

Educashon, educatian, education

Peter Bryant, Terezinha Nunes, Ursula Pretzlik,
Deborah Evans, Danny Bell, Jenny Olsson,
Joe Burbank, Julia Carraher

Why study children's morphology?

Two good reasons for studying children's knowledge of morphology:

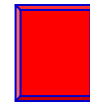
- 1 Morphology plays an essential part in reading and spelling, because much spelling depends on the words morphemic status:

“box” vs “socks”

“the boy's drink” vs “the boys drink”

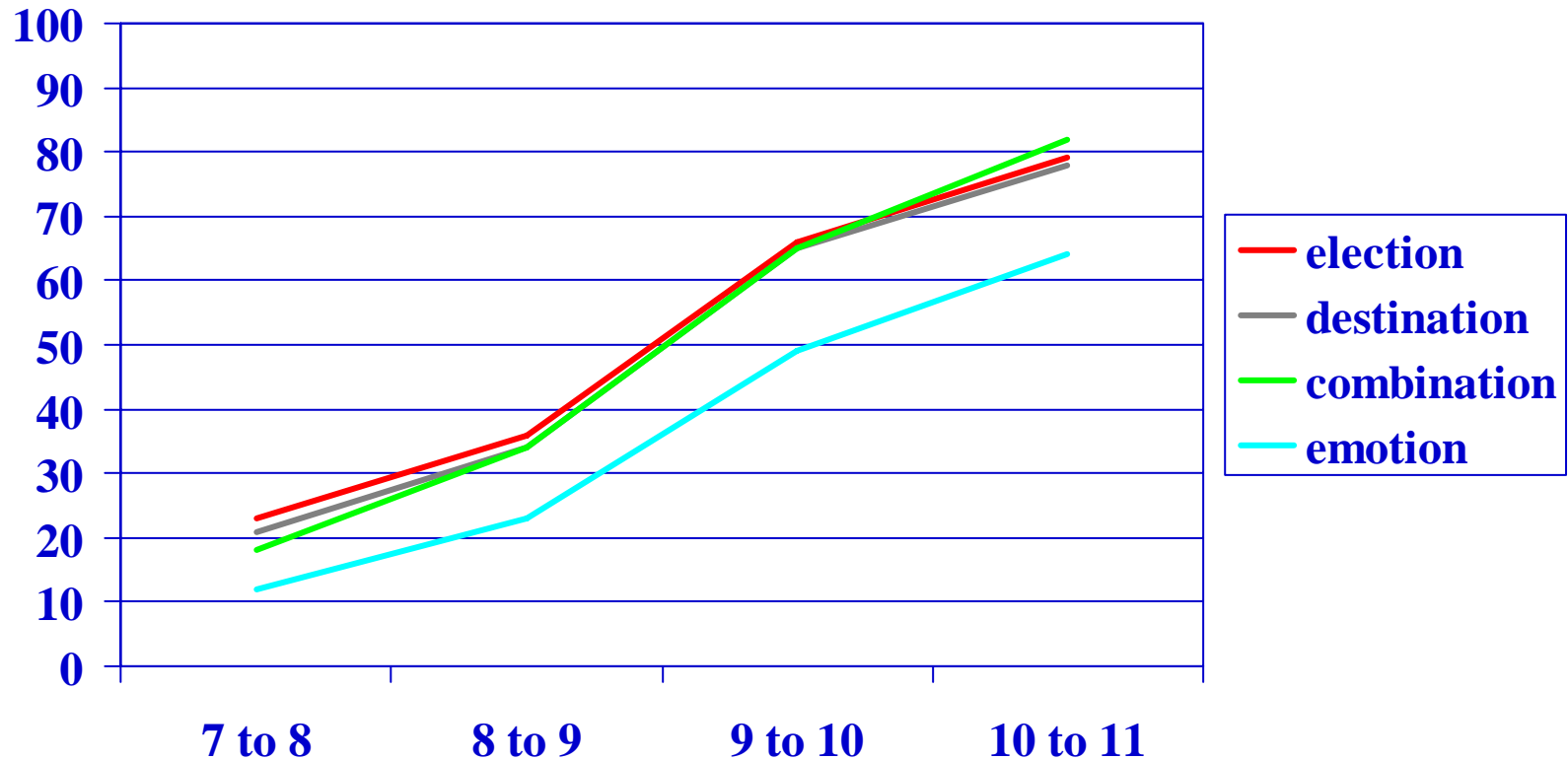
“kissed” vs “list”

“education” vs “musician”



- 2 it is very likely that a great deal of children's vocabulary expansion in the school years depends on them making morphemic connections

How 880 children spelled four words ending in “-t-ion”: percent correct



Spelling task with both endings (real words)

Kate was the only one without an _____.

The _____ grew her own vegetables.

The _____ checked out my book.

The _____ went on and on.

The _____ scored again

_____ to the winner

The _____ performed a magic show

Spelling task with both endings

Kate was the only one without an invitation

The vegetarian grew her own vegetables

The librarian checked out my book

The discussion went on and on

The Brazilian scored again

Congratulations to the winner

The magician performed a magic show

Spelling task with both endings (pseudo-words)

Someone who works in a korpect is a _____.

The place where you find foppats is a _____.

When people denass, they make a _____.

A person who comes from Barrim is called a _____.

Spelling task with both endings (pseudo-words)

