

## The Effect of Different Reading Activities on Iranian EFL Learners' Reading Comprehension

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**Abstract:** In recent years, interest in reading fluency development in first language and second and foreign language (L2/FL) settings has increased. Reading fluency, in which readers decode and comprehend at the same time, is critical to successful reading. Fluent readers are accurate and fast in their ability to recognize words and in their use of prosodic and syntactic knowledge to better comprehend text. It seems that in most of English classes in Iran little attention is paid to the role of different reading activities in promoting L2 learners reading comprehension. Hence, the objective of this study is to compare the effect of different reading activities on Iranian EFL learners' reading comprehension. The data for this study was collected from 75 students as they were involved in a variety of reading activities. They were divided into three groups. Language proficiency test was administrated in order to make sure about the homogeneity of the learners. The first experimental group received repeated reading activity, the second experimental group received pre-teaching vocabulary and the third experimental group received visual support. After treatment each group was given a test to answer. The findings in this study indicate a statistically significant effect of repeated reading compared with pre-teaching vocabulary and visual support on Iranian EFL learners' reading comprehension.

**Key words:** Reading activities % Reading comprehension

### INTRODUCTION

Reading is often referred to as the most important of the four language skills for EFL learners as it enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency [1]. However, mere exposure to reading material does not always suffice to gain linguistic knowledge. Readers as language learners need to go through an active process rather than simply decoding the graphic representations. Anderson [2] explains this very neatly as follows:

“Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page... (a) synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences.”

Reading has been the skill most emphasized in traditional FL teaching and even today is the mainstay of

EFL instruction in many countries. In Japan, for example, English instruction at the university level is usually the "intensive reading procedure," which implies close study of short passages, including syntactic, semantic and lexical analyses and translation into the L1 to study meaning. This, as Alderson and Urquhart [3] have argued, is not a reading but a language lesson: Such a pedagogic practice--of focusing on the language of a text--may be justified as a language lesson, but it may very well be counterproductive as a *reading* lesson. Often what is known as "intensive reading" (as traditionally opposed to "extensive reading") is actually not reading at all: the lesson consists of a series of language points, using texts as points of departure? Reading texts, in other words, are sources of language exercises, rather than reading exercises.

This view is supported by Brumfit [4], Hyland [5], Johns and Davies [6] and Yorio [7]. Of course, no one would deny that language training is an essential part of any FL curriculum. It is just that this kind of lesson is not a *reading* lesson in the strict sense. Today, FL/ESL/EFL reading instruction is moving increasingly, in Haas and

Flower's phrase [8], from teaching texts to teaching readers. Specifically, we now teach learners reading skills/strategies for understanding such elements as content, textual features, rhetorical elements and cultural background. "Skills building" emphasizes skills/strategies for text comprehension [9-12]. This has been the mainstay of L1 reading instruction in the United States and ESL/EFL reading textbooks with words like "skills" or "strategies" in their titles are now common. Further, there has been much research on skills-based teaching procedures, including basic skills (finding the main idea, skimming, inferencing) and advanced skills (schema-building, metacognitive skills). The interested reader is referred to the bibliographies in Carrell, Devine and Eskey, [13] Devine, Carrell and Eskey, [14]; and the Annual Summary of Investigations Relating to Reading, published by the International Reading Association. A serious problem is that these so-called reading comprehension skills do not exist, or, as Rosenshine [15] more cautiously states, "there is simply no clear evidence to support the naming of discrete skills in reading comprehension" (p. 552). Alderson and Urquhart repeated this in 1984 (p. xvii) and Alderson stated it again at TESOL '88 (1988) (see also Alderson and Lukmani, 1989; Berkoff, [16-17]. Barnett found that teaching FL students reading strategies "did not significantly improve their reading comprehension" (1988, p. 157). She calls these results "confusing," but they are consistent with the idea that skills do not exist. If it is not meaningful to talk about discrete reading skills (and to our knowledge no one has published a refutation of Rosenshine's assertion), then what are researchers [18] and textbook authors talking about when they use the terms "skills" and "strategies" Gardner [19] has suggested that these "skills" are better regarded as activities involving comprehension than as categories of abilities" (p. 72). In other words, when reading, we engage in activities such as recalling word meanings, inferring, drawing conclusions and so on, but these are all aspects of the act of comprehending (i.e., reading). They cannot be separated into discrete skills, either statistically or by task-specific testing. Whatever problems there might be with "intensive reading" and "skills building" as procedures for teaching reading, they represent the mainstream of FL/ESL/EFL reading instruction today. The "extensive reading procedure," on the other hand, while often used, has attracted comparatively little research interest. As a result, we know little about either its pedagogical aspects or its effectiveness. In this paper we review the literature on extensive reading, examine its

nature as a procedure for teaching ESL/EFL reading and present a model for an extensive reading component of an ESL/EFL curriculum. While most of the specific examples are drawn from the EFL situation in Japan, but the argument applies generally.

