



The Effect of Teaching Reading Strategies on Iranian ESP Students Reading Comprehension

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Abstract

Recent studies suggest that reading is a multifaceted process that goes beyond the description of any single facet; researchers have no choice but dwell on single aspect of reading process at any given time. That is why we believe that reading comprehension is the most studied language skill. On the other hand, any researcher on reading can help with its understanding: and therefore, help learners how to tackle with their reading tasks. Following this line of argument, the present study seeks to investigate the effect of the instruction of reading strategies on reading comprehension of Iranian ESP students.

To this end, the researcher selected 120 EFL computer students who were in their second year of education. Then, a preliminary English test (PET) was administered, and then the mean and standard deviation of the scores were computed. Based on this language proficiency test 76 intermediate students were chosen and assigned to different classes, each with 38 subjects by using odd and even numbers. One of this class is considered as a control group and the other as experimental group. To ensure the homogeneity levels of students a standardized reading comprehension test was presented to each group as the pre-test. Then the researcher started his treatment. The experimental group received instruction of reading strategies, while the control group received no instruction. Having run twelve sessions of instruction, the performance of two groups was compared by administering another standardized reading comprehension test serving as the post-test.