The Impact of Explicit/Implicit Instruction of Lexical Collocations on Improving Reading Comprehension of Iranian EFL learners

Alishahi, Samaneh

Azizeh Chalak

Hossein Heidari Tabrizi

Collocations may be defined as words that occur together in predictable patterns in speech and writing. This study examined the receptive knowledge of lexical collocations among upper intermediate Iranian EFL learners. The current study was conducted to investigate whether explicit/implicit instruction of lexical collocations has any effect on EFL learners' reading comprehension and to determine the extent to which Iranian EFL learners' knowledge of lexical collocations is affected by their L1. To this end, forty-five EFL female learners at upper intermediate level in Iran Language Institute (ILI) served as the participants of this study. They were given two pretests: a collocation test to determine their level of language proficiency in lexical collocations and a reading comprehension test to gauge their reading comprehension proficiency. Then, they were randomly divided into three groups. The first two groups served as the experimental groups and received the treatment through implicit and explicit instruction of lexical collocation, and the third group received no instruction. Then, the participants were given three reading comprehension tests as posttests to check the effect of the treatment. The findings revealed that (a) learners in the experimental groups outperformed those in the control group (b) learners' collocational knowledge is strongly affected by their L1. The findings of this study would be beneficial for educators and course designers to develop syllabi concerning collocations.