

## The attrition of common and distinctive English words in translator trainers

**Mohamad Djavad Akbari Motlaq**<sup>a\*</sup>, University Sains Malaysia, Level 1, Building E42, Chancellory II, 11800 USM Penang, Malaysia <https://orcid.org/0000-0002-6384-7052>

**Tengku Sepora Binti Tengku Mahadi**<sup>b</sup>, University Sains Malaysia, Level 1, Building E42, Chancellory II, 11800 USM Penang, Malaysia, <https://orcid.org/0000-0003-3302-0078>

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### Abstract

This paper embodies a study into the attrition rate of a translator educator in the event of the occurrence of common and uncommon vocabulary in the translation process. The study was conducted on 30 Iranian male translator educators who have been detached from translation practice for long chronological periods of time upon completion of their teacher training courses. They were chosen through purposive testing among 100 Iranian male translator educators from three areas in Iran namely Mashhad, Torbat-e-Heydarieh, and Tehran. Their age runs somewhere in the range of 25 and 35. The tool comprised one translation errand. The assignment comprised 20 items out of common words and 20 items out of uncommon vocabularies that were assigned in a translation setting. Results demonstrated that the attrition rate gradually expanded as the chronology of not being attached to translation expanded. This means that as the translation practitioner becomes a trainer, with less practice translation attrition occurs. Additionally, it was discovered that the attrition rate in contextualized text is not as high as for common words in comparison to the uncommon words, also it applies to the decontextualized text. This accordingly shows that the context and the level of familiarity with vocabularies in a text have influence on the level of attrition rate in translation. This study also indicates that uncommon words are more resilient to attrition than common words in translation settings.

Keywords: Contextualization, Attrition, Common words, Distinctive words, De-contextualization

\* ADDRESS FOR CORRESPONDENCE Mohamad Djavad Akbari Motlaq, University Sains Malaysia, Level 1, Building E42, Chancellory II, 11800 USM Penang, Malaysia  
E-mail address: [akbarimotlaq@gmail.com](mailto:akbarimotlaq@gmail.com)

## 1. Introduction:

"Skill attrition" has been the most well-known term utilized for any "Loss of skills" that happens after a long chronological period of being not attached to the practice of that skill (Moorcraft and Gardner, 1987, p.327). "Attrition alludes to the forfeiture of a translation skill in translator; as a rule, changes in the semantic condition and end of an educational platform may prompt attrition" (Kopke and Schmid, 2004, referred to in Marefat and Rohshad, 2007, p. 86). According to Gurel (2004, p. 53), "the vocabulary attrition in translation settings is a multi-aspect marvel which was contemplated from an assortment of viewpoints e.g. psycholinguistics, neurolinguistics, and sociolinguistics". The collection of previous researches incorporates translation and additionally considers attrition, including non-attached subjects. Skill attrition may happen in educators who instruct a subject/skill in a center yet do not utilize it practically when the classes are finished (de Bot and Weltens, 1995, p.154). The vocabulary attrition in translation settings may happen at various stages or levels of the translation process like sentence structure or vocabulary. As indicated by Schmid (2007, p.137) "the procedure of translation can be viewed as both an exclusive and remotely initiated phenomenon, verbalized by translators, in addition to the act of translation (referred to in Bar-Shalom and Zaretsky, 2008, p.282)". It was contended that vocabulary information is presumably the most powerless part of the translation framework with respect to (toward) attrition (Weltens and Marjon, 1993; Al-Hazemi, 2000). Yoshitomi (1992) suggested that the attrition of terminology is more probable than that of punctuation among translator educators who had acquired their translation skills in an educational setting. Further, it has been suggested that translation is clearer in circumstances that need an assortment of translation abilities than in circumstances that centre around challenging one particular subability, for example, terminology or sentence structure. Morshedian (2008, p.89) lent support in saying "considering attrition of various components of translation including divisions, for example, particular versus common words, dynamic versus solid, we can get some answers concerning how every educator is influenced by attrition and after that make sense of educating/learning assignments to anticipate it". This present investigation aimed to note the accompanying inquiries in the translational setting as captured in the questions below.

