Morphological Awareness and Vocabulary Retention Among English Major Students: A Mixed Method Study

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Abstract: The study aimed to examine the morphological awareness and vocabulary retention of English major students enrolled in the teacher education program at Kapalong College of Agriculture Sciences and Technology. The researcher employed a mixed-method design utilizing the convergent parallel methodology. Participants consisted of English major students from all academic years at the college, with 185 individuals randomly chosen for the quantitative phase and about 14 students purposively selected for the qualitative phase: 7 for in-depth interviews and 7 for focused group discussions. The results suggested that both morphological awareness and vocabulary retention were elevated; the data were dismissed, revealing a considerable link between the two. Moreover, the results from both the quantitative and qualitative phases generally aligned; nevertheless, one indicator diverged. The study established that morphological awareness considerably enhances vocabulary retention among English major students, promoting effective and efficient language use in real-world scenarios. Language learners are advised to prioritize memory strategies, such as mnemonic devices and spaced repetition approaches, to boost vocabulary and grammatical retention, despite the indicators' lowest mean based on the results. Furthermore, to enhance speaking proficiency, students ought to participate in practical language applications relevant to their contexts, facilitating the practice and development of fluency, which is crucial for effective communication in professional, social, and academic settings.

Keywords: *Morphological Awareness, Vocabulary Retention, Mix Methods, English Major Students, Philippines.*

I. INTRODUCTION

The English language has emerged as a global lingua franca in the 21st century. It serves not just as a medium of communication but also as a conduit for acquiring higher education. Consequently, acquiring proficiency in English has become essential for numerous individuals, particularly those aiming to pursue education in English-speaking nations or seek employment in global companies. A key element of language proficiency is vocabulary retention. It is essential for the acquisition and mastery of the English language and significantly influences language competency. Nevertheless, learners must contend not only with the challenges of acquiring vocabulary in the target language but also with the retention of their new knowledge. Vocabulary proficiency impacts both productive (speaking and writing) and receptive (hearing and reading) skills,

rendering it an essential element in language acquisition (Karami & Bowles, 2019). In a global context, particularly in China, it has been observed that learners frequently encounter difficulties in retaining new vocabulary due to conventional instructional methods, which lack engagement, do not foster active learning, and primarily necessitate rote memorization of vocabulary lists without contextual application, often resulting in ephemeral retention. The majority of learners struggle to convert this knowledge into long-term memory, resulting in a disparity between word recognition and its application. This method posits that the concurrent activation of several senses alleviates the cognitive load on individual sensory channels, hence enhancing information retention (Hu & Luo, 2024). In the Philippines, specifically in Northern Cagayan, some of the junior high school students, in a study, found that they did not even retain the vocabulary they learned. It was observed

that conventional teaching methods which occasionally incorporated game-based activities such as crossword puzzles and word searches, were irregularly used and did not significantly enhance long-term vocabulary retention. The findings suggest that while these activities introduce new words, their inconsistent application limits their effectiveness. The study, hence, calls for more structured and frequent use of game-based learning approaches to improve vocabulary retention and overall language acquisition (Far Eastern University, 2023). As such, studying this concern is timely since speaking in English becomes a must in this generation, since lacking of vocabulary can hinder English learners from fully participating, expressing themselves, and becoming well practice in using English language. On the hand, a lack of proper vocabulary prevents students from fully understand the concepts and their affective filter gets higher, primarily due to lack of motivation to learn. With that being said, this study investigated how game-based learning approach can help to ease the student affective filter in retaining vocabulary from learning English language. Moreover, numerous studies have been conducted to identify the reasons, establish conclusions, and make solutions of the situation in order to understand how important morphological awareness to improve vocabulary retention. However the researchers had not come across all of the above characteristics such as the studies of Zrig (2020) entitled, "Morphological Awareness and Vocabulary Knowledge" which examined the relationship between the types of vocabulary knowledge and morphological awareness in an EFL context, and "The Effect of Games on Vocabulary Retention" by Shabaneh and Farrah (2019) which revealed the efficiency of utilizing games in the educational process helps students to retain unfamiliar vocabulary, associate new information with their surroundings and to develop their language and communicative skills, but none of them dealt with an investigation particularly in a mixed method approach about the morphological awareness and vocabulary retention in English language learners. This research attempted to determine whether, and in what ways, morphological awareness affected vocabulary retention among English language learners. In this regard, research into this enabled the study to illustrate how morphological awareness enhanced vocabulary retention for linguistic minority students. With the ever-growing global demands for proficiency in the use of the English language, the results from the research could guide teaching methodologies and policies regarding their training, ensuring inclusion and effective learning toward academic success as well as broader social integration. Consequently, this research study aimed to effectively disseminate the findings on the relationship between morphological awareness and vocabulary retention among English language learners using a mixed method approach. The dissemination strategy includes several key initiatives to ensure the findings reach both local and global audiences. Collaborating with the research office, a formal presentation will be organized, during which hardbound copies will be distributed to faculty members to encourage engagement and discussion. The research will also be made publicly accessible through

publication, ensuring broad readership. In addition, hardbound copies will be prominently placed in the library for easy access by students and future researchers interested in exploring the topic further. Finally, the study will be presented at relevant international conferences and shared on academic and social media platforms to enhance visibility and impact.

➤ *Research Question*
- What is the level of morphological awareness and vocabulary retention among English major students?
- Is there a significant relationship between morphological awareness and vocabulary retention among English major students?
- What are the lived experiences and coping mechanism of English major students with regards to their morphological awareness s in their vocabulary retention?
- 4. What are the insights of English major students with regards to the effectiveness of morphological awareness in developing vocabulary retention?
- How do qualitative results explain the quantitative results of the study?

II. RESEARCH METHODOLOGY

➤ *Research Design*
This study employed a mixed methods research design utilizing a convergent parallel approach, integrating both quantitative and qualitative methodologies simultaneously. According to Johnson et al. (2017), mixed methods incorporate both quantitative and qualitative approaches within a single or multiphase investigation. It was an investigation into the social realm, ideally incorporating multiple methodological traditions and diverse epistemological approaches, alongside various techniques for collecting, analyzing, and representing human phenomena, all aimed at enhancing understanding.

