

The Effect of Story Grammar Strategies on Iranian Intermediate EFL Learners' Reading Comprehension Ability

Ruhollah Gholami Ardizi*,

Abstract The purpose of the present research was to investigate the impact of story grammars on the Iranian English language learners' reading comprehension ability. To this end, a quasi-experimental research was conducted on two classes of elementary IELTS students in a private English language institute named Iranian in Rasht. Thirty students were randomly divided into experimental and control groups, 15 each. To save the homogeneity of the students, a QPT was administered. Then, a pretest was administrated in order to know the initial reading comprehension ability of the students. The experimental group received instruction on strategies of story grammars. The control group underwent the usual processes of teaching reading comprehension with no emphasis on story grammars strategies. Having finished the treatment in four weeks, the researcher conducted a posttest of reading comprehension. An independent samples t-test, and a paired samples t-test were used to see any significant effect of story grammar on the Iranian EFL learners' reading comprehension and a difference in the students' achievements between the pretest and posttest among both groups. The findings revealed that students' reading comprehension was improved through the instruction of story grammars. The findings can be practically used by teachers teaching reading comprehension in an ELT situation. In the end, some suggestions regarding further possible research in the related domain were given.

Keywords : Grammar Strategies, Iranian Intermediate EFL Learners' Reading Comprehension Ability

[Islamic Azad University, Rasht Branch - Thesis Database](#)
[دانشگاه آزاد اسلامی، واحد رشت - سامانه بانک اطلاعات پایان نامه ها](#)