



The impact of Teaching Non-Linear Reading Comprehension Questions on the Mental Model of Iranian EFL Learners

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Abstract

This study aims at casting some doubt on the „construct under representation“ in non-linear reading comprehension texts followed by linear questions. It tried to answer the question „Is there any statistically significant difference between the mental model of the students who have practiced non-linear questions and students who have practiced linear questions in discursive argumentative passages?“ In compliance with this aim, the population of the study including 40 Iranian EFL Readers who were IELTS and TOEFL candidates were set to attend a class practicing a comprehension strategy in regard to non-linear texts followed up by non-linear comprehension questions requiring something rather than a hierarchical fashion for meaning construction. The quantitative results obtained after administering the treatment did support the assumption that the ability to answer non-linear questions and showing reaction to non-linear text types is the byproduct of practicing non-linear questions. Furthermore, this study can claim practicing non-linear comprehension questions can come to learners“ aid in constructing global main idea by going through the differently located implicit and explicit local main ideas. Therefore, to meet validation at prior stage of test development, there is a need for developing non-linear comprehension questions for non-linear discursive argumentative text types.