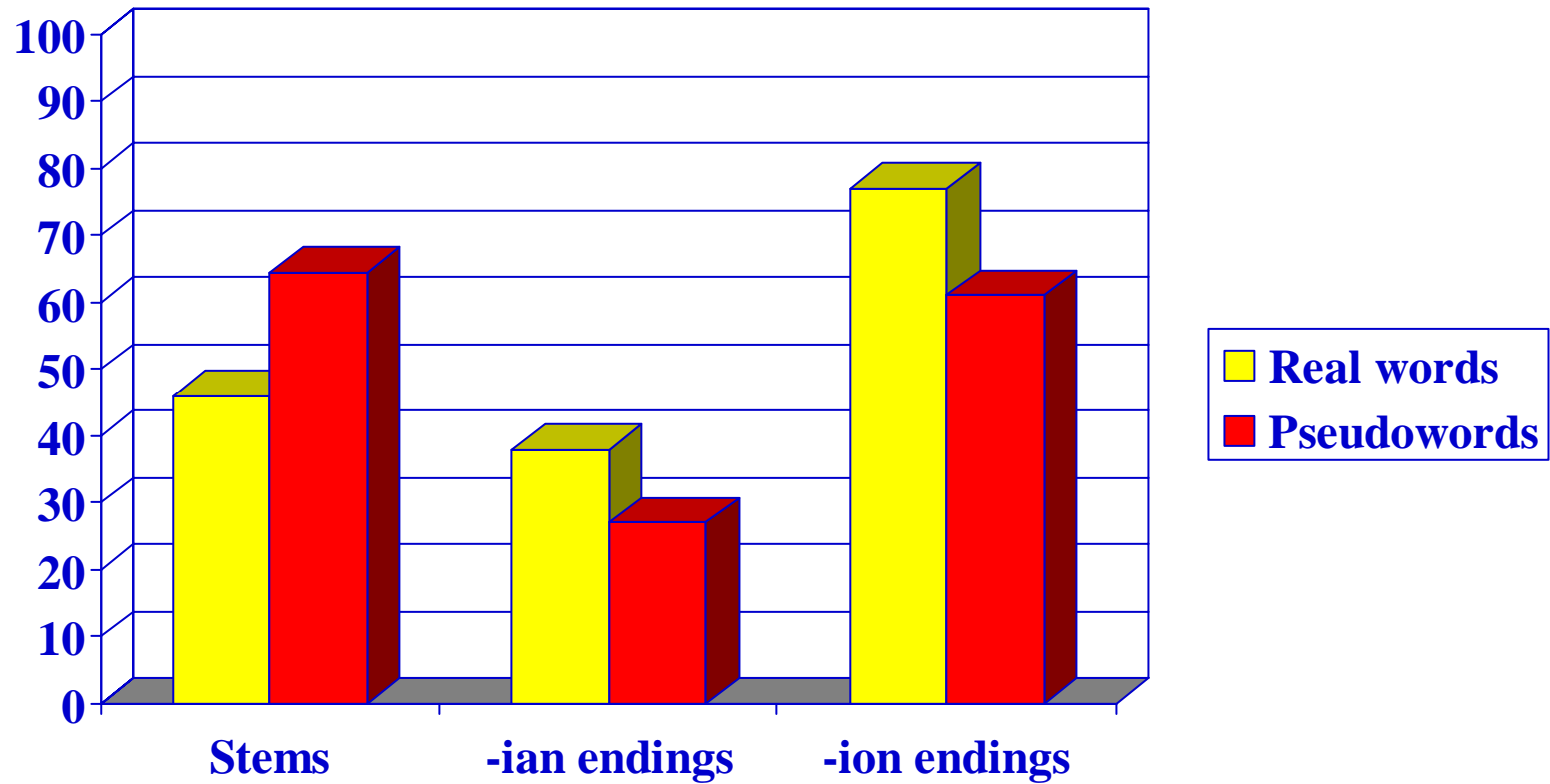
Someone who works in a korpect is a korpectian.

The place where you find foppats is a foppation.

When people denass, they make a denassion

A person who comes from Barrim is called a Barrimian.

Percent correct in the pre-test: mean age = 9y6m
N=200





Group pre-test



Two intervention sessions: pairs



Immediate post-test

Two month interval



Delayed post-test

Four Kinds of Intervention

□ We included four groups:

① **Explicit morphemes** N=40 C.A. 9y6m

② **Implicit morphemes** N=42 C.A. 9y7m

③ **Mixed morphemes** (implicit followed by explicit)
N=42 C.A. 9y7m

④ **Control comprehension**

N=76 C.A. 9y5m

□ Two aims in teaching morphemes:

(1) to show children how the stem spelling is preserved
in two–morpheme words

(2) to teach them the rule about the –ian/-ion ending

Intervention techniques

- ① Explicit morphemes
- ② Implicit morphemes
- ③ Mixed morphemes (implicit followed by explicit)
- ④ Control comprehension

Two sessions and two techniques

- ① ***Correction*** – the pairs of children were shown some words and had to decide between them whether they were spelled correctly: and then were given feedback
- ② ***Analogies*** – the pairs of children were given analogy tasks involving transformations of one-morpheme into two-morpheme (derived) words





TODAY

YOU ARE THE

TEACHERS!



CAN YOU MARK JOE'S WORK?

The gang made a **Confession** to the police.

confession

The musician was wonderful.

musician

Joe was a Christian.

Christian

Well done
you've reached
half time.



Time to start
the second
half.

There was no limit to Jane's imagination.

imagination

The comedian was funny.

comedian

The mathematisher taught maths.

mathematician



WELL DONE!!!

YOU HAVE FINISHED THE GAME.



