

ACCURACY LEVEL OF EFL LEARNERS' RECOGNITION AND PRODUCTION IN MORPHOLOGICAL COMPETENCES

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ABSTRACT

SLA research seeks to enlighten different linguistic phenomena with the focus on elucidating the underlying processes learners experience while acquiring a language other than their mother tongue. In so doing, researchers in the field look for patterns to display similarities and variations in order to find out whether or not there exists systematicity in the way L2 is acquired. This, in turn, is intended to bring to the forth new insights into language teaching methodology. Relying on different models and hypotheses proposed by SLA research, we can grasp a more in-depth understanding of L2 acquisition process and find solutions to the problems learners experience throughout this process. The primary aim of this study is to examine the acquisition of the three inflectional morphemes in English with a view to investigating the occurrences as well as the misuse of these morphemes in the written English of the selected subjects in order to find their accuracy levels. This area of language (i.e., inflectional morphology) has been identified as a problematic area to learners of English as a second language since there are no overt inflectional markers in the mother tongue of our subjects. The three inflectional morphemes in English perform grammatical functions as will be discussed later. The present study investigated the different routs of 3types of English grammatical morphemes. In short, L2 learners' failure to correctly supply inflectional morphemes may be due to transfer of either phonological morphosyntactic constraints from the L1. The finding of this study indicates that the subjects have acquired these grammatical morphemes well although not yet accurately. Students need to have more extensive practice on those grammatical morphemes. On the basis of this finding, certain recommendations were made. The investigation is contextualized against various learning settings in which the learners have learned English.

KEYWORDS: Acquiring Inflectional Morphemes, Grammatical Morphemes; EFL Learners, Morpheme Acquisition; Accuracy Profile

One of the linguistic areas that have received a great deal of attention is the acquisition of grammatical morphemes. This particular attention gave way to countless cross-sectional and longitudinal studies which were conducted with an attempt to find out any systematicity in the acquisition of grammatical morphemes (Mohammadkhani, Eslamdoost, & Gholamreza'i, 2011). Looking into how each learner acquires similar morphemes; researchers have sought to shed light on the impact of such factors as instructional approaches, textbooks and supplementary materials and the L1 influence on the L2 acquisition process (Ellis, 2008). SLA researches seek to enlighten different linguistic phenomena with the focus being on elucidating the underlying processes learners experience while acquiring a language other than their mother tongue. In so doing, researchers in the field look for patterns to display similarities and variations in order to find out whether or not there exists systematicity in the way L2 is acquired. This, in turn, is intended to bring to the forth new insights into language teaching methodology. Relying on

different models and hypotheses proposed by SLA research, we can grasp a more in-depth understanding of L2 acquisition process and find solutions to the problems learners experience throughout this process. One of the linguistic areas that have received a great deal of attention in SLA is related to the acquisition of grammatical forms. This study employed an analysis on the subject's language samples. As data collection took place in rather normal writing practice at a place familiar to the informants, it is possible to elicit rather natural speech data, without or with only few disturbing effects that may occur with (laboratory) experiments or standardized testing situations. The importance of morphological competence has been successfully recognized as a goal of language teaching and learning in the field of second language acquisition.

METHODOLOGY

One of the difficulties that most of the EFL learners complain or ask is about the confusion of inflectional morphemes. It seems that

grammar of English is regarded on a complicated issue to grasp for majority of Iranian EFL learners and this problem remains unsolved for them so that they hate grammar totally and this causes a barrier for other skills to improve. To diagnose such problems, in spite of many criticisms morphology as a branch of linguistics was and still is a relatively sound basis. Many intermediate Iranian learners of English as a foreign language have problems as they try to master English morphology in general and English morphemes in particular. However, these morphemes continued to occupy the beginning stages of language learning until very recently. The investigator interest in studying the inflectional morpheme is not only because it creates complexity for learners but also as researcher searching weather unearthing to accuracy of this difficulty also applied to Iranian EFL learners or not is requested. According to the problem of inflectional-s acquisition in an intermediate level of EFI learners, and with due attention to the comparatively similar researches the present researcher was decided to compare the acquisition of 3 kinds of inflectional morphemes together. Due to teaching criterion analysis various problems in the path of acquiring, different revenue of learner in ways of sampling, tried to distinguish the problems of integrity of learning and acquiring to EFI teachers, standards in this path which they face to them and give a new way for more effective teaching by their cooperation. In brief, maintain that acquisition of grammatical morpheme is an interesting part of grammar which needs more developmental researches for better understanding of EFL learners. It is quite axiomatic that new teaching strategies were neglected in the programs for teachers. It is curious to reflect that many importance and attention has been given to this part of grammar acquisition in Iranian EFL learners in modern language Teaching and yet as any learner of a foreign language knows this part of grammar and the lack of them leads to feelings of insecurity. There are some thumbs in this research. In order to tackle the problem of this study in a much consolidated way and legitimated manner it seems necessary to raise clear-cut research question as follows: Is the proficiency as an explanatory factor of these morphemes in Iranian EFL learners in low proficiency or not? To prove the hypothesis of the study I used two kinds of tests: Y/N questionnaire and pictorial descriptive test. The results are interesting in the following respect: The data elicited

may allow insights not only whether participants were able to produce certain syntactic construction (i.e. pure competence), but also to what extent, i.e. with what frequency they actually use them (i.e. performance). However, by using open interviews as an elicitation method, the researcher has almost no influence of the type of data elicited.

