

عنوان مقاله:

The Effect of Input Elaboration on Iranian Elementary EFL Learners' Vocabulary Development and Retention

محل انتشار:

هشتمین همایش ملی پژوهش های نوین در حوزه زبان و ادبیات ایران (سال: 1403)

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نویسندگان:

Seyed Dariush Ahmadi - Member of Faculty, Department of ELT, College of Humanities and Literature, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran

Ali Gholami Mehrdad - Member of Faculty, Faculty of Humanities, Hamadan Branch, Islamic Azad University, Hamadan, Iran

Leila Sharafisafa - MA Student, Faculty of Humanities, Hamadan Branch, Islamic Azad University, Hamadan, Iran

خلاصه مقاله:

Vocabulary is the backbone of reading, listening, writing, and speaking in First Language (L₁) and Second Language (L₂). This study was designed to investigate whether the use of input elaboration could affect Iranian elementary EFL learners' vocabulary development and retention. A quasi-experimental method with the pretest-posttest control group design was used in this study. Twenty-two elementary female learners from Pishtazan institute in Hamadan, Iran, were selected to participate in the study. They were randomly assigned to two groups, the control (traditional class, n=8) and an experimental group (n=14). This study was held for 10 sessions that included one pre-test session, eight teaching sessions and a session for the post-test. The key English test (KET), as the pretest was administered to the groups. After 8 sessions, KET, as the post test was given to these groups. To test vocabulary retention, the posttest was administered a second time to the three groups after two weeks. After data collection, SPSS software version 20 was used to analyze the data. The results indicated that the experimental group did not perform better than the control group. Regarding vocabulary retention, there was no significant difference between the groups.

کلمات کلیدی:

Input Elaboration, Vocabulary Development, Retention

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