**The Effect of Explicit Teaching of Derivational Morphemes on Iranian EFL Learners’ Writing Fluency**

 **Abdurrashid Khazaei Feizabad1; Maziar Mirzaei Omrani 2**

1. *Assistant Professor of TEFL, Zahedan University of Medical Sciences and Genetics of Non-Communicable Disease Research Centre, Zahedan; Email:* *arkhazaei@yahoo.com*

*2. M.A. in TEFL. Islamic Azad university of Zahedan; Email:* *mazi\_irani2002@yahoo.com*

**Abstract**

 Fluent and effective writing in English is a necessary and undeniable part of successful communication. The present study aimed to investigate any plausible effect of explicit teaching of derivational morphemes on learner’s writing fluency. To do so, a total number of 60 male and female medical students with intermediate level of English proficiency at Zahedan University of Medical Sciences participated in the study in two groups of control and experimental (n=30). The participants were provided with a topic and ten lexical items as hint so that they could develop a short writing in which they were allowed to use those lexical items or their other derived forms. Afterwards, a prepared list of noun-making as well as verb-making derivational morphemes were taught to the experimental group exclusively in ten 30-minute sessions. The participants in both groups, provided with the writing topic and ten lexical items, were, then, asked to develop another short writing impromptu in a time-restricted session. The data were, then, analysed using SPSS software (Version 18) employing independent sample t-test. Findings revealed that explicit teaching of derivational morphemes significantly improved learners’ writing fluency. The findings are hoped to be contributing to English writing courses. Further longitudinal studies are suggested to assess the effects of explicit instruction on writing fluency over time.

**Keywords:** *Explicit teaching, derivational morpheme, writing fluency*