



Local Perspectives on Teaching Morphology in Libyan Higher Education: The Case of English Language Instructors at College of Education – Ajaylat, University of Al-Zawiya

المنظورات المحلية لتدريس المورفولوجيا في التعليم العالي الليبي: حالة أستاذة قسم اللغة الإنجليزية بكلية التربية-العجيلات، جامعة الزاوية

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تاريخ الاستلام: 2025/12/14 - تاريخ المراجعة: 2025/12/16 - تاريخ القبول: 2025/12/22 - تاريخ النشر: 2026/1/22

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Abstract: This qualitative study explores the lived perspectives of English language instructors on teaching English morphology within the context of Libyan higher education. Conducted at the College of Education – Ajaylat, University of Al-Zawiya with a purposive sample of 15 faculty members, the research investigates instructional strategies, perceived challenges, and contextual factors that shape morphological instruction. Data were gathered through semi-structured interviews and analyzed thematically to highlight local pedagogical realities. Findings reveal a strong recognition among instructors of the importance of morphology for vocabulary and language competency, yet manifest contextual constraints including limited instructional time, heavy curricula, and alignment with student linguistic backgrounds. Results are presented through descriptive tables and narrative themes. Based on these findings, the study proposes context-specific implications for curriculum design and teacher development that address morphology instruction more effectively in Libyan universities.

Keywords: Morphology instruction, Morphological awareness, EFL teaching, Libyan higher education, qualitative study.

الملخص:

تهدف هذه الدراسة النوعية إلى استكشاف تصورات أستاذة قسم اللغة الإنجليزية حول تدريس المورفولوجيا في مؤسسات التعليم العالي الليبية. أُجريت الدراسة في كلية التربية-العجيلات، جامعة الزاوية على عينة مقصودة تضم 15 عضو هيئة تدريس، وتم جمع البيانات من خلال مقابلات شبه منظمة وتحليلها موضوعياً. تكشف النتائج اعتراف المشاركين بأهمية المورفولوجيا في تطوير المفردات والكفايات اللغوية، لكنها تشير أيضاً إلى تحديات سياقية مثل ضيق الزمن التدريسي، كثافة المقررات، واختلاف الخلفيات اللغوية للطلاب. يُعرض تحليل البيانات عبر جداول وصفية ومحاور مستمدة من اللقاءات، وتنتهي الدراسة بتقديم توصيات تطبيقية لتطوير المقررات وتدريب المعلمين في السياق الليبي الأكاديمي.

الكلمات المفتاحية: تعليم المورفولوجيا، الوعي المورفولوجي، تعليم الإنجليزية كلغة أجنبية، التعليم العالي الليبي، دراسة نوعية.

1. Introduction

1.1 Background of the Study

Morphology, understood as the study of word structure and formation, plays a central role in language comprehension and production. In English as a Foreign Language (EFL) contexts, morphological knowledge enables learners to recognize relationships between words, infer meanings of unfamiliar vocabulary, and develop deeper lexical awareness. Research consistently shows that learners who possess strong morphological awareness demonstrate

improved reading comprehension and vocabulary growth, particularly at advanced stages of language learning (Tewarat & Afriana, 2024).

In higher education, morphology occupies a unique position. It is often introduced as part of linguistics courses, yet its pedagogical value extends far beyond theoretical description. When integrated effectively into teaching practices, morphology can function as a bridge between grammar, vocabulary, and reading skills. However, in many EFL programs, morphology is either taught implicitly or treated as a marginal topic, receiving limited instructional attention (Badawi, 2019).

Within the Libyan context, English is taught as a foreign language in universities, where students typically have limited exposure to English outside academic settings. This reality places additional responsibility on instructors to maximize classroom input and adopt pedagogical strategies that support language development efficiently. Given the morphological richness of Arabic, Libyan learners possess latent analytical skills that could be leveraged in learning English morphology. Yet, the extent to which instructors consciously draw on this potential remains largely unexplored.

1.2 Statement of the Problem

Despite the recognized importance of morphology in EFL learning, there is a noticeable lack of empirical research examining how morphology is taught in Libyan higher education institutions. More specifically, little is known about how university instructors conceptualize morphology, the instructional strategies they employ, or the challenges they face when teaching it.

