

عنوان مقاله:

The Effect of Teaching Metacognitive Reading Strategies on Reading Comprehension Ability of Iranian Intermediate EFL Students

محل انتشار:

چهارمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1395)

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خلاصه مقاله:

Research regarding the teaching of reading for English as a Foreign Language (EFL) and English as a Second Language (ESL) is still ongoing. One of the many problems students face nowadays is not their inability to read but their lack of interest, indifference or rejection of comprehension ability of EFL Iranian students. It was hypothesized that teaching metacognitive reading strategies can have impact on reading comprehension ability of Iranian intermediate EFL students. The data was collected from Iranian students at Dorsa language institute located in Hashtgerd, Alborz province. To make the homogeneity of all the participants, the researchers administrated a language proficiency test (PET) as pre-test to seventy one EFL learners. Out of seventy one students, forty students were selected. They were divided into one experimental and one control group based on their scores. The researchers used independent sample T-Test to measure the statistical differences between the two groups. This indicated that there is no significant difference between two groups. Before receiving instruction the students completed a TOFEL reading comprehension ability test. After eleven sessions of metacognitive reading strategy-based instruction, the researchers administrated the same TOFEL reading comprehension ability test as the post-test to both experimental and control groups. The data obtained from pretest-posttest analyzed by running independent sample t-test. Finally, the results of the analysis of the data revealed that teaching metacognitive reading strategies enhanced reading comprehension ability of the subjects

کلمات کلیدی:

Metacognitive reading strategies, Reading Comprehension Ability

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