Morpheme Awareness and Its Significance to Language Learning

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Abstract
As the smallest language unit, morpheme is the smallest combination of language and semantic. In different language systems, morphemes have different forms of expression. Morpheme awareness refers to the awareness of the morpheme structure within the word and the ability to manipulate the structure. Over the years, studies have shown that morpheme awareness plays an important role in improving learners' reading comprehension and vocabulary learning. As a kind of met linguistic awareness, morpheme awareness is very important in the acquisition and development of language learners, and is gradually paid attention to by language researchers. Based on the study of morpheme awareness, this thesis summarizes the unique contribution of morpheme awareness to reading comprehension, and emphasizes morpheme awareness is helpful to the understanding of semantics and the conjecture of new words. As the result, it is of great significance to improve reading comprehension ability efficiently.

Key words: Morpheme Awareness, Reading Comprehension, Language Learning.

1. Introduction
Morpheme is the smallest combination of sound and meaning. Morpheme awareness refers to the ability and consciousness of learners to manipulate the internal structure of words. The initial research object of morpheme awareness is children with deficiencies in language processing. These children's nervous system, hearing, visual acuity, educational conditions and living environment are not significantly different from other individuals. However, due to some genetic and environmental factors, their reading performance is significantly lower than that of the same age children. Early researchers attributed the causes of Chinese children's dyslexia to other factors, which did not attract enough attention. It was not until 1982 that Chinese scholars' attention confirmed that the existence of Chinese children's dyslexia was related to morpheme awareness and phonological awareness. Now it has become a hot topic in the field of learning disability in China.

The study of dyslexia is mainly divided into two parts: cognitive level and physiological level. Cognitive level includes linguistic level processing defects and non-linguistic level processing defects. The study of morpheme awareness belongs to the study of processing defects at the cognitive linguistic level. Through nearly ten years of research, Chinese scholars have found that morpheme awareness has the following effects on children's language ability: first, it helps children understand the text system; second, it can promote learners' ability to use written and oral vocabulary; third, it can enable learners to recognize compound words accurately and quickly; fourth, improve the ability of parsing and reading comprehension. As we all know, characters can be divided into two categories: one is phonetic characters, i.e. the system of symbols labeled in phonetic form. English is the representative of commonly used phonetic characters; the other is ideographic characters, which refer to the system of characters recorded with symbolic symbols of some significance, while Chinese characters are the representative of ideographic characters. The main feature of phonetic writing is the combination of form, sound and meaning, while the main feature of ideographic writing is the combination of form, sound and meaning. They have different internal structures and similar linguistic characteristics. Whether it is to study the reading ability of children whose mother tongue is English or to study the reading ability of children whose mother tongue is Chinese. The results fully show that morpheme awareness has a significant predictive effect on promoting learners' vocabulary, reading and even listening proficiency, but there are some differences in different word systems.

The study also found that children with dyslexia had different degrees of defects in morpheme awareness, phonological awareness, rapid naming, orthography and homophone selection, and their language processing skills were lower than those of normal children. Morpheme awareness is related to the relationship between word meaning and font shape, thus affecting semantic skills. Berko's research shows that preschool children can use regular tortuous morpheme knowledge spontaneously, but it is not clear when they will begin to guess and recognize compound words according to the inherent structure of vocabulary. Carlisle and Nomandbhoy found...
that the ability to understand morphemes was related to age (Carlisle and Fleming, 2003). Tyler and Nagy also showed that the ability to master morphemes increased with grade (Nagy et al., 2006). Derwing and Baker found that older children had more ability to judge the correct and wrong comprehension of compound vocabulary than younger children. Therefore, it can be seen that morpheme awareness can help learners understand vocabulary, memorize vocabulary and use vocabulary. The improvement of morpheme awareness plays an important role in promoting the growth of vocabulary acquisition. Learners can improve their learning efficiency by decomposing complex words into familiar words for memory.

In the process of researching the morpheme awareness of Chinese College students, the author finds that strengthening the training of morpheme awareness can effectively expand the vocabulary and reading comprehension ability of College students, thus improving the reading speed. Morpheme awareness training can effectively consolidate students' basic knowledge of English, make up for the shortcomings of single method and backward content in language learning, and effectively solve the problems of students' weak basic skills and weak application ability. In recent years, CET-4 and CET-6 have undergone many reforms. The biggest change is the gradual increase in the proportion of reading and listening, which fully conveys the message that "language is used instead of for examination", and also fully demonstrates the country's determination to cultivate English application-oriented talents.