### Research Questions:

1. What is the difference between common and distinct English words attrition during translation education in a translator educator?
2. What is the similarity between the contextualized and distinctive English words attrition after years of being away from the practice of translation as a translator educator?

## 2. Review of Literature:

Distinctive speculations have been proposed with respect to vocabulary attrition in translation settings. De Groot and Keijzer (2000) lamented that "what is difficult to realize is difficult to observe" (p.1). At the time of vocabulary learning, common and solid words were kept in memory superior to alternate kinds of words. Along similar lines is the hypothesis that the best modification is in the last observation that has confidence in the maintenance of coordinated effects in memory, in contrast with disengaged ones (Weltens, 1989). A comparable idea exists in "opposite connection theory" which recommends that the measure of ensuing attrition declines as the level of capability inclines (Yoshitomi, 1992, p. 296, Hansen and Reetz-Kurashige, 1999). As Yoshitomi (1992) expressed, this

speculation is affirmed by Bahrck's study (1984). In examining attrition, it was found by Bahrck that the participants with low capability in learning had never learned how to manage their learning skills. Yoshitomi likewise found that high learning capability performed much better as that in Bahrck's study. De Groot and Keijzer (2000) likewise proposed that the more developed the memorability of the words, the simpler to be scholarly and subsequently less forgotten. Since memorability and solidness were decidedly connected, De Groot and Keijzer (2000) trusted that solid words were less forgotten than conceptual ones. The previous mentioned studies focused more on attrition in English vocabularies and informed the future readers and researchers about the general factors which may vary with the level of attrition. Ellis and Beaton (1993) accomplished a similar outcome; however, they put stock in independency of memorability with solidness of attrition. They, similarly, found a solid relationship amongst memorability and setting accessibility of a few words as they had specified that it is natural to consider a context. They trusted that solidness and setting accessibility "leave out the novel translatable words in retention" (p.38), so these words are better held and reviewed. De Groot and Keijzer (2000) expressed that words that were harder to learn, were effectively observed. They, moreover, discovered that words were tangible and connected and hence less demanding to learn, hold in retention more than non-related and unique ones (p.16). Neisser (1984) suggested that "disengaged" and less associated data to composition will undergo attrition; in any case, related information to diagram is less forgotten and just commonly repetitive and precise learning will hold better in one's memory. These researches, unlike the previous studies, focused more on the contextualization and familiarity with the vocabularies in the influence it has on the level of attrition.

Language attrition is the reversed procedure of language learning. It alludes to the marvel that the capacity of bilingual or multilingual clients will continuously diminish because of the decrease in or non-utilization of a specific language (Chuanbin & Junrong, 2006). In addition, encouraging recalling is an extremely essential step. Instructors are individuals who encourage the securing of required information and set up the conditions that enable access. Instructors make numerous sacrifices to be able to shed light constantly on their students' or understudies' journey in translation. They have an extraordinary commitment to equip others of the skill of translating to meet heavy demands of society. Because of this, translation instructors or educators cannot themselves devote time to the act of translating itself. They are tasked with the challenging job of sharpening further the skills of individuals who are dedicated, persevering and able in their work (Ulku Kan, 2015). Such responsibilities and tasks on the shoulders of translation educators cannot help but affect their own performance as a translator. The most obvious evidence perhaps of the lessening of their own skill would be in the attrition in language in translation.

Another correlative speculation is the "best modification is in the last observation" theory which notices that the finest-well-read materials are those more comprehensive and favoured. Unlike Neisser's speculation, Yoshitomi (1999) investigated the associated data in its entirety and accepted that since one missing piece of the data impacts the entire parts, associated data is more inclined to attrition than alternate sorts (p.93). Attrition of distinct words raises questions about experienced segments of language, for example, vocabulary or language, on the premise that they are helpless against translation; other inquiries indistinctly focused on the subsections of translation. As an instance, Weltens (1989) and de Bot and Weltens (1991) suggested that some common words in the context are resistant to attrition, for example, "attached" words (p.9) because of overstudying. This example, may not commonly be valid for translator educators (Berko-Gleason, 1982, referred to in de Bot and Weltens, 1991). Overstudying, and consequently restored maintenance, of this kind of practical data, is more probable at the point once the translation is altogether educated in a realistic circumstance (Berman and Olshtain, 1983, referred to in de Bot and Weltens, 1991, and Weltens,

