

The Effects of Text Length and Picture on Iranian Intermediate EFL Learners' Reading Comprehension Ability

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The present study examined the effects of text length and picture on reading comprehension ability of Iranian EFL learners. Dual Coding Theory is a powerful rationale behind using pictures and texts together. According to this theory, information is much easier to retain and retrieve when it is dual-coded because of the availability of two mental representations instead of one. The sample consisted of 60 intermediate female and male students Parsia language institute in Guilan. The participants were of the same level of proficiency. The researcher utilized two texts in this study. There were no comparisons between the learners. Each group read a reading comprehension text. First, all participants faced a long text. Second, which was the next stage, they faced another text which was short but with the same level. The reading comprehension texts were accompanied by 8 multiple-choice items. The participants performed better on the short text, the findings of the analysis of one-way repetition measure ANOVA showed that length had significant effect on reading comprehension of Iranian intermediate students. Subjects performed better on texts with picture. Therefore, picture is a key variable in influencing EFL students' reading comprehension at intermediate levels. These findings have pedagogical implication in the EFL and ESL fields.

Keywords :

[Islamic Azad University, Rasht Branch - Thesis Database](#)
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