2. The Definition and Classification of Morpheme Consciousness

Morpheme awareness is a kind of metalinguistic awareness. Metalinguistic awareness includes phoneme awareness, morpheme awareness and semantic awareness. Scholars have defined metalinguistic awareness from different perspectives. Chaney defines metalinguistic awareness as the ability to clearly understand the structural features of language, including phonemes, vocabulary and sentences. Nagy and Anderson hold that metalinguistic awareness is the ability to reflect on and control the structural features of language. Metalinguistic awareness is defined as the ability to analyze language structure and its application to language learning from different perspectives.

The study of morpheme awareness began in English. Carlisle first defined morpheme awareness, believing that morpheme awareness is children's awareness of the inherent morpheme structure of words and their ability to manipulate it. Koda uses this definition and extends morpheme awareness to include the mastery of morpheme structure by learners of any age and its application in vocabulary learning. Kuo and Anderson, based on Carlisle's definition, hold that morpheme awareness is the awareness and manipulation of the smallest linguistic unit, morpheme, and apply the rules of vocabulary formation to language learning. Therefore, the basic element of morpheme awareness is the awareness and application of morpheme structure.

According to whether morphemes can independently carry meaning units, morphemes can be classified into free morphemes and adherent morphemes. Free morphemes can carry meaning independently, while adherent morphemes, as the name implies, cannot exist alone, and need to form meaning with root or base. Adhesive morphemes include derivative morphemes and inflectional morphemes. Vocabulary consists of derivative words, inflectional words and compound words. Accordingly, morpheme awareness includes derivative morpheme awareness, inflectional morpheme awareness and synthetic morpheme awareness.

The classification of morpheme consciousness is consistent with that of morphemes. In English, English morphemes include inflection, derivation and compounding. Therefore, morpheme awareness can be divided into inflectional morpheme awareness, derivative morpheme awareness and compound morpheme awareness. The inflectional morpheme consciousness is that learners know the root of a word and add the corresponding affixes, which can express possessive case, tense change, etc., but do not change the corresponding part of speech or word meaning. Derivative morpheme awareness refers to the learner’s awareness that adding a prefix or suffix after the root of a word can change the part of speech or the meaning of a word. Compound morpheme awareness refers to the ability to understand and analyze the structure of compound words and to use morpheme knowledge to guess the meaning of new words.

As the smallest linguistic unit, morpheme is the smallest combination of phonetics and semantics. In recent years, the results of many tests and regression analysis show that morpheme awareness has a good predictive effect on reading comprehension, and the training of morpheme awareness is of great significance to the accumulation of vocabulary and the improvement of reading efficiency.

3. A Summary of Morpheme Awareness Studies

In the 1940s, Robert Lado, an American linguist and foreign language pedagogist, tried to find similarities and differences between mother tongue and target language by comparing the two language systems (L1 and L2). The results show that the greater the differences between the two language systems, the greater the difficulties in the process of language learning, thus forming potential interference. With the in-depth study of the researchers, it is found that the process of second language acquisition is inevitably influenced by the characteristics of the target language and mother tongue experience. What role does this influence play in
language learning? What positive significance does this role have for the study of language teaching? According to recent linguistic studies and predictions, we find that morpheme awareness, as an aspect of metalinguistic cognition, has attracted wide attention in second language acquisition of Chinese learners. Although the research results are relatively few, it has been preliminarily confirmed that morpheme awareness can occur in the process of learners' acquisition of second language. For example, domestic scholars' research on morpheme awareness intervention training of college students has found that: morpheme awareness intervention training can not only improve the skills of morpheme awareness, but also promote college students' vocabulary learning and reading speed. It can greatly improve the ability of mastering the inherent structural rules of vocabulary and guessing the meaning of new words, thus improving the ability of sentence meaning analysis and reading comprehension.

