ABSTRACT

Reading is one of the most important skills to acquire knowledge. This study was an attempt to find out the impact of explicit teaching of comprehension strategies for improving reading comprehension skills and motivation of intermediate EFL students in Gilan province in Iran: an intervention study. My aim in the present intervention study was to design, implement on and evaluate a set of strategies (five reading comprehension strategies: skimming, scanning, guessing meaning from the context, inference and summarization) to intermediate students to enhance their comprehension achievement in reading. It also tried to figure out the possible relationship between explicit teaching of comprehension strategies and motivation of Taleshi learners for EFL reading. The methodology employed in this research study included (i) a Needs Analysis to the find out about the English language needs of Iranian learners, teachers, guardians and administrative, (ii) a Pilot Study to test the intervention on a smaller group before implementing it on a larger scale, and (iii) the Intervention Study to test the efficacy of explicit teaching of five reading comprehension strategies to intermediate level learners of English in Iran. The study used an experimental design involving a control group and an experimental group. The intervention was conducted on the experimental group which was explicitly taught to use cognitive reading strategies, while the control group received no intervention. The results of this study demonstrated support for the hypothesis that explicit focused teaching and learning of cognitive strategies leads to a positive impact on the readers’ comprehension of text and motivation. The experimental group achieved significantly better results than the control groups after 12 sessions of strategy-based instruction. Results of paired-sample t-tests and independent t-tests showed that reading comprehension, and reading strategy use, improved with instruction. The results also showed that strategy instruction contributed to autonomous reading behaviour.