This study utilized a convergent parallel design, a mixed-method technique, to achieve a thorough understanding of the topic. This strategy involved the simultaneous collection of both qualitative and quantitative data during the same research phase, with each method accorded equal significance. The qualitative aspect comprised in-depth interviews or focus groups, whilst the quantitative aspect included surveys or statistical analyses. The datasets were examined independently to extract distinct insights and subsequently merged to compare and validate the findings. The objective was to triangulate the methodologies, leveraging the advantages of both approaches to validate findings and augment the comprehensive understanding of the research subject (Demir & Pismek, 2018).

Moreover, this study utilized a descriptive correlational design to portray current conditions and examine the relationships between key variables. It offered insight into the strength and direction of associations such as between morphological awareness and vocabulary retention without manipulating any variables. As a non-experimental approach, it involved observing and measuring naturally

occurring variables, thus providing patterns and trends while acknowledging that causation cannot be inferred (Mertler, 2019).

Consequently, this research used a phenomenological methodology for qualitative analysis. This method focuses on the collective lived experiences of a particular community. The principal objective of this strategy was to reveal themes and insights that provide a more profound comprehension of the topic under investigation (Creswell, 2013).

➢ *Research Respondent*

In this section, the distribution and profile in gathering quantitative and qualitative data from participants and informants as well as respondents of this study are discussed. Additionally, the exclusion criterion is based upon the statuses of English major students and they must not be an irregular student of the said program on the first semester of the academic year 2024-2025.

➢ *Quantitative Phase*

• *Quantitative Phase*

The respondents of this study were English major student from all year levels in Kapalong College Agriculture, Sciences and Technology during the second semester of S.Y. 2023-2024. They were chosen as the respondents because the study is about morphological awareness and vocabulary retention among English major students in a local college. The inclusion criteria guaranteed representation from enrolled students in Bachelor of Secondary Education major in English Program who maintained regular student status, were enrolled in the first semester of the academic year 2024–2025, and were enrolled in their respective courses, which was open to participants of any gender who demonstrated a willingness to participate. Conversely, the irregular students of the said program on the first semester of the academic year 2023–2024 was the exclusion criterion due from their hectic schedule inside the campus. Specifically, seventy-eight (78) first-year students, one hundred thirteen (113) second-year students, one hundred one (101) third-year students and sixty-one (61 fourth-year students were selected across all year levels of English major students, totaling three hundred fifty-three (353) participants for the first semester of the academic year 2024-2025. Since, the study purports to involve students who are in the English major program in a local college, it would be fitting and valid to include English major students in Kapalong College of Agriculture Sciences and Technology.

Furthermore, the respondents were selected using stratified random sampling to ensure randomization and uphold scientific rigor in the investigation. This method entails segmenting the population into smaller groups, or "strata," and randomly picking a sample from each stratum. The samples from each strata were amalgamated to form a comprehensive stratified random sample. Stratified random sampling, as an alternative to ordinary random sampling, guarantees representation of each stratum in the sample and

yields more precise results when examining subgroups within the population (Nguyen et al., 2020).

Also, the researcher submitted a formal request letter to the college registrar to gain access to the whole population of English major education students across all academic years. The researcher collected data from the population of English major education students to calculate the sample. Subsequent to acquiring the data, the researcher forwarded the information to his statistician for the computation of the study sample.

• *Qualitative Phase*

The qualitative phase included purposive sampling, a non-probability method aimed at selecting persons capable of providing deep, meaningful, and varied perspectives on the subject under investigation (Kuper et al., 2008). This allowed the researchers to deliberately select individuals who were most informed and eloquent regarding their experiences with limited in-person interaction.

The inclusion criteria for this stage encompass all regularly enrolled students in the Bachelor of Secondary Education Major in English program at Kapalong College of Agriculture, Sciences, and Technology (KCAST) for the first semester of the 2024-2025 academic year. Qualified participants must possess regular student status, be enrolled in the requisite English courses, and consent to partake in the study. The recruitment procedure was gender-neutral to promote inclusivity. Irregular students were excluded from the study due to time constraints and disparate academic obligations that could hinder full participation in interviews or focus group discussions.

Fourteen participants were selected for the qualitative phase, comprising seven for in-depth interviews (IDIs) and seven for focus group discussions (FGDs). This count was considered sufficient to achieve data saturation, the stage at which no further themes or insights emerge from further data collecting. Qualitative data saturation is typically achieved with 12 to 15 people, especially when the participant group is reasonably homogeneous concerning the phenomenon being studied, as stated by Braun and Clarke (2013).

To diversify and enhance the data, participants were chosen to reflect various academic levels—first-year, second-year, third-year, and fourth-year students. This strategy aimed to incorporate diverse perspectives and experiences at various stages of their academic journey. The researchers considered academic achievement by incorporating students with diverse academic standings—high, average, and struggling—assessed through GPA and teacher comments, to more accurately evaluate the effects of restricted face-to-face training on different types of learners. This diversity enhanced data stability and elucidated complex insights on satisfaction, obstacles, and learning outcomes among varied student populations.

> *Research Instrument*

This chapter addresses the data collection strategies employed in the study to get both quantitative and qualitative data from participants, informants, and respondents. The researcher utilized a modified survey from the quantitative phase of the investigation. Eom et al. (2006) conducted and published research on student learning and happiness in small, face-to-face groups. The topic and context of the questionnaire were subsequently employed to contextualize the current investigation. Subsequent to the researcher providing context for the research questionnaire, particularly on each item within the respective variables, internal validators, all experts in the study domain, conducted further verification and evaluation. The assessors' insights and recommendations were meticulously implemented to enhance the reliability of the study instrument. The researcher ensured that the survey questions were articulated in clear English, enabling participants to respond effectively and comprehend the study's objective.

This poll utilized a five-point Likert scale, requiring respondents to choose from five options ranging from "always" to "rarely" for each topic. Furthermore, the Likert Scale proved effective in quantifying notions, attitudes, and sensations that were not easily discernible by human senses. Although the questionnaire was modified, it underwent expert validation.

During the qualitative phase, an interview guide was employed, comprising of core questions along with probing and supplementary inquiries utilized in both in-depth interviews and focus group discussions. The validators, serving as panelists, confirmed the construct of the questions, assessing if they accurately measured the targeted variables and yielded the necessary data for the study. Furthermore, during this phase, the researcher employed the validated interview guide to collect data, which was subsequently integrated with the quantitative findings.

> *Data Analysis*

The acquired information required examination as it pertained to the study's research topics. This involved utilizing suitable statistical techniques for quantitative data and thematic analysis for qualitative data to ensure a thorough understanding of the study results. This section highlighted the methodologies employed to assess the collected data.