Morpheme awareness, also known as morphemes, are the constituent elements of words and the complete, stable and indivisible combination of sound and meaning in the language system. Morpheme awareness is a kind of implicit consciousness based on intuition and a kind of metalinguistic awareness. It refers to the ability of learners to decode word structures and further analyze the internal structure of words (Kuo and Anderson, 2006). Researchers generally believe that morpheme awareness in English should include compound awareness, derivative awareness and inflectional awareness. Influenced by such factors as subjects' conditions and environment, there are different research results on morpheme awareness, but one thing is unified, that is, each language has specific morpheme awareness, which leads to different language's morpheme awareness has its own characteristics. For example, in English with the rules of phonological contrast, when we see morphemes, we can start with spelling and pronunciation. Therefore, morpheme awareness may play a more important role in learning English or in reading practice than morpheme awareness. Because Chinese is ideographic and lacks the characteristics of phonological contrast, the influence of morpheme awareness may be greater. The difference of language difficulty is related to language distance; the closer the distance between mother tongue and second language is, the less difficult it is to acquire a second language and the shorter the time it takes to acquire a second language. On the contrary, the longer the distance between them, the more difficult the second language is and the longer the acquisition time is. Facts also show that European learners learn English much faster than native Chinese learners. From the results of this study, we can also see that mother tongue has a certain impact on second language acquisition, and the degree of influence varies among different languages.

Relevant studies show that children's morpheme awareness develops rapidly. A large number of studies have found that English children exhibit early inflectional morpheme awareness at the age of 2, and have acquired common inflectional morpheme rules by the younger grades of primary school (Carlisle, 1995; Akhtar and Tomasello, 1997). The development of derivative morpheme consciousness is later than inflectional morpheme consciousness, and the development of derivative morpheme consciousness will continue to approach the adult stage (Carlisle and Fleming, 2003). There are relatively few studies on the awareness of compound morphemes in English monolingual children. Clark and her colleagues found that children's complex morpheme awareness began to develop at the age of 2. However, up to the fourth grade, children still could not infer the meanings of compound words by the meanings of constituent words (Silvestri and Silvestri, 1977). Kuo and Anderson found that English monolingual children's awareness of compound morphemes increased steadily from grade 2 to grade 6.

3.1. A Study of Morpheme Awareness of English as a Native Language

Levesque used morpheme decoding, morpheme analysis, vocabulary reading and vocabulary size as mediators to study the relationship between morpheme awareness and reading comprehension level of 221 third-year English native speakers (Levesque et al., 2017). Two indirect correlations and one direct correlation were found. The first indirect path is that morpheme awareness promotes morpheme decoding, which affects vocabulary reading and ultimately reading comprehension; the second indirect path is that morpheme awareness promotes morpheme analysis and helps reading comprehension. Direct path analysis shows that morpheme awareness can transcend other variables and directly promote reading comprehension.

3.2. A Study of Morpheme Awareness of English as a Foreign Language

Yih-Lin Belinda Jiang and Li-Jen Kuo studied the relationship between adult morpheme awareness and reading comprehension, which is different from previous studies focusing on the correlation between children's morpheme awareness and reading comprehension (Yih-Lin et al., 2019). In this study, 523 Taiwanese freshmen were selected as subjects, and the subjects were divided into three categories: the low level, the medium level and the high level according to their reading level. The study shows that those with higher English proficiency can not fully grasp the morpheme principle. The vocabulary size of those with lower, middle and high reading skills is significantly different after one academic year of learning.
3.3. A Study of Morpheme Awareness in Chinese

Chinese is a morpheme syllabic language. Scholars generally classify Chinese morpheme awareness into three categories: synthetic awareness, homonym awareness and polysemy awareness (Liu and McBride-Chang, 2010; Cheng et al., 2017). Homonym awareness enables learners to distinguish words with the same syllable but different phonemes; polysemy awareness helps learners to distinguish different meanings expressed by the same morpheme in Chinese. In Chinese, 75% of the vocabulary is compound words (Kuo and Anderson, 2006). Therefore, the awareness of compound words is helpful for learners to grasp how two different morphemes form and express meanings correctly.

A large number of studies have shown that there is a high correlation between Chinese morpheme awareness and reading comprehension (Wu et al., 2009; Cheng et al., 2017). Xie used a one-year longitudinal study to test Chinese morpheme awareness and Chinese reading comprehension ability of 439 primary (first grade), intermediate (third grade) and advanced (fifth grade) students in mainland China. The study found that the fifth grade students' synthetic consciousness and reading comprehension level greatly promoted each other (Xie et al., 2019). The interaction between homonym and polysemy awareness and reading comprehension level was not significant in different grades.

