

**The Attitudes of Secondary Students
towards the Impact of Explicit Derivational
Suffixes Instruction on English Reading
Comprehension**

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اتجاهات طالبات المرحلة الثانوية نحو أثر التدريس المباشر للواحق الاشتقاقية على الفهم القرائي باللغة الإنجليزية

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المستخلص:

هدفت الدراسة الحالية إلى الكشف عن اتجاهات طالبات المرحلة الثانوية نحو أثر التدريس المباشر للواحق الاشتقاقية على الفهم القرائي باللغة الإنجليزية. اللواحق الاشتقاقية تعتبر أحد أهم العمليات الصرفية التي يمكن من خلالها بناء العديد من الكلمات في اللغة الإنجليزية. الوعي الصرفي تجاه اللواحق الاشتقاقية له علاقة مباشرة بتحسين عملية الفهم القرائي والتي تبدأ من القدرة على تخمين معاني الكلمات والتعرف عليها. وعلى الرغم من أهمية الوعي الصرفي وتحديد اللواحق الاشتقاقية إلا أن العديد من الأدبيات تشير إلى تجاهل تدريسها في صفوف اللغة الإنجليزية. من أجل تحقيق هدف الدراسة استخدمت الباحثتان الاستبانة على عينة قصدية تكونت من (٢٤) طالبة من المرحلة الثانوية وتم استخدام الإحصاء الوصفي لتحليل البيانات. توصلت الدراسة إلى أن معظم اتجاهات الطالبات بصفة عامة إيجابية، كما أن درجة اتجاهاتهن عالية في محور الخاصية المعرفية مقارنة بمحوري الخاصية السلوكية والوجدانية مما يؤكد الدور الهام للواحق الاشتقاقية في تيسير الفهم القرائي. أوصت الدراسة بأهمية تدريس العمليات الصرفية وخاصة الاشتقاق لتحسين مهارة القراءة.

الكلمات المفتاحية: التدريس المباشر، الاشتقاق، الوعي الصرفي، اتجاهات طالبات اللغة الإنجليزية كلغة أجنبية، القراءة.



The Attitudes of Secondary Students towards the Impact of Explicit Derivational Suffixes Instruction on English Reading Comprehension

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ABSTRACT:

This study intended to divulge the attitudes of secondary students towards the impact of explicit derivational suffixes instruction on English reading comprehension. Derivational suffixes are morphological means that form numerous words in English language. The conscious awareness of derivational suffixes is linked to successful reading comprehension that starts with efficient word inference and recognition. Alpite the importance of morphological awareness to reading skill, a plethora of literature indicates that explicit teaching of English morphology is ignored in EFL classrooms. The study participants consisted of (24) Saudi EFL secondary stage students purposively selected. The researchers developed a questionnaire to obtain the information and used descriptive statistics for analysis. The results showed that most students exhibited overall positive attitudes towards the instruction. Moreover, the findings displayed a high score in the cognitive aspect of their attitudes compared to the affective and behavioral ones, suggesting the facilitative role of derivational suffixes in reading comprehension. The study provides insights regarding the importance of including explicit teaching of morphology, particularly, derivation in developing reading skill.

Keywords: explicit instruction, derivation, morphological awareness, attitudes of EFL students, reading.

Introduction:

Vocabulary is one fundamental aspect of language that is considered the bricks of language edifice. Building students vocabulary is essential for effective language use, particularly in reading, as they are expected to have sufficient knowledge of complex vocabulary to understand texts. Thus, teachers need to carefully consider choosing strategies that could foster and benefit vocabulary acquisition in meaningful and enjoyable activities (Gede, 2021). However, deficiencies in vocabulary repertoire are still a major obstacle that encounters teachers in classrooms, especially in advanced stages. Morphological awareness entails the conscious knowledge of the internal structures of words or *morphemes* by recognizing, reflecting on, and manipulating them to create new words (Carlisle & Feldman, 1995). Morphological awareness has a strong and indirect bond to recognizing complex words and the development of reading comprehension (Kuo & Anderson, 2006). It is positioned within the sub-lexical features of a language, but it influences the lexical level that is the ability to spell, read, and recognize words, and eventually, the supra-lexical level involving reading comprehension and writing (Brimo, 2016).

