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## MORFOLOGIK XABARDORLIKNING IKKINCHI TILNI O'ZLASHTIRISHGA TA'SIRI

Аннотация

Ushbu tadqiqot morfologiyaning bolalarning ingliz tilini o'rganishiga ta'sirini o'rganadi. Til o'rganishda morfologik tuzilmalarning vazifasi ko'rib chiqiladi. Ushbu tadqiqot morfologik ta'limning o'quvchilarga so'z tuzilishi va rivojlanishini tushunishga yordam berishda, ayniqsa, yosh til o'rganuvchilarda samaradorligini ta'kidlaydi.

**Kalit so'zlari:** morfologiya; ingliz tilini o'qitish; morfologik ko'rsatma.

## ВЛИЯНИЕ MORFOЛОГИЧЕСКОЙ ОСВЕДОМЛЕННОСТИ НА ОБУЧЕНИЕ ВТОРОГО ЯЗЫКА

Аннотация

В этом исследовании изучается влияние морфологии на изучение английского языка детьми. Это исследование подчеркивает эффективность морфологического образования, помогающего учащимся понимать структуру и развитие слов, особенно у молодых изучающих язык. Чтобы помочь и улучшить языковое развитие детей, учителям языка рекомендуется использовать целенаправленные методы обучения и процедуры вмешательства.

**Ключевые слов:** морфология, преподавание языка, инструкция.

## INFLUENCE OF MORPHOLOGICAL COGNIZANCE ON SECOND LANGUAGE ACQUISITION

Annotation

The study investigates the influence of morphology on children's English language learning, focussing on prefixes, suffixes, word formation and morphological awareness. The statistical analysis shows the relationship between morphological knowledge and language learning. The study emphasises the importance of morphological education for understanding word structure and development, especially for young learners. The study recommends targeted teaching techniques and intervention procedures for improved language development.

**Key words:** Morphology; EFL; Children; SLA; Morphological instruction.

**Introduction** Acquiring a second language, especially English, is a complex process for young learners. It is important to understand the factors that influence learning success. Morphology, the study of word structure, is an important aspect that helps learners understand word meanings, expand their vocabulary and improve their language skills. Therefore, focusing on morphology is essential for effective language teaching [1]. The systematicity inherent in morphological structures provides a gateway to crafting new words and altering existing ones, thereby facilitating a nuanced grasp of the English language.

The study investigates the relationship between morphology and children's learning of English. It conducts a comparative study to evaluate the effectiveness of different morphological structures in vocabulary acquisition and language development. The study examines the effects of word formation, prefixes, suffixes and morphological awareness on language acquisition outcomes [2, 3]. The study investigates the influence of morphology on children's English language learning, focusing on vocabulary acquisition and language competency development, with the aim to enhance language education quality and improve teaching practices.

**Theoretical Background/ Literature Review** Morphology is a crucial aspect of language acquisition as it provides the structural framework for word structure and comprehension [4]. Morphological awareness, the ability to recognize and manipulate the internal structure of words, is a crucial aspect of language development. *Carlisle (2000)* and *Nagy et al. (2014)* have found a positive relationship between morphological awareness and vocabulary growth, showing that children with strong morphological awareness possess better word recognition skills and a more extensive lexicon [5, 6]. The literature has extensively studied word formation, specifically the impact of affixation, such as prefixes and suffixes, on vocabulary expansion and comprehension. Research indicates that comprehending word formation processes aids in deciphering unfamiliar words and promoting vocabulary growth [7, 8, 9].

A meta-analysis of studies on morphological instruction found that targeted instruction significantly improves vocabulary acquisition and reading comprehension among young learners. Researchers have also explored the broader impact of morphology on general language competence [2, 9, 10]. Whilst some others examined the correlation between morphological awareness and second language proficiency in bilingual learners, finding a positive association [11]. Morphological knowledge improves language competence beyond the development of vocabulary. Comparative studies show that morphological teaching significantly improves spelling accuracy and the generalisation of rules compared to phonological and orthographic teaching. This suggests that morphological knowledge is a valuable teaching approach [1, 3, 12].

Additionally, sociocultural theory, as proposed by *Vygotsky (1978)*, is integrated into this research [13]. Sociocultural theory emphasizes the significance of social interactions and cultural context in language acquisition and cognitive development. It suggests that children learn English more effectively in a communicative and supportive environment, involving meaningful interactions with proficient English speakers [14]. The text emphasizes the importance of scaffolding, which involves support

from experienced individuals or peers, in morphology, which helps learners develop morphological awareness and apply it to language learning [15, 16].

**Research Methodology** This study investigates the influence of word structure on children's English language learning, particularly children learning English as a foreign language (EFL). The sample consisted of 30 children aged 11 to 12 years, divided into 15 boys and 15 girls. A specialised assessment tool was used to evaluate the participants' understanding and skills in relation to English word structure. The instrument included questions and tasks on morphological knowledge, such as identifying word stems, analysing prefixes and suffixes and forming new words. A two-way analysis of variance (ANOVA) was used for the statistical analysis. The study contributes to existing knowledge about English language learning and pedagogy by investigating the influence of morphology on children's English language learning. The results can provide valuable insights for educators, teachers and parents to help them better understand and support the learning process of English as a foreign language.