barbarian

Christian

comedian

magician

mathematician

musician

confession

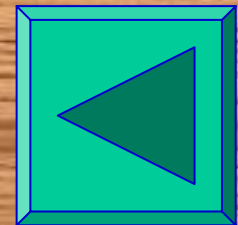
conversation

combination

discussion

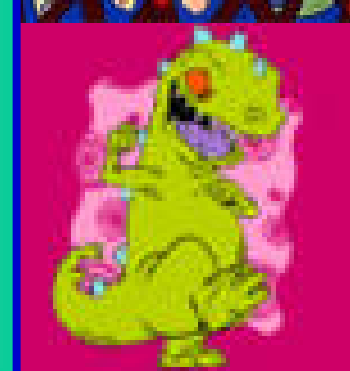
imagination

invitation



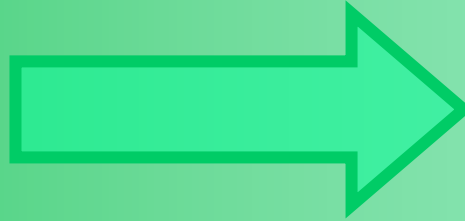


Word Game 1





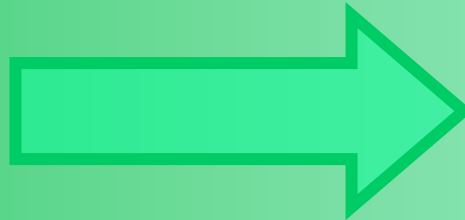
magic



magician



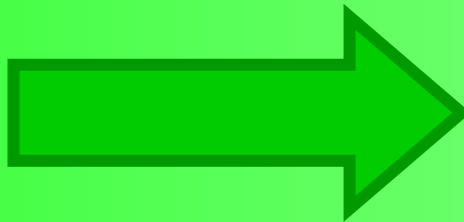
music



musician



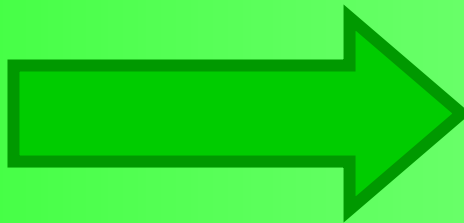
protect



protection



infect



infection





India

Indian

Egypt

Egyptian



add



addition



subtract



subtraction



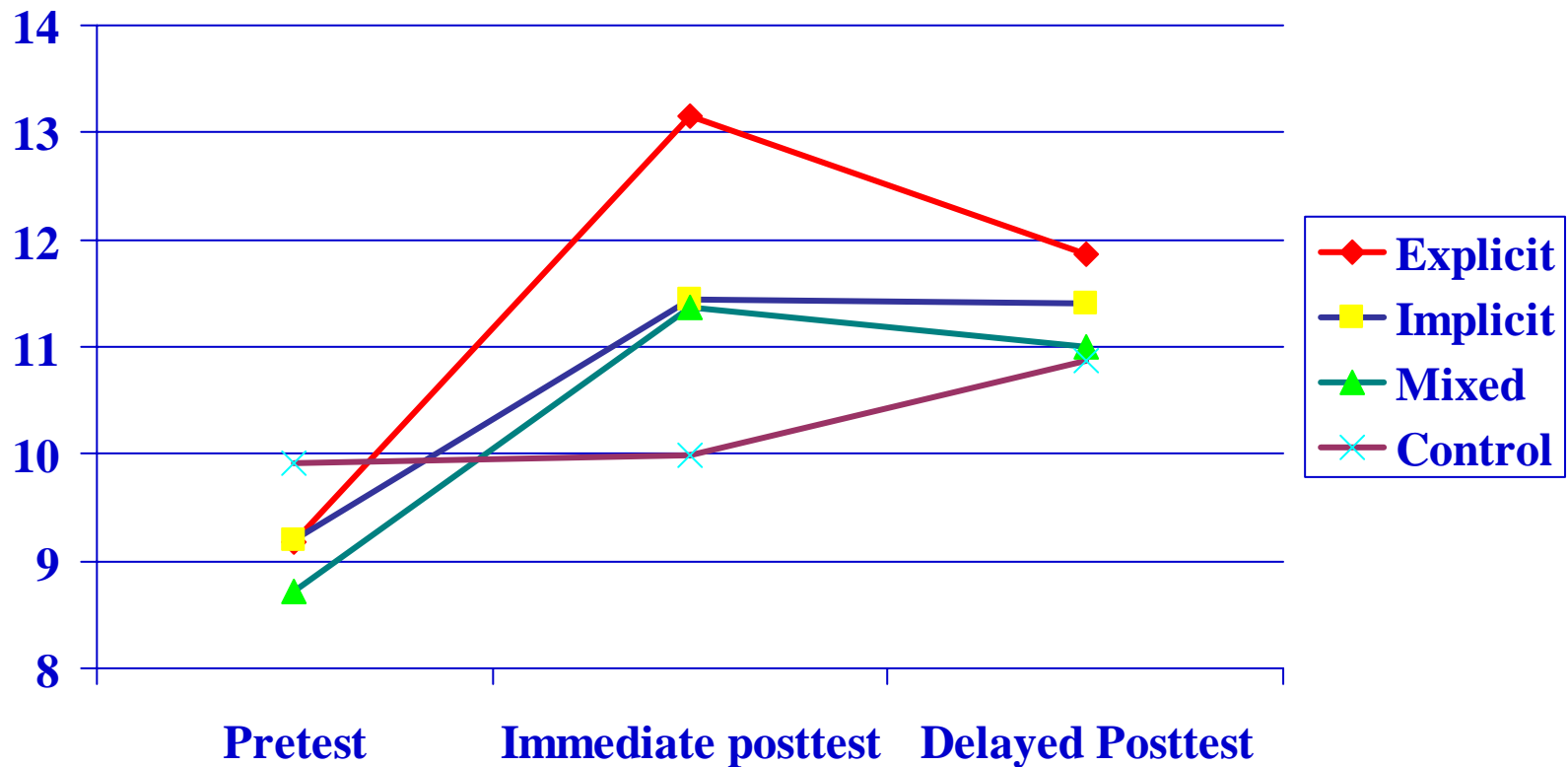
magic	magician
music	musician
history	historian
library	librarian
India	Indian
Egypt	Egyptian
political	politician
technical	technician
Italy	Italian
Hungary	Hungarian

protect	protection
infect	infection
add	addition
subtract	subtraction
confess	confession
discuss	discussion
suggest	suggestion
collect	collection
educate	education
imitate	imitation