Derivation is a morphological process that creates words within a language using prefixes and suffixes (Booij, 2007). According to Kirby et al. (2012), knowledge of derivation is one eminent word formation process that continues to develop in children throughout schooling years and is not developed as early and naturally as inflections. That is because the difficulty of reading texts increases containing more sophisticated and passive words that are not commonly used in conversational contexts. Derivational suffixes have an idiosyncratic role in forming many complex words. For example, *creation*, *creational*, *creative* are words of different meanings for one lexeme *create*. Hence, having morphological awareness of derivational suffixes contributes to development of reading comprehension (Amirjalili & Jabbari, 2018; Cheng, 2022; Tyler & Nagy, 1989).

Despite the importance of derivational morphology in expanding students' chances to learn and infer many complex words, it's ignored in EFL teaching practices and materials. One possible reason is the heavy reliance on using the communicative approach to teach vocabulary implicitly and neglecting the explicit ones (Badawi, 2019). Adopting such an extreme dogma in language teaching resulted in numerous language problems, specifically, in reading comprehension

where students are expected to have strong grasp of lexical knowledge to overcome reading predicaments found in English complex and opaque words.

Therefore, this study aims to measure students' attitudes towards the impact of explicit teaching of derivational suffixes on reading comprehension. The findings of the study are expected to fill in the practical gap found in the lack of adopting explicit teaching of derivational processes in EFL/ESL classrooms by drawing educators' and curriculum developers' attention towards the problem. Moreover, the current study is one of the few studies that aims to increase literature regarding the importance of derivational suffixes in reading comprehension by displaying EFL students' attitudes towards the facilitative role of learning them.

1.2 Objective and Research Question

The research aims to achieve the following objective:

1. To explore the attitudes of secondary students towards the impact of explicit derivational suffixes instruction on English reading comprehension.

To achieve the objective, the research at hand answers the following question:

1. What are the attitudes of secondary students towards the impact of explicit derivational suffixes instruction on English reading comprehension?

2. Literature review

2.1 English Morphology and Morphological Awareness

Morphology is a branch of linguistics that studies word forms and their composing structures and uses (Matthews, 1991, p.3). Morphemes are the focus of this branch and are defined as the smallest meaningful units that compose words, and they are either *free* or *bound* (Haspelmath & Sims, 2010). According to McCabe (2011), free morphemes can stand dependently in the sentence because they carry content or functional meaning (e.g., *paper* & *of*). Roots are also free morphemes that cannot be segmented further (e.g., *hear*). On the other hand, bound morphemes cannot stand dependently unless attached to a free morpheme (e.g., *un-* in *unlock*). Bound morphemes are known as affixes, and they are prefixes, infixes, and suffixes. Nevertheless, infixes are rare in English (Igaab & Kareem, 2018). Affixes come

under two basic categories: *derivational* morphemes and *inflectional* morphemes.

According to Yule (2017), English derivational morphemes include prefixes and suffixes used to create new words (e.g., *dis* in *disconnect*) or assign them to different grammatical categories (e.g., *able* in *read-able*). Inflectional morphemes, on the other hand, include suffixes only and indicate grammatical function rather than making new words (e.g., *plays*, *playing*, *played*). Pedagogically, the conscious awareness of these morphemes has a positive impact on the development of students literacy skills, and derivational morphemes, specifically, have a significant contribution to language learning in general and to reading comprehension (Carlisle, 2003; Hengli, 2018).

