



Investigating the Efficacy of Scaffolded Reading Experience Strategy Use in Enhancing Iranian EFL Learners' Reading Comprehension

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ABSTRACT

This study primarily intended to investigate the effect of the Scaffolded Reading Experience (SRE) strategy use on the reading comprehension of Iranian EFL learners. Besides, it aimed to examine these learners' attitude toward using this strategy. To this end, 30 female adult learners were selected by means of a placement test from some language institutes in Qom, Iran. The research instruments were two multiple-choice comprehension tests – one as a pre-test and one as a post-test –, along with a 3-point Likert Scale format Gardner's Attitude/Motivation Test Battery (AMTB). The questions of the pre-test were based on the intermediate level "Young Women Changing the World of Select Readings" (Gundersen & Lee, 2011). For the post-test, the questions were designed from "The Street Lawyer" by Grisham. The findings indicated that the SRE has positive effects on learners' reading comprehension. In addition, it was found that the SRE strategy helped the participants to read the story faster, find the meanings of difficult words and idioms easier, comprehend the language of the story easier, and also understand the main event and conflict better, all speaking to the benefits of using SRE-based activities. In the end, the results are discussed with reference to previous research and theoretical framework, pointing to the pedagogical implications.

Keywords: Reading comprehension, Reading strategies, Scaffolding, Scaffolded Reading Experience.

1. INTRODUCTION

Recent studies have found that although scaffolding is widely used by some teachers, it is not characteristic of most teachers (Taylor, Pearson, Clark & Walpo, 2000). However, there is virtually universal agreement that scaffolding plays an essential and vital role in fostering comprehension (Duke & Pearson, 2002). It is also observed that scaffolding learners' reading can be a powerful instructional technique in classrooms (Cooke, 2002; Fournier & Graves, in press; Taylor et al., 2000), small groups (Brown & Palincsar, 1989), and one-to-one tutoring sessions (Beed, Hawkins & Roller, 1991). The SRE takes the concept of scaffolding and incorporates it in a framework for guiding student's reading. This strategy has two phases: a planning phase and an implementation phase. During the planning phase you consider your learners, the text they are reading, and the purpose for reading. During the implementation phase you