3.4. A Study of Morpheme Awareness in Other Languages

Saiegh conducted a cross-sectional comparative study of normal and dyslexic children to explore the role of derivative morpheme awareness and phoneme awareness in early Arabic vocabulary spelling and reading (Elinor and Haitham, 2017). Studies have shown that children with dyslexia not only lack phonemic awareness, but also show a lack of early morpheme awareness. Derivative morpheme awareness plays a central role in children's learning of spoken and written Arabic.

4. Morpheme Consciousness and Reading Comprehension

According to Lundberg (2002), reading ability includes word decoding and word comprehension. Word decoding refers to the process of converting visual symbols into meaningful units when reading written materials, while word comprehension refers to the integration of information of written materials on the basis of word decoding. The research on the relationship between morpheme awareness and reading focuses on vocabulary and text.

4.1. The Relationship between Morpheme Awareness and Vocabulary Reading Comprehension as a First Language

For native speakers, the role of morpheme awareness in English vocabulary learning has been confirmed by many studies (Anglin, 1993; Carlisle, 2000; Droop and Verhoeven, 2003; Nagy et al, 2006). Among primary and middle school learners, children begin to come into contact with a large number of derivative and multimorphic vocabulary. According to Anglin's research, the number of children's derivatives and derivatives has changed from grade 3. In grade 3 and above, the number of children's derivatives and multimorphic words exceeds the number of root words. Meanwhile, in grade 3, children acquire new vocabulary through morpheme analysis (Templeton and Morris, 2000; Verhoeven and Carlisle, 2006). Morpheme awareness can improve children's vocabulary processing speed, and accordingly improve their reading ability. Recognition of known morphemes in a new derivative can help children improve the speed and accuracy of word recognition and promote reading comprehension. Morpheme recognition can also help children guess the meaning of new words in a reading passage (Koda, 2005; Nagy et al., 2006). In elementary schools, 60% of English vocabulary has relatively clear morpheme structure characteristics. All these studies have proved that children's awareness of morpheme in English vocabulary can promote reading comprehension.

4.2. The Relation between English Morpheme Awareness as a First Language and Text Reading Comprehension

At present, there are nine studies on morpheme awareness in text reading comprehension. The subjects from grade 2 to university level all prove that morphemes play an important role in English text comprehension. Among them, the most prominent result is that the relationship between morpheme awareness and reading comprehension as the first language is the most significant among senior primary school learners and above. Carlisle (2000) study shows that morpheme awareness can predict the reading comprehension level of fifth grade children. Nagy et al. (2006) contributed significantly to the reading comprehension level of children in grades 4 to 9. Katz's (2004) study of fourth and sixth grade children found that morphemes had an impact on the reading comprehension of the participants not only at the lexical level. Mahony found that morphemes are related to college students' reading comprehension (Mahony, 1994).

In order to study the role of morpheme awareness in reading comprehension, the researchers controlled the variables of phonological awareness and vocabulary size in the study, and found that morpheme awareness can
be independent of other variables and has a unique contribution to learners' reading comprehension. Droop, Verhoeven (2003) and Nagy (2003, 2006) used structural equation model (SEM) to distinguish morpheme awareness from other variables such as vocabulary and phonological awareness, which proved that morpheme awareness has a significant impact on reading comprehension. Katz (2004) also used the SEM model to control the vocabulary of the subjects in grade 4 and 6, which proved the significant contribution of morpheme awareness to reading comprehension.

A large number of studies have shown that as a first language, English morpheme awareness contributes significantly to learners' reading comprehension either directly or indirectly through the mediation of vocabulary.

4.3. The Relationship between English Morpheme Awareness as a Second Language or Foreign Language and English Reading Comprehension

At present, there are few studies on the relationship between morpheme awareness and second language learners' reading comprehension. Wang et al. (2006) selected American English learners whose first language is Chinese from grade 1 to grade 6 for the study. This study controls age, vocabulary and phonological awareness. The results show that children's complex morpheme awareness has an impact on reading comprehension. The study tested children in grades 1 to 6 together and could not predict the influence of morpheme awareness and reading comprehension on different grades.

