

The role of explicit lexical elaboration on the retention of L2 vocabulary use in delayed writing

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Abstract

Studies (Moradian & Adell, 2011, Silve, 2000, for example) showed that the most effective strategy in learning target vocabularies and their meaning is elaborating those words in the text. The meaning of target words can be made clear by using their synonyms and definitions after the explicit elaborative devices such as *which means*. The present study reports on the results of a study designed to investigate the effects of explicit lexical elaboration on the retention and recall of L2 vocabulary in delayed writing. To achieve this purpose, 70 intermediate language learners were selected and then explicitly elaborated version of experimental text containing 14 target words was created. The teacher- researcher taught reading passage by elaborated text in the experimental group and normal instruction procedure in control group. At the end of the treatment period, subjects of both groups instructed to write a composition entitled "A cruel sport". The scores of their compositions were considered as the pre-test of this study. 21 days after receiving feedback, a parallel composition was performed by subjects of two groups. T-test analysis of the data determined the positive effect of explicit lexical elaboration on L2 vocabulary use in delayed writing.

Key words: Explicit elaboration, Active vocabulary, Retention, Delayed writing

1. Introduction

Writing has always been regarded as an important skill in the teaching and learning of English as a Foreign Language (EFL). It has its own benefits: a) it stimulate thinking, force students to focus and organize their ideas, and cultivates their ability to summarize, analyze,

and criticize, b) it reinforces learning in, thinking in, and reflecting on the English language (Roa, 2007). He views writing as a way of expressing thinking and states that good writing depends on good thinking (p, 104). Opportunities have an important role in student's writings, because it allows learners to think as to have a sober reflection about the topic in question. This is an absolutely necessary stage at which students activate prior knowledge and skills to apply to the writing task, and find out what information they already obtain and what they still need.

As vocabulary is one of the most important features in determining the quality of writing (Leki & Carson, 1994; Raimes, 1985; Walters & Wolf, 1996; Uzava & Cumming, 1989), so in order to improve writing skill, it is necessary to find the strategies which facilitate the learning of vocabularies. One of the strategies that are used in language learning generally, and in learning vocabulary specifically, is input modification.

When we talk about input modification, it is useful to define the words of "Input" and "Modification" separately. Input is itself defined as the language learners are exposed to modification is referred to as adjustment of the language to learner's current level of language proficiency so that it would be comprehensible to them.

Input modification is closely related to Krashen's (1985) input hypothesis in that both of them attempted to make the linguistic input more comprehensible and understandable in second language acquisition (Park 2012). Input modification is motivated by Krashen's input hypothesis (1981, 1985, 1987) and Long's interaction Hypothesis (1983a, 1983b, 1996). Modification to input is based on the assumption that "input must be comprehensible to become intake" (Watanabe, 1997, p. 283). On the other hand, as cited in Saetti (2005) the input hypothesis maintains that acquisition depends on being exposed to comprehensible input. Comprehensible input is the only causative variable in second language acquisition (Krashen, 1982, p.57).

According to Moradian and Adell (2011) modification to oral input can be made at different linguistic levels including slower rate of speech, louder speech, more repetition, more summaries of preceding utterances, shorter utterances, and more deliberate articulation. All these are done to make the speech as comprehensible as possible to the receiver of the message let it be a child learning his/her first language or an adult learning a second language. Brewer (2008) believes that we cannot negotiate the written input in a similar way as the oral input can be negotiated. So, written input must be modified in a way in which it

can be comprehended more by language learners. According to Hill (1997) written input addressed to modification of lexicon and syntax.

There are three types of modification, input simplification, input enhancement, and input elaboration (Moradian & Adel, 2008). Urano (1998) argued that simplification has been widely used by publishers in preparing L2 materials because in this technique the difficult vocabulary items and complex syntactic structures replaces with simpler ones, so L2 reading comprehension can be facilitated. Input elaboration differs from input simplification in that in an elaborated text, on the other hand, difficult vocabulary items and complex syntactic structures are not omitted from the text, instead, adding redundancy to the text or making the thematic structure of the text increase text comprehensibility. The comparison between simplification and elaboration showed that though simplification leads to L2 comprehension (Urano, 1998), but not consistently, and also it removes items from the text that L2 learners need to learn in the process of language learning, but input elaboration leads to comprehension more consistently (Moradian & Adel, 2008).