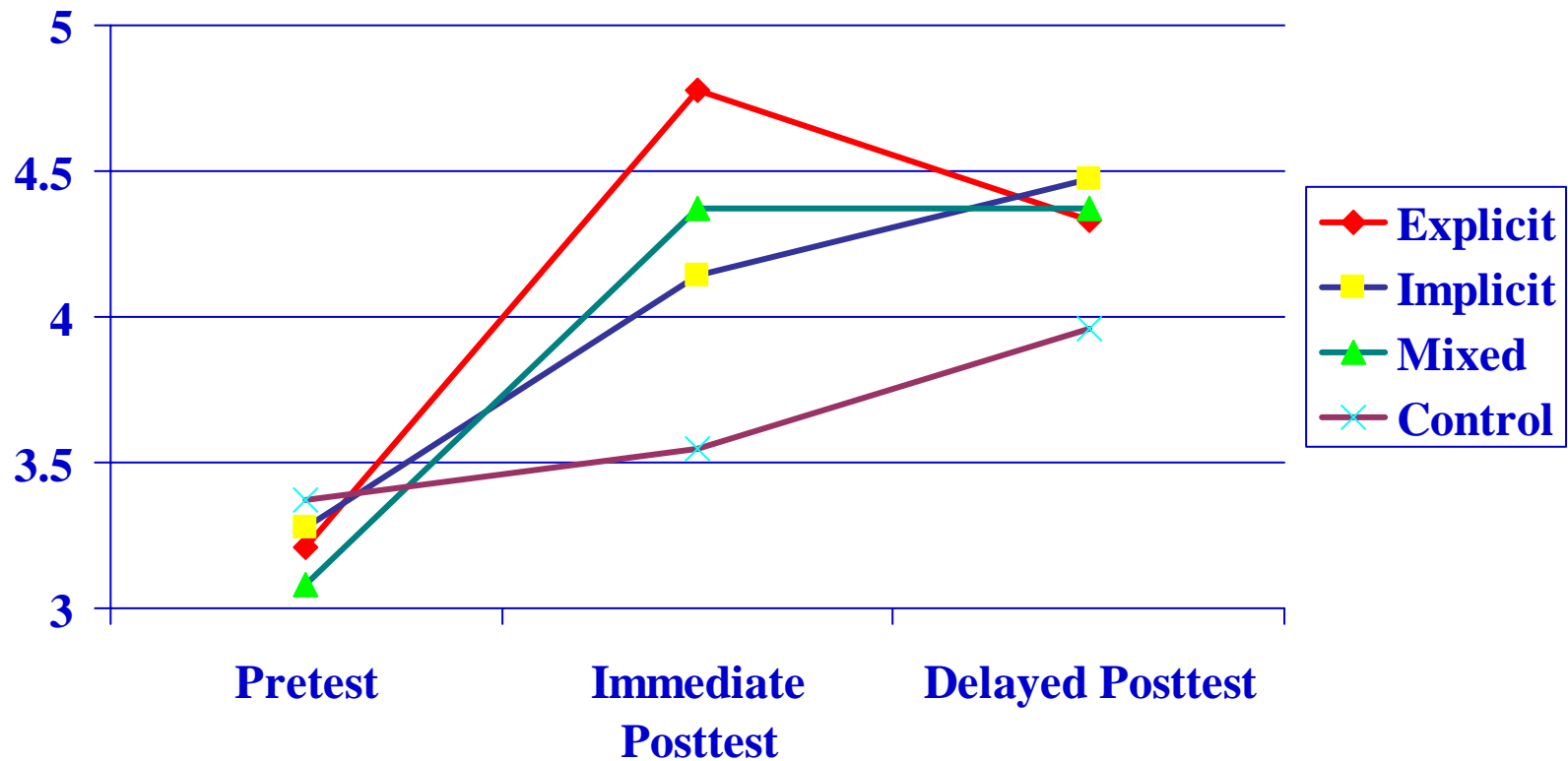
The results

- ① *Stems*: are they preserved?
- ② *Endings*: do children use the –ian/-ion rule?

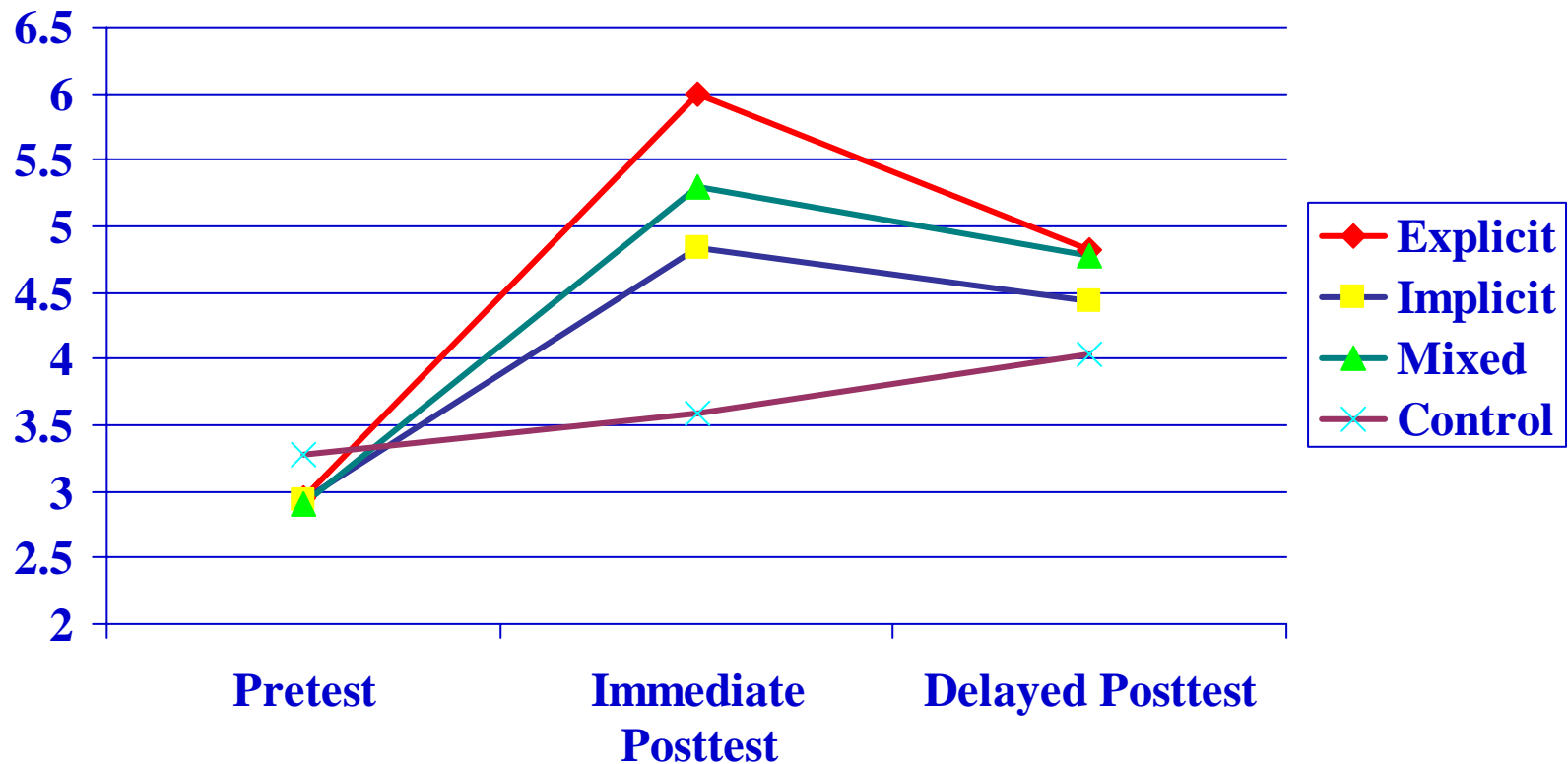
Mean correct stems (out of 16) in real words