**Review of the Related Literature:** Early work on Second Language reading assumed a rather passive, bottom-up view [13]. Difficulties in second language reading and reading comprehension were viewed as being essentially decoding problems, deriving from the print. It was thought that while reading, readers ought to be able to construct a meaning from which they could assimilate the original meaning of the author. Goodman [20] asserted that readers need to analyse different types of information to understand the author's meaning. Reading involves a reader, a text and a writer. Reading skills are developed in an active process. This process involves the surface representation encoded by a writer and ends with interpretation of the written text and interchanges between the writer and the reader (Goodman 1969 in [13]. If the writer is careless, the reader may not get the message. If the writer makes demands that the reader cannot fulfill, the message will not be received, even though to another reader it might be clear. If the reader is careless, reading will result in incomplete interpretation. The reader tries to interpret the text through his/her own experiences, but they may differ from the writer's experiences. This explanation proves that reading is not just an active process, but also an interactive one. Reading is closely linked with meaning. For this reason, lack of shared assumptions presents the most difficult problem in reading. Nutall clarifies this as follows:

"... while reading, the reader will always have to draw on his interpretative skills to reconstruct the writer's assumptions. He has to read with enough skill and care to make the right inferences about what the writer means and has to remain objective enough to recognize differences in viewpoint between himself and the writer." [20].

Goodman has described reading as a "psycholinguistic guessing game" [21] in which the "reader reconstructs, as far as possible, a message which has been encoded by a writer as a graphic display" (1971:135). In this model, the reader does not use all of the textual cues but he chooses information he is familiar with. The reader uses background knowledge to guide him to produce comprehension. Goodman explained this as follows:

“... the reader does not use all the information available to him. Reading is a process in which the reader picks and chooses from the available information only enough to select and predict a language structure which is decodable. It is not in any sense a precise perceptual process.” [22].

Coady [23-24] has suggested a model in which the EFL/ESL reader's background knowledge interacts with conceptual abilities and process strategies to produce comprehension. Conceptual ability means general intellectual capacity. Processing strategies mean various subcomponents of reading ability (e.g., grapheme-morphophoneme correspondences, syllable-morpheme information, lexical meaning and contextual meaning).

Interactive models are currently accepted as the most comprehensive descriptions of the reading process, which combine elements of both bottom-up and top-down models. Murtagh (1989) stresses that good second language readers are those who can ‘efficiently integrate’ bottom-up and top-down processes. In interactive models of reading, reading is viewed as a kind of interaction that occurs between the reader and the text [24]. The meaning, as an outcome of the interaction between the reader and the text, not only resides in the text itself, but also lies in the interaction between the reader and the text (Grabe, 1991). To this end, everything in the reader's background knowledge has a significant role in reading comprehension [25, 1].

Different types of background knowledge have been proposed in the reading process.

Carrell and Eisterhold [21] and Carrell [14] point out two different schemata; formal and content schemata; believed to account for the role of background knowledge in reading comprehension. Stott [26] also mentions two different types of schemata based on Carrell's definition. Nevertheless, Singhal (1998) and Alptekin [25] subcategorise schemata under three headlines. Singhal names them as content, formal and linguistic/language schemata while Alptekin names them as content, formal and abstract/story schema. The content schema can be defined as knowledge of the world [21]. If the reader has the content schema presupposed by a text, it is likely that the comprehension of the text will be easier and vice versa.

Formal schema is background knowledge of the organizational pattern of different types of texts. Each type of text (i.e. story, fable or expository text) has its own conventional structure, which represents a different

schema of ways in which writers organize and readers understand topics. Knowledge of these conventions has a role in the comprehension of a text [21].

The third type of schema is abstract schema (also called story schema) that refers to the role of cultural membership. Students who are equipped with abstract schema can free valuable short-term memory space to economically extend the limits of the information processing capacity in the human short-term memory which contributes to the comprehension of short stories ([1].

The importance of reading comprehension has been emphasised by studies that have been conducted on the Second Language reading process. Comprehension failures or deficiencies may occur at the pre-reading, while-reading and post-reading stages. This study attempts to find out the effectiveness of pre-reading activities on reading comprehension.

Students may fail to comprehend the texts while studying short stories. Lazar [27] groups such problems as follows:

- Ç Motivation
- Ç Comprehension
- Ç Making interpretations
- Ç Inadequate reading strategies

Jecksembievva [28] studied “Pre-reading activities in EFL/ESL reading textbooks and Turkish preparatory school teachers' attitudes toward pre-reading activities” and concluded that pre-reading activities contributed to comprehension of the texts; thus, the teachers found the activities to be useful in the classroom setting.