A number of researches investigated the effect of different type of modification on incidental vocabulary learning (Moradian & Adel, 2011; Hajihassani & Porkar, 2011; Shirinzari & Mardani, 2011; Hassanvand & Gorjian, 2012; Mousapoor & Rohi, 2012). A brief summary of the most relevant is reviewed here.

In L2 reading, Moradian and Adel (2011) conducted the study in Lorestan University, examined the effect of elaborated texts as well as unelaborated ones on vocabulary acquisition from reading. To do the study, three groups of EFL participants (each group including 45 participants) were exposed to 30 low-frequency words by reading one of the three versions of an experimental text containing these words. The results showed that explicit lexical elaboration was the most effective technique in meaning recognition of L2 vocabulary in the text.

Along the same line Hajihassani and Porkar (2011) conducted a research on using lexical input modification and typographical enhancement as a tool for improving Iranian foreign language learners' vocabulary learning through reading. 60 adult Iranian EFL learners aged between 18-22 years who were studying at an English language Institute in Takab, were chosen for this study. The results of the study indicated that lexical and typographical

elaboration had positive effect on the learning of L2 vocabulary by Iranian foreign language learners.

Shirinzarii and Mardani (2011) investigated the effects of two types of text modification (simplification and elaboration) on Iranian EFL learners' incidental vocabulary acquisition. The findings showed that the students who read the baseline texts and simplified texts scored better than the students who read elaborated texts. In another study Marefat and Moradian (2008) examined the effects of explicit and implicit lexical elaboration devices on the acquisition of L2 vocabulary by 99 Iranian freshman students. The participants read three different versions of an experimental text which contain 26 low-frequency target words. The results indicated that (a) lexical elaboration devices did not assist in form recognition of L2 vocabulary; (b) lexical elaboration devices aided meaning recognition of L2 vocabulary, and (c) neither implicit nor explicit lexical elaboration devices seemed to make a difference in the acquisition of either the forms or meanings of the previously unknown words in the text.

Hassanvand and Gorjian (2012) conducted a study in Khouzestan University, examined the role of explicit and implicit elaboration of input modification in developing vocabulary retention and recall among Iranian EFL high and low achievers. 90 male and female participated in this study. The subjects were instructed to use bold and underline strategies during reading courses at the university. The finding showed the positive effect of bold and underlines strategies on developing vocabulary retention and recall among intermediate EFL learners.

Mousapour and Rouhi (2012) conducted the study in Sistan and Baluchestan University, examined the effect of lexical modification on incidental vocabulary acquisition by Iranian EFL students. To this end, 80 EFL students were chosen for the study. And four versions of experimental text which containing 20 target words were created: baseline, simplified, and elaborated versions with two types, i.e., parenthetical elaborated and non-parenthetical elaborated version. Then, form recognition test and meaning production test were administered. The results revealed that (a) lexical simplification did not lead to the incidental vocabulary acquisition (b) both parenthetical and non-parenthetical elaboration were conductive to incidental vocabulary acquisition (c) comparatively, parenthetical elaborated group outperformed non-parenthetical group on two incidental vocabulary tests.

As it was reviewed there are some studies conducted on vocabulary learning with respect to different types of modification. The results obtained from above studies, suggest the positive effect of text modification on vocabulary learning. So far there is no study that investigates the effect of different types of text modification on the retention and recall of L2 vocabulary use in delayed writing. This study, then, would check if the participants in the study would benefit from lexical elaboration. This study would benefit from Kim's (2006), Silva's (2000), and Moradian's (2008) study in that it studies the effect of explicit lexical elaboration on L2 vocabulary learning.

The following research hypothesis will be addressed in the present study:

1. Explicit lexical elaboration leads to retention of L2 vocabulary in delayed writing.

2. Methodology

2.1. Participants

A sample of 75 female students at Pardis English language institute of Khodabandeh was involved in this study. The subjects were the researcher's own students. Their homogeneity in terms of language proficiency was established through the use of Nelson test and 70 students whose scores were between one standard deviation above and below the mean of the test were selected. The subjects were assigned into two groups (control group and experimental group). Their age ranged from 22 to 30. They were Persian native speakers. It is worth mentioning that the tasks were performed during the regular lessons and regarded as part of their usual language activities.

