The Effect of Strategy-Based Reading Instruction on Iranian EFL Graduate Students’ Reading Comprehension and Their Attitudes Toward Reading Strategies Instruction

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The purpose of the study was to investigate the effect of strategy-based reading instruction on EFL graduate students’ reading comprehension. The study was also intended to examine changes in students’ attitude toward reading and reading strategies after instruction. The accessible participants were forty graduate students studying on an English Language and Academic Skills Program at a university in Isfahan, Iran. Drawing on feasible application of reading strategies, the researcher conducted this study of a regular 50-min class periods on a weekly basis for one semester. The research instruments included pre/posttraining questionnaire, and pre/posttests of reading comprehension questions. The findings of the study suggested that after the training, most students improved their reading comprehension. The results of the t test revealed that the participants made progress with the mean grade increasing from 37.61 to 43.59. The result of the study also showed that after training the participants’ attitudes towards reading became more positive. This study may provide teachers with effective ways that demonstrate how strategy-based reading instruction could be implemented in teaching English reading in EFL classroom setting.