

Implementing English Morphological Awareness of Derivation in the Teaching of Vocabulary for Adult Learners

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DOI: 10.22236/JER_Vol4Issue2pp178-188

Vocabulary holds a significant role in language proficiency. When one's vocabulary is limited, producing English both in written and oral form will hardly meet fluency. Morphological awareness reflects on greater improvement of both receptive and productive skills as it promotes vocabulary enrichment. Morphological awareness helps learners make sense of novel words as soon as they find the words. Besides, morphological exposure is recommended to begin since the very young age. However, expecting all young learners to equally receive proper education is too much. As a result, many adult learners remain puzzled of how to effectively improve their vocabulary that helps them perform English fluently. Therefore, this study aims to provide a set of lesson plan containing the appropriate teaching techniques that sufficiently facilitate adult learners to raise morphological awareness using derivations. Besides, it is to confirm that making adult learners to be proficient in language learning is possible. This study is a qualitative research employing participant observation in the form of video recording as the data elicitation technique. It is evident from the findings that there are nine techniques that adequately facilitate morphological awareness for adult language learners.

Keywords: morphological awareness, derivational morphology, adult learners, EFL teacher education

Kosakata memegang peran penting dalam kemampuan bahasa. Ketika kosakata seseorang terbatas, memproduksi bahasa Inggris baik dalam bentuk tertulis maupun lisan sangatlah sulit untuk melakukannya dengan lancar. Kesadaran morfologi menggambarkan peningkatan yang lebih baik dari keterampilan reseptif dan produktif karena kesadaran morfologi meningkatkan kosakata. Kesadaran morfologi membantu pembelajar memahami kata-kata baru sesaat setelah mereka membaca maupun mendengar kata-kata tersebut. Selain itu, input morfologi seharusnya dimulai sejak usia yang sangat muda untuk membuat peserta didik terbiasa dan mampu mengaplikasikannya dalam komunikasi. Namun, mengharapkan semua pembelajar muda untuk sama-sama menerima pendidikan yang tepat terdengar sangatlah sulit bagi sebagian kalangan. Akibatnya, banyak pembelajar dewasa tetap bingung bagaimana cara efektif meningkatkan kosakata mereka yang membantu

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ISSN: 2502-292X, e-ISSN 2527-7448.

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DOI: 10.22236/JER_Vol4Issue2

mereka menggunakan bahasa Inggris dengan lancar. Oleh karena itu, penelitian ini bertujuan untuk menyediakan satu set rencana pelajaran yang berisi teknik pengajaran yang tepat yang cukup memfasilitasi pembelajar dewasa dalam upaya peningkatan kesadaran morfologi menggunakan derivasi. Selain itu, penelitian ini hadir guna mengkonfirmasi bahwa membuat pembelajar dewasa menjadi mahir dalam pembelajaran bahasa sangatlah mungkin. Penelitian ini merupakan penelitian kualitatif yang menggunakan observasi partisipan dalam bentuk rekaman video sebagai teknik elisitasi data. Hal ini terbukti dari pengamatan bahwa ada sembilan teknik yang memfasilitasi kesadaran morfologi untuk pembelajar bahasa kalangan dewasa.

INTRODUCTION

“I’m boring...”, “The different is...”, and “He’s a success businessman...” are three of plethora mistakes that learners make even after having twelve-year study of English. When learners are required to explain what makes English difficult, a large number of population explain the same reason that they do not get sufficient learning at school. It is blurry and confusing. The more they attend class, the more they get confused of what they learn. The only thing they remember is that they have to memorize vocabularies and translate them into Indonesian to be able to read English texts. The explanation from teacher does not clarify their confusion. Rather, the teacher will tell students, most of times, about what grammatical tense is such as, present tense, past tense, and so on. While having this unpleasant condition that has been there for ages, the learning objectives in Indonesian syllabus are actually to enable students to speak fluently and write successfully for communication. With this in mind, it is surely challenging to make the objectives happen.