2.2. Material Preparation

A sport article that had been written by a native speaker (NS) of English for NSs was initially adopted from Lee (2003) as an unelaborated original NS text. It contained 378-word and 26 sentences. To ensure that the passage is suitable in terms of text difficulty for the intended groups, the readability formula was used. The result was 60.7. Two weeks prior to the actual study, as part of the pilot study, a group of intermediate students were asked to read the unelaborated original text and underline the words they did not know. The 14 lexical items least known by the participants were selected as the target words (TWs) for the study.

The resulting text was the original material that the explicit elaborated version was created. And also, it served as a text in which taught for control group in normal instruction procedure to see how much participants in this group could learn from a text that had been not explicitly elaborated, in comparison to the experimental group who read the elaborated version.

After choosing the TWs, several EFL / ESL dictionaries were consulted to find the most appropriate synonyms or definitions for them. Then the synonyms or definitions were inserted right next to the TWs.

The lexical elaboration devices used in the study was only explicit. Examples of explicit lexical elaboration devices include definition, questioning, naming, and description (Chaudron, 1982, p.175). This study, following Moradian (2008), employed definitions and synonyms (X, which means, Y) as the most explicit elaboration devices.

2.2.1. Target words

The final list of TWs included a total of 14 words (Table3-1). The target words in this table are in the same form as they appeared in the text, and presented in alphabetic order.

Table 2-1: Target words used for the study

Target words	High-frequency Synonyms	part of speech
1- accelerate	hasten	verb
2- applause	cheering	noun
3- barreling	moving very fast	verb
4- barbarism	cruel	noun
5- captivated	attracted	verb
6- declined	refused	verb
7- explodes	blow up	verb
8- flings	throw	verb
9- fierce	wild	adjective
10- infuriating	angry	verb
11- lures	coax	verb
12- spin	rotate	verb
13- sentiment	opinion	noun
14- vestige	trace	noun



2.3. Instruments

2.3.1. Language Proficiency Test

In order to ensure the homogeneity of the students in terms of English language proficiency, a Nelson test (adopted from Nelson English Language Tests, by Flower and Coe (1976) was administered.

2.3.2. Vocabulary test

The teacher-administrator administered the vocabulary test containing 36 multiple-choice items to estimate the passive vocabulary of the students in both groups. Vocabulary test consisted of two sections: Section 1 included 30 sentences, each containing a blank for a target single word. Section 2 consisted of six sentences, each containing a blank for a target lexical phrase. The criteria for selecting distracters were closeness in meaning, pronunciation, or spelling with the target items (e.g. *furtive* and *famous* for *furiosus*; *behave* and *act* for *perform*).

2.3.3. Elaborated text

To rule out the subject's possible previous exposure to published material, the teacher-investigator used elaborated reading passage. A detailed description about (1) how a reading text thus selected was elaborated, and (2) how the target words (TWs) were selected, explained earlier in the part of material preparation.

2.3.4. Writing frame

This is a four-column sheet that students wrote about one paragraph about the questions in which were asked them. These questions acts as guide to paragraphs and provide organization so that students can concentrate on vocabulary.

2.4. Procedure

2.4.1. Administration of the vocabulary test

The students were asked to read the instruction and the test sentences and vocabulary items very carefully before they choose the answers from the alternatives. The students were not

allowed to use dictionaries, machine translators, and peer assistance. The vocabulary test was not returned to the subjects until the end of the projects.

2.4.2. Teaching reading comprehension by elaborated text

After administration of the vocabulary test, the teacher- investigator distributed the EFL subjects the reading passage which elaborated the lexical items explicitly. Then, the students were asked to read a text in English for 45 minutes and that they would have to pay attention to the text content while reading. Peer and teacher help were not permitted. Then, subjects performed the exercise of reading comprehension individually. Then, the teacher collects up the student's exercises and marked them and returned to the students at the same day. No penalty for grammatical errors was considered. The answers were discussed orally and then the teacher collected up the reading passages and the answers.

In the control group, the students were received a reading passage which is not elaborated lexically. In this group, the teacher-investigator used normal instruction procedure in teaching that reading passage. In teaching target words, he/she explained the meaning of them, gave some synonyms, and then insisted on memorization.

