عنوان مقاله:

Iranian EFL Learners' Perception of the Efficacy of Activity Theory-based Reading Comprehension

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خلاصه مقاله:

Any language classroom is a distinctive learning context offering numerous affordances that might be perceived effectively, remain unnoticed, or even act as constraints. Therefore, exploring students' perception toward a particular method of instruction is crucial since it may produce a reliable piece of evidence for teachers to confirm or refute the effectiveness of the intended instructional activities. This study was an attempt to survey Iranian EFL learners' perception of the efficacy of activity theory-based reading comprehension. To this end, ۶۰ students studying English translation at Islamic Azad University, Tehran Central Branch participated in the study and received the reading instruction based on the elements of activity theory, i.e., subjects, object, mediating artifacts, rules, community, and division of labor. After receiving the treatment, the students filled in two perception questionnaires and took part in a semi-structured focus group interview. The findings indicated that the students showed favorable perception toward activity theory, for which they perceived different affordances. Moreover, the results demonstrated that there was a significant difference between the students' perception regarding the mediating elements of activity theory. The study provides EFL teachers with new insights into the considerable benefits that activity theory might bring to reading classes.

کلمات کلیدی:
Activity theory, Reading Comprehension, Perception, Affordances

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