

عنوان مقاله:

The Effect of Blended Teaching on Reading Strategy Use by Iranian EFL Learners

محل انتشار:

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خلاصه مقاله:

Abstract The present study investigated the effect of blended online and face-to-face instruction on the use of reading strategies by Iranian EFL learners. Out of ۱۰۰ pre-selected learners, ۶۰ homogeneous participants were identified as intermediate, according to their scores on the Oxford Placement Test. The participants were assigned to experimental ($n=۳۰$) and control ($n=۳۰$) groups. Then, a pretest was administered to assess participants' current knowledge of reading comprehension. Both groups received a ۷-session reading instruction. Whereas the experimental group was subjected to blended online environment where they could take advantage of Nicenet platform, the participants in the control group received materials, instruction and feedback through traditional methods in the classroom. After the experiment, the participants were required to take a reading comprehension test similar pretest as the post-test. In order to compare the frequency of reading strategy use by the experimental and control groups, the participants in the two groups were asked to fill out the Reading Strategies Questionnaire both before and after the experiment. The results of t-test between pre- and post-test showed that there is a significant difference between the experimental group and the control group in using the reading strategies. The findings of this study could help EFL teachers and syllabus designers gain insights into the processes learners go through when reading.

کلمات کلیدی:

blended learning, CALL, Internet, reading comprehension, reading strategy

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