In the attempt to promote fluent language production, vocabulary plays a very important role. When one’s vocabulary is limited, he will find it difficult to use the target language effectively (Ambrozova, 2014). Jornlin (2015) and Barcroft (2004) explain that morphological awareness meets the needs for L2 learners to enrich vocabulary. The biggest rationale for this notion is the fact that morphological awareness helps learners make sense of novel words as soon as they find the words. Besides, the use of appropriate lexis due to being aware morphologically in communication promotes success to the message transfer. In the study of linguistics, morphology performs to facilitate learners with the knowledge of word. Morphology is a linguistic study placing its focus on the knowledge of words regarding their internal structure, formation, relationship, pairing, as well as meaning (Hanafi, 2016; Kuo & Anderson, 2006; Pounder, 2000). To successfully choose the proper vocabulary when speaking—e.g. success or successful, crowd or crowded, one must load himself with the morphological awareness.

Derivational Morphology

In the study of linguistic, derivation is a member of morphology that focuses on supplementary affixes to create newly different meaning of words from the original version (Aronoff & Fudeman, 2011; Hanafi, 2016; Spencer & Arnold, 1997; Trask, 1993). Fromkin, et al (2013) also states that derivation reflects on lexical function as it forms new meaning due to the additional affixes. Despite the new meaning created from original words, both the original version and the derivational form are morphologically related. Moreover, derivational process is never affected by the rules of any grammatical tenses. For example, the change from present

tense to past tense does not affect the derivational affix. Derivation also impacts on the changing of word classes, e.g. *noun* to *verb*, *verb* to *adjectives* and many others. These word class changes mostly correspond to adding prefix or suffix attached to the original words. That derivation leads to ‘meaning change’ as well as ‘word class change’ spark the unique combination within words. Equally important, derivational morphology does not only propose visible changes of extra prefix or suffix attachment, but also the *zero derivation*. This *zero derivation* is also called *conversion* where no physical change appears to the word formation. But, it is prone to the change of the word stress specifying changes.

Hanafi (2016) mentions that derivation varies within five types; noun marking, verb marking, adjective marking, adverb marking, and precategoryals.

1. Noun marking deals with the additional suffixes to change any word classes, verb, adjective, to noun. The suffixes are *-ty* (difficult → difficulty), *-ness* (kind → kindness), *-er* (teach → teacher), *-ing* (ride → riding), *-age* (marry → marriage), *-ion* (produce → production), *-ment* (manage → management), *-th* (grow → growth), and so on.
2. Verb marking corresponds to the additional prefix or suffix indicating the change from noun or adjective to verb. For instance, prefix *en-* (danger → endanger), suffix *-en* (bright → brighten), suffix *-ize* (custom → customize), and the derivation that happens to change only one feature of the original version (belief → believe/ advice → advise).
3. Adjective marking applies the additional suffix *-able* (accept → acceptable), *-ous* (glamor → glamorous), *-ic* (syllable → syllabic), *-ed* (interest → interested), *-ing* (interest → interesting), *-ive* (support → supportive), *-ial* (influence → influential), and *-al* (instrument → instrumental) to indicate changes from verb or noun to adjective. There are also prefixes that indicate the change to negation to express contradictions (Kreidler, 1998) such as, that *in-* (famous → infamous), *un-* (happy → unhappy), *im-* (mortal → immortal).
4. Adverb marking commonly applies suffix *-ly* to specify change from adjective to adverb. For example, *slow* → *slowly*, *wonderful* → *wonderfully*. However, there also appears zero derivation from adjective to adverb such as, *fast* (adjective) remains *fast* in adverb form. The word *hard* also experiences no change to convert to adverb, *hard* (adjective) → *hard* (adverb).
5. Precategoryals propose additional affix, both prefix and suffix, to convert from other word classes to verb. Nonetheless, this type does not happen in English. In Javanese language, this derivational type exists. For instance, the use of prefix *ng-i* (*uyah* → *nguyahi*), *ny-i* (*cangkul* → *nyangkuli*), *n-i* (*tali* → *naleni*), and *m-i* (*pita* → *mitai*).