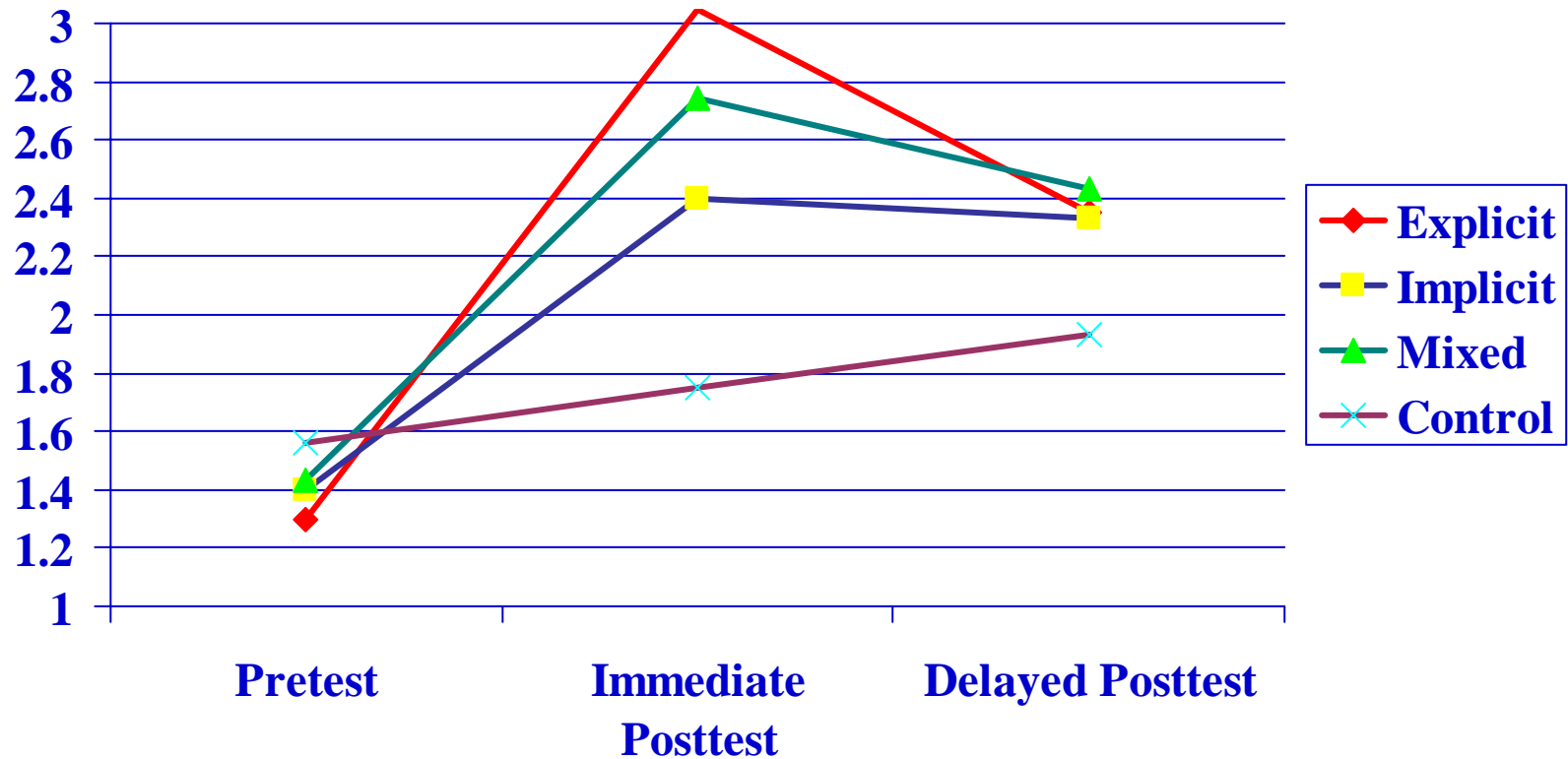
Mean correct stems (out of 8) in pseudo-words



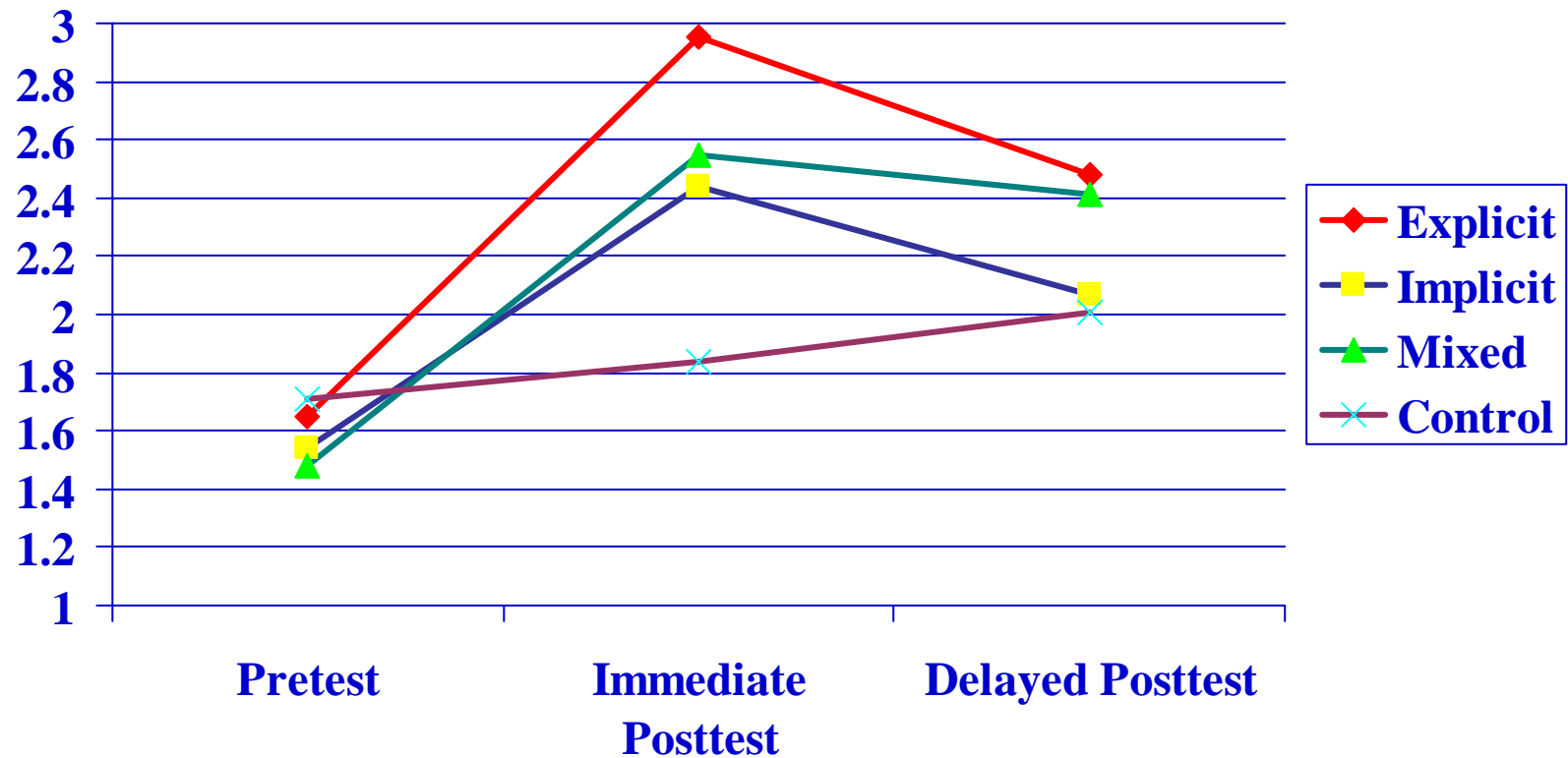
Mean correct endings (out of 8) with real words ending in -ian