The quantitative data was examined utilizing descriptive statistics such as mean and standard deviation. The mean was utilized to assess the level of student learning and satisfaction among English major students, while the standard deviation measured the variability in the respondents' answers. The survey data were collected, and subsequent to the retrieval of the questionnaires, the information was accurately tabulated and organized. The survey data were analyzed utilizing the Statistical Package for the Social Sciences (SPSS), which performed both descriptive and inferential statistics.

The data gathered from the interviews was analyzed during the qualitative phase to address the study questions. As previously said, data analysis in research involved aggregating the extensive data collected and presenting the results in a manner that highlighted the study's most significant elements (Harding, 2013).

Subsequent to transcribing the outcomes of the participants' in-depth interviews and focus group discussions, the study's data underwent analysis. The researcher employed theme analysis and coding to analyze the material she gathered. Moreover, the data was presented and classified in various manners, each of which provoked a comparable response from the participants.

This methodology is referred to as theme analysis. The qualitative data analysis utilized thematic analysis and coding techniques. Braun and Clarke (2013) characterize thematic analysis as a versatile data analysis method utilized by qualitative researchers to identify themes within interview data. This necessitated the examination of the trends and themes that surfaced from the participants' or informants' statements during the focus group and individual interviews. The themes were established to juxtapose the authentic experiences of English major students in intimate, in-person classes regarding their learning and enjoyment.

The researcher transcribed and listened to the recorded interviews to familiarize herself with the material and discover common replies from the participants. The data was encoded subsequent to its revelation. The researcher utilized data coding on the incoming data, producing themes, concepts, and categories. Subsequently, a code label was assigned to analogous text segments, facilitating their retrieval for further comparison and analysis.

Subsequent to the aggregation of the codes, the researcher designated labels to the clusters based on their significance or interrelation. The subsequent phase involved assigning names to the codes, which entailed utilizing the labels established for the topic and articulating a comprehensive description of the relationship between the theme and its significance.

Finally, to enhance the data's dependability, the researcher consulted a data analyst with expertise in the topic and the research consultant for additional verification. The researcher subsequently presented the findings and data interpretation in tabular format for enhanced clarity and elaboration.

III. RESULT

> *Level of Morphological Awareness*

Shown in Table 2 is the level of morphological awareness among English major students in Kapalong Agriculture of Sciences and Technology. It obtained an overall mean score of 3.90 with a descriptive equivalent of High. This means that the English major students manifested oftentimes their morphological awareness. The variable of the study which is the morphological awareness which has

four indicators namely: derivational morpheme, inflectional morpheme, compound word, and root word.

Table 1 Level of Morphological Awareness

Indicators	Mean	Description
A. Derivational Morpheme		
1. Identifying prefixes or suffixes to determine the meaning of a word.	4.30	Very High
2. Applying derivational morphemes to change the words into different classes (e.g., from noun to verb) in my writing.	4.32	Very High
3. Analysing unfamiliar words by breaking them down into derivational parts.	4.21	Very High
4. Creating new words by adding prefixes or suffixes in my speaking and writing.	4.24	Very High
5. Noticing derivational morphemes when reading texts in English		
	4.27	Very High
Category Mean	**4.27**	**Very High**
B. B. Inflectional Morpheme	**Mean**	**Description**
1. Identifying the inflectional endings of verbs (e.g., - ed, -ing) within sentences.	3.81	High
2. Using inflectional morphemes to indicate tense, number, or possession in my writing.	3.78	High
3. Identifying plural forms by recognizing the addition of inflectional suffixes.	3.71	High
4. Understanding the grammatical function of words by analysing their inflectional morphemes.	3.71	High
5. Consistently applying correct inflectional morphemes when constructing sentences		
	3.65	High
Category Mean	**3.73**	**Moderate**
C. Compound Words	**Mean**	**Description**
1. Combining two words to form compound words in my writing.	3.66	High
2. Understanding the meaning of compound words by analysing their individual parts.	3.67	High
3. Using compound words effectively to make my writing more descriptive.	3.76	High
4. Noticing how compound words are used in reading materials.	3.70	High
5. Creating compound words when needed to express specific ideas		
	3.65	High
Category Mean	**3.69**	**High**
D. Root Words	**Mean**	**Description**
1. Identifying root words to determine the meaning of complex words.	3.91	High
2. Breaking down unfamiliar words into root and affixes for better understanding.	3.86	High
3. Relying on my knowledge of root words to improve my vocabulary.	3.99	High
4. Recognizing the historical or linguistic origin of root words.	3.86	High
5. Using root words to infer the meaning of new words during discussions or writing tasks		
	3.92	High
Category Mean	**3.91**	**High**

Chapter 2 presented the status of morphological awareness, which achieved a high degree based on the answers received from the respondents. This indicates that morphological awareness was frequently exhibited by English major students. This outcome demonstrates that students consistently utilize their understanding of morphemes, encompassing derivational and inflectional morphemes, compound words, and root words, in their linguistic expression. This indicates that their capacity to identify and alter word structures significantly influences their vocabulary development and comprehension. The regular use of morphological awareness improves their capacity to decipher unknown words, promotes reading comprehension, and facilitates the construction of grammatically correct sentences. Thus, a robust foundation in morphological awareness enhances overall language proficiency, facilitating students' communication in both academic and real-world contexts.

➢ *Derivational morpheme*

The derivational morpheme achieved a significantly high level according to the findings of this investigation. This indicates that morphological awareness is consistently exhibited. This indicates that respondents recognize derivational morphemes as occasionally apparent in their linguistic usage. This indicates that the capacity to create new words through the addition of prefixes and suffixes is affected by exposure to varied vocabulary and regular practice. Participating in reading, writing, and analytical debates augments students' understanding of word creation, allowing them to broaden their lexical repertoire and develop their linguistic skills.

Moreover, organized educational settings that promote critical thinking and lexical analysis assist learners in understanding the importance of derivational morphemes in effective communication.

This immediately corroborates the viewpoint of Wood et al. (2025), who asserted that morphology-centered vocabulary education markedly improves students' morphological understanding. The elevated ranking signifies that participants often utilize and implement derivational morphemes in their linguistic practices, demonstrating robust morphological awareness. In Wood et al.'s study, a 6-week computer-based program that offered specific training on derivational morphemes, roots, and bases resulted in significant enhancements in students' capacity to analyze and comprehend word structures. This comparison highlights the efficacy of targeted morphological training in enhancing students' abilities in word creation and vocabulary development.

