The Effect of Different Mixtures of FonF Manifestations on High School Students' Vocabulary Learning[1]

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Abstract

Comprehensible input does not appear to account fully for learning L2 vocabulary items or inferencing the meaning of new vocabulary items, and it has not proven as a successful strategy in enhancing L2 vocabulary repertoire. The present study investigated the effect of underlining, underlining and L1 equivalents, underlining and L1 equivalents plus repetition–as different manifestations of focus on form (FonF) in an EFL classroom setting. To this end, 97 high school students were randomly assigned to one of the experimental conditions and a control group. The groups received the materials prepared for each of them in accordance with their conditions for 4 sessions; the control group received the reading texts with no FonF. The texts provided for the three experimental groups, however, had already been manipulated to enjoy one of

the FonF conditions assumed for this study. Following the treatment deliverance, all four participating groups took a judgment measure, a multiple-choice test, and a production test over the immediate and delayed posttests. Repeated measures ANOVAs run on the data from these tests showed that the group which received a pack of all the three manifestations of FonF (i.e., underlining, underlining and L1 equivalents, underlining and L1 equivalents plus repetition) could enhance their vocabulary significantly compared to the other groups involved. And the experimental group which had received two manifestations of FonF outperformed the control group and the experimental group which benefited from just one manifestation of FonF. The findings suggest that an appropriate mixture of FonF has the potentiality to enhance L2 vocabulary learning significantly.

Keywords: *FonF; L2 vocabulary; Persian equivalent; underlining; repetition.*