2.4.3. Post-instruction writing

For consistency, the writing topic was limited to cruel sports. The students received writing frame in order to write paragraphs about the questions in which were asked them. This writing frame acts as a guide and provides organization so that students can concentrate on vocabularies. Students were instructed to write paragraphs and use any target item they wished as long as their writing was clear. The time allotted for completion writing task, was 45 minutes. No access to dictionaries, machine translators, the reading passage, and peer or teacher help was allowed. The teacher scored the post instruction writing which was returned to the subjects the next day.

2.4.4. Delayed writing

21 days after the instruction of target words, students instructed to write a composition on the topic of "A cruel sport". In order to help students to recall many target words, writing frame was projected on to a whiteboard and they were told to write them on the margin of their paper before beginning to write compositions. Again no access to dictionaries, translators, the

reading passage, and peer or teacher help was permitted. The subjects were given 45 minutes to write. To control for the target vocabulary exposure and task familiarity, the teacher-investigator did not introduce new reading assignment containing the target vocabulary items, or writing assignment that required the production of specific vocabulary from reading.

3. Data analysis and Results

3.1. The Nelson test: The overall mean and variance of the Nelson test scores were 15/53 and 58/53, respectively, with scores ranging from 4-18. Reliability for the 50-item Nelson test was 0.90. Then, an independent t-test was employed to identify any significant difference among the mean scores of the two groups on the Nelson test. The observed value t is 1.484. This value of t at 68 degree of freedom is lower than its critical value, i.e.1.980. Therefore, it can be concluded that there is not any significant difference among the mean scores of the two groups on the Nelson test. Based on this result, it can be claimed that the two groups enjoy similar level of language proficiency prior to the administration of the treatment. The summery of the descriptive statistics for the Nelson test is presented in Table 3-1.

Table 3-1: Descriptive statistics for the results of the pilot study

Test	Mean	Variance	Reliability	Correlation
Nelson	15/53	58/53	0.90	0.82

After administration of the Nelson test and selecting 70 subjects, they were divided into two groups (one experimental and one control group). Table 3-2 reveals that the experimental and control groups performed nearly the same in the Nelson proficiency test.

Table 3-2: Descriptive statistic for the Nelson test

Groups	n	M	SD	V
Experimental	35	11.48	3.80	15.13
Control	35	13.05	2.82	7.99
Total	70	11.92	3.87	

Then, an independent t-test was employed to compare the mean score of the two groups on the Nelson test. As presented in Table, the observed value t is 1.484. It can be concluded that there is not any significant difference among the mean scores of the two groups on the Nelson test because $t(68) = 1.48 < t_{critical}(2.00)$, $p = .14$. Based on this result, it can be claimed that the two groups enjoy similar level of language proficiency prior to the administration of the treatment.

3.2. Vocabulary test

Vocabulary test was administered in order to determine recognition vocabulary of two groups. Through a pilot study the overall mean and variance of the vocabulary test were 24.73 and 82.27, respectively, with the scores ranging from 2 to 17. Reliability indices for the 36-item vocabulary test were calculated to be 0.86 respectively, using KR-21. Furthermore, the vocabulary test was validated against the Nelson test. The correlation coefficient between them turned out to be 0.82 which was suitable for the study. The descriptive statistics of the results of pilot study for vocabulary test are presented in Table 3-3 and also the summary of the descriptive statistics of two groups for the vocabulary test are presented in Table 3-4.

Table 3.3: Descriptive statistics for the results of the pilot study

Test	Mean	Variance	Reliability	Correlation
Vocabulary	24.73	82.27	0.86	0.82

Table 3-4: Descriptive statistics for the vocabulary test

Groups	n	M	SD	SD
Experimental	35	10.28	5.06	.78
Control	35	10.02	5.53	.93
Total	70	9.72	4.82	

An independent t-test performed on the total scores of the target vocabulary items of two groups. The result showed that since $t(68) = -.211 < t \text{ critical}(2.00)$, $p = .83$, it can be claimed that there is no significant difference between the control and experimental groups with regard to their recognition vocabulary. In other words, the two groups (CG and EG) were homogeneous in their knowledge of English vocabularies before treatment.

Table 3.5 compares the scores of the experimental and control groups on the vocabulary test. The vocabulary scores of the experimental groups were 360 out of a possible 1260, or 28.57% (mean 9.45, range 2-18, S.D= 4.71). The control group's scores on the vocabulary test were 351 out of a possible 1260 or 27.85% (mean 9.17 range 2-17, S.D=3/07).

