

عنوان مقاله:

Grade Twelve Iranian High School Students' Reading Comprehension: A Brief Look at Item Piloting

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خلاصه مقاله:

Iran's educational system has undergone new reforms during the last decades. To investigate the effectiveness of the new reform in English as the lingua franca of the world, the current study emphasizes the reading comprehension abilities of grade twelve Iranian female students in English as a foreign language. To this end, ۱۶۷ students' responses per item of three tests of English reading comprehension were gathered from four different high schools of Malayer. Students' responses in three different item types (three literal, three reorganization, and three inferential comprehension items) from three different reading texts were analyzed altogether. A quantitative design was employed to descriptively analyze the students' responses. The results of the analysis revealed that grade ۱۲ students in Malayer are stronger in literal comprehension compared to the other two comprehension levels: reorganizational and inferential items. This indicated the students' lack of skill in reading between the lines as well as the inability to synthesize and analyze different implicit information in the text that leads them to make meaning. The results can be beneficial for language institutes, English Teachers, and practitioners. Keywords: Inferential Comprehension, International Reading Comprehension Assessment, Reorganizational Comprehension

کلمات کلیدی:

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