

The role of Glossing in L¹ and Glossing in L² on vocabulary Development of Learners with Different Language Proficiency

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Abstract

The aim of this study was twofold: The goal of this study was to assess the effect of glossing in L¹ and glossing in L² on vocabulary improvement of learners with different language proficiency. Furthermore, it aims to assess the effect of using glossing on lexical density of retelling texts by learners. For conducting this study, two groups of low-intermediate and upper-intermediate learners were chosen. Every group divided into two groups that got different methods for teaching vocabulary (one group that got glossing in L¹ and the other group got glossing in L²). The results showed that in the post-test, the group in low-intermediate level which got glossing in L¹ improved vocabulary better than the other group. However, in the upper intermediate level, the group which received glossing in L² had better results in vocabulary test in the post-test. In addition, the results for retelling text in the end of the term showed that in both low intermediate and upper intermediate level, those groups which got glossing in L² had better results in retelling text. However, the group in upper-intermediate level who got glossing in L² improved lexical density better than other groups.

Keywords: Glossing In L¹ and L², Lexical Density, Retelling, Vocabulary Development, Language Proficiency