DESIGN OF THE STUDY

The present study followed a quasi-experimental design. The study was supposed to be conducted in 8 institutes and 7 secondary schools, thus, the participants were from the secondary schools of Tonekabon, Shiroud, Ramsar and Rahyan Elm English institute and Pouyesh English institute. The second step was attempted to determine questionnaires and taking permissions through an arrangement by Education office and teachers. As the researcher tried to find a good path for proving hypothesis, teacher-made questionnaires, descriptive pictorial test, applied for supporting the hypothesis. The questionnaires turned out to be effective in number of ways: through various forms of prompts (question, requests, pictures and object), in the interview provided many opportunities for the learners to supply the required morphemes. The researcher used a deep look to the numbers and statistics the level of proficiency in acquisition of grammatical morphemes. It is discussing in a good manner.

PARTICIPANTS

To draw the study the Data for requested situation was elicited from the sample through the participation of 377 EFL learners in intermediate and advance level of education, who were selected from among 98 students, participated in a descriptive test. The participants I have decided to work with to draw the study were 77 EFL learners in advanced level students who are studying at Mazandaran private institutes (ex: Pouyesh Institute (Vally Abad), Rahyan Elm (Shiroud) institute and etc). The reason why we have chosen this group of learners is basically practical; my colleagues had been working with these groups for more than one semester. Therefore, I had the chance to interview the teacher who provided input for the learners which was of great significance in terms of the scope of my study. I had the chance to examine the grammar parts of their course book they are following in order to figure out the degree of the input they could have received in terms of the scope of this paper: all

types of singular -s. This is basically a qualitative study so I do not tend to generalize the findings; however, we sought something to transfer to other similar learner groups. Although the group was purposive and selected for practical reasons, the written data selection was medium learners, and less successful learners according to the views of the class teacher and according to the achievement test results of the group.

Table1: Numbers of each independent Participant

Group	learning setting	Number	Age
1	Junior secondary school	337	16-18
2	Iran Language Institute & Kish Institute	77	18-25

Number of different genders in Y/N Questionnaire:

Also number of different gender who participated in Y/N questionnaire put in the similar chart as above with different numbers:

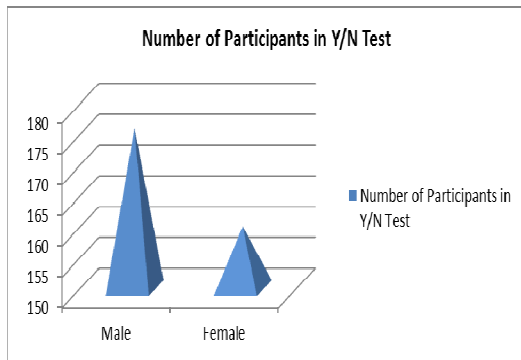


Figure1: Show the Number of Participants of Yes/No Questionnaire

Participants of Descriptive Test

Number of students who participated in descriptive test from both genders of male and female mentioned in a chart 2 as below:

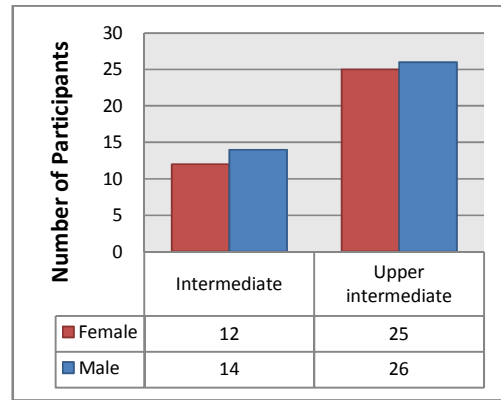


Figure 2: Number of Participants in Pictorial Test from both Genders (Male/Female)

Participant's Characteristic

The 414 participants, aged from 17 to 25 were randomly selected from among high schools' students in Mazandaran and Guilan in the academic year of 1393(2014).Some of their demographic characteristics and their distributions are briefly presented in terms of gender, grade and language institute experience along with tables. To have some information about the level of learners' knowledge who participated in this study the researcher considered these two figures for increasing the knowledge of reviewers.

