students recognize the impact tools of morphology through the new pedagogical techniques and strategies to teach them the metalinguistic ability of morphology. Due to having ample awareness and complete knowledge of word-formation processes, the students will have extended coverage of appropriate vocabulary, far better reading comprehension, and extension better in the critical and creative writing skills.

Conclusion

Summing up, this article focused on enlightening the L2 learners with the theoretical overviews of the new-word formation's morphological process through the governing rules of affix morphemes to the root or head-word in the spelling, functional-vocabulary, syntactical classes, productive reading performance, creative comprehension skills, critical thinking and figurative expressions. L2 students learned how to make the changes in the structure of words significantly. Students can be master to create new-words with different meanings semantically and syntactically. Learners learned all the parameters-paradigms and mechanism of affix morphemes (derivational and inflectional), morphological relatedness, and affix-suffix-ordering task developed through the general morphological processes of the morphosyntax. The morphosyntax process in language structure plays a vital role in constituents such as word order, agreement, concord, and the hierarchical sentence structure in the English language.

Furthermore, the morphological, structural classification diagram is a unique presentation in this article that creates a concrete mind-map for L2 learners to be assimilated the entire processes of morphology and its perspectives. L2 learners will remove the lexical ignorance layer if they are advocated to follow strategies to learn lexicography and pedagogical implications for theories in second language acquisition regarding the bilingual lexicon's demonstration. Instructors should also be aware of the real impacts and implement technique and strategies to the pedagogical aspects of morphological processes to systematically apply the new word-formation from the root-word in the standard linguistic. Therefore, students can quickly identify the impact tools of morphology through the new pedagogical techniques and morphological-metalinguistic ability strategies. If they have been taught for then awareness and complete knowledge of word-formation processes, they would have extended coverage of appropriate vocabulary, far better reading comprehension, and extension better in the critical and creative writing skills.

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