

# **On the Comparison of the Effects of Computerized Textual and Compound Glosses on the Comprehension of L2 Idiomatic Reading Texts among Iranian Intermediate EFL Learners**

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**This study took aim at comparing the effects of two computerized glossing modalities on the comprehension of L2 idiomatic reading texts among Iranian intermediate EFL learners. The two experimental groups under study received treatment on L2 idiomatic reading passages under one of the two modalities: one group received treatment on their ability to recognize the key idiomatic items in the ed passages through a multimedia environment providing computerized textual glossing. The second group received treatment on their comprehension ability under a similar environment but used compound glosses (textual pictorial) as the definitions of the key items. The control group, however, received no special types of treatment and was encouraged to use contextual guessing in their attempt to guess the meanings of the key items. The findings revealed that the experimental group who received treatment through compound glosses outperformed the other two groups on the comprehension test, and that the group who used textual glossing obtained a comparatively higher mean on the posttest than did the control group. It is worthy to mention that compound glosses might help learners better decipher the meanings of the key items in L2 idiomatic passages, thus contributing to their deeper understanding of the texts. The study, then, carries important implications for different groups of stakeholders, in particular, ELT practitioners and language learners.**

**Keywords :** compound glosses -practitioners and language learners.

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