1989). On account of common and uncommon vocabs, Olshtain and Barzilay (1991) discovered that particular effects are more inclined to attrition than common ones. The members of this exploration proceeded further to utilize. Contrary to a few analysts who concentrated on components of attrition, for example, attrition at the level of vocabulary or sentence structure in a translational setting, other researchers have focused on determining the components of vocabulary that are more probable to be forgotten. The contention in the latter examinations is that the failure of a group of students to perceive a few vocabs was because of the way that some words may were observed. Numerous vocabs were additionally difficult to perceive notwithstanding when pieces of information were given. The “phenomenon” of attrition was not explored with professional translator educators to help the above contention. A stroke of study was done on attrition of segments and sub-segments of translation yet it did not concentrate on attrition in the translation skills of translator educators. Hence, the present study set out to investigate the issue of attrition in the translation skills of a translator educator specifically. It also took into consideration the researches highlighted in the next paragraphs which involved studies in specific educational populations and settings.

With the work of Al-Hazemi (2000), the attrition of common and uncommon vocabulary learning was studied among a group of Saudi education officers in military. The span of vocabulary attrition has been 12 years subsequent to their moving on from King Abdul Aziz Military Academy. The after-effects of this examination demonstrated that the capacity of members to review both common and uncommon words has been too low (under 45%). The outcomes additionally uncovered that the chronological era of attrition has not had any performance influence on the review of learning.

In a separate research, Marefat and Rohshad (2007) inspected the vocabulary attrition in the translation setting of a professional Iranian translation classroom comprising students with diverse capability levels. A 40-item vocabulary test was utilized to gauge the performance in open vocabulary learning of members. The outcomes have not demonstrated any noteworthy contrast between attrition of common and uncommon vocabularies given the different capability levels of members. Additionally, members who had three months of attrition demonstrated a noteworthy measure of attrition in decontextualized setting. This finding is in a way supported by Jahangard’s (2007) analysis of maintenance of individualized and common vocabulary among 33 Iranian male translation trainees. The population of his study was students of junior undergraduate year studying English translation. Two-word records were utilized for surveying common and distinct word-formation of the learners. The outcomes demonstrated zero critical distinction between maintenance of common and uncommon vocabulary in the investigation. In later research, Morshedian (2008) focused on vocabulary weakening and maintenance of gainful versus responsive word-formation of Iranian translators in the light of their capabilities. The span of attrition was three months. His research uncovered that beneficial learning is less resistant to attrition than responsive learning.

The above-mentioned studies considered either translation students or professional translators. The study attempted and embodied in this paper, however, is novel or different in the sense that it has, like its population, translator educators who have stepped away from the practice of translation to dedicate their time to education. This study aimed to discover whether attrition patterns in such translational settings are consistent or vastly different from findings from other translation settings and populations.

### **3. Methodology:**

#### *3.1 Participants & Setting*

The investigation has been led in three areas of Iran i.e. Mashhad, Torbat-e-Heydarieh, and Tehran. The first two locations are situated in the eastern part and one in the focal point of Iran. The justification for the choice of these regions was firstly in terms of practicality in that they were geographically accessible to the researcher. Secondly, these three areas have similarities in terms of their sociolinguistic and geographical features. Subsequently, we could deal with interceding factors like sociolinguistic features and arrive at significantly more exact outcomes. The study was of 30 male Iranian translation educators with long chronological periods of not being attached to translation practice as they are involved in translator training. They were chosen through purposive selection among 100 Iranian male translation educators from the above-mentioned territories. The age of the participants ranged from 25 to 35. One motivation for the choice of Iranian translation instructors is the knowledge that within the Iranian setting, many Iranian translation educators are less likely to have much translation practice once they complete their translation training and become educators in academic institutions. Further, the number of individuals in the Iranian translation setting is higher than that of educators of other courses as indicated by figures from the Ministry of Education. In addition, Iranian translation educators would have passed translation training courses in college or would have followed intensive educator training courses in meeting the requirements of Iran's Ministry of Education. For homogeneity sake, the participants were placed in three groups with ten participants in a group according to the chronological periods of not being exposed to translation practice and the translation test scores of only 15 to 17 (out of the maximum score of 20 on Iran's translation test).