In zero derivational morphology, the conversion does not show any change within the words, yet the primary stress of them is the one changing e.g. *contact* in noun → *contact* in verb, *hit* in noun → *hit* in verb, and *drink* in noun → *drink* in verb.

Morphological Awareness and Vocabulary

In morphology, there are three principal domains i.e. (1) inflection, (2) derivation, and (3) compounding. Inflection manages to focus on the additional endings in words indicating the change of tense, gender, amount or many others with neither creating new meanings nor the word class. Derivation, on the flipside, includes the process of word formation by attaching

affix, prefix or suffix, to the original words and the change of word class as well as new meaning. Nonetheless, compounding refers to the process of putting several words into one which then creates newly formed word (McBride-Chang, 2004).

Morphological awareness corresponds to one's ability to notice any morphemic construction within words. Carlisle (1995) believed that this ability appears to be the conscious knowledge that learners recall when dealing with words' structure of morphemes. Oz (2014) and Karimi (2012) confirmed that this morphemic awareness impacts on learners' greater degree of comprehension towards the whole meaning. Besides, Liu and McBride-Chang (2010) explained that comprehension of morphemic structure reflects on the improved proficiency of language skills approving the fact that better receptive skills mean to have better productive skills. Thus, this explicit knowledge about morphemic structure is regarded important for improving the main four skills in language learning i.e. listening, speaking, reading, and writing.

It is emphasized that language learners get much help if they are conscious about the root of the words as they can identify any formation of theirs (Oz, 2014). As it is treated special in linguistic, morphological awareness encourages greater opportunity for learners to recognize novel words without looking it up, one by one, in the dictionary. Language learners are getting more familiar with the morphemic structure of word to interpret meaning. Equally important, students will find it easier to decrypt the spelling of novel or unfamiliar words. When speaking, learners can also benefit the morphological awareness out by getting easier to speak the intended vocabulary in target language. Again, when forming parallel words, learners can appropriately mention the correct lexis e.g. beautiful and cheerful.

Numerous studies such as, Berko (2004) and Tomasello (1997) have presented that morphological awareness can be developed starting from the very young age to grown up. Even so, the process that native speakers of English take to finally comprehend morphemes in derivation will emerge once they grow up. This process keeps on developing as they improve experience in literacy. That native speakers of English take such long time to comprehend is due to the fact that they do not learn it explicitly at school that makes them understand the existence of the process. Despite this, native speakers of English can apply the appropriate derived vocabulary due to their morphemic awareness.

On the other hand, very few realize about how morphological awareness performs in English learners. Lam, et al (2011) confirmed that morphological awareness in language learners (LLs, hereafter) can develop from a number of factors. Firstly, the amount of exposure contributes to the development. The more exposure LLs obtain, the greater the awareness will be. Secondly, the LLs' native language takes part in promoting the knowledge of morphology. When the morphological structure in one's native language is prone to one domain of morphology, that person is more likely to master that domain in English (Ramirez, et al, 2011). Therefore, by emphasizing each domain of morphological awareness, the possibility of LLs maximizing their overall proficiency of target language increases. As previously explained that the urgent need for LLs to obtain derivational awareness outweighs the other two domains, the teaching implementation related to this is encouraged.

Teaching Adult Learners

Before stepping further to how to effectively teach adult language learners, the clear point of view why teaching adult becomes significant must be clarified. Spalding (2013) stated that teaching adult offers more than teaching children can give. The biggest rationale for this is that adult students come to attend the class with the conscious willingness. They come for particular purpose and this internal motivation does impact on their progress and achievement. Moreover, discipline problems are reduced compared to class of younger aged students. This is because they are fully aware how to behave in certain setting that they need nobody to tell them how to behave in classroom setting. Another rationale is that adults are responsible of whatever they learn and acquire on their own. This means that they have their own way to achieve their goals in learning without having teacher to rush them. Surely, teacher's role is to accommodate their learning experience that they can obtain as much as possible. Even so, the learners are mostly on their own in defining their farthest accomplishment. What is more, adult students "*bring more life experience that ultimately give more to each other*" and to the teacher (p.15). Compared to younger aged learners, the greater experience and knowledge do contribute to the more innovative class activities.