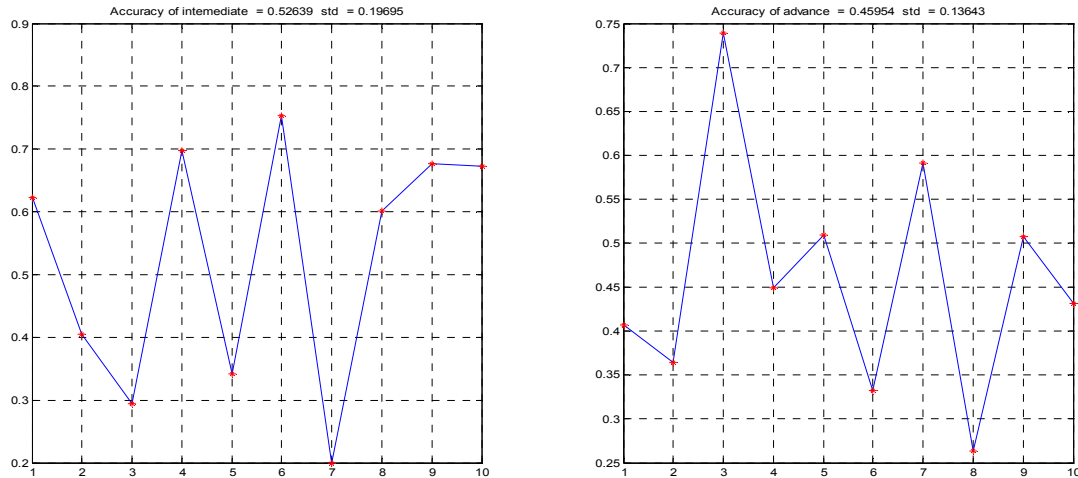


Figure 3: Participant knowledge

Instrumentation

To conduct the present study, four instruments were employed.

They were as follow:

1. Y/N GJ Test (Teacher made)
2. Descriptive Pictorial Task (Teacher made)

The sole source of materials in the present study was in the form of two types of questionnaires and as the purpose of this study was about enhancing Iranian EFL learners' knowledge of morphemes, the major instrument was used in this study was related to inflectional morpheme. In the descriptive test one of the differences in testing styles accounts for this disparity was in average of time taken to finish the tests. During both tests, students could re-read their answers and make any corrections or change any answers. They did not have to answer the questions in any particular order and they did not have to write anything on the blank box if they did not know the answer. However, for the, Y/N questionnaire students were instructed to read the questions in order, if they did not know the answer, they were told to guess or say nothing and go to the next question. Most students were able to correct themselves directly after writing a wrong answer, but no student corrected him/herself at the end of the Y/N test. The reliability of the questionnaire was estimated by 8 faculty member of IAU found to be.823 suggesting that the questionnaire enjoyed a satisfactory reliability index. Afterward legal procedures for getting permission from Departments of education to carry out the survey in high schools in Mazandaran

province was taken. Finally, the questionnaires were administered to all the participants of the study by the researcher and they were informed of the following points before beginning to complete them:

1. The questionnaire was not a test or measurement of their language proficiency and did not affect the teachers' evaluation of them. Thus, the subjects were encouraged to answer as many questions as possible.
2. The participants were informed that there was no time limit for completing the questionnaire; however, it took about 15 to 20 minutes for them to complete the questionnaire. The explanation about test consistency is focused below:

Y/N Teacher Made Questionnaire

In that line of thought, the researcher decided to include additional information regarding our subjects. The major variables that need to be controlled when compiling a learner corpus as traced by Granger (2008, 264), we used it as a guideline for the collection of our experimentally elicited data as well. The underpinning idea of this two-part table is the distinction put forth by Ellis (1994, 49) between learner variables and task variables. In this study I have tried to incorporate as many of these variables as possible by creating a quite detailed learner's profile based on a questionnaire. The Questionnaire is used to investigate the respondents' responses to items which are emphasizing on recognition of morphemes. In this research, the main objective in

designing and administering the questionnaire is to draw out types and the frequency of use of inflectional morphemes reported to have been employed. The questionnaire consisted from 22 items especially in the field of morphology and grammar. The questionnaire that was used in this research consisted of a grammatical judgment test – like task include 25 items to record respondents' responses on their inflectional learning. In the following task the researcher was interested in the participants' intuitions about whether they are able to distinguish grammatical sentences and recognize the mistakes in ungrammatical ones or not. After recognition they were requested to put cross in the correct blank square. The reliability of test was evaluated by 8 EFL faculty members and it is 0.72. The whole accelerated data gathered from this type of test were entered in MATLAB software and descriptive analysis were done on all the data gathered.

Descriptive Task (Pictorial Test)

The other way for collecting data was a picture composition task which represents clinical elicitation. In fact, picture composition task is very close to naturally occurring samples of language. The only difference between them is that the former is collected specifically for the purpose of the research. Additionally, picture composition tasks aim to the elicitation of a general, rather than a focused, sample of learner language. This further distinction is very important since the “learner's orientation to the elicitation task can have a profound effect on the language used” (R. Ellis & Barkhuizen, 2005, p.31). The process which the researcher followed was to show the learners the picture composition and ask them to write the story in their own words while they were in class. That is to say, EFL learners did not result from a take-home composition task as the researcher wanted the language used to be as authentic as possible. Students were allowed 15-20 minutes to complete the task and were provided with the entire series of pictures along with a reduced word-list that included mainly nouns they may not know. Researcher decision to give the subjects plenty of time is justified by the fact that he did not want them to feel stressed which would obstruct their concentration and probably distort their language. This type of test consists of a picture test with three stages. The students' task is to write a story in English. They had to first listen to a story by the

investigator in L1. So they had a clear and complete understanding of the story. Next they have to try to concentrate their think through spending the time for writing the heard story in English. Participants had been given a scratch paper and pencil to take notes, or to do anything they want to copy their information to the blank box which considered by the researcher. Meanwhile the piloting showed that the questionnaire took an average of 10 minutes to complete. By asking for a description of the pictures in the indefinite article section of the testing instrument, the students have the freedom to write any kinds of stories related to the pictures and explain what happened in these pictures, including by using a simple label. However the students have the story in pictures; but they listen to a related story which orally considered by the researcher in L1. They had to try their best when they want to concentrate their think through spending the time for writing till in one hand they could write a paragraph for if they understand the relation between pictures and have a good comprehension about the story and on the other hand from the other hand help the researcher to find out their morphological knowledge level of proficiency.