At the College of Education – Ajaylat, University of Al-Zawiya, morphology is included within English language and linguistics courses; however, there is no documented analysis of whether it is treated as a core pedagogical component or merely as theoretical content. This absence of context-specific research creates a gap between pedagogical theory and classroom practice, limiting opportunities for informed curriculum development and professional reflection.

1.3 Aims of the Study

The primary aim of this study is to explore instructors' perspectives on teaching morphology in Libyan higher education. Specifically, the study seeks to:

- examine how English language instructors perceive the role of morphology in EFL teaching;
- identify the instructional practices used to teach morphology at the university level;
- explore the challenges instructors encounter in teaching morphology within the Libyan context;
- analyze how curriculum design and linguistic background influence pedagogical decisions.

1.4 Research Questions

To achieve these aims, the study is guided by the following research questions:

1. How do English language instructors at the College of Education – Ajaylat perceive the role of morphology in EFL instruction?
2. What teaching strategies do instructors use when addressing morphological concepts in their courses?
3. What challenges do instructors face in teaching morphology in the Libyan higher education context?
4. How do curriculum structure and students' linguistic background influence the teaching of morphology?

1.5 Significance of the Study

This study is significant for several reasons. First, it contributes to the limited body of research on EFL pedagogy in Libya by addressing an underexplored linguistic component: morphology. Second, by foregrounding instructors' perspectives, the study provides contextually grounded

insights that can inform curriculum design, teacher training, and pedagogical decision-making in similar educational settings.

Furthermore, the findings may help bridge the gap between linguistic theory and classroom practice, encouraging a more intentional integration of morphology into EFL instruction. At a broader level, the study adds to regional and international discussions on effective language teaching in foreign-language environments where exposure to English is limited.

1.6 Scope of the Study

The study is limited to English language instructors at the College of Education – Ajaylat, University of Al-Zawiya. Data are collected from fifteen faculty members within the Department of English. The focus is on instructors' perceptions and reported practices rather than direct classroom observation or student outcomes.

1.7 Definition of Key Terms

1. Morphology: Morphology is defined as the study of the internal structure of words and the principles governing word formation (Aronoff & Fudeman, 2011).

2. Morphological Awareness: Morphological awareness refers to learners' ability to recognize, analyze, and manipulate morphemes in order to construct meaning (Kieffer & Lesaux, 2012).

3. English as a Foreign Language (EFL) : English as a Foreign Language (EFL) describes contexts in which English is taught as a non-native language and is not widely used for daily communication (Richards & Rodgers, 2014).

4. Vocabulary (Morphology-Related): Vocabulary knowledge involves understanding word meanings and relationships, many of which are mediated through morphological structure (Nagy & Anderson, 1984).

5. Reading Comprehension: Awareness of morphologically complex words has been shown to play a significant role in reading comprehension development (Carlisle, 2000).

6. Instructional Strategy (EFL Context): Effective instructional strategies in EFL contexts often integrate vocabulary and morphology to enhance long-term language acquisition (Nation, 2013).

2. Literature Review

2.1 Theoretical Background of Morphology in EFL

Morphology, the study of word structure and the combination of morphemes, occupies a central role in both linguistic theory and language pedagogy (Aronoff & Fudeman, 2011). It mediates between syntax and the lexicon, allowing learners to comprehend how meaning and grammatical function interact within words. In the context of English as a Foreign Language (EFL), morphological knowledge extends beyond theoretical understanding, serving as a practical tool for vocabulary acquisition and reading comprehension (Carlisle, 2000).

For example, an EFL instructor may explicitly teach derivational patterns such as the suffix *-ness* in *happiness*, *kindness*, and *darkness*. Learners who understand the function of this suffix can infer meanings of unfamiliar words, identify word families, and expand vocabulary more efficiently. Similarly, prefixes like *un-* and *re-* allow learners to decode antonyms and repeated actions, fostering analytical reading skills (Nation, 2013).