Another prominent characteristics of grownup learners are mentioned by Ihejirika (2013). In the study, there are several characteristics of grownups when learning. Firstly, grownups possess plethora of experience and knowledge. They can make use of their personal experience as well as prior knowledge to support their learning process. Secondly, adults are more likely to be practical. This is a really helpful characteristic as it helps improve their skills for real-world capability. Their active contribution in class indicates how far they have absorbed the materials. Thirdly, mature aged students are self-directed. Their independent learning styles allow them to develop themselves in many ways, not necessarily depend on the teacher only. Fourthly, they tend to be more relevancy-orientated. This confirms that they can frame what is really important for them when learning. They relate to whatever is necessary and which is not that they can select the proper part that perfectly meets their needs. This is obviously more beneficial than absorbing anything yet is not applicable for real-life needs.

In the respect of teaching derivation to adult students, there are two main reasons supporting this notion. The first one, Bellomo (2009) explained that the ability of analysis within adult students is obviously greater than children. At the mature age, they are able to sort out which derived word belongs to which category. Field (2004) has the same opinion as Bellomo claiming that information-processing of adult students is the manifestation of mature cognitive performance which mostly contains problem-solving skill and many others. This allows them to better comprehend lesson than those young students who have not mastered the analytical thinking skill. The second factor is that the memorization of structure is never meant for children. Children are meant to acquire the language input while playing and daily interacting. Consequently, derivational knowledge applies best to adult learners.

There emerge some points to pay attention on when teaching adult learners. Those are clear objectives, practical textbook, the use of technology, the setting of learning, and meaningful homework (Spalding, 2013). He clarified that objectives must be set clearly that students notice that all the works done in class mean to bring them closer to their goals. Then, the use of textbook that concisely but sufficiently presents necessary materials is a must. The contents of textbook must not comprise too broad and unpractical knowledge. When presenting materials of doing class activities, the use of technology does contribute to students' greater

excitement and involvement. This also encourages greater degree of comprehension. Likewise, the setting that learners are surrounded in have to maximally facilitate their learning needs such as, wide space for doing hands-on activities, group discussion, or role-play performance. In the same way, meaningful homework manages to bridge learning during one meeting to another, not between the meetings only.

Research Objective

Due to the fact that great exposure and some period of time do impact on students' best awareness, many experts suggested that morphological awareness tasks should better be implemented since primary level. Another notion supporting this is the fact that young learners have the brain plasticity during their critical period which can acquire and store any input better in the long term memory (Field, 2004). The more exposure they receive when they are children, the better language competence as well as production they have.

While a number of studies agreed on this notion, this paper will further focus on the discussion of raising morphological awareness through the teaching of derivation for adult language learners. This aims to prove that the possibility for adult learners to be fluent does exist. In addition, Bellomo (2009) and Carstairs-McCarthy (2001) supported this idea of exposing morphological awareness for adult students due to their better capability of analysis. They confirmed that better analysis skill is significant to enrich the vocabulary of L2, whatever their L1 is. Hence, this paper proposes one significant research objective which is to discover the most eligible techniques for teaching language class of adult learners.

METHOD

Research Design

This study applied qualitative research as the approach to answer the research question which was to figure out the suggested teaching techniques by an experienced language teacher. Qualitative approach contributes to the data elicitation method through interpretation of words collected from any methods that are commonly applied in qualitative study. This study conducted observation in the form of video recording where the researcher got involved as the participant to authentically experience the real situation. This participant observation is strongly beneficial to avoid manipulated result of observation as the observer is one of members within the society. The researcher of this study is one of teachers of peer teaching in one of English schools in Mataram, West Nusa Tenggara, Indonesia. This is to say that the researcher took part in the teaching learning process as well as the observation process using video recording. The age range of adult students is from fourteen to thirty years old.