2.2 Derivational Suffixes and Reading Comprehension

Derivational suffixes have a major role in reading comprehension, particularly in academic settings. Since most reading texts in higher educational stages include complex and technical words that are not normally used in daily social interactions. A plethora of EFL research still displays the relationship between reading comprehension predicaments and vocabulary size. In a study conducted on EFL learners by Kasim and Raisha (2017) indicated that the majority of reading comprehension challenges measured (69%) stem from unfamiliar vocabulary when trying to understand English texts. Furthermore, Hezam, Ali, Imtiaz, Saifi and Rezaul Islam (2022) found that deficiency in vocabulary was a core challenge in reading comprehension. Also, Ramadhianti and Somba (2023) reported that understanding vocabulary was one challenge among many complex reading comprehension problems. One reasonable explanation for these difficulties is that weaknesses found in the lower-level (sub-lexical knowledge) are expected to impede progression towards higher levels (word recognition and reading comprehension) (Grabe, 2009).

Knowledge of derivational suffixes is a cognitive word learning strategy for amplifying and accelerating vocabulary repertoire in terms of knowing different parts of speech of the same word (Curinga, 2014; Shoeib, 2017). For example, students who know the word *educate* can easily learn the complex word *education* and *educational* as a word family with each word having significant meaning used in different sentences, unlike inflected words which almost have fixed meanings *read*, *reads*, *reading*. Furthermore, inflections were indicated to develop in children prior to schooling years (Kuo & Anderson, 2006). This can be clearly observed in the premier works of Brown (1973) in



L1 and Bailey, Madden, and Krashen (1974) in L2, which indicated that acquiring inflectional morphemes is developmental and systematic. Unlike inflections that develop naturalistically, Birch (2007) states that native speakers acquire derivational morphemes through instruction, hence, it is immensely crucial to teach L2 learners derivational processes explicitly.

2.3 Awareness Aspects of Derivational Suffixes

Knowledge of derivational suffixes is often characterized by three elemental aspects that vary in rate and complexity. Tyler and Nagy (1989) mention these aspects as follows:

1. *Relational aspect*: is the primary and prerequisite component aspect of derivational awareness. It is the least cognitively demanding aspect that requires only accurate identification of the internal structure or word units. For instance, learners who possess relational awareness of the word *argument* can identify the base *argue* from its attached suffix *-ment*.
2. *Syntactic aspect*: is a higher-level aspect of derivational awareness that demands assigning words to syntactic categories depending on the attached suffix (e.g., X-al adj; X-ity N). Learners are expected to know that *argue* is the verb, and adding the suffix *-ment* in *argument* changes the word into a noun.
3. *Distributional aspect*: is the most complex aspect and lastly acquired. It demands to understand that suffixes are constrained to the syntactic category of the base or the root. For example, learners need to know that the suffix *-ful* cannot be attached to the word **argueful* as the word *playful*.

2.4 EFL Learners Attitude

Gardner (1985) defines attitude as learners' collection of psychological predispositions and beliefs resulting in acting or evaluating behaviors in certain manners. Allport (1935) as cited in Fazio (2007), views attitude as a state of neural readiness shaped through experience. From a more comprehensive point of view, Wenden (1991) provides a meticulous definition for attitude as consisting of three components or aspects: *cognitive*, *affective*, and *behavioral*. The cognitive aspect refers to ideas and opinions towards an object or event. The affective aspect entitles emotions and feelings as likes or dislikes towards an object or event. The behavioral one governs displayable actions towards an object or event as well as the

tendency to adopt them. These aspects are normally used in language learning research to gauge the degree of the attitude.

Baker (1988) as cited in Ellis (1994, p.199), portrays the characteristics of attitude in discreet points as follows: (a) attitudes are cognitive and affective, (b) they are dimensional, not bipolar, because they vary in the scale of 'favorability' and 'unfavorability', (c) attitudes affect actions yet the relationship between them is not strong, (d) attitudes are learnable, not preprogrammed or genetically endowed, (e) they might be resistant to change but are mutable through experience.

Gardner (1985) believes that attitude serves as one of the most impactful factors besides 'integrativeness' (learners' willingness to become part of the L2 community) that influences level of motivation, which is often considered a key component in language learning success. In other words, a positive attitude boosts motivation, ultimately leading to greater mastery in language learning (Tódor & Dégi, 2016), while a negative attitude decreases motivation, hence language learning, because of the rarity of input exposure and interaction (Brown, 2007). Researching learners' attitudes is essential because the information obtained facilitates teachers lesson planning, material organization, and method selection to address learners' psychological barriers and various problems in the language learning process (Larasati & Simatupang, 2020; Yuliani, Najmiah, Hamdani, & Pratolo, 2023).