#### *3.2 Instruments*

The instrument was in the form of a translation job moving from English to Persian. The job comprised 20 substances of common vocabs and 20 objects of distinct vocabs that were selected in light of the most utilized re-entries in Common Translation Book have been used in the teaching of translation at most Iranian colleges for over 11 years. The translation job was validated for this study by three experts. The task involved two parts. At first, the vocabulary items were displayed as a list out of context. In the second part, the items were placed in context and each item appeared twice within the text. It should be noted that to avoid any impractical application that can affect performance, the items listed individually were given to the participants first; this was then followed by the task to translate within context. We led both common and uncommon examinations with a period interim of multi-week since a similar 20 words utilized as common or uncommon words. Extensively, a participant should be offered an explanation to two dictionaries, common and uncommon, both in setting and outside of any relevant connection to the subject at hand and make a translation of them from English to Persian.

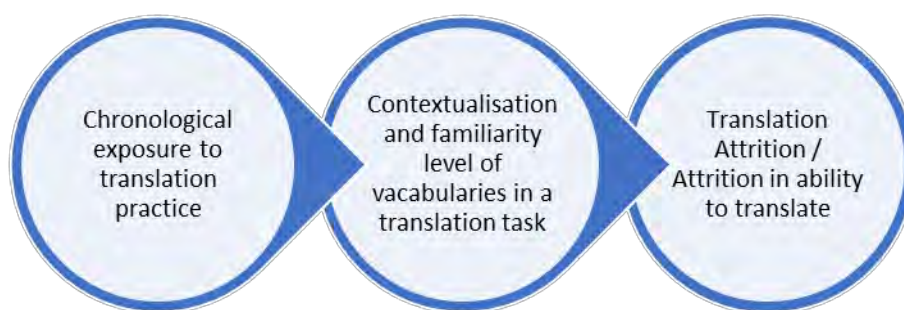
#### *3.3 Procedure:*

As mentioned earlier, at the outset, 100 translation educators were chosen indiscriminately from three regions of Mashhad, Torbat-e-Heydarieh, and Tehran. The attempt was homogenized or controlled; the educators selected were placed in groups according to chronological periods of being not attached to the translation practice and the scores they had accomplished from Common

Translation Book (specifically of scores of 15 to 17). Among them, there were participants with 2, 4, 5, 6, 7, 8 and 10 years of being detached from the practice of translation.

The first part of the study involved the members having to translate into Persian a list of 20 uncommon and 20 common words. After seven days, participants were asked to translate texts containing these same words; in short, the words had to be translated in a context in this second part of the study. In the implementation of these two procedures or tests, standard exam procedures were observed to avoid actions among participants that could affect the outcomes (e.g. copying, discussion with other participants, etc.). The time assigned to each test is 10 minutes, implying 30 seconds for each vocab. The mark allotted for a vocab was 5, so the best mark for every examination was 100. In total, each participant was put through four tests and the results were composed separately for each test.

#### 4. Results:



**Figure 1.** Theoretical Framework

The tests conducted led to the findings detailed in the following paragraphs.

Table 1 records test scores of participants according to their years of exposure to translation. These are test scores from both the translation test out of contexts and within contexts.

Table 1. members' marks on overall exams in and out of setting based on years of no experience in translation

| General words out of context |         |                | General words in context |         |                |     |
|------------------------------|---------|----------------|--------------------------|---------|----------------|-----|
| Years of no attachment       | Mean    | Std. deviation | Years of no attachment   | Mean    | Std. deviation | N   |
| 2.0                          | 58.1667 | 11.9610        | 2.0                      | 69.6667 | 12.2137        | 30  |
| 4.0                          | 40.0000 | 9.2389         | 4.0                      | 51.8333 | 11.4290        | 30  |
| 5.0                          | 32.6667 | 9.9763         | 5.0                      | 41.1667 | 13.4290        | 30  |
| 6.0                          | 25.6767 | 8.1820         | 6.0                      | 35.3333 | 14.0909        | 30  |
| 7.0                          | 15.5000 | 4.5144         | 7.0                      | 27.6667 | 8.4626         | 30  |
| 8.0                          | 12.6667 | 8.6609         | 8.0                      | 12.6667 | 9.0658         | 30  |
| 10.0                         | 6.5100  | 4.8942         | 10.0                     | 16.8333 | 8.0391         | 30  |
| Total                        | 27.3095 | 18.7472        | Total                    | 36.1667 | 11.2137        | 210 |

Table 2 records test scores of participants according to the number of years the participants were away from or were not exposed to translation, i.e. where they were not involved in translation practice.