Theoretical perspectives on second language acquisition emphasize that attention to form facilitates noticing and long-term retention (Ellis, 2006). In EFL contexts, particularly where English exposure is limited outside the classroom, morphology provides learners with cognitive strategies to dissect complex words, make meaning-based inferences, and transfer linguistic awareness from their first language. Arabic-speaking learners, for instance, possess implicit morphological sensitivity due to the root-and-pattern structure of Arabic. Instructors can leverage this by explicitly linking Arabic roots to English morphemes, enhancing comprehension and learning efficiency (Kieffer & Lesaux, 2012).

Despite its theoretical importance, morphology often remains marginalized in higher education EFL curricula. It is frequently addressed superficially or embedded within general grammar or vocabulary instruction, rather than receiving focused pedagogical attention. Understanding instructors' conceptualization of morphology is therefore essential for bridging the gap between linguistic theory and practical classroom implementation.

2.2 Morphological Awareness and Vocabulary Development in EFL

Morphological awareness refers to learners' ability to recognize, analyze, and manipulate morphemes to understand and generate words (Kieffer & Lesaux, 2012). Research consistently indicates a strong link between morphological awareness and vocabulary development. For instance, Nagy and Anderson (1984) estimated that approximately 60% of academic English words are morphologically derived, suggesting that learners without awareness of derivational processes may struggle to access large portions of academic texts.

Empirical studies further illustrate the instructional value of morphological awareness. Carlisle (2000) demonstrated that learners who actively analyze word structure perform better in reading comprehension tasks. Similarly, Nation (2013) highlighted that explicit morphology instruction—where learners engage with patterns of prefixes, suffixes, and roots—leads to measurable gains in vocabulary acquisition. Quantitative data from Badawi (2019) showed that EFL learners receiving structured morphological training improved their morphological awareness scores by 25% and reading comprehension scores by 18%, compared to control groups with standard instruction. In Asian EFL contexts, Musdalifah and Qamariah (2024) reported similar gains, confirming the replicability of such instructional benefits across diverse foreign language environments.

In EFL contexts like Libya, where exposure to English is largely restricted to classroom settings, morphological awareness is particularly critical. Learners must rely on analytical strategies to infer meanings, rather than incidental exposure. Arabic-speaking learners have an advantage in recognizing morphological patterns, yet such sensitivity does not automatically transfer to English without guided instruction. Effective pedagogy requires explicit attention to word formation processes, encouraging learners to manipulate morphemes, detect relationships between words, and construct meaning actively (Carlisle, 2000; Nation, 2013).

Overall, the literature suggests that morphological awareness functions as both a linguistic and pedagogical resource, bridging the gap between knowledge of word forms and practical language competence. Integrating morphology-focused instruction within EFL curricula, especially in higher education, can enhance learners' vocabulary acquisition, reading comprehension, and overall language proficiency.

2.3 Teaching Morphology in Higher Education EFL Contexts

Teaching morphology in higher education EFL settings presents unique opportunities and challenges. While morphology is recognized as a core linguistic component, its instructional integration varies widely across universities. In many EFL programs, including those in Libya, morphology is often embedded within grammar or vocabulary modules rather than taught as a standalone topic. This can limit learners' awareness of word formation patterns and impede systematic vocabulary development (Badawi, 2019).

2.3.1 Pedagogical Approaches

Instructors in higher education typically adopt a combination of explicit and implicit instructional strategies. Explicit instruction involves direct teaching of morphemes, derivational and inflectional patterns, and word family structures. For example, students may analyze word sets such as *develop*, *development*, *developer*, identifying prefixes, suffixes, and roots to understand meaning and grammatical function. Studies indicate that explicit attention to morphology enhances learners' ability to generalize patterns to new vocabulary items (Nation, 2013; Musdalifah & Qamariah, 2024).

Implicit approaches, on the other hand, rely on learners' incidental exposure to morphologically complex words through reading and context-based tasks. While this can reinforce learning, it is often insufficient in EFL contexts where English input outside the classroom is limited (Ellis, 2006). The most effective pedagogical practice combines both approaches: explicit teaching of morphemes complemented by reading activities and vocabulary exercises that reinforce contextual application.

