The Impact of Pre-modified Input and Interaction on Iranian EFL Learners' Sentence Processing and Incidental Vocabulary Acquisition

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Comprehensible input is one of the most controversial areas in second language learning and it seems that if one wants to improve his/her L2 comprehension she/he should be exposed to comprehensible input. The purpose of this study was to examine the effect of pre-modified input i.e., simplification and elaboration on L2 learners' sentence processing, and also explored the effect of pre-modified input and interactionally modified input on incidental vocabulary acquisition. After selecting 120 participants based on the results of the OPT, they were divided into 4 groups: baseline group, simplified group, elaborated group, and interactional group. The first 3 groups were given sentences with bold target vocabulary items using a software. The software was designed to measure the reaction time for each participant. At the same time, participants in interactional group received the sentences without using the software. They were supposed to negotiate the meaning in pairs, also they were allowed to use dictionary. To investigate the differences among baseline, simplified, and elaborated groups a one-way ANOVA was performed on sentences' mean reading time to see which group has the shortest reaction time. Moreover, to measure the effect of input modification on incidental vocabulary acquisition in 4 groups, a delayed vocabulary test was given to all participants. One-way ANOVA and post-hoc comparison were conducted to find out which group performed better on incidental vocabulary acquisition.
The results show that the reaction time in simplified and elaborated group was significantly shorter than the baseline group, while there was no significant difference between simplified and elaborated group. Also, interactional group outperformed the other groups due to the incidental vocabulary acquisition. The findings of the study support use of different input modification's techniques in designing L2 materials. Key Words: Simplification, Elaboration, Interactionally Modified input, Sentence Processing, Incidental vocabulary acquisition