Table 2. members' marks on distinct examinations in and out of context based on years of no experience in translation

| Special words out of context |         |                | Special words in context |         |                |     |
|------------------------------|---------|----------------|--------------------------|---------|----------------|-----|
| Years of no attachment       | Mean    | Std. deviation | Years of no attachment   | Mean    | Std. deviation | N   |
| 2.0                          | 68.8333 | 12.0587        | 2.0                      | 75.0000 | 8.8494         | 30  |
| 4.0                          | 48.6667 | 6.6037         | 4.0                      | 66.1667 | 7.7528         | 30  |
| 5.0                          | 44.5000 | 9.5450         | 5.0                      | 63.3333 | 9.1909         | 30  |
| 6.0                          | 33.8333 | 7.9715         | 6.0                      | 51.6667 | 10.6066        | 30  |
| 7.0                          | 23.3333 | 10.8202        | 7.0                      | 40.0000 | 10.5890        | 30  |
| 8.0                          | 15.6667 | 5.4664         | 8.0                      | 27.6667 | 8.0720         | 30  |
| 10.0                         | 11.5000 | 7.3991         | 10.0                     | 17.5000 | 8.1253         | 30  |
| Total                        | 35.0476 | 19.2502        | Total                    | 36.1667 | SD=21.5399     | 210 |

The aggregate mean scores of participants when the test was done on uncommon words outside of contexts demonstrate that the scores with respect to the uncommon vocabulary examination (M=35.0476, SD =19.2502) are greater than those for common words (M=27.3095, SD =18.7472). In other words, in the translation set, the aggregate mean marks of objects in common and uncommon words are significantly different (M=47.0476, SD=21.5399) and (M=36.1667, SD=21.3132).

A revised estimate of ANOVA has been gotten to determine whether there was any significant contrast between the translation of common and uncommon vocabularies following a relatively long chronological period of being not attached. As Table 3 will indicate, there exists a noteworthy contrast between attrition of common and uncommon vocabularies among each part after a various long chronological period of being not attached to the practice of translation in translation setting (F=598.644, p=0.000). It implied that the level of attrition in common vocabs is more than uncommon ones.

Table 3. findings of recurrent trials ANOVA indicating the alteration in attrition of general and special vocabs

| Source              | FRACTICEOR2 | Type sum of squares | df  | Mean square | F       | Sig. |
|---------------------|-------------|---------------------|-----|-------------|---------|------|
| FRACTICEOR2         | Linear      | 7129.301            | 1   | 7129.301    | 597.664 | .000 |
| Error (FRACTICEOR2) | Linear      | 2423.824            | 209 | 11.079      | -       | -    |

The mean marks of members in set and not set vocabulary examinations demonstrate that the marks in the set examination are higher than not set ones. Another revised ANOVA estimate was obtained to determine whether there was any contrast between attrition of contextualized and de-contextualized text in translation settings following certain chronological periods of being not attached to the practice of translation.

Table 4 showed as an example, it was a critical contrast between attrition of set and not set text among each section after various chronological periods of non-attachment (F=989.148, p=0.000). It was found that the level of attrition in the not set text was greater than that in the set setting.