Table 3.5: Experimental and control subject's recognition vocabulary

	Experimental group	Control group
Recognized single words	331/1050	321/1050
range	2-18	2-17
Mean	9.45	9.17
Std .Dev	3/12	3/07
Recognized lexical phrases	29/210	30/210
Range	1-4	0-4
Mean	0.82	0.85
Std .Dev	0/92	0.93
Total recognized target vocabulary	360/1260	351/1260
Range	2-18	2-17
Mean	10.28	10.02
Std. Dev	5/06	5/53

$t(df68) = .211$

3.3. Post-writing and delayed writing

The research question was posed to find "does explicit lexical elaboration lead to the retention of L2 vocabulary in delayed writing?"

Table 3.6. compares the vocabulary scores of the experimental subjects in post-instruction and delayed writing. The score for productive target vocabulary items fell from 273 in post-instruction writing to 232 in delayed writing (mean 6.62, range 1-15, S.D=2/61). Therefore, 64.5% of recognized target vocabulary was productive in delayed writing, compared with 75/8% in post-instruction writing (i.e., 14/95% loss or 85/09% retention).

Table 3.6: Experimental subject's productive vocabulary in post-instruction and delayed writing.

	Post-instruction writing	Delayed writing
Productive single words	245	214
Range	1-13	1-13
Mean	7.00	6.11
Std .Dev	2/68	2/50
%Productive	68.5%	64.65%
Productive lexical phrases	28	18
Range	0-2	0-3
Mean	0.8	0.51
Std .Dev	0/90	0/72
%Productive	96.5%	62.6%
Total productive vocabulary	273	232
Range	1-15	1-15
Mean	7.8	6.62
Std. Dev	5/83	2/61
%Productive	75/8%	64.5%

T(df34)= .626

A paired t-test was used to compare the production of recognized target vocabulary in post-instruction writing and delayed writing. Since the $t(34) = 0.626 < t\text{-critical}(2.00)$, so no significant loss was found for the productive vocabulary in delayed writing for the experimental group.

Table 3.7 shows the comparison between vocabulary scores of post-instruction writing and delayed writing tasks in control group. The score for productive target vocabulary items fell from 100 in post-instruction writing to 47 in delayed writing (mean 1.34, range 1-9, S.D=1/17). Therefore, 13.39% of recognized target vocabulary was productive in delayed writing, compared with 28.49% in post-instruction writing (i.e., 53.01% loss or 46.99% retention).

Table 3.7: Control subject's productive vocabulary in post-instruction and delayed writing

	Post-instruction Writing	Delayed writing
Productive single words	86	42
Range	1-11	1-10
Mean	2.45	1.2
Std .Dev	1/59	1/11
%Productive	26.79%	13.08%
Productive lexical phrases	14	5
Range	0-3	0-2
Mean	0.4	0.14
Std .Dev	0/64	0/38
%Productive	46.7%	16.7%
Total productive vocabulary	100	47
Range	1-13	1-9
Mean	2.85	1.34
Std. Dev	1/71	1/17
%Productive	28.49%	13.39%

$t(df34) = 3.668$

A paired t-test was used to compare the production of recognized target vocabulary in post-instruction and delayed writing. The result indicated significant loss for productive vocabulary in delayed writing for the control group because $t(34) = 3.668 > t\text{-critical}(2.00)$, $p = .001$.

To determine if the production of recognized target vocabulary in delayed writing of experimental group was significantly larger than control group's production, an independent t-test was used. There was a significant retention for productive vocabulary in delayed writing for experimental group because $t(68) = 9.296$, $P = .000$.

In the same way, Figure 3-1 graphically displays the mean of the experimental group on the vocabulary test, post-instruction writing, and delayed writing. Figure 3-2, also, graphically displays the mean of the control group on the vocabulary test, post-instruction writing, and delayed writing. Finally, Figure 3-3 reports graphically the means of the two groups on both vocabulary test and writing tasks together for the sake of a closer comparison and contrast.

