



## **Using Lexical Input Modification and Typographical Enhancement as a Tool for Improving Iranian Foreign Language Learners Vocabulary Learning through Reading**

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### **Abstract**

Texts primarily written by and for an audience of native speakers lacks foreign language reader-friendly features. This is a circumstance which can lead to comprehension difficulties as well as failure to acquire vocabulary from reading. Texts written by native speakers also need modification to use in EFL classes. Input for such learners is modified (modified input) for the sake of comprehensibility.

This study focuses on how intermediate-level foreign language learners in Iran acquire English language vocabulary incidentally from modified written texts in English while their primary task is reading for meaning. The purpose was to determine whether lexical input modification through reading had any statistically significant impact on the improvement of foreign language vocabulary learning of Iranian intermediate level EFL learners. The participants of this study were 60 adult Iranian EFL learners aged between 18 and 22 years who were studying at an English language institute in Iran. They were randomly assigned into two homogenous groups of control and experimental. Data collected from the participants showed that the experimental group significantly ( $p < 0.05$ , sig. = 0.03) outperformed the control group. The results revealed that the treatment was effective enough to make a significant difference between the means of the experimental and the control groups. Consequently, lexical and typographical elaboration had an effect on incidental L2 vocabulary learning Iranian foreign language learners.