Saiegh-Haddad and Geva studied 43 bilingual Canadian children practicing English (first language) and Arabic (second language). The results show that there is a significant correlation between phonemic awareness in English and Arabic, but there is no correlation between the two languages (Saiegh-Haddad and Geva, 2008). Phoneme awareness can predict cross-language reading, but only Arabic morpheme awareness can predict English vocabulary reading. In addition, both phoneme awareness and morpheme awareness can predict the differences in English vocabulary, but only phoneme awareness can predict the differences in Arabic vocabulary. Complex vocabulary reading fluency can be predicted by morpheme awareness in both languages.

Kieffer and Lesaux studied the effects of morpheme awareness on mother tongue vocabulary reading and English vocabulary reading of Spanish-speaking English learners (Kieffer and Lesaux, 2008). The participants were 97 Spanish children in grades 4 and 7. Spanish morpheme awareness and English morpheme awareness were assessed by two test methods of derivative morpheme. The results show that Spanish morpheme awareness is the only factor contributing to the differences in Spanish vocabulary reading after controlling other variables related to reading. English morpheme awareness also explains the differences in English vocabulary reading. The cross-linguistic transfer of morpheme awareness is reflected in Spanish to English, but not in English to Spanish. Spanish is a language with a simple spelling system and a complex morpheme system. All these findings suggest the importance of morpheme awareness in Spanish vocabulary reading. At the same time, the results also show that the development of children's first language morpheme awareness is closely related to the second language, that is, English vocabulary reading ability.

Kieffer and Lesaux further compare the effects of morpheme awareness on English reading comprehension of native English speakers, Spanish, Philippine, Vietnamese and other minority languages (Kieffer and Lesaux, 2012). The results show that morpheme awareness plays an important role in English reading comprehension of learners from different linguistic backgrounds.

4.4. The Relationship between Morpheme Awareness and Reading Comprehension of Chinese English Learners

As a country with a large number of English learners, the study of the relationship between morpheme awareness and reading comprehension of English learners in China began in recent years. Wu (2009) compared morpheme awareness in Chinese and English and its influence on Chinese children's vocabulary and reading. The results show that morpheme awareness plays an indirect role in English reading through vocabulary.

Chang (2010) tested the phonemic awareness and morpheme awareness of sixth grade children. Through correlation analysis, it is found that phonemic awareness and three morpheme awareness are significantly related to children's vocabulary reading and understanding.

To sum up, at the lexical and textual levels, the influence of English morpheme awareness on reading comprehension is relatively mature as a first language. As a second language or foreign language, the study of morpheme awareness on foreign language learners' reading comprehension needs to be further enriched. In China, the study of morpheme awareness has just begun. Most of the studies focus on children. There are few studies on the influence of college students' English morpheme awareness on English reading comprehension.
5. The Significance of Morpheme Awareness Research in Language Learning

5.1. The Influence of Morpheme Consciousness Structure on Language Learning

Chinese and English belong to two different linguistic systems, English belongs to phonetic system and Chinese belongs to ideographic system. There is a big gap between the two languages in the representation of semantics. In English words, there are different speed units, such as affixes and roots with different functions, while in Chinese morphemes are mainly adjectives and Chinese characters. In English reading, when scholars encounter complex morpheme words, especially new words and low-frequency words, they usually divide words into smaller morpheme units related to semantics for processing, and then synthesize the semantics of the whole word according to the semantics of these morpheme units. For example, bed room, they will decompose into bed + room and guess "bedroom". Blackboard, they will decompose into black + board and guess "black board". This guess also deepens the understanding and memory of the meaning of words. In Chinese reading, it also involves the reading of Chinese characters and vocabulary. About 80% of the phonograms in Chinese are phonograms. When scholars encounter unfamiliar phonograms, they usually process the meaning of paragraphs first, and then infer the meaning and pronunciation of Chinese characters according to the meaning of paragraphs, such as "plum", "branch" and "tung". If they have learned "every", "branch" and "the same", it is easy to guess and remember the shape and pronunciation of the three phonetic characters. According to the paragraphs, it can also be inferred that these three characters are related to plants or trees. The same is true of Chinese vocabulary. When scholars encounter unfamiliar Chinese vocabulary, they usually infer the meaning of the whole vocabulary by analyzing the meaning of the Chinese characters that make up the vocabulary. The same method is also applicable to learners whose mother tongue is Chinese and whose second language is English.