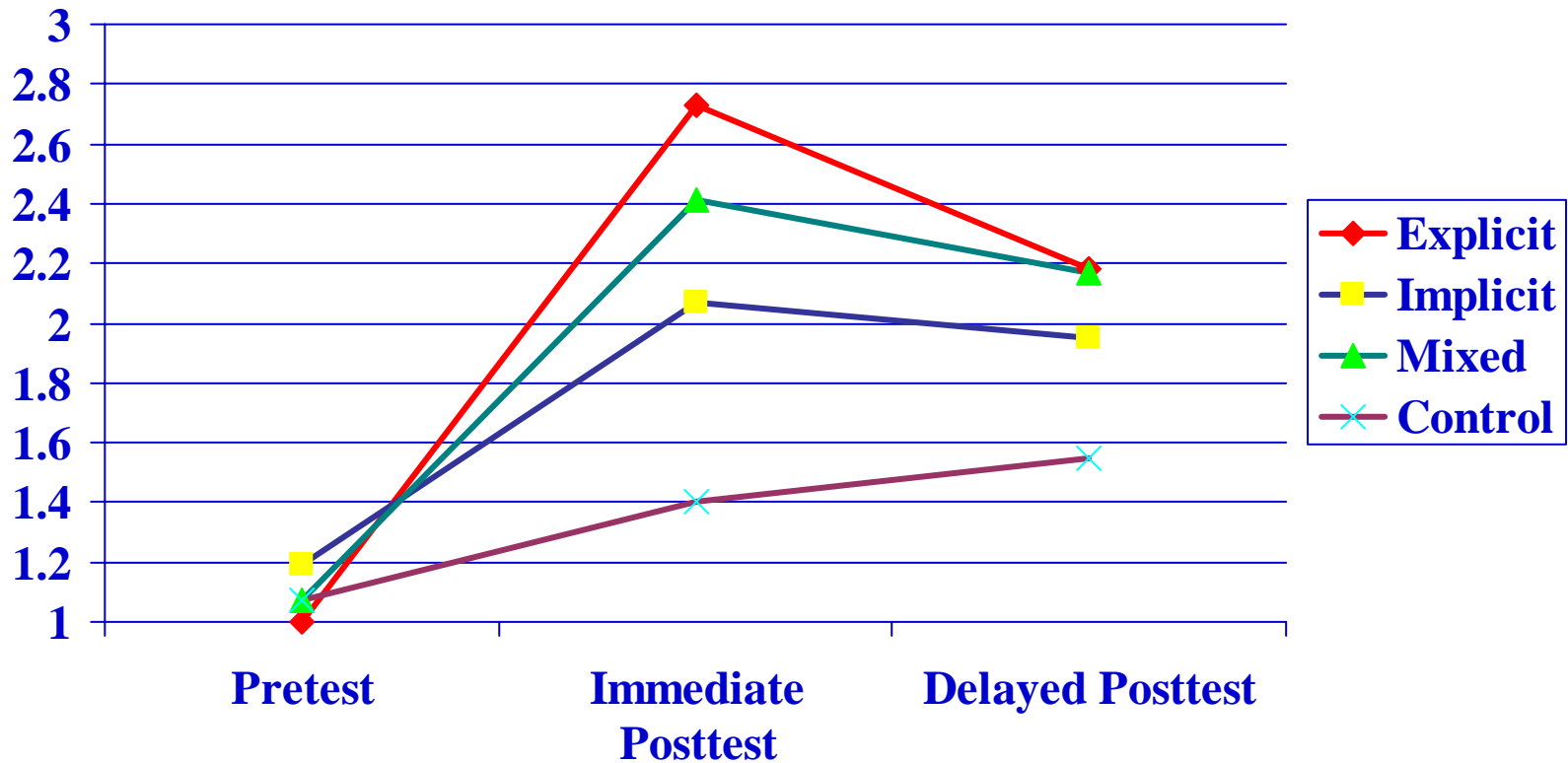
Mean correct endings (out of 4) with taught real words ending in -ian



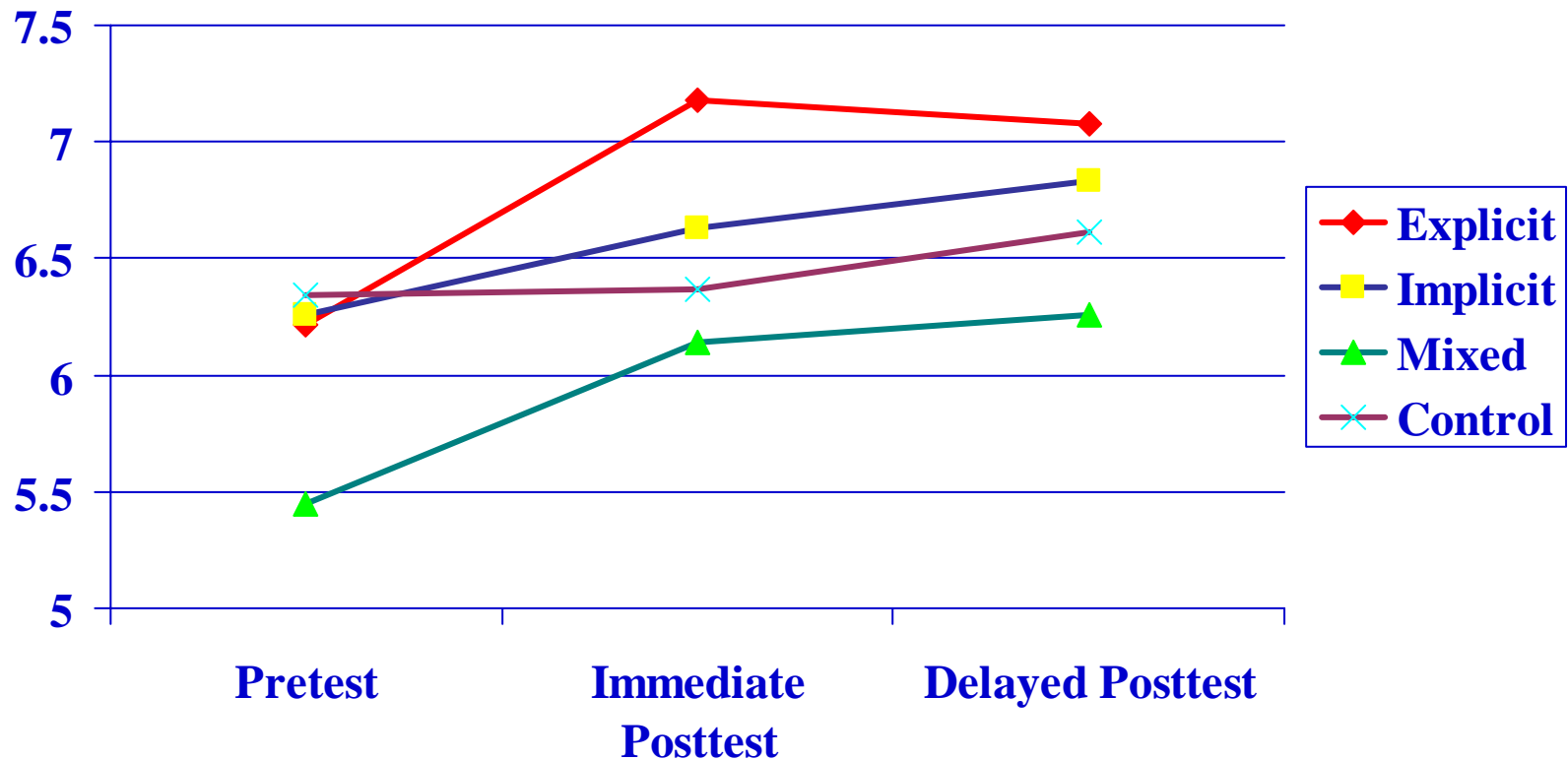
Mean correct endings (out of 4) with untaught real words ending in -ian



