

# **The Impact of Bolding as Textual Enhancement on Iranian High School Students' Learning of English Passive Voice**

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**Abstract** The present investigation was an attempt to study the effect of bolding as textual enhancement on Iranian high school students' learning of passive voice. To that end, a sample copy of Oxford Quick Placement Test was administered to 80 EFL students learning English language in Sharaf High School in Bandar Anzali. Based on the results of QPT, 60 learners were selected for this study and were divided into experimental and control groups, each containing 30 learners. Then a grammar test was administered to both groups as a pretest to assess their initial knowledge of English grammar. The test was designed by the researcher and its reliability was calculated. Next, the experimental group received treatment in which they were given texts with bolded passive structures. The control group received texts in a normal form. The treatment lasted for 10 sessions. Finally, both groups sat for a grammar posttest. An independent samples t-test was conducted to see if the two groups had different performances. The results were computed and analyzed through SPSS and it was explored that bolding as textual enhancement had a positive effect on Iranian high school students' learning of passive voice. Based on the findings of this study, bolding as textual enhancement can be applied as an alternative in teaching English passive voice to Iranian students. Teachers and materials developers can apply bolding as textual enhancement whenever they want to help learners notice some specific structures

**Keywords :** List of Abbreviations, Acronyms, Blendings, Clippings EFL: English as a Foreign Language ESL: English as a Second Language LA: Language Acquisition NNSs: Non -Native Speakers QPT: Quick Placement Test SIG: Significance SLA: Second Language Acquisition STD: Standard Deviation TE: Textual Enhancement TEFL:

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