Scoring for Y/N Questionnaire

In order to score out data the researcher followed the guidelines suggested by both Dulay and Burt (1973) and Pica (1983), that is, the researcher combined the scoring of each suppliance suggested by Dually and Burt (1973) and the TLU model put forth by Pica (1983). The former implied a weighted scoring according to the following schema:

This was used in the calculation of the suppliance in recognition questionnaire and enabled the researcher to include in the accuracy rates the cases of both underuse and minuses. The latter was included because its presence indicates that the student recognizes the context as an obligatory one although he/she fails to make the correct choice. In researcher understanding this implies that the particular morpheme and in any case it indicates that his/her interlanguage is undergoing some change, which the researcher consider important to account for. Scoring system based on this type focuses on comprehending for correct recognizing. If a student could recognize to distinguish the grammatically or ungrammaticality of a sentence and had the ability to find the misuse

of inflectional morphemes or missed of these morphemes in the sentence it can be said that he carefully understand this grammar part and his/her ability for recognizing is in the good level. For each correct analyze the student took positive mark .

Scoring for Descriptive Task (Pictorial Test)

This scoring system is concerned with meaning in language acquisition rather than just form. Grammatical morphemes carry properties of the language's grammar (form), but knowledge of these forms does not imply knowledge of the actual use of the language. If a student can identify a correct morphemes in the classroom so it means that he/she easily can translate the L1 story to the target language in order to mention and use the correct form. Thereafter, because meaning is desired as much as form, this scoring system awarded 1 point for correct use of inflectional morphemes and no points for an incorrect morpheme .However it may that some of the students did well in translation but in some parts, they were disable to use the correct form of morphemes and unfortunately lost their positive scores.

Data Analysis and Findings

Second language learners have the most difficulty in acquiring of inflectional morphemes particularly the same types. However, these are morpheme continued to occupy the beginning stages of language learning until very recently. The interest in studying these inflectional morphemes is not only because they create complexity for learners but also as much of the prior researches is descriptive. In this research the researcher wished to unearth whether or not this difficulty also applied to Iranian EFL learners, and would make an attempt to explain why it was so. Many teachers

have long known that students often do not learn the morphological grammar, that they are taught. They only internalize those grammar features that they are ready to and they learn each feature very gradually, passing through a series of transitional stages. It should be noted that the scores of requested questions in questionnaires were separately calculated; therefore the researcher was able to compare the students ' production with each other. For analyzing the data and tabulating the score for each subject the researcher use an appropriate analytical path (chi-square) through MATLAB software via- test statistics. The accelerated information from applying of this test showed in some diagram. As it is mentioned 77students participated in the first test in which females in intermediate level achieved the higher accuracy in responding the pictorial test with the accuracy of 54.2 and variance of 0.03 and then, males from the same level performed the pictorial test. Their accuracy mean number was 53.2 and variance of 0.13. Based on the number of mean which related to the performance acts of Upper-intermediate learners' performances is roughly better than intermediate level. Through the accuracy level numbers and analytical results of the study which formed as above given table consequentially the researcher found the disability of recognizing the correct form use of focused inflectional morphemes and their ability in considering a good rank of production in their performances. Male participants in upper intermediate received the higher accuracy of 52.7 with the variance of 0.0961 in contrast to female in that level with accuracy of 50.2 and variance of 0.01.The enriched data which approached through the appliance of this test and answer in to the question of the study considered in figure 4 to figure 5 below:

Table 1: Results of Pictorial test for both Genders

Test	Level	Gender	N	Total N	Mean-Accuracy	Std. Deviation	Variance
Pictorial	Intermediate	Male	14	77	53.2	0.13	0.0169
		Female	12		54.2	0.19	0.0361
	Upper intermediate	Male	26		48.28	0.18	0.0324
		Female	25		50.2	0.10	0.01
Yes/No question (25 items)	Intermediate	Male	82	42.2	0.23	0.0529	
		Female	80	42.1	0.15	0.0225	

	Upper intermediate	Male	98	337	52.7	0.31	0.0961
		Female	77		50.2	0.12	0.0144

Indeed, as you can see in table1 the very initial stages, namely the intermediate and the upper-intermediate displayed different routes regarding the recognition and the use of verb-related and non verb-related morphemes as shown in table score 1 and figure 4. Next, accuracy level of respondent answers for each question divided in a diagram and drew to show the differences of both genders in a better condition. In figure below, the accuracy of answer to each question is evaluated separately (independent of groups) and is

0.583. Perhaps a more interesting conclusion can be reached through the observation of the data shown in figures below. Obviously, this observation can be made only when the proficiency level is taken into account, proving thus the relevant criticism of the first morpheme studies right. This, as the researcher already mentioned, was related to the central assumption of Brown's (1973) SOC model that when a morpheme is being accurately used then it is also acquired.