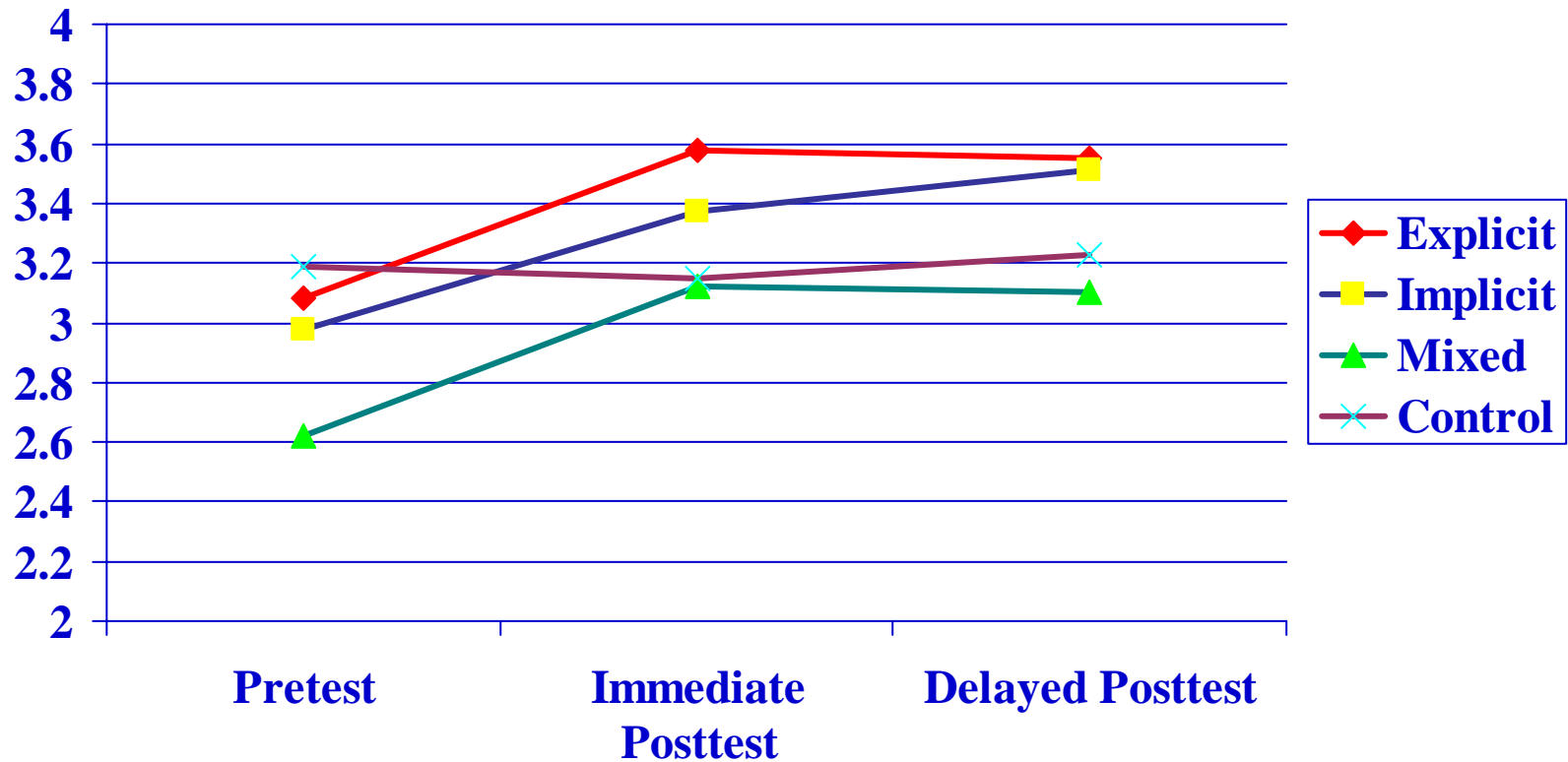
Mean correct endings (out of 4) with pseudo-words ending in -ian



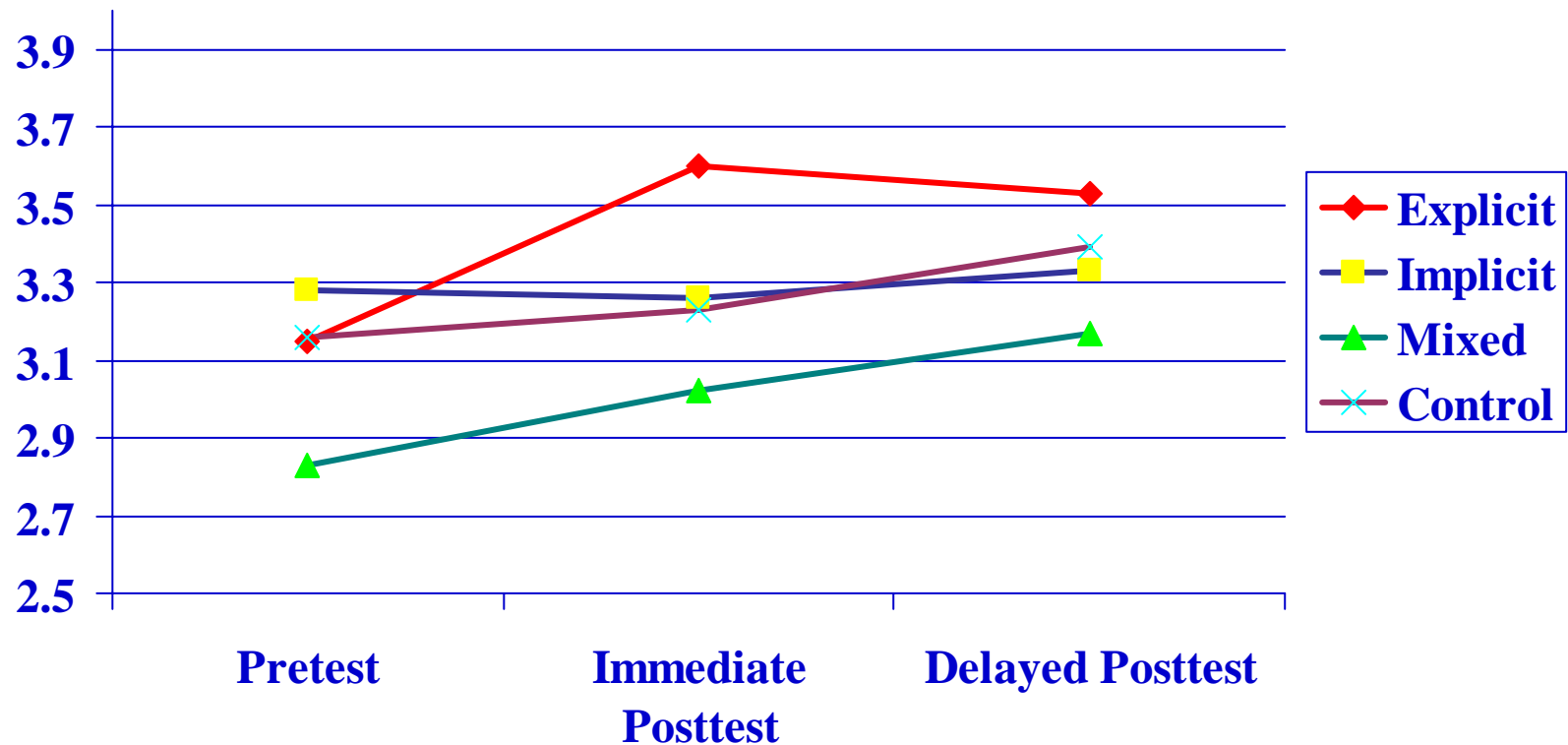
Mean correct endings (out of 8) with real words ending in -ion