2.3.2 Challenges in the Libyan Context

In Libya, several contextual factors influence morphology instruction:

1. **Limited classroom hours:** English is typically taught in restricted weekly hours, reducing time for in-depth morphology lessons.
2. **Curriculum constraints:** University curricula often emphasize exam performance over language analysis, discouraging extensive morphology instruction (Al-Badri, 2021).
3. **Learner linguistic background:** While Arabic-speaking students possess an innate sensitivity to word patterns, they may struggle with English morphology due to differences in derivational systems. Without structured scaffolding, transfer from L1 to L2 is inconsistent.
4. **Resource availability:** Access to up-to-date teaching materials, morphological exercises, and digital resources is often limited, challenging instructors to design effective lessons.

2.3.3 Strategies for Effective Morphology Instruction

Research suggests several strategies that improve morphology teaching outcomes in higher education EFL contexts:

- **Structured Word Analysis:** Explicitly breaking down complex words into morphemes during vocabulary instruction.
- **Word Family Mapping:** Encouraging learners to create charts linking root words to derived forms, enhancing pattern recognition.
- **Integrated Reading Tasks:** Assigning academic texts with guided morphological exercises to reinforce incidental learning (Carlisle, 2000).
- **Peer Collaboration and Discussion:** Facilitating small-group tasks to explore word meanings and derivational rules collaboratively.
- **Use of Technology:** Morphology-focused digital tools and apps can offer interactive exercises that strengthen awareness and retention (Nation, 2013).

2.3.4 Implications for Instructor Perspectives

Understanding how instructors perceive morphology is essential to contextualizing pedagogical choices. Prior research highlights that instructors' beliefs about language learning, their own training in linguistics, and familiarity with morphology directly affect how they prioritize it in their teaching (Richards & Rodgers, 2014). In Libyan universities, investigating these perceptions can provide insights into how theoretical knowledge is translated into classroom practice, which is central to bridging the gap between linguistic theory and student outcomes.

3. Research Methodology

3.1 Research Design

This study adopts a descriptive-analytical qualitative design aimed at exploring instructors' perspectives on teaching morphology in the EFL context of Libyan higher education. A qualitative approach allows for in-depth understanding of participants' experiences, beliefs, and pedagogical strategies (Creswell & Poth, 2018). The design emphasizes both contextual richness and practical relevance, enabling the identification of instructional patterns, challenges, and potential areas for curriculum enhancement.

3.2 Study Context

The research was conducted in the Faculty of Education – Al-Aqiqah, part of Zawia University, Libya. The focus was on the English Language Department, where instructors teach undergraduate EFL courses. The Libyan EFL context presents unique characteristics:

- English exposure outside the classroom is limited.
- Curricula emphasize examination performance and formal language instruction.
- Students' first language, Arabic, features a rich morphological system, influencing English learning processes.

This context provides a suitable environment for examining how theoretical knowledge of morphology is translated into practical teaching strategies.

3.3 Participants

The study involved 15 faculty members from the English Language Department, selected using purposive sampling to ensure participants had relevant experience teaching morphology or vocabulary courses. Participants represent diverse teaching experiences, ensuring variety in perspectives and instructional practices.

3.4 Data Collection Instruments

Two complementary instruments were employed:

1. Semi-Structured Interviews

- Designed to capture instructors' perceptions, strategies, and challenges in teaching morphology.
- Open-ended questions allowed for exploration of teaching methods, perceived student difficulties, and examples of classroom practices.
- Interviews lasted 30–45 minutes each and were audio-recorded with participants' consent.

2. Document Analysis

- Syllabi, lesson plans, and teaching materials were analyzed to triangulate interview data and identify how morphology is embedded in instruction.
- Focused on word analysis exercises, vocabulary tasks, and morphological explanations within the curriculum.

3.5 Data Analysis

Data were analyzed using thematic content analysis, allowing for systematic coding of recurrent patterns, beliefs, and strategies (Braun & Clarke, 2006). Steps included:

1. **Familiarization:** Transcribing interviews and reviewing documents.
2. **Coding:** Identifying meaningful units related to morphology teaching.
3. **Theme Development:** Organizing codes into broader themes (e.g., instructional strategies, challenges, perceived effectiveness).
4. **Data Representation:** Results are presented using tables, charts, and descriptive narratives to illustrate patterns clearly.

For quantitative elements such as frequency of specific strategies, simple percentages and bar charts were used to provide visual summaries without converting the study into a quantitative design.