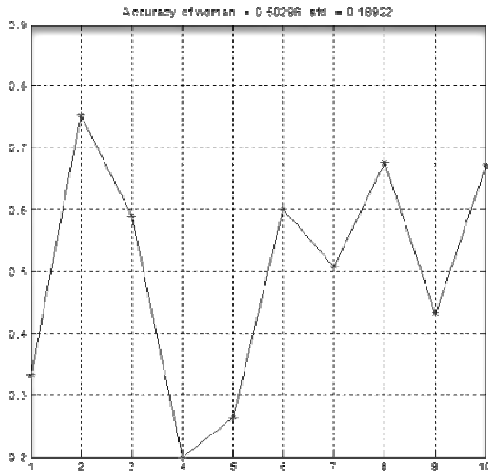


Figure 5: The Accuracy Profile of Female

To draw a figure of accuracy for each group based on teacher made questionnaire, the researcher provided figure2 to show the result of this part. According to the title of research, above figure represents that the accuracy of responding to questions in learners has different route. Based on the type of questionnaire and divide of questions, participants with different methodological teaching systems among different levels and institute have different capability of recognition; but as an equal consequence existence of different route among Iranian EFL learners is undeniable and it is logically comprehensible through their tests results and further from their accuracy level which pointed by MATLAB software. Thereafter the researcher can claim that figure7 and figure 8 show the influence that the proficiency level of exerts on the rank orders. Apart from the comment on these three inflectional morphemes, the researcher can also

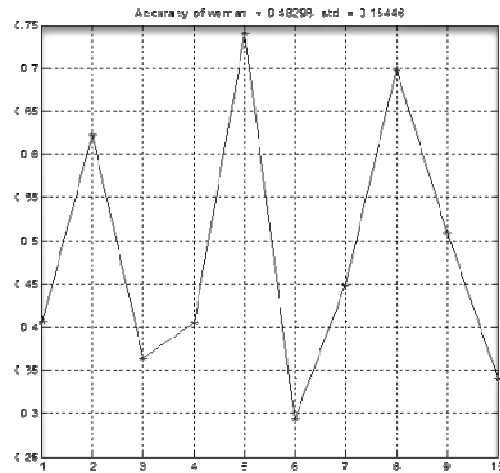


Figure 6: The Accuracy Profile of Male

appreciate that there are some difference between the accuracy rates obtained by all subjects in this study (i.e. if the researcher do not group them by proficiency level) and the corresponding rates obtained by the proficiency-level groups. Based on the above figures, the accuracy of questions 1 and 5 was higher and the total accuracy of responding to questions 13 and 23 was low. The low amount of the accuracy shows the difficulty of questions and it does not attack the scientific values of questions. Also, questions are non-biased because they have suitable variance. In case of discussing statistically the researcher focused on investigation through mean, standard deviation, and variance of the results which summarize findings about proving this hypothesis. Table1 and table 2 show these points in both levels with specializing between genders.

Table4.2 Result of Yes/No Questionnaire in Upper- Intermediate level

Gender	N	Mean	Std.	Variance
Male	82	42.2	0.23	0.0529
Female	80	42.1	0.15	0.0225

Table4.2. Result of Yes/No Questionnaire in Intermediate Level

Gender	N	Mean	Std.	Variance
Male	98	52.7	0.31	0.0961
Female	77	50.2	0.12	0.0144

The tables of 1 and 2 show the mean for each part represent different numbers. As it is seen in the first table our upper-intermediate levels of students didn't have enough knowledge of plural -s and our intermediate learners did better. However the importance of these tables focused on the percentage of their community. The results of this study yield that following stage (intermediate) the plural morpheme surpasses the SOC percentage only to fall back to a higher rank in the intermediate level. In the upper-intermediate level the differences are nil; indeed the percentage is exactly the same for both morphemes. The movement the researcher just described can be appreciated in the Figures. Providing the means in tables and also figures help to conclude that the hypothesis is affirmative and acceptable. In order to identify the quality and the accuracy of evaluation the researcher found that more than 20% of questions in Y/N questionnaire were without answer. According to the findings of

this study and based on the research hypothesis which targeted the difference in the term of acquisition between Iranian EFL learners, Evidence from questionnaires and interview form sources confirm this analysis, accordingly the mean confirm this analysis and thus, the mean is high enough to support the hypothesis but it's better that another researcher try on this section in the future. This hypothesis of the study which considered to find if there is any significant difference between the acquisition of plural -s from other inflectional morphemes or not. To reach this aim and proving this hypothesis of this part, the researcher tried MATLAB software to find the accuracy profile level of EFL learners who were participated in the study. To distinguish between the performance of males and females through descriptive calculating the researcher mentioned a figure which represents the accuracy of responding in males and females like:

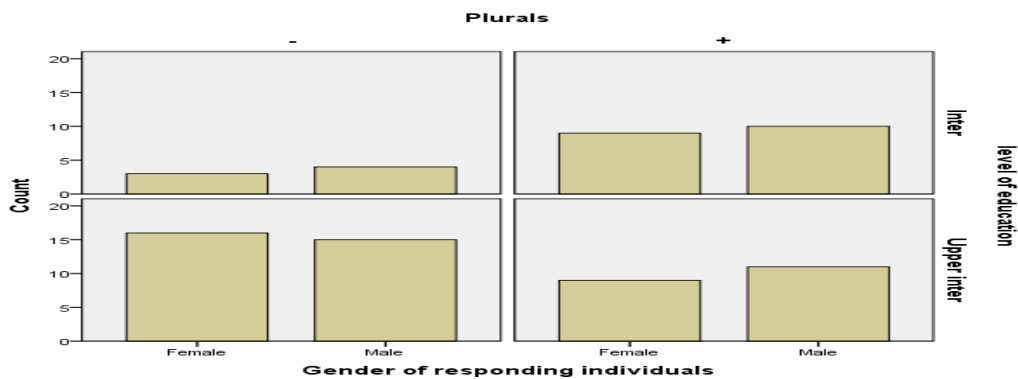


Figure7. Participants responses (Plural -s)