Furthermore, the findings correspond with the research conducted by Afri and Putra (2021), which shown that explicit instruction on derivational morphemes, along with contextual learning activities, facilitated students' ability to identify patterns in word creation more efficiently. Their research exhibited substantial improvements in vocabulary acquisition via derivational morpheme techniques. The elevated rating in this study underscores the significance of instructional methodologies, indicating that learners gain from organized morphology-centered sessions that enhance long-term vocabulary acquisition and language proficiency.

➤ *Inflectional Morpheme*
The rating of the inflectional morpheme indicator is elevated according to the findings of this investigation. This indicates that morphological awareness is frequently exhibited by students majoring in English. It indicates that respondents often employ inflectional morphemes in their linguistic expressions. This indicates a robust understanding of grammatical constructs, including tense, number, possession, and comparison, which are vital for articulating specific meanings and relationships among words in sentences. Regular exposure to varied linguistic environments and consistent practice certainly boost proficiency, allowing individuals to apply grammatical rules efficiently and improve their overall language competence.

This discovery corresponds with the study by Obenza, Sumayo, and Adriano (2023), who performed a contrastive analysis of Cebuano and English pop songs to investigate derivational and inflectional morphemes. Their research indicated that both languages utilize inflectional morphemes, but their positioning varies: Cebuano predominantly employs prefixes, while English employs suffixes. This finding highlights the significance of comprehending language-specific morphological structures to improve language ability.

A study published in the Asian-Pacific Journal of Second and Foreign Language Education (2024) examined region-specific frequencies of inflectional morphemes within the International Corpus Network of Asian Learners of English (ICNALE). The researchers identified substantial discrepancies in the use of inflectional morphemes among English as a Second Language (ESL) learners from diverse locations, underscoring the impact of linguistic backgrounds and educational environments on morphological trends. This underscores the necessity for customized teaching strategies to tackle the particular difficulties encountered by learners in understanding inflectional morphemes.

➤ *Compound Words*
The rating of the compound words indication is elevated based on the findings of this investigation. This indicates that morphological awareness is frequently exhibited by English major students. It indicates that respondents often employ compound terms in their linguistic expressions. This indicates a robust understanding of amalgamating many words to generate new meanings, hence augmenting vocabulary and the capacity to articulate intricate concepts concisely. Regular exposure to varied linguistic environments and consistent practice likely enhance this competency, allowing individuals to utilize compound words efficiently and improve their overall language skills.

This discovery corresponds with the study conducted by Schnur and Rubio (2021), which examined lexical complexity, particularly the utilization of compound words, in the writing of students enrolled in Spanish Dual Language Immersion programs. Their research indicated that a greater utilization of compound words was associated with enhanced writing proficiency, highlighting the significance of lexical complexity in language advancement.

A study by Aton et al. (2024) investigated vocabulary proficiency and the development of language abilities among English majors. The researchers discovered that socioeconomic status greatly impacted pupils' vocabulary competency, including their usage of compound terms. This highlights the significance of external influences in language acquisition and the necessity for customized instructional strategies to assist learners from varied backgrounds.

Root Words. The rating of the root words indication is elevated according to the findings of this investigation. This indicates that morphological awareness is frequently exhibited by English major students. It indicates that responders demonstrate a robust comprehension and utilization of root terms in their linguistic expression. This ability indicates that individuals can efficiently analyze intricate vocabulary into basic elements, enhancing understanding and memory of word meanings. Such skills are likely cultivated by regular engagement with etymological analysis and the examination of word origins, allowing learners to augment their vocabulary and improve overall language competency.

This discovery corresponds with Watanapokakul's (2012) research, which examined the impact of learning prefixes and roots on the capacity to infer the meanings of unknown words. The research indicated that teaching

centered on word roots markedly enhanced students' ability to deduce meanings, underscoring the significance of morphological awareness in vocabulary development.

Furthermore, Akarslan and Bedir (2019) investigated the enduring retention of English vocabulary via the instruction of word roots. Their research shown that students instructed on word roots displayed superior retention rates relative to those who were not, underscoring the efficacy of root-based teaching strategies in improving vocabulary retention.

Table 2 Level of Vocabulary Retention

Indicators	Mean	Description
A. Form Recognition	Mean	Description
1. Being confident in recognizing the correct spelling of newly learned words.	3.92	High
2. Identifying the pronunciation of a word after hearing it once.	3.85	High
3. Finding it easy to distinguish similar-sounding words.	3.79	High
4. Effective at identifying new words in spoken language during conversation.	3.77	High
5. Recognizing different forms of a base word (e.g., unhappily, happiness).	3.72	High
Category mean	**3.81**	**High**
B. **Meaning Recall**	Mean	Description
1. Recalling the meaning of a word after learning it in class.	3.83	High
2. Remembering the meaning of familiar words when I see them.	3.85	High
3. Struggling to remember the meaning of recently learned words.	3.65	High
4. Feeling confident recalling the meaning of words without using a dictionary.	3.73	High
5. Recalling the meanings of words after a week of learning them.	3.69	High
Category mean	**3.75**	**High**
C. Usage Knowledge	Mean	Description
1. Feeling confident using newly learned words in a sentence.	3.88	High
2. Identifying which part of speech a words belongs to.	3.59	High
3. Using new vocabulary in speaking or writing.	3.76	High
4. Using different forms of a word (e.g., "education", "educational") in sentences.	3.66	High
5. Feeling confident in selecting the appropriate word to fit the context when writing.	3.70	High
Category mean	**3.72**	**High**
D. Contextual Understanding	Mean	Description
1. Understanding the meaning of a word based on the surrounding sentence.	3.77	High
2. Feeling confident interpreting the meaning of a word when it is used metaphorically.	3.69	High
3. Guessing the meanings of unknown words in conversion correctly.	3.71	High
4. Being effective at recognizing the intended meaning of a word in different context.	3.66	High
5. Feeling confident using context clues to determine the meaning of a word in a sentence.	3.69	High
Category mean	**3.70**	**High**

Chapter 2.1 indicates that the vocabulary retention level among English major students is significantly elevated. This indicates that vocabulary retention is frequently seen by students majoring in English. This indicates that responders regularly interact with language exposure, enhancing their capacity to recall and employ new terminology proficiently.