The different structures of morpheme awareness in Chinese and English are mainly determined by the characteristics of the two languages. We all know that the most common lexical types in Chinese are compound words. Compound words are composed of Chinese characters with independent meanings. So we can infer the meaning of the whole vocabulary by analyzing the meaning of the Chinese characters that make up the vocabulary. The semantic processing of homonyms and homonyms also follows such a process. Therefore, compound words, homonyms and homonyms reflect the same factor in the potential cognitive processing ability. At the same time, about 80% of Chinese characters are pictophonetic and almost all of them have independent meanings. In English, vocabulary is mainly divided into two categories. One is a compound word composed of independent roots. The semantic meaning of the compound word can be obtained through the semantic analysis of the roots. Another kind of word is composed of root and affix, but the processing of lexical semantics is different according to the different affixes. The affix that constitutes a morpheme does not change the meaning of the root, but the affix that constitutes a derivative changes the meaning of the root. In addition, the processing skills of mother tongue morphemes have a significant impact on the processing of second language morphemes. This influence arises from the similarity of morpheme units in both languages. The semantic units in Chinese are paragraphs, while the semantic units in English are roots or affixes. There are large morpheme units and small morpheme units in both Chinese and English. The understanding of compound lexical semantics is obtained by processing morpheme units. The understanding of the semantics of Chinese pictophonetic characters, English morphemes and derivatives is to iner the meaning of words by dividing words into smaller morpheme units and processing smaller morpheme units. Both languages share similar morpheme processing processes, so the effect of Chinese morpheme awareness on English morpheme awareness is mainly embodied in the level of basic cognitive processing skills. The similarity of morpheme units results in the cross-linguistic transfer of mother tongue morpheme awareness to second language morpheme awareness. This research provides a scientific basis for effective English teaching. Many studies have found that Chinese morpheme awareness has a significant independent predictive effect on English reading after controlling general cognitive processing ability and English morpheme processing ability. Therefore, we should pay attention to the cultivation of the processing ability of the mother tongue morpheme in teaching, so as to lay a good foundation for the development of the second language morpheme awareness. On the other hand, it also reminds us that simply improving the morpheme awareness of the mother tongue is not enough to improve the English reading level of college students. We can achieve better results only when combined with the study of English morpheme consciousness.

At the same time, we also need to make use of the influence of English morpheme awareness, that is, through the teaching and intervention training of English morpheme awareness, English morpheme processing can be rapidly developed and improved on the basis of relatively skilled processing mechanism of mother tongue morphemes, and further provide strong support for English reading and vocabulary learning.

5.2. The Unique Contribution of Morpheme Consciousness to Reading Comprehension

Experiments show that the training of morpheme awareness has greatly improved the learners' vocabulary expansion and reading comprehension. After controlling English vocabulary knowledge and phonological
awareness, morpheme awareness can predict comprehension. Therefore, language learners should not pursue the so-called test-taking methods and techniques in a hurry for quick success and instant benefit, neglecting the systematic study of vocabulary structure. Instead, they can consciously take morpheme awareness training to expand their vocabulary. Morpheme testing training contributes greatly to improving college students' morpheme awareness and reading comprehension ability. Reading is a complex activity that depends on a series of cognitive and linguistic abilities. According to a survey of reading proficiency of students in the United States, 69% of junior students and 67% of senior students fail to achieve reading proficiency, and even as high as 38% of students fail to master reading skills. Therefore, accurate, scientific and effective training methods are necessary.

Earlier studies have shown that, as metalinguistic cognitive competence, morpheme awareness, rapid naming and phonological awareness are closely related to reading. At first, researchers thought that phonological awareness played a dominant role. Then, with the deepening of experiments and research, experts found that morpheme awareness played a more important role in reading and gradually surpassed phonological awareness.

Morpheme awareness has a unique contribution to reading comprehension beyond vocabulary knowledge. That is, the mediating effect of lexical reasoning ability means that morpheme awareness helps students understand new words, fills in the defects of new words and promotes understanding. In addition, learners can use affix information provided by derivative morphemes to help them understand the grammatical structure of complex sentences and thus improve their reading comprehension. Therefore, some affix information and semantic information beside Chinese characters can also help students understand. Similarly, some morphemes with rich word formation can also provide some grammatical information.

