COUPLING READING STRATEGIES AND LITERARY TEXTS: AN APPROACH TO IMPROVING READING

Mehri Izadi, Esmail Zare-Behtash

ABSTRACT

The present study aimed to explore the effect of reading comprehension strategy use and literature on the improvement of the reading ability of Iranian EFL learners. An analysis of the use of SQR3 (survey, question, read, recite, and review) and TPS (think, pair, and share) comprehension strategies in terms of the learners’ reading achievements was pursued. Moreover, the differences between the reading of short stories as the source of teaching reading and adapted books were studied. The data were collected through a pretest-treatment-posttest design and were analyzed using t-tests and ANOVA. Results revealed that SQR3 and TPS groups outperformed the learners who did not receive any treatment. This indicated that merging reading strategies in reading short stories significantly improved the learners’ comprehension level. The study suggests that instructors should be aware of the learning opportunities that arise in literature-centered readings, provide learners with and instruct comprehension strategies, and accordingly enhance the experience of reading in a foreign language.

KEYWORDS

Reading, comprehension strategy, SQR3, TPS, literary text

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Assumption University
Hua Mak Campus,
Ram Khamhaeng 24 Rd., Hua Mak,
Bang Kapi, Bangkok 10240, Thailand.

In reading approach, students will improve their knowledge and get something new because they are demanded to read more. Reading becomes important because it is an active skill which involves inferencing, guessing, predicting etc. It also has, more often than not, a communicative function. Reading approach or reading method was first devised for English learners in India and French or German learners in the United States of America who have not the time to master the “active” or oral use of the language. It has also been advocated in England for pupils of inferior language-learning ability. Extensive reading is an approach to language learning, including foreign language learning, by the means of a large amount of reading. Social cognitive theory: Coupling Reading Strategies and Literary Texts: An Approach to Improving Reading. Coupling reading strategies and literary texts: an approach to improving reading. Mehri Izadi1 and Esmail Zare-Behtash2. Abstract The present study aimed to explore the effect of reading comprehension strategy use and literature on the improvement of the reading ability of Iranian EFL learners. It is needless to state that reading strategies are cognitive or behavioral means to help learners identify confusing elements of texts, clear them up and improve comprehension. What would be the outcome in a literary-driven class? This is the question we intend to answer at the end of this study.