3.6 Ethical Considerations

Ethical approval was obtained from Zawia University. Participants were assured of:

- **Confidentiality:** Data were anonymized; codes replaced personal identifiers.
- **Voluntary Participation:** Faculty members could withdraw at any time without consequences.
- **Informed Consent:** Written consent was obtained prior to interviews and document access.

3.7 Validity and Reliability

To ensure trustworthiness:

- **Triangulation:** Combining interviews and document analysis to cross-validate findings.
- **Member Checking:** Participants reviewed summaries of their interview responses to confirm accuracy.
- **Audit Trail:** Detailed records of coding decisions, theme development, and analysis steps were maintained to enhance transparency.

These measures align with established qualitative research standards, ensuring the study's findings are credible and replicable (Creswell & Poth, 2018; Braun & Clarke, 2006).

4. Results and Discussion

4.1 Introduction

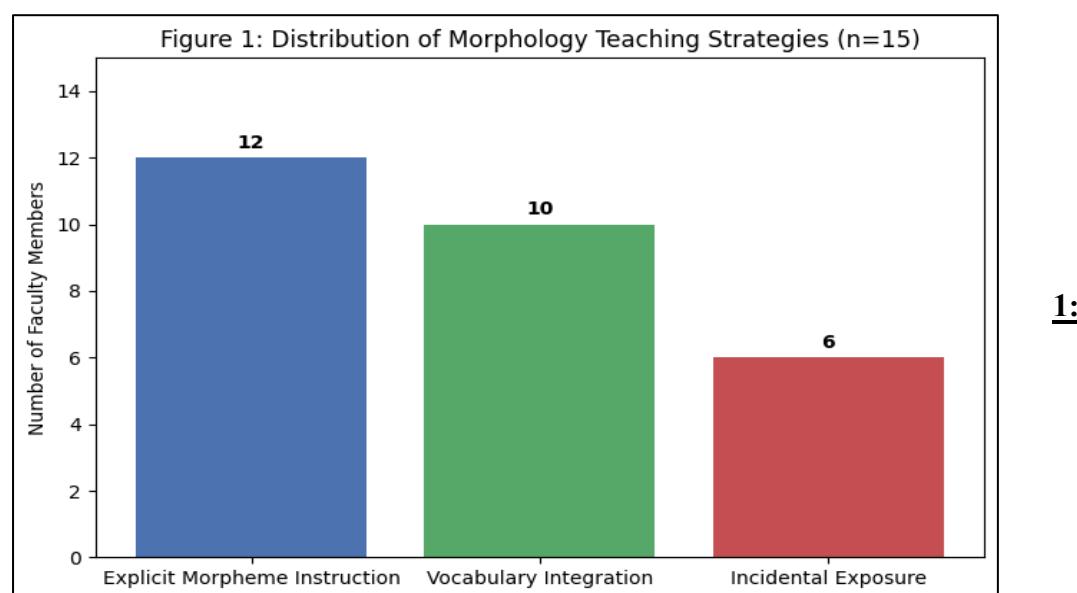
This chapter presents the findings from the study exploring teaching morphology in the EFL context of the Faculty of Education – Al-Aqiqah, Zawia University, Libya. Data were collected from 15 faculty members through semi-structured interviews and document analysis (syllabi, lesson plans, and teaching materials). Findings are presented in tables, descriptive charts, and illustrative participant quotes, highlighting instructional strategies, challenges, and student outcomes.

4.2 Overview of Participants' Teaching Practices

Analysis revealed that morphology instruction primarily occurs through **three approaches**:

Strategy Type	Description	Frequency (n=15)
Explicit Morpheme Instruction	Direct teaching of prefixes, suffixes, roots; word family exercises	12
Vocabulary Integration	Morphology taught alongside academic vocabulary lists and exercises	10
Incidental Exposure	Morphological patterns addressed during reading tasks, without formal focus	6

Figure



Distribution of Morphology Teaching Strategies among Faculty

Participant Examples

- **P3 (F, 8 years):** "I always tell my students, 'look at the root and the suffix, you can guess the meaning of many words'. For instance, if they know *happy*, then *happiness* becomes clear."