Over the past decade, Chinese scholars have drawn conclusions through multiple tests and multiple regression methods: as one of the language processing skills, morpheme awareness is also one of the factors affecting Chinese reading; orthographic processing deficit is a cognitive deficit of Chinese dyslexic learners, and morpheme awareness also plays a significant role in Chinese reading learning.

5.3. The Important Role of Morpheme Awareness Training in Vocabulary Learning

Vocabulary learning is one of the core tasks of language learning, and affixation is one of the most important methods of word formation in English. In the classification of commonly used affixes in English, tortuous affixes and derivative affixes are the two most important parts. In CET-4 and CET-6 compositions, misuse of affixes often occurs, such as free combination of vocabulary and free conversion of parts of speech. This phenomenon can be attributed to the fact that students make use of affixes to make words and the close relationship between affixes and vocabulary, neglecting the systematic learning of part-of-speech affixes, coupled with bad vocabulary learning habits, which leads to unclear parts of speech and unclear structure in their compositions. Therefore, affix teaching can not be ignored in English teaching.

For beginners of English, it is only limited to memorizing the meaning and spelling of words by rote, and their understanding of vocabulary, especially Abstract words, is very limited. Therefore, when explaining words, teachers should learn words by analyzing word formation, strengthen the training of morpheme awareness and improve morpheme awareness. Through the context of the language environment to help students identify synonyms or homonyms, in English teaching to increase the vocabulary written and oral language training, to deepen the proficiency of vocabulary application. At present, many textbooks of middle schools and universities adopt the method of giving short passages first, and then listing the pronunciation, part of speech and meaning of words in the new vocabulary. Students are required to choose appropriate words to fill in the blanks according to the context. However, guessing the meaning of words only by using the context is not a very effective learning method. With the increase of age and learning experience, and the irregular pronunciation of many morpheme words, it is more effective to memorize words by morpheme awareness than by pronunciation.

Through practice, it is found that strengthening the training of morpheme awareness, teaching students to master and accumulate the rules of affix formation, and using the existing affix knowledge to guess the meaning of words in a text play an important role in improving reading efficiency.

6. Conclusions

Through the study of morpheme awareness, it is found that the training of morpheme awareness is helpful to English teaching. English inflectional morphemes are mainly used to realize grammatical functions. Strengthening the training of students' inflectional morpheme awareness in teaching helps English learners to acquire English grammar and rules. Derivative morphemes play an important role in improving the vocabulary breadth and depth of English learners, especially in the acquisition of English academic vocabulary (Kieffer and Lesaux, 2013). Morpheme awareness is highly correlated with reading comprehension. The learners with higher morpheme awareness can correctly analyze the internal structure of words in order to understand the meaning of words and improve the ability of text comprehension. Morpheme awareness is not only the decoding of
vocabulary structure and understanding of meaning, but also an important indicator of reading comprehension. Morpheme awareness is not only conducive to the improvement of reading comprehension, but also greatly promotes listening and speaking skills. (Kieffér and Lesaux, 2008) Studies have shown that learners' Oral Expressive competence is correlated with their ability to recognize and understand morphemes. The learners have sufficient knowledge of derivative morphemes, and their listening and speaking skills are relatively high. Morpheme rule learning and morpheme awareness training play an important role in second or foreign language learners' vocabulary acquisition. By comparing the differences of morpheme rules between English learners' mother tongue and English, it can help learners learn English vocabulary correctly and quickly, and avoid the negative transfer of morpheme rules of mother tongue.

Indo-European languages, especially English as the mother tongue, started earlier and developed more fully and maturely, but there are still some deficiencies in the study of morpheme awareness. However, there is still a lack of research on the second foreign language. There is also a lack of research on morpheme awareness of foreign language learners at home and abroad. The topic of morpheme awareness still needs extensive attention. In order to clarify the role of morpheme awareness in different linguistic environments and stages of language learning, it is necessary to make a full comparison between more age-related and multi-dimensional experiments, so that morpheme awareness can be effectively applied to different levels and stages of language learning.

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