The video recordings were done two times. The first one was in February and the second is held in March. After eliciting sufficient data for the study, the script was composed to find out the implemented techniques for teaching adult learners. Next, the nine techniques derived from video recordings were categorized into groups. Then, the nine techniques were elaborated for findings and discussion of the study.

FINDINGS AND DISCUSSION

Suggested Techniques of Teaching Derivation to Adult Learners

In countries across the world, classroom activities that can raise morphological awareness are supported through daily routines. One of which is the literary tasks for students to acquire novel lexis without attempting to only focus on vocabulary enrichment (Barcroft, 2004). Likewise, the language examples by teacher when giving instructions also works best to raise students' awareness of morphology. Unfortunately in Indonesia, the spoken use of target language being learned is infrequently exposed to students in class. As English is treated as foreign language in Indonesia, the only exposure that students should at least get is at school. Nevertheless, this expected exposure does not commonly exist given the fact that many Indonesian teachers expose their students with grammatical tense and workbook answering only.

Given the fact that knowledge of vocabulary plays a significant role on language learning, any method of enrichment is essential. One of which is the implementation of morphological awareness of derivation in the language teaching. This aims to facilitate the increased exposure for LLs. In regard to the advantages as well as important points explained beforehand, teaching derivation in purpose of increasing morphological awareness to adult students is no longer doubtful. Moreover, after conducting participant observations, nine teaching techniques are discovered. In this section, therefore, the techniques of teaching derivation are presented. Since material of derivational forms is very broad, teacher should better make this focus as separate lesson in several meetings. The teaching practice proposes inductive approach, the introduction of examples comes first than the rules, as it is easier for students to comprehend a rule based on real examples.

1. Review/ warmer

Firstly, no matter how old students are, most students need warming up activity to prepare them ready for learning. This can also get the brain ready to pay close attention on the upcoming material.

2. Presentation of passage/ pre-teaching

This section aims to set context before dealing with the main focus. Especially for adult learners, this kind of activity appears in the form of brief explanation, information from text, simple questions and answers, brainstorming, personal opinion, or even elicitation of personal experience. In this focus of derivation, the pre-teaching section should lead their knowledge to the main focus, which is derivation. The suggested technique to pre-teach is the use of information from text. It is in the form of reading a text containing derivational forms (see Appendix 1 for text example).

3. Elicitation of derivational words

After reading the text, there will be question and answer session to check their comprehension about the passage. Next, teacher allows students to underline the words that are similar, for instance, inform – information, kind – kindness, ride – riding, and many more. This identification process raises the students' awareness of derivational forms.

4. Presentation of derivation

The teacher has to list the derivational words and drill them briefly aiming to get them familiar with the derivational word partners. Another way, teacher can ask the students to list the words on the board for the spelling practice. By listing, students can clearly see the correct spelling, the difference, and the change from one to another. Before explaining on

her own, it is better for teacher to elicit answers from students if they are familiar with such examples or even know the term. This intends to give students opportunity to share prior knowledge. This also triggers active participation and confidence. Besides, this encourages students' curiosity to prepare themselves ready before getting the lesson as their answer matters in class. Then, teacher can start explaining in details about what relationship that those underlined words have. Before going further, teacher needs to make sure of the learners' comprehension of the material presented.

5. Drilling

In this stage, quick exercise is presented. This is to foster the simplest comprehension of the material and to lift up the students' energy for further activities, the implementation of knowledge. This activity also manages to improve morphemic awareness towards the change of the words. This drilling has to be done orally to make it as simple as possible. There are a few suggested games that can be done for drilling, they are *spin the marker and say*, *pass the ball*, *board race*, and so on. Although the students participating are not children, this kind of excitement must exist to bring out their best excitement.

6. Written practice

Despite the urgent necessity for learners to communicate fluently, written exercise remains necessary to perform in order to practice spelling. This can be done through a number of activities such as, *fill in the blank*, *name the word partner*, and etc.