- **P7 (M, 10 years):** “Some students confuse *re-* and *un-*. I explain using Arabic examples like *عَادَ* or *غَيَرَ*; they start to see the pattern.”
- **P12 (F, 5 years):** “During reading classes, students rarely notice endings. I ask them to underline suffixes and roots to spot patterns; it really helps them remember words.”

These examples demonstrate instructors' reliance on explicit instruction, contextual scaffolding, and occasional use of L1 transfer strategies. Also, as illustrated in Figure 1, most instructors rely on explicit morpheme instruction, followed by vocabulary integration, while incidental exposure is less frequently used.

4.3 Themes from Thematic Analysis

Thematic analysis identified four main themes:

4.3.1 Instructor Beliefs about Morphology

- Faculty universally acknowledged morphology's central role in vocabulary development and reading comprehension.
- **Participant quotes:**
 - P1 (M, 7 years): “Morphology is not just grammar. It helps students read faster and understand texts without asking every word.”
 - P5 (F, 6 years): “Some students think *-ment* or *-tion* is difficult, but when I show them patterns, they connect words themselves.”

4.3.2 Instructional Strategies and Techniques

- **Explicit word analysis** is the most frequent strategy.
 - P9 (M, 9 years): “I put three forms on the board: *develop*, *development*, *developer*, and we discuss suffixes.”
- **Peer collaboration** encourages active learning:
 - P14 (F, 8 years): “Students work in pairs to create mini word family dictionaries. They enjoy it more than copying lists.”
- **Integration with reading tasks** reinforces learning:
 - P6 (M, 5 years): “When reading academic texts, I highlight morphemes. Students start to notice patterns by themselves.”

4.3.3 Challenges in Morphology Instruction

Despite instructors' recognition of the importance of morphology in EFL learning, participants reported several context-related challenges that limit the effective teaching of morphological concepts in the Libyan university classroom. These challenges are largely structural and pedagogical rather than theoretical, reflecting the realities of higher education settings in Libya. One of the most frequently mentioned challenges was limited class hours. Several instructors explained that morphology is often compressed into a small portion of the weekly schedule, leaving insufficient time for meaningful practice and reinforcement. As one participant noted: “*We have only two hours per week. Morphology is rushed, so students don't practice enough.*” (P2, male, 4 years)

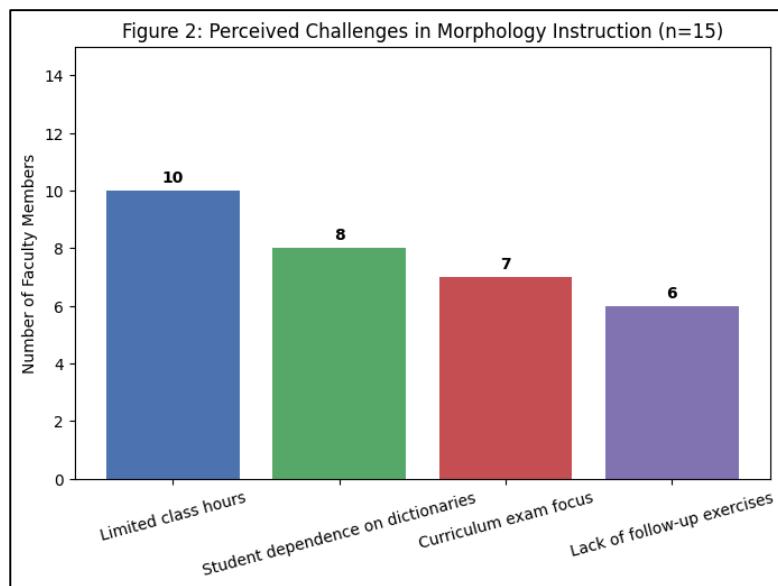
Another major concern involved students' heavy reliance on dictionaries, which reduces their tendency to analyze word structure independently. Instructors observed that many students prefer immediate translation rather than engaging with prefixes, suffixes, or roots:

“*Students rarely analyze words unless I push them; they just look up every unfamiliar word.*” (P11, female, 6 years)

A further challenge relates to the exam-oriented nature of the curriculum, which often prioritizes test performance over deeper linguistic understanding. This focus discourages extended exploration of morphological patterns and limits opportunities for application-based learning:

“*The syllabus emphasizes test scores more than morphological understanding.*” (P8, male, 12 years)

Figure 2 summarizes the frequency of these challenges as reported by the participating instructors, highlighting limited class hours as the most common issue, followed by students' dependence on dictionaries and curriculum constraints.