**Results and Analysis** The study analyzed data on morphological knowledge assessment in English, focusing on the performance of 30 students. The mean score was approximately 6.77, indicating an average level of morphological knowledge. To investigate gender differences, a two-way analysis of variance (ANOVA) was conducted. The independent variable was gender, coded as boys (coded as 1) and girls (coded as 2). The dependent variable was the participants' assessment of morphological knowledge. The aim was to determine if there were significant differences in mean scores between boys and girls and if the interaction between gender and other factors had an impact on participants' performance. The analysis revealed an average level of morphological knowledge among the participants.

**Table 1.** Mean Scores for Morphological Knowledge Assessment

Participants	Mean Score
Overall (n=30)	6.77
Boys (n=15)	7.4
Girls (n=15)	6.13

The study examined the performance of boys and girls in morphological knowledge in English as a foreign language (EFL) in children aged 11-12 years. Boys performed slightly better on average than girls, with question #10 being the most challenging for all participants. The results showed a significant main effect of gender on morphological knowledge scores, suggesting that gender plays a role in participants' performance. However, no significant interaction effect was found between gender and other factors, suggesting that the influence of gender was not significantly moderated by other variables.

The results contribute to the existing literature on the acquisition of morphological knowledge in EFL environments and emphasise the importance of considering gender differences and specific difficulties in answering questions when developing teaching strategies. Analysing and interpreting the data provided valuable insights into participants' performance, the influence of gender and specific areas where the acquisition of morphological knowledge is difficult or easy. These findings have implications for EFL teachers, curriculum designers and researchers in promoting effective language learning strategies and supporting equitable educational practises.

**Table 2.** Two-Way ANOVA Results for Morphological Knowledge Scores.

Source	DF	SS	MS	F	p-value
Gender	1	2.68	2.68	4.85	<0.05*
Interaction Effect	1	0.78	0.78	1.42	>0.05
Residual	28	37.46	1.34		

Note: \* p < 0.05 (significant)

**Discussion** The study of morphological knowledge in English as a Foreign Language (EFL) revealed an average level of knowledge among 30 participants, with boys scoring higher than girls. The most difficult question was number 10, while the easiest was number 5. The study suggests that gender may influence language learning outcomes, including morphological knowledge. It emphasizes the need for gender-specific pedagogical approaches, focusing on learning needs and preferences of boys and girls. Adapting instruction and implementing targeted interventions based on gender-specific performance patterns can improve morphological knowledge acquisition for all learners.

The study highlights the importance of identifying question-specific difficulty levels for instructional design, allowing educators to focus on challenging aspects of questions while promoting confidence and motivation. It also highlights the role of morphological knowledge in language mastery, particularly in EFL contexts, contributing to existing theoretical frameworks on language acquisition.

The study suggests the need for morphology teaching in language curricula and calls for ongoing research and innovation. It provides valuable insights into morphological knowledge acquisition by 11-12 year old EFL learners but acknowledges limitations such as a small sample size and focusing on gender differences and question difficulty. Other factors like language proficiency, learning strategies, and socio-cultural background may also influence this knowledge [17]. The study's limitations include a single assessment tool for measuring morphological knowledge, which could be improved by using a combination of methods. Future research should also investigate the developmental trajectory of morphological knowledge in EFL learners and examine the effectiveness of instructional interventions targeting gender-specific needs for practical insights [18].

This study scrutinizes the acquisition of morphological knowledge in EFL learners using sociocultural theory. The theory suggests that language learning is a socially situated process influenced by interactions with others and cultural contexts. Gender differences in performance can be understood within the context of socio-cultural influences on language use and learning experiences [13, 16]. Cultural norms and practices can impact language development and performance, with boys often given more opportunities for linguistic engagement, leading to higher morphological knowledge scores, while girls may face cultural barriers or social expectations affecting their language learning experiences and outcomes [19, 20].

This study highlights the importance of considering socio-cultural factors when developing instructional strategies for language learning. Language is embedded in a sociocultural context, and certain morphological structures may be more familiar or relevant to certain cultural or linguistic backgrounds [13]. By incorporating culturally relevant examples and contexts, educators can create a learning environment responsive to students' sociocultural backgrounds, promoting deeper engagement and understanding of morphological knowledge.

**Conclusion.** This study investigates the morphological knowledge of 11-12 year old children in English as a foreign language (EFL) and its influence on gender differences and question difficulty. It highlights the need for gender-sensitive pedagogical approaches to optimise language learning experiences and improve the acquisition of morphological knowledge by tailoring teaching to the specific needs of boys and girls. The study highlights the importance of considering gender differences and difficulty levels in language classrooms. It suggests that educators can strategically address difficult aspects while using easy areas to promote deeper understanding of morphological concepts. However, the study acknowledges limitations, such as a small sample size and a single assessment instrument. Future research should use larger, diverse samples and multiple assessment methods to further understand morphological knowledge acquisition in EFL contexts.

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