Their expertise encompasses reading, writing, speaking, listening, and comprehension, indicating a thorough understanding of the English language.

This finding corroborates the research by Endres et al. (2021), which underscores that the amalgamation of

retrieval practice with spaced repetition and diverse learning activities markedly improves vocabulary acquisition in language learners. Retrieval practice entails the active recollection of knowledge, hence enhancing memory and promoting long-term retention.

Moreover, study conducted by Zaidi et al. (2020) underscores the efficacy of adaptive forgetting curves inside spaced repetition systems for language acquisition. By customizing review intervals according to individual forgetting patterns, these systems enhance revision tactics, mitigating memory degradation and fostering enduring language retention.

➤ *Form Recognition*

Form recognition achieved a superior rating. This indicates that language retention is frequently exhibited by English major students. This study indicates that respondents demonstrate a robust capacity to recognize and understand word structures. This skill allows individuals to efficiently analyze complex words into their basic elements, hence improving understanding and memory of terminology. These skills are likely developed by regular engagement with morphological analysis and the examination of word construction principles, which enhance vocabulary growth and general language competence.

This conclusion is corroborated by Xia et al. (2022), who examined the interconnections between morphological awareness, character identification, and word knowledge in primary school students. Their research indicated that morphological awareness is a strong predictor of vocabulary knowledge over time, underscoring the relevance of form identification in vocabulary learning.

Zhang (2023) investigated the dimensionality of morphological knowledge and its impact on second language vocabulary acquisition. The study demonstrated that morphological awareness, namely the capacity to identify and alter word forms, is essential for improving vocabulary knowledge in language learners.

➤ *Meaning Recall*

This signal achieved a high rating in meaning recall. This indicates that vocabulary retention is consistently exhibited by English major students. This indicates that responders have a robust capacity to recall and express the meanings of words from memory. This ability signifies that individuals can autonomously retrieve vocabulary, which is crucial for fluent language application and understanding. Such skills are presumably cultivated by regular participation in retrieval-based learning activities that strengthen the association between word forms and their meanings.

This discovery corresponds with the study conducted by Stewart et al. (2024), which examined the separate functions of meaning recall and meaning recognition about reading proficiency. Their research indicated that meaning recall is a distinct predictor of reading skill, highlighting the significance of retrieving word meanings in improving language comprehension.

Sato et al. (2020) investigated the effectiveness of Mobile-Assisted Language Learning (MALL) on vocabulary retention and learner independence. Their research demonstrated that learners participating in mobile-based retrieval practices showed considerable enhancements in vocabulary recall and retention, underscoring the efficacy of retrieval-based learning strategies in facilitating long-term vocabulary acquisition.

➤ *Utilization Acumen*

The elevated grade of the usage knowledge indication in this study signifies that vocabulary retention is frequently exhibited by English major students. This indicates that respondents have a robust capacity to utilize their linguistic knowledge effectively in diverse circumstances. This proficiency signifies that individuals can skillfully employ vocabulary and grammatical structures in suitable contexts, hence improving their communicative competence. These skills are presumably cultivated by regular practice and exposure to many linguistic contexts, which promote the internalization of language principles and their practical application.

This discovery corresponds with the investigation conducted by Rahmat et al. (2022), which examined the impact of various knowledge types—conditional, declarative, and procedural—on the application of language abilities. Their research indicated that learners frequently utilize declarative knowledge, which includes factual information about language, to facilitate their language use. This highlights the need of comprehending linguistic rules and structures as a basis for proficient language use.

Moreover, usage-based methodologies in language acquisition underscore the importance of frequency and context in the learning and application of linguistic structures. Studies demonstrate that learners enhance their understanding of language patterns and their correct application through repeated exposure and practical use in many circumstances. This viewpoint emphasizes the significance of substantive contact and contextual application in improving language ability.

➤ *Contextual Understanding*

The elevated ranking of the contextual understanding indicator in this study. This indicates that vocabulary retention is frequently exhibited by students majoring in English. This indicates that responders have a strong capacity to interpret and understand language in diverse situational contexts. This skill allows individuals to understand subtle meanings, identify cultural allusions, and utilize language suitably in many circumstances, therefore improving successful communication and overall linguistic competence. These talents are frequently cultivated through immersive experiences and exposure to language in genuine contexts.

This discovery corresponds with the study conducted by Chung and Long (2024), which examined the influence of cultural comprehension on language acquisition in fourth-

year English majors. Their research demonstrated that cultural exposure via media, engagement with native speakers, and educational resources markedly increased students' motivation and contextual comprehension, resulting in higher language proficiency. The researchers underscored the necessity of including cultural elements into language programs to enhance engagement and relevance in learning.

Furthermore, Aswadi (2024) examined the enhancement of language acquisition via the selection of pertinent and contextual vocabulary. The study demonstrated that selecting terminology relevant to students' social and cultural experiences improves their comprehension and linguistic abilities. The study emphasizes the necessity for educators to modify learning resources that link vocabulary to wider social, cultural, and academic settings, thus fostering significant and contextually enriched language acquisition.

Additionally, Lee (2022) performed a thorough review of the application of context-aware technologies in foreign language acquisition. The study emphasized that context-aware technologies, which tailor learning information according to the learner's environment and circumstances, enhance language acquisition by offering authentic and situational learning experiences. This method promotes enhanced contextual comprehension and pragmatic language utilization.

Table 3 Lived Experiences and Coping Mechanism of English Major Students Regarding the Role of Morphological Awareness in Vocabulary Retention

Probed Issues	Core Ideas	Code/Category	Essential Theme	Theoretical Support
Challenges of English Major Students in understanding Complex Words	• Encountering unfamiliar words with no background in word formation. • Encountering words that have no familiar root word or borrowed words from Latin or Greek. • Encountering words without recognizable patterns.	Lack of Familiarity with Word Formation and Structure	Morphological Complexity and Word Formation Challenges	Morphological Awareness (Carlisle, 2000)
	• Facing confusion with terms due to complex affixes. • Experiencing shifts in meaning from added prefixes or suffixes. • Finding root words misleading despite familiarity. • Facing difficulty understanding words without morphological knowledge. • Encountering exceptions that make word meanings unclear.	Challenges with Prefixes, Suffixes, and Morphology		
	• Struggling to understand unfamiliar words without recognizing the root. • Understanding complex words by grasping both meaning and usage. • Relying on context clues that often require dictionary checks.	Contextual Comprehension Challenges	Contextual Understanding and Semantic Ambiguity Challenges	Incidental Vocabulary Learning Theory (Nagy, Anderson, & Herman, 1987)
	• Struggling with homographs. • Experiencing confusion despite understanding context. • Doubting meanings of similar-looking words.	Semantic Ambiguity Challenges		