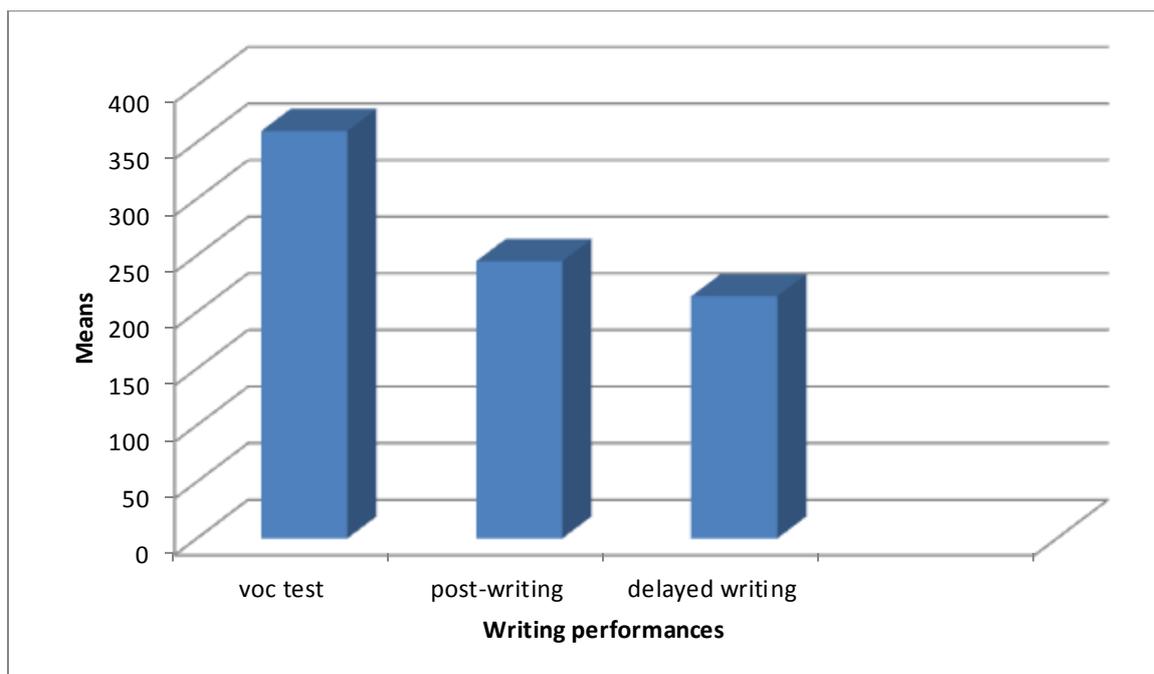


Figure 3-1: The Performance of Experimental Group on Vocabulary Test and Writing Tasks Bar Graph

In this figure, on the X axis, (A) stands for the vocabulary test, (B) stands for the post-instruction writing task, and (C) stands for the delayed writing.