2.5 Related Studies

The study of Yen and Thanh (2023) investigated EFL intermediate students' attitudes towards the effect of teaching morphological knowledge on the degree of lexical complexity and quality of academic essays in Vietnamese context. The participants of the study were divided into an experimental group (17) and a control group (20). After 14 weeks of morphological instruction, the researchers employed a pre-questionnaire and post-questionnaire on an experimental and control group. Positive attitudes were indicated in the experimental group and no change of attitudes in the control one.

Using questionnaires, the study of Astutik (2023) was conducted to analyze students' interest and attitude regarding learning morphology in online classes during COVID-19 pandemic. The sample of the study consisted of 34 students in English Education Department at UIN Salatiga. The students showed interest and curiosity towards morphological instruction. Moreover, the data revealed an overall

positive attitude in its three aspects: cognitive, affective, and behavioral.

Hmeadat and Yunus (2020) researched EFL teachers' attitude towards employing morphological instruction in their classrooms. Questionnaires were distributed to 150 teachers from different municipalities in Jordan. Surprisingly, the teachers showed dearth of competence in morphological awareness as an outcome of reducing the significance of morphological knowledge in developing students reading and writing skills.

One of the few studies that focused on teaching derivational suffixes on morphological awareness and vocabulary learning and measuring students' attitudes towards it, the study of Nguyen (2021) focused on the impact of teaching derivational suffixes on morphological awareness and vocabulary learning of secondary stage EFL students. Employing pretest-posttest and semi-structured interviews on 68 participants randomly assigned into an experimental and a control group. The results indicated that morphological instruction had a positive effect on students' morphological awareness and learning of complex words compared to the control group. Furthermore, students showed positive attitudes towards morphological awareness as a vocabulary learning technique.

The prementioned studies asserted the importance of morphological awareness in developing literacy skills in English language, mainly through experimental instruction and gauging attitudes towards it. It is noteworthy that attitude studies, as indicated by Yen and Thanh (2023), Astutik (2023), and Hmeadat and Yunus (2020), focus on the effectiveness of general morphological awareness, and that Nguyen (2021) study is one of the few ones that focused on the impact of teaching derivational suffixes on morphological awareness and vocabulary learning and measuring students' attitude towards the instruction. To the best of the researchers' knowledge, there is an evident dearth of research studies dealing with derivational suffixes and their relation to reading comprehension, and if they exist, are purely experimental and do not gauge students' attitudes. For this reason, this study attempts to shed the light on EFL secondary students' attitudes towards the impact of explicit derivational suffixes instruction on reading comprehension to provide teachers, researchers, and curriculum developers with insights that would help in enhancing methodological implementation and teaching materials.

3. Methodology

3.1 Participants

After obtaining consent, a purposive sample of 24 Saudi EFL secondary school students was selected to receive explicit instruction on derivational suffixes during their regular English reading classes.

3.2 Instrument and Data Collection

A questionnaire was prepared by the researchers and employed to gather data on the attitudes of EFL secondary students towards the impact of explicit derivational suffixes instruction on reading comprehension. The questionnaire consisted of three sections based on Wenden's (1991) three aspects of attitude aimed at measuring students' attitudes (see Appendix A). The first section comprised five items focusing on *the cognitive attitude*. The second section assessed *the affective attitude* through five items, while the final section gauged *the behavioral attitude* with another five items. Each item had five response categories: Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD), and Disagree (D). The scoring was based on a five-point Likert scale, with a score of 5 for SA, 4 for A, 3 for N, 2 for D, and 1 for SD.