	• Dealing with multiple-meaning words without clear context. • Encountering confusion with look-alike words like "disinterested" and "uninterested." • Analyzing words but remaining unsure of meaning.			
Challenges of English Major Students in Retaining Vocabulary for Academic Performance	• Limiting understanding and expression from weak vocabulary retention. • Facing reading and writing challenges without strong retention. • Affecting performance in subjects needing broad vocabulary. • Struggling in essay exams and idea expression. • Taking longer on tasks due to poor word recall. • Struggling with writing, speaking, and reading from limited vocabulary.	Vocabulary Retention Issues & Academic Impact	Challenges in Vocabulary Retention and Academic Performance	Lexical Quality Hypothesis (Perfetti, 2007)
	• Struggling to express thoughts in written and spoken tasks. • Struggling to explain ideas due to limited vocabulary. • Needing varied vocabulary to avoid repetition. • Affecting confidence in discussions and recitations. • Struggling to speak clearly in class due to vocabulary gaps.	Verbal and Written Expression Challenges		
	• Slowing down comprehension due to unfamiliar words. • Facing challenges with academic and literary texts. • Struggling to process complex readings.	Academic and Literary Reading Challenges		
Advice for Students Struggling with Vocabulary Retention	• Avoiding sole reliance on memorization. • Using new words in speech or writing to aid memory. • Learning vocabulary in context for better retention. • Using words daily to strengthen recall. • Writing example sentences to reinforce meaning. • Writing short texts with new words to support learning.	Context-Based and Active Learning	Strategies for Effective Vocabulary Retention	Constructivist Learning Theory (Piaget, 1952; Vygotsky, 1978)
	• Understanding word	Word Recognition and		

• structure for easier retention. • Developing morphological awareness to aid memory. • Recognizing word variations to enhance recall. • Establishing word connections to improve retention. • Analyzing word formation during reading for reinforcement.	Structure		
• Knowing words to reduce fear in discussions. • Retaining vocabulary to boost confidence. • Feeling confident with a broad vocabulary. • Delivering thoughts fluently and clearly. • Speaking without hesitation in class. • Gaining confidence to improve communication. • Feeling relaxed in discussions and writing tasks.	Confidence and Fluency in Communication	Impact of Vocabulary Retention on Communication and Academic Performance	Communicative Competence Theory (Hymes, 1972)
• Understanding questions quickly for organized answers. • Articulating thoughts to ease exam stress. • Reducing anxiety to focus on ideas. • Expressing arguments effectively with strong vocabulary. • Trusting grammar and word choice for better results.	Academic Performance and Exam Readiness		

➢ *Lived Experiences and Coping Mechanisms of English Major Students Regarding the Role of Morphological Awareness in Vocabulary Retention*

The lived experiences and coping strategies of English major students on the influence of morphological awareness on vocabulary retention. Numerous problems and insights arose, emphasizing how students interact with word structures to improve their vocabulary learning. Essential concepts were discerned and classified to enhance comprehension of their experiences. This study seeks to enhance the discourse on how English major students manage the intricacies of morphology and employ coping techniques to preserve and augment their vocabulary. Relevant theories and viewpoints from scholars were analyzed to further substantiate these findings in respect to these experiences.

Morphological Complexity and Challenges in Word Formation. This study's findings indicate that morphological complexity, especially concerning derivational morphemes, significantly influences vocabulary retention among English major students. Students' experiences indicate that their capacity to evaluate and comprehend word structures—such as prefixes, suffixes, and root words—directly affects their proficiency in understanding and retaining new vocabulary. The elevated rating assigned to derivational morphemes in this study signifies that, although numerous students exhibit considerable proficiency in employing affixes to create new words, some continue to have difficulties in word construction when confronted with unfamiliar or intricate terms. This indicates a fundamental challenge in reliably identifying and utilizing morphological norms. These issues correspond with Carlisle's (2000) research on morphological awareness, which underscores that a learner's capacity to alter morphemes is crucial for vocabulary acquisition. Carlisle contended that pupils possessing robust

morphological awareness may deconstruct intricate phrases into smaller, significant components, so facilitating comprehension and retention. Conversely, children deficient in this skill frequently encounter difficulties in deciphering foreign words, hence impacting long-term retention.

Recent research further substantiate the correlation between morphological complexity and learning outcomes. Giazitzidou, Mouzaki, and Padeliadu (2024) examined the impact of morphological awareness on reading fluency, demonstrating that robust morphological skills enhance vocabulary knowledge, hence facilitating fluency. This underscores that surmounting word formation difficulties, especially with derivational morphemes, can enhance both comprehension and reading proficiency.

Matwangsaeng & Sukying (2023) revealed that specific instruction in morphological awareness, particularly regarding the formation of words through derivational processes, resulted in substantial improvements in vocabulary knowledge among Thai EFL learners. The findings indicate that targeted instruction on derivational morphemes can effectively mitigate the difficulties associated with morphological complexity, hence improving students' capacity to recall and utilize new vocabulary more efficiently.

Challenges of Contextual Comprehension and Semantic Ambiguity in Incidental Vocabulary Acquisition. This study's findings indicate that English major students often have difficulties in contextual comprehension and semantic ambiguity, which substantially impede their capacity to acquire and grasp language through incidental learning. These challenges manifest when students endeavor to deduce the meanings of unknown words exclusively from the surrounding context. The context offered is frequently either ambiguous or deceptive, leading to misinterpretation of word meanings and adversely affecting vocabulary retention and general language development.

This observation directly corroborates the Incidental Vocabulary Learning Theory posited by Nagy, Anderson, and Herman (1987), which contends that while learners acquire a significant portion of their vocabulary through incidental exposure—such as reading—context alone frequently proves inadequate for precise word meaning acquisition. This is especially applicable in instances of semantic ambiguity, where a term may possess several or indistinct meanings contingent upon its contextual usage.

Gonzalez, Tremblay, and Binder (2023) offer more evidence about the influence of context on the interpretation of lexically ambiguous terms among adult literacy learners. Their findings indicated that although context aids in comprehending ambiguous words, its efficacy is reduced when contextual signals are scarce or deceptive. This reflects the experiences of students in the present study, who frequently misinterpret or neglect meanings due to insufficient contextual clues.