As illustrated in Figure 2,

time limitations represent the most significant obstacle to effective morphology instruction, while assessment-driven curricula further restrict instructional depth.

4.3.4 Perceived Student Outcomes

Participants consistently reported that morphology instruction has a positive impact on students' reading comprehension and vocabulary recognition, particularly when morphological concepts are taught explicitly and revisited regularly. Instructors noted that students become more capable of inferring word meanings independently, which reduces reliance on dictionaries and increases confidence when dealing with academic texts.

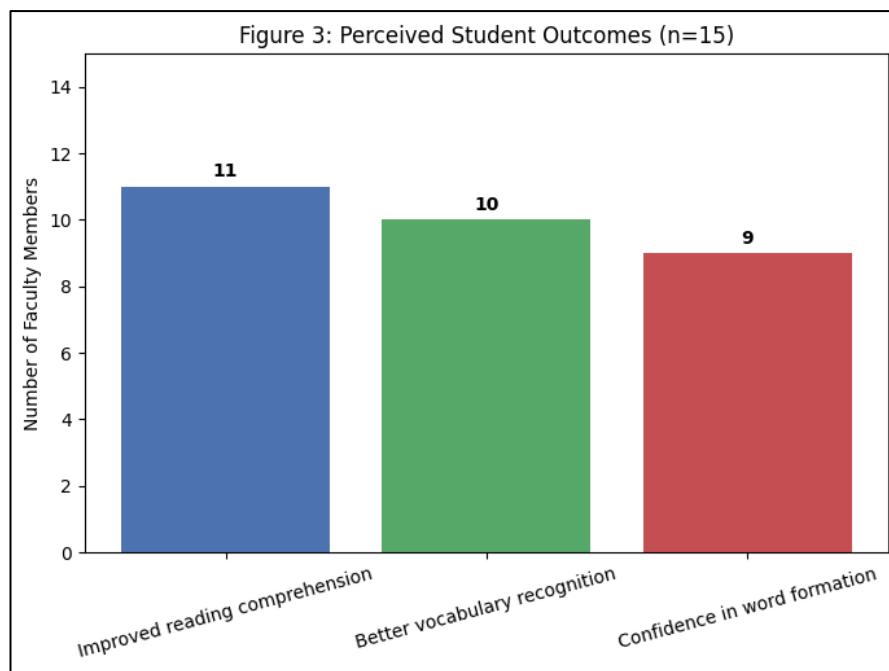
Several instructors emphasized that understanding roots and suffixes enables students to approach unfamiliar vocabulary more strategically. However, they also pointed out that the benefits of morphology instruction depend heavily on continuous practice and revision. One experienced instructor explained:

"When students understand roots and suffixes, they can guess meanings. But without weekly review, retention drops." (P8, male, 12 years)

Another participant highlighted the effect of morphology instruction on students' overall confidence in academic reading:

"Morphology makes a difference in academic reading; students feel more confident when they apply word formation strategies." (P6, male, 5 years)

These observations suggest that morphology instruction not only supports vocabulary growth but also contributes to students' academic self-efficacy, particularly in reading comprehension tasks. Figure 3 illustrates the extent to which instructors perceived improvements in students' reading comprehension, vocabulary recognition, and confidence in applying word-formation strategies.



As shown in Figure 3, improved reading comprehension was the most frequently reported outcome, followed by enhanced vocabulary recognition and increased learner confidence.

4.4 Integration with Literature

The findings align with prior research:

- Explicit instruction enhances vocabulary (Nation, 2013; Badawi, 2019).
- Vocabulary integration and word family activities support pattern recognition (Kieffer & Lesaux, 2012).
- Limited exposure to English outside class mirrors challenges in other EFL contexts (Ellis, 2006).
- Instructor beliefs influence practice, consistent with Richards & Rodgers (2014).
- L1 morphological transfer (Arabic to English) can be leveraged if guided explicitly.

At the end, Libyan context confirms global trends while adding local insights regarding L1 influence, classroom limitations, and students' engagement patterns.