3.3 Intervention

Students were exposed to the instruction during regular reading classes. The instruction lasted for one month, that is two classes each week. The instruction was based on explicit teaching steps from Amirjalili & Jabbari (2018), Nation and Bauer (2023), and Badawi (2019) included the following: In an introductory class, students were familiarized with basic morphological concepts and key terms such as *root*, *base*, *derivational suffix*, and *part of speech*. The researchers relied on the student's textbook for selecting derivational suffixes and complex words to focus on (e.g., noun making suffixes (-er, -ness, -ation, -ment), adjective making suffixes (-ful, -less, -ic), adverb making suffix (-ly)). In the pre-reading stage, these words were analyzed into roots, bases, and suffixes (e.g., *electric* + *ity* = *electricity*) and used in meaningful sentences with different parts of speech. After that, the researchers distributed worksheets including various types of practices, such as analyzing complex words into identifiable units, using them in meaningful sentences, and sentence completion.

3.4 Data Analysis

The students were categorized as either having a good or poor attitude towards explicit derivational suffixes instruction on reading



comprehension, based on their calculated attitude scores. The attitude score for each domain was obtained by summing the students' responses within each domain and across all domains to derive an overall attitude score.

For each domain, the minimum attainable score was 5, while the maximum was 25. A student achieving a score of 23 or higher in each domain was considered to have a good attitude in that specific domain. As for the overall attitude score, the minimum was 15, and the maximum was 75. Students scoring 70 or above were regarded as having a good overall attitude towards explicit derivational suffixes instruction on reading comprehension, while those scoring below 70 were deemed to have a poor attitude.

To analyze the attitude towards explicit derivational suffixes instruction and the extent to which it is vital to incorporate teaching them in reading classes, frequency distribution, mean, and standard deviation were utilized. A bar plot was employed to visually represent the distribution of the attitude among students.

3.5 Reliability and Validity of the Questionnaire

The validity and reliability of the questionnaire content were assessed using correlation analysis and Cronbach's alpha statistic, respectively. Validity refers to the extent to which a questionnaire measures what is intended to be measured, while reliability analysis assesses the consistency of measurements. A high correlation coefficient ($r \geq 0.50$) suggests good criterion validity, indicating that the questionnaire effectively measures the desired construct. Cronbach's Alpha statistic evaluates the internal consistency of the questionnaire. A Cronbach's Alpha greater than 0.7 indicates good internal consistency, suggesting that the items in the questionnaire consistently measure the same attribute.

Table 1 shows the validity result of the questionnaire. A correlation value of 0.795 suggests a strong positive relationship between the cognitive attitude and the overall attitude score. Similarly, a correlation value of 0.772 indicates a strong positive relationship between the affective attitude and the overall attitude score. An even stronger positive relationship was shown by a correlation value of 0.843 between the behavioral attitude and the overall attitude score. The strong and statistically significant correlations in each domain and the overall attitude scores indicate that the scale has good criterion

validity. This means the scale effectively measures what it is intended to measure.

Table 1: Correlation between each attitude domain and the overall attitude scores

S/N	Domain	Correlation Value	Sig
1	Cognitive Aspect	0.795	< 0.001
2	Affective aspect	0.772	< 0.001
3	Behavioral aspect	0.843	< 0.001

The Cronbach's Alpha values in Table 2 demonstrate the internal consistency of the items within each domain of the attitude scale. The cognitive aspect, with a Cronbach's Alpha of 0.804, indicates good internal consistency, meaning the items reliably measure the same construct. Similarly, the affective aspect has a Cronbach's Alpha of 0.799, also suggesting good internal consistency. The behavioral aspect, with a Cronbach's Alpha of 0.755, shows acceptable internal consistency, indicating that the items consistently measure the same construct, though slightly less consistently compared to the cognitive and affective aspects. The overall attitude scale, with a Cronbach's Alpha of 0.825, demonstrates good internal consistency, suggesting that the combined items across all domains reliably measure the overall attitude towards explicit derivational suffixes instruction on reading comprehension.

Table 2: Cronbach's Alpha statistic for items reliability

S/N	Domain	Items no	Cronbach's Alpha
1	Cognitive Aspect	5	0.804
2	Affective aspect	5	0.799
3	Behavioral aspect	5	0.755
4	Overall attitude	15	0.825

4. Results and Findings

Table 3 presents the descriptive statistics for the domain and overall attitude scores towards explicit derivational suffixes instruction on reading comprehension. The higher the score, the more positive the student's attitude towards the instruction. The cognitive attitude domain had the highest mean score of 27.71, with a standard deviation



of 1.04, suggesting that students generally had a very positive cognitive attitude towards explicit derivational suffixes instruction. The minimum score in this domain was 22.00, indicating a consistently high cognitive attitude across students.