It is essential to say that study the differences in individual groups between genders is an arbitrary part for giving more clear result in that case of better understanding of the reader and it didn't mention for individualism. In this chart,

pictorial test is administrated and distributed between EFL learners. Then females and males were searched whom studied in the same level and approximately they were nearly the same age. Both groups were 16 to 18 and from intermediate level

students. Hence the researcher can affirm that Stauble's (1984) schema works in lower proficiency levels since it is there that students actually proceed in the composition of linguistic forms. In former stages, Stauble's (1987) pattern is observed only partly due to the extended use of the declarative memory system, which disregards the actual difficulty of each morpheme based on the underlying structural properties. Due to mean number which is higher than 50 percent from the result of Y/N questionnaire it can be said that equally the production of participant was in the higher stage than their recognition but for more accurate result it's better that another researcher try this section out in the future.

RESULTS & DISCUSSION

While there is a common belief on the difficulty of acquisition in English bound and free morphemes, in that free morphemes, in that free morphemes are acquired with a considerable ease compared to bound morphemes, and there is a general path for the acquisition and sequence of grammatical morphemes, there are some trivial disagreement on the precise order according to which grammatical morphemes appear. It has long been observed that grammatical morphemes are variably produced in early speech (Bloom 1970, Brown 1973). Our goal is to find out how much English morphology the EFL learners have acquired after 4 years of practicing in English institute. We are also interested to see the extent to which that acquisition outcome interacts with the setting in which the information have learned or are learning L2 English. Our investigation is carried out within the framework of process ability Theory (Pienemann, 1998). SLA research seeks to enlighten different linguistic phenomena with the focus being on elucidating the underlying processes learners experience while acquiring a language other than their mother tongue. In so doing, researchers in the field look for patterns to display similarities and variations in order to find out whether or not there exists systematicity in the way L2 is acquired. This, in turn, is intended to bring to the forth new insights into language teaching methodology. Relying on different models and hypotheses proposed by SLA research, we can grasp a more in-depth understanding of L2 acquisition process and find solutions to the problems learners experience throughout this process. Looking into how each learner acquires dissimilar morphemes; researchers

have sought to shed light on the impact of such factors as instructional approaches, textbooks and supplementary materials and the L1 influence on the L2 acquisition process (Ellis, 2008). In an early one of such studies, for example, Dulay & Burt (1974) reached the conclusion in their studies that students acquire certain morphemes in invariably the same order regardless of their linguistic background or the teaching methodologies adopted. A similar study by Larsen-Freeman (1976) detected this fixed order no matter what native language the learners spoke. These studies and additional ones meticulously investigated how accurately L2 learners acquired different grammatical morphemes and thus were able to propose an order of acquisition. Shin & Milroy (1999), for instance, found out, in their research studying the acquisition of ten grammatical morphemes, that L2 learners performed the least accurately in plural's and third person s morphemes. Statistical analysis has shown that the impact of age of arrival is marginal for both auxiliary and copula constructions. Complexities of second language acquisition process and lack of agreements among experts on its underlying theories undoubtedly cause confusion on the parts of researchers and educators. However, there is a growing interest of research in this field involving investigations of second language acquisition in both natural and instructional setting (Lightbown, P.M. & Spada, N. (1999). It is further claimed that the data obtained from this method may provide more immediately accessible and applicable resources for teachers and researchers. It has been shown that language sample provides authentic and practical data on the learner's acquisition development. It has been shown that language sample provides authentic and practical data on the learner's acquisition development. In accordance with this idea, Beverly & Goodnoh (2004) propose that language sampling is a well-known, performance-based assessment procedure. In second or foreign language setting, it not only portrays the learner's language proficiency, but it may exhibit his/her acquisition development. This performance measure, the percentage of morpheme supplied in obligatory context, should not be dependent on the topic of conversation or the character of the interaction. (Brown, 1973 p 255 as cited in Dulay & Burt, 1982). To reach the aim of proving this hypothesis the researcher tried MATLAB software to find the accuracy profile level of EFL learners who were

participated in the study. To distinguish between the performance of males and females through MATLAB analytical software the researcher mentioned above figure which represents the higher accuracy of responding in females than males. There were three grammatical morphemes analyzed from the subject's language samples. The results of the analysis were then posed as a basis recommendation of grammatical morphemes the subject had acquired and needed to acquire accurately.