4.5 Implications for Practice

Based on findings, the study recommends:

1. **Prioritize explicit morphology instruction:** Dedicate focused lessons for prefixes, suffixes, and roots.
2. **Use word family charts and visual tools:** Enhance recognition and retention.
3. **Integrate morphology into reading tasks:** Students identify morphemes in texts and apply meanings.
4. **Encourage collaborative activities:** Pair/group work analyzing words reinforces learning.
5. **Leverage Arabic morphological awareness:** Draw connections between L1 and English for effective transfer.

These strategies aim to maximize student engagement, comprehension, and long-term vocabulary retention.

5. Conclusion and Recommendations

5.1 Conclusion

This study set out to explore local perspectives on teaching morphology in Libyan higher education, with specific reference to the English Language Department at the Faculty of Education – Al-Aqialat, Zawia University. Drawing on qualitative data from fifteen EFL

instructors, the study examined teaching practices, perceived challenges, and student outcomes related to morphology instruction.

The findings reveal that morphology is widely recognized by instructors as a core component of effective vocabulary development and reading comprehension. Most participants reported relying on explicit instruction, often supported by vocabulary integration and guided word analysis. These practices reflect an awareness of students' needs in a foreign language context where exposure to English outside the classroom is limited.

At the same time, the study highlights several contextual constraints that shape morphology instruction in Libyan higher education. Limited class hours, exam-oriented curricula, and students' dependence on dictionaries were consistently identified as major obstacles. These challenges restrict opportunities for extended practice and deeper engagement with word-formation processes.

Despite these constraints, instructors observed notable positive outcomes when morphology was emphasized. Students showed improved ability to infer word meanings, increased confidence in reading academic texts, and better recognition of vocabulary patterns. However, participants also stressed that these gains are fragile without regular revision and reinforcement, underscoring the need for systematic integration of morphology across courses.

Overall, the findings suggest that while morphology instruction in the Libyan EFL context is pedagogically valued and partially implemented, its effectiveness depends on curricular support, instructional time, and deliberate pedagogical planning.

5.2 Pedagogical Implications

Based on the study's findings, several implications for EFL teaching practice in Libyan universities can be drawn:

1. **Systematic Integration of Morphology**
Morphology should not be treated as an isolated topic but integrated consistently across vocabulary, reading, and writing courses.
2. **Emphasis on Explicit Instruction**
Clear explanation of roots, prefixes, and suffixes, supported by examples and word-family activities, is particularly effective for Libyan EFL learners.
3. **Use of Visual and Analytical Tools**
Word maps, charts, and guided word analysis exercises help students recognize patterns and retain new vocabulary.
4. **Encouraging Morphological Awareness over Translation**
Instructors should gradually reduce students' reliance on dictionaries by training them to infer meanings through morphological cues.
5. **Leveraging Arabic Morphological Knowledge**
Drawing explicit parallels between Arabic and English morphology can facilitate transfer and deepen understanding when used carefully.

5.3 Recommendations for Curriculum and Policy

To enhance the effectiveness of morphology instruction in Libyan higher education, the following recommendations are proposed:

- **Allocate Dedicated Instructional Time**
Curricula should allow sufficient time for morphology practice and revision rather than compressing it into limited sessions.
- **Align Assessment with Morphological Skills**
Exams and assignments should assess students' ability to analyze and apply word-formation knowledge, not only memorization.

- **Provide Professional Development**
Workshops and training sessions can support instructors in adopting innovative morphology-focused teaching strategies.
- **Encourage Cross-Course Coordination**
Greater coordination among instructors can ensure consistent reinforcement of morphological concepts across different courses.

5.4 Limitations of the Study

While the study provides valuable insights, it is not without limitations. The sample was limited to one faculty within a single university, which may restrict generalizability. Additionally, the study relied on instructors' perceptions rather than direct measurement of student performance. These limitations should be considered when interpreting the findings.

5.5 Suggestions for Future Research

Future studies may build on this research by:

- Investigating students' perspectives on morphology instruction.
- Conducting mixed-methods or experimental studies to measure the impact of morphology instruction on learning outcomes.
- Comparing morphology teaching practices across different Libyan universities or educational levels.
- Exploring the role of digital tools in enhancing morphological awareness among EFL learners.

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