

## عنوان مقاله:

The Effect of Active Learning on Iranian EFL Learners' Reading Comprehension: Interactive Classroom Procedures

## محل انتشار:

هشتمین کنگره ملی تازه یافته ها در مطالعات زبان انگلیسی (سال: 1399)

تعداد صفحات اصل مقاله: 9

## نویسنده:

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## خلاصه مقاله:

This quasi-experimental study aimed to investigate the effects of two components of active learning: interactive classroom procedures (ICP) and clarifying objectives (CO) on Iranian EFL learners' reading comprehension. Three intact groups of high school seniors were selected as the research participants whose initial homogeneity was assessed via the PET (2006) test. They were further assigned as a control group and two experimental groups who received instruction based on either interactive classroom procedure (ICP) or clarifying objectives (CO). In the ICP group, the participants were involved in some techniques of interaction like cooperative learning, jigsaw, buzz groups, think-pair-share, etc. In the CO group, however, the course and lesson objectives were clarified at the beginning of each session. None of these activities were carried out in the control group who were taught based on the traditional teaching method typical at high schools in Iran. The treatment lasted for three months, 24 sessions, and twice a week. The ANOVA analysis of the post-test reading scores revealed that both the ICP and CO groups achieved higher levels of reading comprehension compared to the control group. The findings underscore the overriding role of interaction and clarifying objectives in long term learning and have implications for course book writers, syllabus designers and language teachers.

## کلمات کلیدی:

active learning, clear objections, interactive classroom procedures, interactive learning, reading comprehension

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