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Summary: At the conclusion of 12 50-minute lessons, three classes of fifth-grade students were evaluated in the effectiveness of morphemic (select prefixes) and contextual analysis (select context clue types) instruction in isolation and in combination with one another. The results were contrasted with a fourth class which received no morphemic or contextual analysis instruction. The findings suggest: 1) an immediate and delayed effect of morphemic and contextual analysis instruction for lesson words; 2) an immediate, but not delayed, effect for transfer words; 3) no significant relationship between morphemic and contextual analysis instruction and text comprehension; and, 4) inference of word meaning was effective when the two types of instruction were used in conjunction with one another or in isolation.

Assumptions:

- Students can significantly increase the number of words they understand by employing context clues (contextual analysis) and analyzing parts of a word (morphemic analysis).
- Morphemic and contextual analysis provide a more efficient way to enhance vocabulary acquisition than directly teaching one word at a time.

Results:

- Students who received morphemic and contextual analysis instruction significantly recalled the meaning of lesson words (words used in the teaching of the morphemic and contextual analysis).
- There was an immediate effect, but not delayed effect, of morphemic and contextual analysis instruction on transfer words. Transfer words had some components (prefix, suffix, root, etc.) that were taught during the analysis instruction.
- There was no effect on text comprehension that included morphologically and contextually decipherable words.
- Morphemic and contextual analysis were both effective whether used separately or together. However, treatment effect was stronger for morphemic analysis.

Conclusion:

- Students learned the meaning of words used in the teaching of morphemic and contextual analysis.
- Students were able to obtain word meaning of untaught transfer words by using morphemic and contextual analysis. However, this effect decreased over time.
- Due to a possible lack of insufficient transfer power, measurement inadequacies, and/or the limited scope of the intervention there was no perceived relationship between analysis instruction and text comprehension.

Suggestions for Teachers:

- Using morphemic and contextual analysis can improve vocabulary acquisition.
- Look for opportunities to incorporate morphemic and contextual analysis in pre-existing language arts or particular subject matter curriculum.

Suggestions for Literacy Leaders:

- Expanding the number of prefixes, suffixes, and Latin and Greek roots, beyond the ones employed in this study, may further enhance vocabulary acquisition.
- Different contextual clue typologies may assist in greater vocabulary gains..
- Duration and intensity of intervention needs to be addressed to determine maximum effect. Teachers can try different amounts of time and intensity to determine what will best suit their particular students.