Table 1: Result of Yes/No Questionnaire in Upper- Intermediate level

Gender	N	Mean	Std.	Variance
Male	82	42.2	0.23	0.0529
Female	80	42.1	0.15	0.0225

Table 2: Result of Yes/No Questionnaire in Intermediate Level

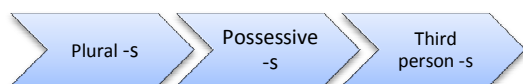
Gender	N	Mean	Std.	Variance
Male	98	52.7	0.31	0.0961
Female	77	50.2	0.12	0.0144

As it is seen in the Table 2 the accuracy of responding for males and females are 0.482 and 0.502, respectively and the standard of deviation of males and females was 0.15 and 0.18. In this regard, females performed better than males in responding questions. To draw a figure of accuracy for each group based on teacher made questionnaire, the researcher provided figure 4.2 to show the result of this part. According to the title of research, figure below represents that the accuracy of responding to questions in learners has different route. Based on the type of questionnaire and divide of questions, participants with different methodological teaching systems among different levels and institute have different capability of recognition; but as a equal consequence existence of different route among Iranian EFL learners is undeniable and it is logically comprehensible through their tests results and further from their accuracy level which pointed by MATLAB software. The result is noticeable that the students have the ability to recognize morphemes in a good manner and can distinguish the differences between three mentioned kinds. Of course the comparison is

so relevant to the purpose of this study because it could show the accuracy of the study's hypothesis. This study clearly shows that there is indeed an acquisition order when learning English grammatical morphemes are learned by EFL learners. Returning to the original research questions, this study also provides evidence that the acquisition order of grammatical morphemes by English as Foreign Language learners is similar to the order of Second Language Learners. Disregarding the scoring anomaly of these morphemes in this study, the order of the remaining three morphemes is the same as Stauble's order. Lastly the students in this study seemed to have a grasp on the morphemes more so than on vocabulary and therefore, on how to communicate effectively in the language. Knowledge and use of grammar and form, then the students, and by extension, the teaching methods used, have succeeded. However, if the goal of language learning is communicative ability, then the students still have many obstacles to overcome in their acquisition of the language. In the questionnaire the researcher tagged the nouns and verbs with and without the required morphemes suppliance and the ratio between the suppliance and the obligatory context were worked out. Next, the researcher applied the acquisition criterion to the results of the quantitative analysis. The researcher used two criteria: the emergence criterion and the accuracy criterion. The researcher used the accuracy criterion to gauge the extent of acquisition (or mastery) to complement the point of acquisition as measured by emergence criterion. Statistics show that the level of performance of secondary and post-secondary school students in English has been deteriorating over the years. Moreover, the quality of English, which many of our students speak and write, is so substandard that one begins to doubt the fact that they ever sat for and passed the English language in the Senior School Certificate Examination and similar examinations by themselves. This poor performance is not a recent trend. The poor performance of students in English calls for urgent attention especially when we consider the crucial roles English plays in the country. However, most of the textbooks students should use are either too expensive or not available at all because of the economic situation, which makes it difficult to write and produce necessary textbooks. A good point that there is expectations on the result of this study through previous one in term of effect of

L1 on learning L2 is that there is some similarities in Persian language and this essential effect on students' knowledge for considering and choosing the correct answer in addressing a related subject. It is undeniable through seeking corpus- picture test and it's result. Teachers' common points about the priority of learning plural form and effect of L1 available below :

- Using countable and sensible in the class through using some sentences in L1 for comparison in low level classes and enormous example has more affect in this subjects .
- Existence of many kinds of classic and Modern materials (Exam: Flash cards, PPT, Slides) is the other power for better teaching quality enrichment. The achieved result about the range of learning inflectional morphemes which enrich from this study has been designed in the following diagram :



Contextualizing the acquisition outcome against the settings surrounding the learners L2 learning (EFL, ESL, naturalistic exposure), our findings corroborate other studies in that 1) the higher one's L2 proficiency level is at the time of arrival in the target language environment, the beneficial the environment is for the learners to further develop their L2 morphology development; 3) formal instruction The other differences of the results of this study with all previous one is that the other investigators did not focus the age as a problematic factors, however unconsciously this research point has been detected in this study and it is find that the capacity of input in children in low level is in the higher rank than young adults who did not have a lot backgrounds in this section of English grammar. So, it is undeniable that as children seeking for new information through comparing, they would learn better than young adults in the same level. Next finding of this research was that boys and girls approximately did equally well on these questionnaire items. Sometimes the girls had a higher percentage of right answers on an item, and more often the boys did somewhat better, but somehow some patterns of differences could be distinguished and the difference in some parts there had been some

statistically significant. These findings are at variance with the results of most other language tests. Usually, girls have been shown to have a slight advantage over boys. In this experiment, girls were no more advanced than boys in their acquisition of English morphology. Throughout childhood, girls are perhaps from a maturational point of view slightly ahead of the boys who are their chronological age mate. But the language differences that have been observed maybe culturally induced; arid they may be fairly superficial. Some social factor may lead girls to be more facile with morphemes, to use more correct form of grammatical morphemes in their sentences. This can be misleading. A girl in an intellectual adult environment may, for instance, acquire a rather sophisticated morphological knowledge at an early age. What is suggested here is that every child is in contact with a sufficiently varied sample of spoken/written English to be exposed at an early age to the basic morphological process. These processes occur in simple sentences as well as in complex ones. Practice with various and extensive sentences may be as effective as practice with limited sentences, and the factors that influence other aspects of language development may have no effect on morphological acquisition. Since, moreover, this type of inner patterning is clearly a cognitive process. The researcher might expect it to be related to intelligence more than to any other features. Unfortunately, there were no IQs available for the subjects, so that a comparison could be made, and this last must remain a speculation .As they grew older the result of their production is mainly better than the same level but older age. Experience shows, the teacher ability for classification is a power that could highly effects. The researcher considered the foundation in a diagram to show the results in a clear way. Then conduct a position for better understanding and considering the difference between this research and other previous ones. Based on picture test which used by means of finding the level of proficiency in Iranian EFL learners, and by focusing teachers interview forms, it was find that most teachers prefer to use repetition strategy for striking this section on their students 'mind and through comparing some papers of intelligence and mid-level knowledge students find that however the intelligence of students (as researcher found from type of schools and institutes) have both modern and classic enhancements but their