The affective attitude domain had a mean score of 24.04 and a standard deviation of 1.27, indicating a generally positive affective attitude towards the instruction, though slightly less positive than the cognitive attitude. The behavioral attitude domain had a mean score of 23.67 and a standard deviation of 1.52, suggesting that while students' behavioral attitudes were positive, they were somewhat more varied compared to the cognitive and affective attitude.

Generally, the students' overall attitude score had an average of 71.42, indicating a good attitude towards explicit derivational suffixes instruction on reading comprehension.

Table 3: Descriptive statistics of domain and overall attitude scores

No	Domain	Minimum	Mean	SD	Maximum	Order
1	Cognitive attitude	22.00	27.71	1.04	25.00	1
2	Affective attitude	20.00	24.04	1.27	25.00	2
3	Behavioral attitude	20.00	23.67	1.52	25.00	3
4	Overall attitude	63.00	71.42	3.09	75.00	

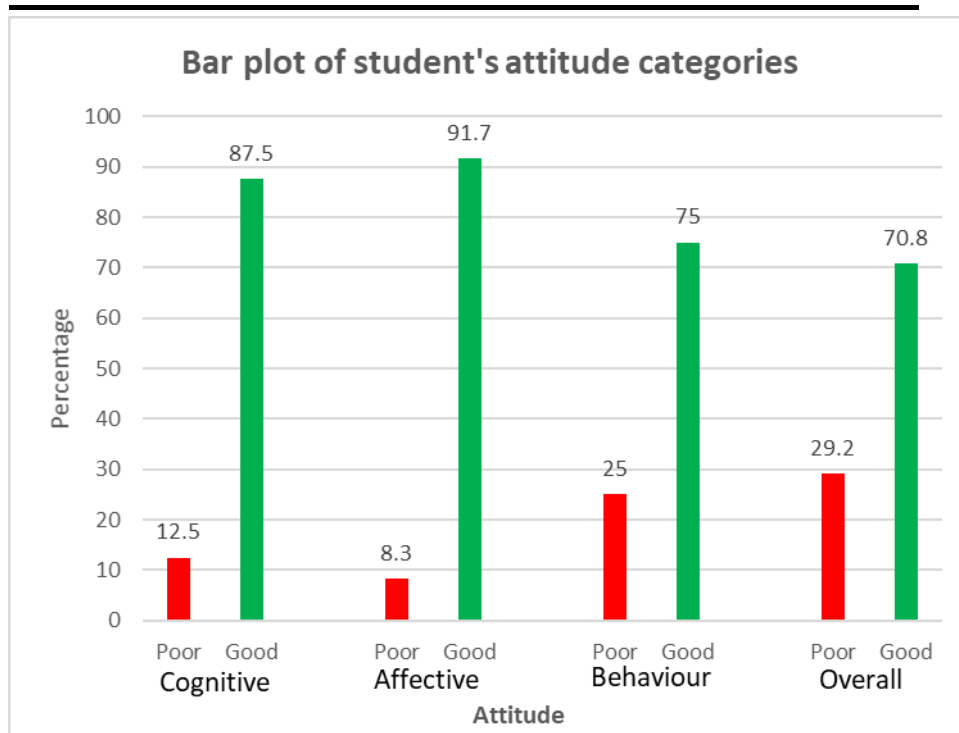


Figure 1.0: Bar plot of student's attitude categories towards explicit derivational suffixes instruction on reading comprehension

The plot shows that the majority of students had a positive attitude towards explicit derivational suffixes instruction on reading comprehension. Specifically, 87.5% of students have a good cognitive attitude, 91.7% have a good affective attitude, and 75% have a good behavioral attitude. Overall, 70.8% of students have a positive attitude, while 29.2% have a poor attitude. This distribution indicates a generally favorable reception of the instruction among the students. The results clearly indicate the significance of teaching explicit derivational suffixes in reading classes. With the majority of students demonstrating positive attitudes towards explicit derivational suffixes instruction on reading skills across cognitive, affective, and behavioral domains, it underscores the importance of incorporating such instruction into reading curricula.