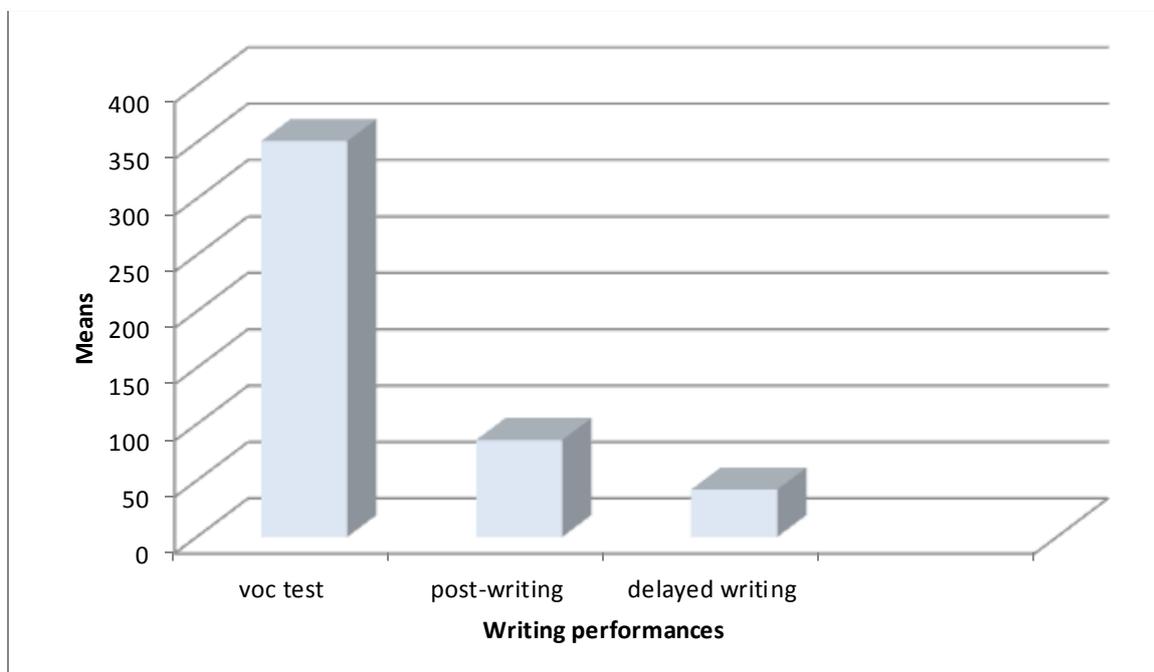


Figure 3-2: The Performance of Control Group on Vocabulary Test and Writing Tasks Bar Graph

In this figure, on the X axis, (A) stands for the vocabulary test, (B) stands for the post-instruction writing task, and (C) stands for the delayed writing.

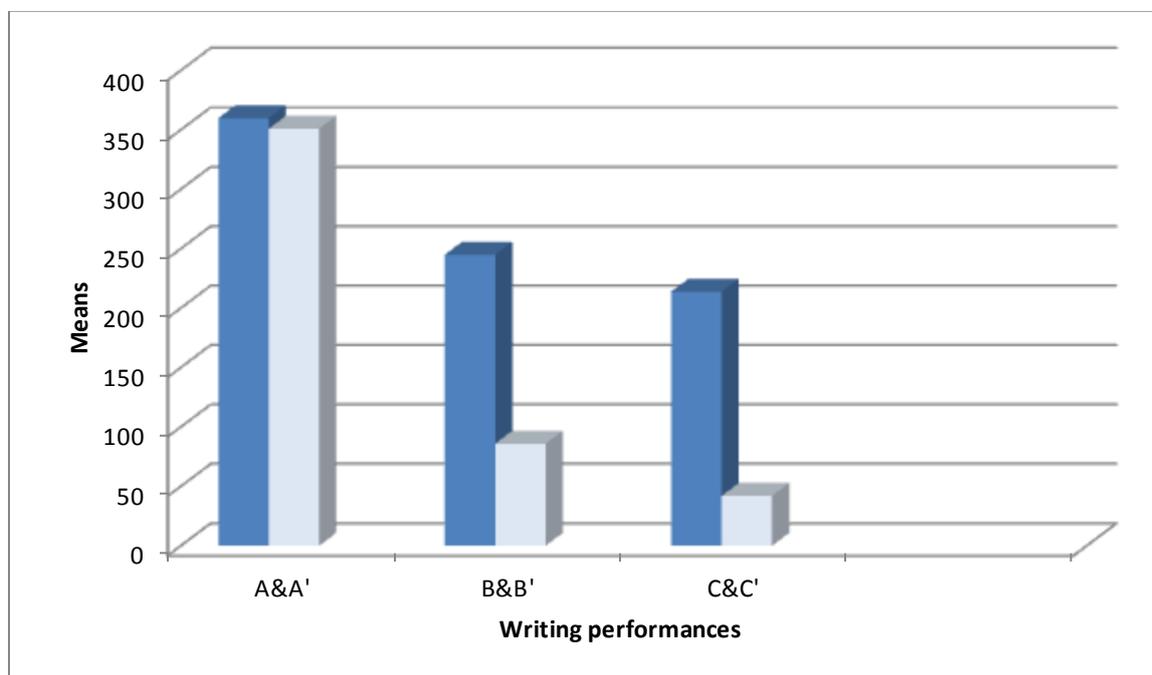


Figure 3-3: Vocabulary Tests and Writing tasks Bar Graphs in Contrast

In this figure, on the X axis, for the dark columns representing means related to the experimental group, (A) stands for vocabulary test, (B) stands for the post-instruction writing task, and (C) stands for the delayed writing task, while on the same axis, for the white columns, representing means related to the control group. (A') stands for the vocabulary test, (B') stands for the pre-instruction writing task, (C') stands for the post-instruction writing task, and (D') stands for the delayed writing task.