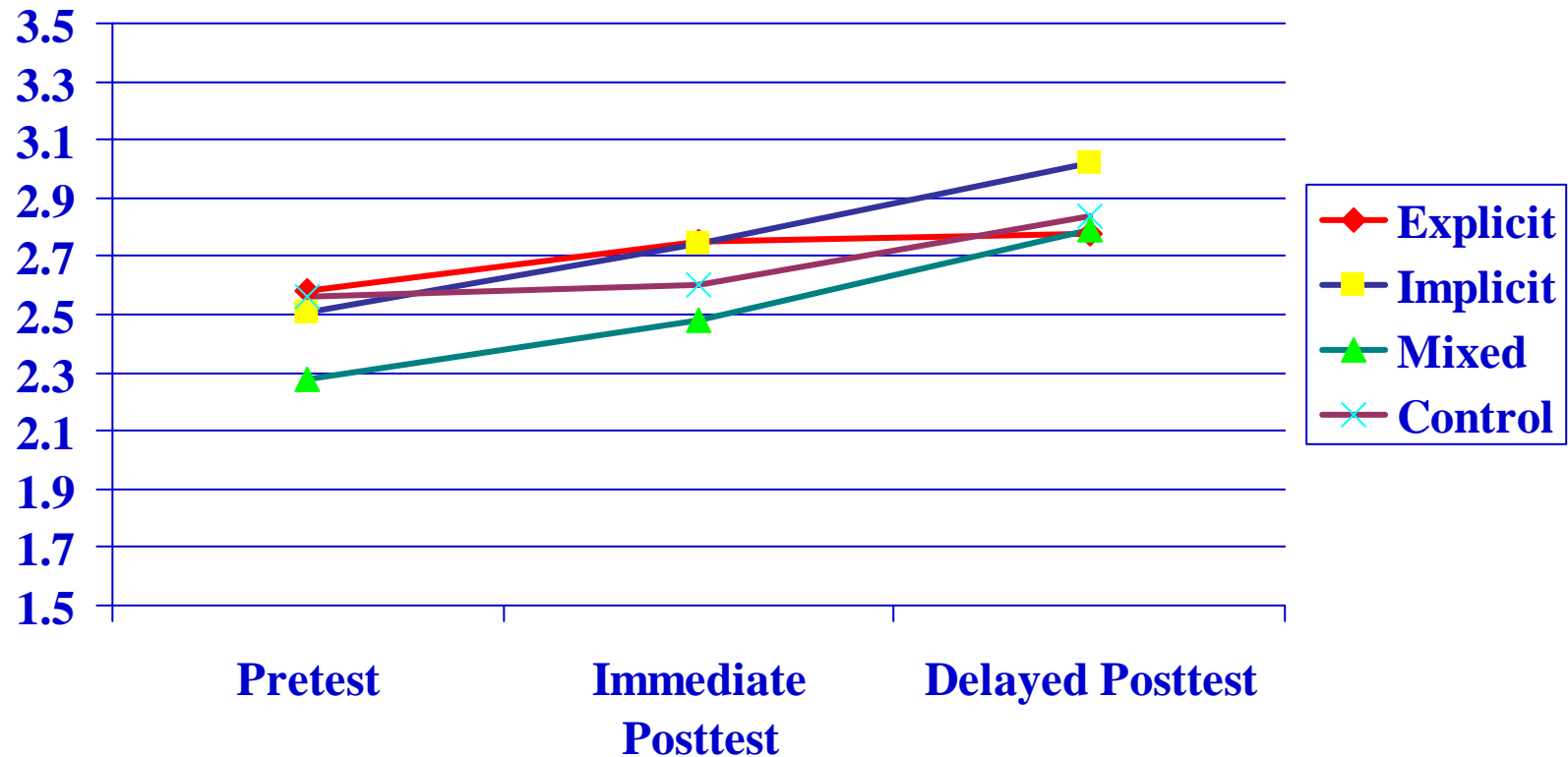
Mean correct endings (out of 4) with taught real words ending in -ion



Mean correct endings (out of 4) with untaught real words ending in -ion



Mean correct endings (out of 4) with pseudo-words ending in -ion



Summary

- Significant differences between experimental and control groups at immediate post-test in spelling stems in real words
- Significant differences between experimental and control groups at immediate & delayed post-tests in spelling stems in pseudo-words
- Significant differences between experimental and control groups at immediate post-test in spelling **-ion** and **-ian** endings in real words
- Significant differences between experimental and control groups at immediate post-test in spelling **-ian** endings in pseudo-words
- Explicit group significantly better than implicit group in immediate post-test for real and pseudo-word **-ian** endings

Conclusion

- School children can quite easily be taught simple, but usually untaught, rules about types of derivational morphemes and their spelling
- The methods that we have been using with success may be appropriate too for encouraging vocabulary development

The *ion/ian* rule

technician

Canadian

Russian

politician

vegetarian

separation

evaluation

reservation

relegation

imagination

-ian endings are for people: -ion endings are not

