

The Impact of Extensive versus Intensive Reading on Knowledge of Semantic Prosody in Iranian Intermediate EFL Learners

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Abstract The present study sought to investigate the effect of extensive versus intensive reading on knowledge of semantic prosody of Iranian intermediate EFL learners. The main question of the study was whether teaching semantic prosody through extensive versus intensive enhance the knowledge of semantic prosody of these learners. To answer this question, qualitative and quantitative methods were used. Forty one students were ed via administering a Quick Placement Test and then they were divided into two groups of 21 and 20 and were assigned to two experimental groups. A pre-test of semantic prosody of vocabulary administered to both groups. After that, the first experimental group was taught semantic prosody through extensive reading and the second experimental group was taught through intensive reading .The classes were held two times a week for 6 weeks. Each session was 90 minutes. A post-test of vocabulary based on semantic prosody was then administered to both groups. The gathered data were analyzed via calculating an independent sample t-test. The results illustrated that the Iranian EFL learners in experimental group provided with extensive reading received higher scores in post-test.

Keywords : Extensive, Reading

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