

The Effects of Three Pre-Reading Activities (Text Summary, Vocabulary Definition, and Pre-Passage Questions) on the Reading Comprehension of Iranian EFL Learners

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Abstract : This study investigated the effects of three types of pre-reading activities (vocabulary definitions, text summary and pre-passage questions) on EFL learners' English reading comprehension. On the basis of the results of a placement test administered to two hundred and thirty English students at Kerman Azad University, 200 subjects (one hundred intermediate and one hundred advanced) were selected. Four texts, two of them at intermediate level and two of them at advanced level were chosen. The data gathered was subjected to the statistical procedures of ANOVA. A close examination of the results through Tukey's HSD showed the fact that the experimental groups performed better than the control group, highlighting the effect of the treatment on them. Also, the experimental group C (text summary), performed remarkably better than the other three groups (both experimental & control). Group B subjects, vocabulary definitions, performed better than groups A and D. The pre-passage questions group's (D) performance showed higher scores than the control condition.

Keywords : pre-reading activities, text summary, vocabulary definition, and pre-passage questions, reading comprehension

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