Table 4. the findings of frequent trials ANOVA concerning the alteration in attrition of set and not set vocabs

| Source              | FRACTICEOR2 | Type sum of squares | df  | Mean square | F       | Sig. |
|---------------------|-------------|---------------------|-----|-------------|---------|------|
| FRACTICEOR2         | Linear      | 3796.014            | 1   | 3793.015    | 981.148 | .000 |
| Error (FRACTICEOR2) | Linear      | 811.860             | 209 | 3.834       | -       | -    |

## 5. Conclusion & Discussion:

It can be concluded from the outcomes from the tests that there is a represented connection between the ascent of vocabulary attrition in a translation setting and the length of a chronological period of being not attached to translation practice. It implies a slow ascent of the vocabulary attrition in translation settings and continuous augmentation of attrition with long chronological periods of being away from translation practice. From this observation or conclusion, it can be further



claimed that time away from translation is one of the most noticeable reasons for the vocabulary attrition in translation settings.

Another finding from this study is that uncommon vocabs are more resilient to attrition than common vocabs in translation settings. In short, translation educators are more likely to face difficulty translating common words than uncommon ones if they have not been involved in translating but have focused their attention only on the teaching of translation or the training of translators. These outcomes represent converse outcomes from the discoveries of Olshtain and Brazily (1991) suggested that particular items are more inclined to attrition than common vocabs. Additionally, the outcomes contrast also with discoveries of Jahangard (2007) claimed that the stride of attrition for common and distinct words is similar in an educational setting.

In answer to our second question provoking this research on the attrition of set and not set vocabulary, it has been observed that the level of attrition in a set context is not as high as that of a not set one. The outcomes are following the discoveries from Neisser (1984) claimed detached and not associated learning to plans would be lost sooner in comparison to relevant associated information to schemata. A conceivable clarification for the members' unmatched act in the set translation exam might be the setting figure the significance of uncommon vocabs. The outcomes are not in concurrence with Yoshitomi (1999) trusted that "a confined part of learning might be more invulnerable to trouble "(p.93). The reasoning of Yoshitomi's thought is that the state of being excessively associated may root trouble in modification of a section owing to the attrition issue in another piece of the framework. These propositions have some instructive ramifications. They infer that there ought to be a course over the span of time for instructors for shifting toward the practice of translation since a no-exposure to translation period could put their translation skills at risk. In translation classes, educators ought to be grouped likewise in light of long chronological periods of being not attached to translation practice with the specific end goal of achieving a high rate of effectiveness in class. Moreover, it is wiser to accentuate common words than uncommon words in translation settings. In addition, it is insightful for instructors to distinguish common from uncommon vocabulary in a translation set to help sharpen learners' awareness of them. As common vocabulary is more defenceless against attrition, educators could, by focusing on them in class, help to make them less vulnerable to attrition.

There is still a lot of room for the study of attrition; different perspectives should be investigated. The present study concentrated only on a group of Iranian male translator trainers. It would be helpful to translator training if translation educators of other nationalities could be the participants. Attrition might take a different pattern because of the different cultural and linguistic backgrounds of other translation educators. Another possible research involves examining vocabulary to a more limited degree, for instance, mono-syllabic vocabulary attrition in contrast with di-syllabic, three-syllabic or poly-syllabic vocabulary attrition in a translation setting. Yet another may want to look at attrition of verbs or certain other items and descriptors. Attrition can also be investigated with respect to gender to determine if female translation educators suffer a similar fate as their male counterparts. Closer to the current study, the interim period between tests is changed to a period longer than seven days.

Above are but a few of the researches that could further enhance the understanding of vocabulary attrition. The more we understand about attrition, the better it is for educators to improve

on the teaching and learning of translation. Eventually, with loss of translation skills controlled, higher quality translations and more efficient translation work can be achieved.

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**Appendices:**

**General terms**

|               |             |
|---------------|-------------|
| The Community | Spectators  |
| Specific      | Leading     |
| Existing      | Society     |
| Cultured      | Astonishing |
| Grouping      | Belief      |
| Creation      | Proof       |
| Monument      | Hint        |
| Stanza        | Container   |
| Text          | Mud         |
| Extensive     | Ceramic     |

**Distinctive terms**

|         |           |
|---------|-----------|
| Verse   | Absurdity |
| Distich | Pomposity |

|             |                |
|-------------|----------------|
| Stanza      | Representation |
| Allegory    | Mythical       |
| Image       | Detrpracticeor |
| Classic     | Informal       |
| Romantic    | Explanation    |
| Funniness   | Sections       |
| Catastrophe | Sonnet         |
| Divergence  | Syllabic rhyme |