Zhang et al. (2020) highlighted the complexities of incidental vocabulary acquisition due to semantic similarity and ambiguity. Their research indicated that exposure to homonyms—words with distinct meanings—can cause the originally learned meaning to obstruct the acquisition of a second meaning, so challenging comprehension. This corroborates the current study's conclusion that semantic ambiguity is a substantial obstacle to vocabulary acquisition, particularly when learning transpires accidentally without explicit instruction or elucidation. These findings underscore the necessity for structured vocabulary assistance and comprehensive contextual analysis to aid learners in managing the intricacies of incidental word acquisition.

Table 4 Insights of English Major Students Regarding the Role of Morphological Awareness in Vocabulary Retention

Probed Issues	Core Ideas	Code/Category	Essential Theme	Theoretical Support
Confidence in Academic Discussions and Exams	• Overcoming hesitation in class discussions by expanding vocabulary. • Feeling more confident in expressing thoughts clearly and accurately. • Experiencing a significant boost in confidence due to vocabulary ret ention. • Speaking more fluently without fear of using incorrect terms. • Engaging in academic conversations more effectively. • Organizing thoughts better with a stronger vocabulary. • Choosing the right words for discussions, essays, and exams. • Feeling more articulate and confident during discussions. • Expressing opinions clearly instead of just listening. • Enhancing debate and presentation skills through precise word choices. • Overcoming intimidation in debates and recitations through vocabulary familiarity. • Feeling more at ease during exams due to familiarity with vocabulary. • Understanding exam questions more clearly, reducing confusion. • Becoming less anxious and more confident in answering. • Gaining confidence in answering essay-type questions. • Writing with more fluidity and structure due to a broader vocabulary. • Avoiding repetition by using varied and precise terms. • Performing better in essay-type exam questions due to strong vocabulary recall. • Improving grammar, word	Confidence in Communication and Expression Academic Performance and Exam Readiness	Confidence and Academic Performance Through Vocabulary Retention	Lexical Retrieval and Cognitive Load Theory (Sweller, 1988)
Impact of Morphological Awareness on Language Proficiency	choice, and writing accuracy by using words in the right context. • Strengthening writing skills by using more precise	Writing and Grammar Improvement	Enhancing Language Proficiency Through Vocabulary	The Involvement Load Hypothesis (Laufer & Hulstijn, 2001)

			Retention	
	• vocabulary and understanding word formation. • Constructing sentences more effectively by understanding word structure. • Expressing thoughts more clearly and effectively in academic and casual contexts.			
	• Enhancing reading comprehension by recognizing word structures and reducing dictionary reliance. • Expanding vocabulary for more varied and precise word choices in writing and speech. • Increasing reading speed and comprehension by breaking down complex words. • Making formal and academic texts easier to understand without frequent dictionary use. • Learning and applying morphological analysis for vocabulary retention and understanding.	Reading Comprehension and Vocabulary Expansion		
Vocabulary Retention Strategies and Academic Success	• Developing independence in vocabulary learning by analyzing words through roots and affixes instead of relying on a dictionary • Expanding vocabulary effectively by focusing on the logic behind words instead of memorization • Retaining words effectively through context clues, morphological analysis, and vocabulary notebooks, making essay revisions easier.	Independent Vocabulary Learning	Academic Proficiency Through Vocabulary Mastery	Schema Theory (Anderson & Pearson, 1984)
	• Understanding exam questions more quickly leads to well-organized answers. • Articulating thoughts better makes exams less stressful. • Reducing exam anxiety allows better focus on ideas. • Expressing arguments more effectively with a broader vocabulary. • Trusting grammar and word choice leads to better performance.	Academic Writing and Reading Proficiency		
Recommendations for	• Integrating technology for	Technology and	Instructional	Technology-

KCAST, Teachers, and CHED to Enhance Students' Vocabulary Retention	vocabulary learning through apps and gamified activities. • Developing mobile apps or flashcards to enhance vocabulary retention. • Implementing structured vocabulary-building programs such as weekly word challenges and reading assignments. • Introducing subjects on morphology and etymology to deepen understanding of word structures.	Structured Learning Programs	Strategies and Tools for Vocabulary Development	Enhanced Learning Theory (Mayer, 2005)
	• Promoting discussions and writing activities to reinforce newly learned words. • Encouraging creative writing and debates as vocabulary-building exercises. • Encouraging the practical application of new words in everyday conversations.	Active Engagement in Communication and Writing		

IV. INSIGHTS SHARED WITH THE ENGLISH MAJOR STUDENTS ON THEIR MORPHOLOGICAL AWARENESS AND VOCABULARY RETENTION

➤ *Confidence and Academic Performance Through Vocabulary Retention.*

One important topic of educational research is the relationship between students' academic achievement and their level of confidence. A key element of language learning, vocabulary retention, has a big impact on this dynamic. Gaining knowledge into how confidence affects vocabulary memory can help improve academic performance. According to Sweller's Cognitive Load Theory (1988), the human brain can only process a certain amount of new information. The cognitive load rises when students come across new terminology, which may impair comprehension and recall. Quick access to and production of words, or efficient lexical retrieval, can reduce cognitive load and free up pupils' attention to comprehend and apply information. Consequently, encouraging self-assurance in language use can improve lexical retrieval processes, lowering cognitive load and raising academic achievement.

Moreover, a recent study emphasizes the link between academic performance, language knowledge, and self-confidence. For example, Setiawan and Sulhan (2020) investigated how students' speaking abilities at Indonesian vocational high schools were impacted by their level of vocabulary knowledge and self-confidence. According to their research, students' speaking skills were considerably improved by stronger vocabulary knowledge and increased self-confidence, indicating that confidence has a direct impact on language proficiency.

Furthermore, the impact of vocabulary knowledge and self-perception of language proficiency on academic

accomplishment in English as a Medium of Instruction (EMI) courses was examined by Masrai, El-Dakhs, and Yahya (2022). Their results showed that, although self-perception certainly played a part, language knowledge was the best indicator of academic performance. This implies that pupils are more likely to succeed academically if they have a large vocabulary and are confident in their language skills.