production 's quality weren't good .This shows that using repetition strategy is more effective when teachers could manage for using contextualization strategy and control the process of information with repetition way by asking new question to find the level of proficiency to guide students for better production. This research also has a marginal result which the researcher used 3 different kinds of tests to clearly prove his research hypothesis . As a matter of fact Y/N questionnaire was an affective path to measure the knowledge of students' recognition and next test, corpus picture test has many influences for completely clear show of diagnosing the production of students. It is also good to mention that teacher made questionnaire was a guide line for better deciding of giving new information in order to cooperate between teachers of EFL for common point for better class results.

SUGGESTION FOR FURTHER RESEARCH

In this section the researcher would like to suggest some possible lines for further research according to the findings but also the limitation of the present study. This study showed that presenting grammatical information to use the correct form inflectional based on Stauble model (1984) attach better knowledge of using morphemes. This study was conducted on a population of Iranian student of English as a foreign language. The same study can be replicated to EFL graduate science students. The present study has been done on intermediate EFL learners in Iran. A similar study can be conducted for the students. Further studies can be conducted to replicate the same study with taking sex or age in to account.

CONCLUSION

Morphology is simply the study of steps morphology in linguistics has to do with how words are shaped, and how the shape of words maybe systematically adjusted in order to accomplish communicative tasks. You can also think of morphology as the study of how meaningful units combine to shape words. Since, however, the researchers who dominated this field in the 1970s and 1980s were primarily concerned with uncovering evidence to support an expert's view of language acquisition. In addition, scholarly interest in the 1980s turned to the determiners of acquisition order and in the 1990s

to methodological criticisms of earlier studies, as will be discussed below. Statistics show that the level of performance of secondary and post – secondary school students in English has been deteriorating over the years. The decline in their performance in English is attested to by the alarming rate at which students fail English language in morphology test. Moreover, the quality of English, which many of our students speak and write, is so substandard that one begins to doubt the fact that they ever sat for and passed the English language in the Senior School Certificate Examination and similar examination by themselves. The causes of deficiencies of students in English among EFL students have been attributed to a lot of factors. These range from the inadequacies of English textbooks, lack of expert English teachers in schools and institutes. As a result of this, many schools and colleges have been partially, if not totally crippled. The poor performance of students in English calls for urgent attention especially when we consider the crucial roles English plays in the country. It is hoped that this study will help to improve the communicative competence of students in English because grammatical competence, being an important aspect of communicative competence (Yule1996), helps a long way in facilitating communicative competence and performance. This study clearly shows that there is indeed an acquisition order when learning English grammatical morphemes by EFL Learners. Never the less, the interference seems to provide transfer, with focus on availability of the morphemes exhibit in L1, and also in L2 and vice versa Knowledge and use of grammatical morphemes does not imply competence in the language learning includes mere grammar and form, then the students, and by extension, the teaching methods used, have succeeded. However, if the goal of language learning is communicative ability, then the students still have many obstacles to overcome in their acquisition of the language. Disregarding the scoring anomaly of the plural morpheme in this study, the order of the remaining three morphemes is different from other researches in the result. In addition, this study exhibits support for some differences between researches, and that it plays a role in grammatical morpheme acquisition. Lastly, grammatical morpheme acquisition may have implications for teaching English as a Second or Foreign Language. My tests are administered to

measure the degree of morphological awareness among EFL learners with different L2 proficiencies. The accuracy rate character awareness tasks by the learners are summarized in a table. Collectively, the results indicate that the advanced group has a higher degree of morphological awareness than the intermediate group, that is to say they are more sensitive to the structure and meaning of English morphemes. This result supports the view that morphological awareness is an outcome of print exposure and experience. It is improved with the development of overall English proficiency. If the goal of language learning includes mere grammar and form, then the students, and by extension, the teaching methods used, have succeeded. An important consequence of adopting the declarative/procedural contrast is that it opens the door to better understanding of second language acquisition, especially if it is true, as various scholars have now suggested, that second language learners are (initially at least) much more dependent on declarative memory than are first language learners. Further exploration of these ideas holds the promise of substantial progress in understanding the nature of second language acquisition and may ultimately contribute to the more practical pedagogical concerns of teachers and curriculum designers. As was discussed in the literature review section, almost all the literature reviewed for this study has proved that not only native children but also L2 learners acquire English grammatical morphemes invariably in a fixed order. In both L1 and L2 acquisition research, third person s morpheme is learned much later than the others which I saw in the analysis part. For native speakers, this complexity is attributed to the nature of the morpheme itself, which has distinct phonological and semantic variations as have studied is the omission of the morpheme, which is mostly due to the negative transfer from native language. However, I observed errors in the forms of the use of third person singular s like ies, -es, or s.

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