5. Discussion

The study aimed to identify the attitudes of EFL secondary school students towards the impact of explicit derivational suffixes instruction on reading comprehension. The findings are consistent with the study



of Astutik (2023) indicating that students exhibited positive attitudes across cognitive, affective, and behavioral domains towards morphological instruction. Moreover, the results are in line with the study of Yen and Thanh (2023) and Nguyen (2021) emphasizing the importance of incorporating morphological instruction in developing vocabulary learning and, hence, literacy skills.

One noteworthy result is the high mean scores observed across all attitude domains, particularly in the cognitive aspect domain, suggesting that derivational suffixes facilitate reading comprehension process. The significantly positive correlations between each domain and the overall attitude scores further validate the effectiveness of explicit derivational suffixes instruction in fostering favorable attitudes among students. These findings suggest that students perceive the instruction as valuable and facilitative to the process of reading comprehension.

The descriptive statistics provide valuable insights into the distribution of attitudes scores among students. The higher mean scores in the cognitive and affective domains compared to the behavioral domain indicate a stronger positive reception towards the instruction. However, the slightly lower mean score in the behavioral domain suggests that students' behavioral attitudes may be more varied or influenced by factors beyond the scope of the instruction itself.

The overall attitude score, with a high average of 71.42, reflects a generally positive attitude towards the impact of explicit derivational suffixes instruction on reading comprehension among students. This finding underscores the significance of incorporating morphological instruction into reading curricula to enhance students' reading comprehension and promote a positive learning environment. Moreover, the bar plot illustrating student attitude categories visually reinforces the prevalence of positive attitudes among the majority of students, highlighting the overall success of the instructional approach.

6. Conclusion

The goal of this study was to measure the attitudes of EFL secondary students towards the impact of explicit derivational suffixes instruction on reading comprehension. The positive attitudes exhibited by students across cognitive, affective, and behavioral domains underscore the effectiveness of derivational suffixes instruction in facilitating reading comprehension. Among the three aspects of attitude, students scored high in the cognitive aspect, emphasizing that

derivational suffixes help in sustaining efficient reading comprehension. These findings have insightful implications for educators and curriculum developers, highlighting the value of integrating morphological instruction systematically and consistently to foster students' autonomy in overcoming word recognition predicaments in reading. One of the limitations of the study is the minor number of participants. Further studies should include a larger number of participants from higher educational stages to validate and support the indicated results. Moreover, experimental studies in different EFL/ESL contexts need to be conducted to affirm the current findings.



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Appendices
Appendix A
Research Instrument: Questionnaire

Dimensions	No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<i>The Cognitive Aspect</i>	1	Knowledge of derivational suffixes helped me recognize complex words faster					
	2	Knowledge of derivational suffixes helped me infer the meaning of words					
	3	Knowledge of derivational suffixes supports my overall reading comprehension of texts					
	4	Knowledge of derivational suffixes helped me organize my knowledge of English words					
	5	Knowledge of derivational suffixes helped me memorize new complex words					
<i>The Affective</i>	1	It is interesting and fun to learn					

<i>Aspect</i>		derivational suffixes					
	2	I feel confident reading new complex words after learning derivational suffixes					
	3	I like practicing derivational suffixes					
	4	I want to learn more about derivational suffixes					
	5	Teaching derivational suffixes is necessary in reading classes					
<i>The Behavioral Aspect</i>	1	The instruction improved my pronunciation of complex words					
	2	The instruction helped me name different parts of speech easily					
	3	The instruction helped me distinguish between different parts of speech of the same word					
	4	The instruction helped me define essential					



	concepts such as morphology, morphemes, and derivation						
5	The instruction helped me develop and apply a new reading strategy through derivational suffixes						