➤ *Enhancing Language Proficiency Through Vocabulary Retention*

A key component of language proficiency is vocabulary retention, which affects students' capacity to understand and use language efficiently. Laufer and Hulstijn's (2001) Involvement Load Hypothesis (ILH) provides a paradigm for comprehending the ways in which task-induced cognitive engagement affects vocabulary acquisition. Tasks that require a greater amount of involvement, such as need (the drive to learn a word), search (the work required to determine a word's meaning), and evaluation (the process of comparing and integrating the word into preexisting knowledge), are more successful in encouraging vocabulary retention, according to the ILH.

Furthermore, Keating (2018) assessed beginning Spanish language learners who finished tasks with varying levels of involvement load, including reading comprehension (low involvement), reading with word suppliance (moderate involvement), and sentence writing (high involvement), in order to determine the efficacy of various vocabulary learning tasks. The results showed that the sentence writing activity had the highest recall rate, confirming the ILH's claim that vocabulary learning is improved by tasks requiring higher levels of cognitive involvement.

Finally, Qin (2023) conducted additional research that compared the ILH with the Technical Feature Analysis (TFA) across four vocabulary learning tasks for English as a Foreign Language (EFL): composition, gap filling, reading comprehension with glosses, and rewording. The purpose of the study was to identify the framework that best explains how well these tasks aid in language development. Additional empirical support for the concept was provided by the findings, which indicated that vocabulary learning was more successfully promoted by tasks with higher involvement loads as described by the ILH.

Academic Proficiency Through Vocabulary Mastery. Vocabulary mastery has a big impact on academic achievement because it helps students understand difficult texts, communicate ideas clearly, and interact critically with academic material. A framework for comprehending how people arrange and apply past knowledge to absorb and learn new information is provided by schema theory, which was first proposed by Anderson and Pearson in 1984. This theory holds that schemas are mental models of previously acquired information and experiences that make it easier to understand and incorporate new data.

According to schema theory, learners improve understanding and retention when they link new words to preexisting schemas during vocabulary acquisition. For example, students might increase their learning and improve long-term retention by connecting new academic terms to previously learned ideas in their schemas.

Moreover, in a recent study supports the application of Schema Theory in vocabulary instruction. A study by Xiao (2023) explored the use of Schema Theory in English vocabulary teaching among senior high school students. The findings indicated that integrating new vocabulary with students' existing knowledge structures significantly improved their ability to grasp and apply word meanings. This approach not only expanded their vocabulary but also enhanced their overall language proficiency.

Furthermore, the relationship between vocabulary mastery and reading comprehension has been examined through the lens of Schema Theory. Research published in the Journal of English Education and Linguistics Studies demonstrated that students with well-developed content schemas could comprehend texts effectively, even with limited vocabulary. This suggests that activating relevant prior knowledge can compensate for vocabulary gaps, highlighting the importance of schema development in academic settings.

➢ *Instructional Strategies and Tools for Vocabulary Development*

Instructional strategies and resources that improve students' capacity to learn, retain, and use new words in academic contexts are essential for effective vocabulary growth. Mayer's Technology-Enhanced Learning Theory is a noteworthy paradigm that facilitates this approach (2005). This idea highlights how interactive learning settings and multimedia can support cognitive processes, especially when it comes to vocabulary development.

Additionally, Mayer claims that technology-based training uses dual-channel processing—the utilization of both visual and verbal channels—to maximize learning. According to this theory, students' capacity to encode and remember word meanings is improved when vocabulary is presented using a mix of text, visuals, audio, and interactive tasks. For example, learners can create stronger associations between words and their meanings by using educational programs and digital flashcards that incorporate animations or contextual visuals.

Moreover, studies have shown how beneficial technology is motivated vocabulary training. Students who used multimedia-based vocabulary tools demonstrated noticeably higher recall rates than those who just used conventional text-based techniques, according to a study by Chen et al. (2022). The results highlight how interesting and customized experiences that support vocabulary acquisition may be found in interactive learning settings, such as gamified vocabulary apps, virtual simulations, and adaptive learning platforms.

Furthermore, a recent study by Ahmed and Asraf (2021) looked at how students' language competency was affected by vocabulary acquisition aided by mobile devices. According to their research, pupils who used mobile-based vocabulary learning apps outperformed those who used conventional techniques in terms of word recall and reading comprehension. The study backs up the claim that vocabulary training powered by technology improves motivation, engagement, and long-term recall.

V. CONCLUSION

The study's findings led to the following deductions being made: First, students majoring in English have a high level of morphological awareness when it comes to derivational morphemes, while inflectional morphemes, compound words, and root words are also high. Nevertheless, the total score is still high. Additionally, students majoring in English have a high level of vocabulary retention in terms of form identification, meaning recall, usage knowledge, and contextual comprehension. Thus, data suggests that individuals majoring in English consistently exhibit the markers of morphological awareness and vocabulary retention.

Second, using the Mean, R-Value, and P-Value, the results showed a substantial correlation between morphological awareness and vocabulary retention among English major students. Since both factors were found to be invalid, there is a strong correlation between students majoring in English and their exposure to and proficiency in the language.

Third, based on the answers from focus groups (FGD) and in-depth interviews (IDI), a thematic analysis of the qualitative data was carried out. This investigation shed further light on the coping strategies and real-world experiences of English majors, particularly with regard to how exposure to the English language can improve language proficiency. In order to improve their vocabulary retention, English majors have been exposed to a variety of scenarios that help them develop their morphological awareness. The following themes surfaced: difficulties with word formation and morphological complexity; difficulties with contextual understanding and semantic ambiguity; difficulties with academic performance and vocabulary retention; methods for successful vocabulary retention; and the effects of vocabulary retention on English major students' academic performance and communication.

Fourth, other themes that reveal the opinions of English majors regarding the impact of exposure to the English language on vocabulary retention are found in the responses of the participants. The themes include: improving language competence through vocabulary retention, academic competency through vocabulary mastery, vocabulary development instructional strategies and resources, and confidence and academic achievement through vocabulary retention.

Finally, the responses were subjected to a thematic analysis in order to corroborate the study's qualitative findings and provide a thorough evaluation of the influence of morphological awareness on English major students' vocabulary retention. The intended method was followed in integrating the outcomes from the two stages. Participants' levels of morphological awareness (MA) and vocabulary retention (VC) were revealed by the quantitative results, which were then compared to the qualitative information. The two sets of results agreed, demonstrating that morphological awareness had a major impact on students' vocabulary retention in a number of ways. This convergence highlights how students' capacity to comprehend subtleties, participate in speech, and successfully use linguistic functions in a variety of circumstances has improved.

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