7. Communicative practice

This practice must promote communication between or among students using the focused derivational words. Role-play is one of the best suggestions for communicative practice. Teacher has to provide them with prompt cards containing both the base and derived words. After that, they can work in groups and make sentence from their prompt cards. To be challenging, they have to create dialogue using the words from the group members' cards. Before doing the role-play, teacher can start with the example done by her, with one of students, or making the students do the examples by following the teacher's instruction. The best instruction by teacher is the one that is clear by word as well as by visual help. Some adult learners may only need words to do things, yet some others may need real examples right before their eyes.

8. Freer production

This stage should combine the knowledge from today's lesson plus creativity. Teacher can ask them to write a story containing the presented derivation words. They can also use the words that are not presented that day, usually from their prior reading. Freer production is regarded as the cool-down yet active production given that they can create the story freely. What makes this stage different from the previous one is that communicative practice stage commonly needs prompts for students to develop in speaking practice. Nevertheless, this stage is prone to free imagination and creativity of the students.

9. Homework assigning

As mentioned previously that meaningful homework is compulsory to maintain what students have acquired to the next lesson, this stage should not be discarded. The homework can be in the form of identifying other passage of its derivational words. If necessary, teacher can ask them to find out the explanation of the change.

CONCLUSIONS

To sum up, raising morphological awareness can perform in many ways. One of which is the teaching practice. The teaching learning process must include identification section and more written as well as oral practices to get the students familiar with the form and the use of them in real-life communication. It is evident that there nine suggested steps for teaching language class to adult learners; ¹warmer/review, ²pre-teaching, ³elicitation, ⁴presentation/core activities, ⁵drilling, ⁶written practice, ⁷communicative practice, ⁸freer production, and ⁹homework. The great exposure of written as well as oral form in class surely promotes greater comprehension. Moreover, they implement what they have learned in a communicative way. This obviously contributes to better comprehension and communicative language production. In spite of the fact that adult learners are considered late to learn derivational morphology by most research studies, the appropriate selection of the effective and relevant teaching techniques, as explained in the findings and discussion section, manage to promote morphological awareness of derivation in an active and communicative way.

As this research places its focus on derivation to raise adult learners' morphological awareness, it is recommended to explore the other aspects in morphology which are also constructive for better language comprehension and production. Furthermore, it is also suggested to limit the focus more narrow such as, the contribution of the morphological awareness in either accuracy in speaking or performance in writing.

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APPENDIX

Choosing Medical Treatments

When you're **ill**, it isn't always easy to get well again. There are lots of medicines and other ways to **treat health** problems. You may hear about some from a friend or you may see an ad on TV or in the newspaper. Your doctor may also recommend a **treatment**.

It is the Food and Drug Administration's (FDA) job to make sure the medicines and other treatments people buy are safe and really work. Most treatments you can buy have the FDA's approval; however, some do not.

Sometimes there are no FDA approved treatments that may help you. This is mainly true for **illnesses** like some cancers and AIDS. This is also true for chronic illnesses like arthritis.

There are many unproven treatments that may or may not work. A couple you may have heard of are:

- ✓ Imagery – You learn to imagine yourself in a certain way. For example, you might be guided to think of yourself as very strong or **healthy** and think of your sickness as weak and easy to destroy.
- ✓ Biofeedback – You try to make yourself better by learning to control body functions like your heart rate, temperature, and muscles.

If you want to try an unproven treatment, talk to people who have tried it. Ask them about everything that happened during and after the treatment – both good and bad. Ask the person who is giving the treatment what kind of training they've had and how long they have

been doing the treatment. Also, find out how much it will cost. Health insurance may not pay for unproven treatments. Before you try an unproven treatment, talk to someone who knows about it like people working **pharmacy**, or your doctor that you're thinking about trying it. **Consultation** with the special people working in health medical industry must provide safe suggestion.

Watch out for phony treatments. People who sell phony health products often use tricks to gain your trust and get your money. Question ads that talk about: secret formulas; amazing breakthroughs or miracle cures; and, quick, painless, or guaranteed cures. Phony medicines or treatments cheat you out of money and some can make you even sicker. **Consult** your doctor or **pharmacist** about treatments that may help you.