Discussion and conclusion

After administrating Nelson test to find out homogeneity of learners in terms of their initial overall English proficiency, an independent sample t-test was used. Since the t-observed (1.484) was smaller than the t-critical (1.980), the students were homogeneous. Prior conducting the research, a test of target vocabulary items was administered to determine the recognition vocabulary of the students. In order to determine their homogeneity in terms of their recognition vocabulary, again, an independent sample t-test was used on the scores of the target vocabulary items of the two groups. The t-observed (-.211) was smaller than the t-critical (1.980) and there were no significant difference between two groups based on their

recognition vocabulary knowledge. It could be claimed that both experimental and control groups were homogenous.

Research question included the research hypothesis as follows:

Hypothesis: Explicit lexical elaboration leads to the retention of L2 vocabulary in delayed writing.

Regarding the research question, whether there is a significant retention in recognized and productive vocabulary in the delayed writing task, paired t-test was used to compare the production of recognized target vocabulary in post-instruction writing and delayed writing. Since the t-observed (0.626) is smaller than t-critical (2.00) at 34 df, so no significant loss was found for the productive vocabulary in delayed writing for the experimental group. And the results of the comparison between two groups (CG and EG) in delayed writing indicated that the t-observed (9.296) is larger than t-critical (2.00). So it can be concluded that elaborated text has a significant effect on the long-term retention of productive vocabulary of the students. **Hypothesis was supported.**

In general, applying the strategy of using elaborated text in teaching reading passage, improved the performance of experimental group in both post writing and delayed writing. This result can be found from referential statistics that since the amount of t-observed (9.296) is larger than t-critical (2.00), so it can be conclude that this strategy is very useful in learning vocabulary and has a significant effect on the long-term retention of productive vocabulary of the students. The reason for the better performance of experimental group might be due to the fact that, this strategy contributes students to learn target vocabulary in the text, instead, using memorization strategy for learning those words and their meaning separately.

The results of this study are in line with that Yano, Long, & Ross's (1994) claim. They assert that correct use of text modification strategies increase vocabulary acquisition and reading skill. As mentioned in this study, also applying elaborated text improved the knowledge of vocabulary and also leads to better performance in their writing. By using this strategy, intermediate learners learned the target words autonomously in the absence of classroom teacher and mono-or bilingual dictionaries. Learning new words by elaborated text without consulting dictionaries promoted their concentration on learning materials.

The result of the present study indicated that though both groups had progress in learning new words, but the performance of experimental group was better. We can claim that teaching reading passage by elaborated text is more effective than normal instruction procedure that used in control group by teacher-researcher. The result of the study is in contrast with that of Kim's (1996) study. He concluded that lexical elaboration alone was not effective in the acquisition of new lexical items.

Based on the results of this study, researchers found that the strategy of memorization which used in the control group in the acquisition of new words and their meaning cannot increase long-term retention of productive vocabularies in delayed writing. Since those students try to remember the memorized materials after short period of time. These students rely on textbooks. In contrast, the students of experimental group learn new materials in the "contextualized" way. They learn new vocabulary items in the text by the synonyms and definitions and some examples which come directly after the target words and there is no need for other strategies such as guessing, memorization and so on.

As it was mentioned in the introduction, vocabulary learning is the heart of language learning and needs more effort and investigation (Mackay, 1986). Learners mostly have difficulty with vocabulary and the acquisition of vocabulary is their greatest source of problem. Also we said that vocabulary is an important feature of writing quality, so in EFL settings teachers must pay more attention in vocabulary learning and teaching. Also teachers who still believe in traditional methods of teaching vocabulary, change their view point in favor of explicit elaboration of vocabularies.

In language learning settings, in order to help L2 learners write well, that is, utilize the L2 vocabulary in writing task, language teachers must familiarize their language learners with explicit elaboration strategy to sharpen their favor so as to improve their writing ability, since positive effects of lexical elaboration on L2 vocabulary use and their retention in delayed writing found in this study. It is recommended that language teachers used this technique in designing L2 reading materials. Because the advantage of lexical elaboration is that it can be used more easily by adding synonyms to supposedly unknown words will not require much time and effort on the part of language teacher and / or text writer.

The study mentioned above indicated that applying elaborated text in teaching reading passage, for intermediate learners was effective pedagogically. Learner's vocabulary size has

series implications for every day oral and written communication and academic success. The teachers must show students how to use their store of recognition vocabulary in a writing task, and how the quality of their writing affected by lexical variation and variation of lexical frequency.

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