

The Effect of Pre-reading and Post-reading Vocabulary Instruction on the Reading Comprehension Ability of Iranian lower-Intermediate EFL learners

salomeh mohammadi hasan kiyadeh*,

This research attempts to measure and compare the effectiveness of pre-reading and post-reading vocabulary instruction on the reading comprehension ability of Iranian lower-intermediate EFL learners. To achieve the objective, 60 male learners in the 12-15 age range studying at Farzanegan English Institute in Rasht were ed 80 participants based on their performance on a QPT. The participants were randomly divided into four groups including the control group, the experimental group A, the experimental group B and the experimental group C. The pretest of reading (Cloze Test) was given to the participants to examine their initial reading comprehension ability. After introducing the specific treatment to the experimental groups and placebo to the control group, the posttest was also administered to the four groups to measure the participants' reading comprehension achievement at the end of the study. The pretest and posttests were analyzed statistically to examine the possible improvement of the participants in terms of their reading comprehension achievement. However, the findings of the present study showed that it could be concluded that the pre-reading instruction in the experimental group A has been much more effective than post-reading instruction in the experimental group B. Based on the results of this study, the experimental group A who received the use of pre-reading vocabulary instructions on the reading comprehension ability made more improvement in the posttest of reading comprehension.

Keywords : Pre-reading activity,Vocabulary,Post-reading activity

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