

# **The Impact of Pre-teaching ESP Terminology on Iranian Pre-intermediate EFL Learners' Achievement in Reading Comprehension**

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**This study was designed to investigate the effect of vocabulary pre-teaching, as a type of pre-reading activity, on the Iranian pre-intermediate EFL learners' reading comprehension. The sample consisted of 60 female students studying at Bahardanesh pre-university center in Rasht. The subjects were randomly divided into two equal groups. They participated in a test of overall language proficiency, and the results indicated that they were linguistically homogeneous. In addition, they took a pretest of reading comprehension to make sure of the equivalence of their initial reading comprehension level. Then, the two groups were exposed to different treatments. Group B received vocabulary pre-teaching as the participants in group A (the comparison group), received no pre-teaching. The participants in each one of the treatment and comparison groups took reading comprehension posttests. The results showed significant difference among the two groups as the pre-teaching vocabulary group performed better than the other group. The participants, who experienced the treatment, achieved statistically significant improvements in reading comprehension and they answered more questions correctly. Students accepted that the comprehension strategies were useful and realized the structure of texts, so they could construct meanings effectively.**

**Keywords : Pre-teaching, Reading Comprehension**

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