Different schema-activating activities should be used in reading classes. The aim of using pre-reading activities is to activate the reader's background knowledge, to prevent failure and to support the reader's interpretation of the text. Arda [29] studied “The role of content schema related to pre-reading activities” and stated the effectiveness of the activities on readers' comprehension of the texts. These reading activities can promote interaction between the reader and the text, which is, as Widdowson terms it, “authentic” [30].

Ur [31] emphasises that the aim of pre-reading activities is to provide anticipation and activate reader's schema [31]. The purpose of including these activities is to develop a better self-awareness of the relationship between the reader's meaning and the author's meaning; and to help readers understand the teacher's expectations and views.

Different researchers such as Lazar [27], Chen and Graves (1995:664), Taglieber, Johnson and Yarbough [32] and Moorman and Blanton (1990:176) have provided definitions of pre-reading activities. Lazar for example, defines pre-reading activities as activities that help students with cultural background, stimulate student interest in the story and pre-teach vocabulary. Chen and Graves define pre-reading activities as “devices for bridging the gap between the text’s content and the reader’s schemata”.

Focusing on L1 reading instruction, Taglieber, Johnson and Yarbough (1988:456) point out the motivational aspect of pre-reading activities. According to these writers, pre-reading activities activate or develop prior knowledge, provide knowledge of the text structure and also establish a reason for reading.

Lazar [27] classifies the common pre-reading activities used to activate appropriate knowledge structures or provide knowledge that the reader lacks as:

- C Previewing
- C Providing background knowledge
- C Pre-questioning
- C Brainstorming

**Previewing:** This activity is appropriate for situations in which texts are difficult and may contain unfamiliar concepts not existing in the students’ working schemata. Previews contain:

- C Introductory questions and statements.
- C A synopsis, including the setting, point of view and plot of the story up to the climax for narratives; and important happenings, items, generalizations and concepts for expository texts.
- C Definitions of vocabulary.

**Providing Background Knowledge:** This activity is particularly suitable for culturally unfamiliar passages. Steven’s [33] study has shown that providing background knowledge improves the comprehension of reading passages.

**Pre-Questioning:** Pre-questioning involves presenting students with a set of written questions [34] or having students generate their own questions on the topic of the reading passage (Taglieber *et al.*, 1983). The aim of the activity is two-fold. As Carrell [13] points out, “pre-questioning functions to motivate students to read what follows for a purpose, that is, to gain the requisite

information to answer the question. Being motivated is one of the most important factors that can help students in the process of reading”.

**Brainstorming:** One very popular kind of pre-reading task is “Brainstorming.” Students are given a particular key word or key concept and then invited to call out words and concepts they personally associate with the key words or words provided by the teacher. It has many advantages, since it requires little teacher preparation, allows learners freedom to bring their own prior knowledge and opinions to bear on a particular topic and involves the whole class. No one need feel threatened when any bid is acceptable and can be added to the framework. The results of this kind of activity resemble what has been called “semantic mapping” [30].

**Repeated Reading:** The student reads through a passage repeatedly, silently or aloud and receives help with reading errors. Repeated reading is a strategic approach designed to increase reading fluency and comprehension. During repeated reading, students read and re-read a selected short passage until they reach a satisfactory level of fluency. This intervention is useful for slow readers. Students read repeatedly short passages until they achieve a satisfactory level of fluency. In this way, they spend less time on reading the words and they can focus on understanding the content.

#### **Materials:**

- C Reading book
- C Stop watch (if readings are to be timed)

#### **Preparation:**

- C The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.

#### **Steps in Implementing this Intervention**

**Step 1:** Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.

**Step 2:** Select a passage in the book of about 100 to 200 words in length.

**Step 3:** Have the student read the passage through. (Unless you have a preference, the student should be offered the choice of reading the passage aloud or silently).

**Step 4:** If the student is reading aloud and misreads a word or hesitates for longer than 5 seconds, read the word aloud and have the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, read the word aloud. If the student requests a word definition, give the definition.

**Step 5:** When the student has completed the passage, have him or her read the passage again. You can choose to have the student read the passage repeatedly until either the student has read the passage a total of 4 times [35] or the student reads the passage at the rate of at least 85 to 100 words per minute [36- 37].

**Vocabulary Previews:** Unfamiliar key words need to be taught to students before reading so that new words, background information and comprehension can improve together. List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown. Share information with students. Verbally quiz them on the information before assigned reading begins.

**Visual Aids:** Pictures and other visual material can activate your prior knowledge. Use the Internet to search for pictures related to your title/topic to give you visual images of what you are about to read.

**Objective of the Study:** Although pre- reading activities affect the learners' reading comprehension, it is always difficult to choose effective activities to help learners improve their reading comprehension. One of the major problems that learners in language institutes face is student's weakness in reading comprehension. Communication classes seem boring for students who find no occasion to show their ability and no need to use their brain; therefore, they are not motivated to answer teacher's question. It seems that pronunciation, especially the rate of the speech of the teachers and the learner's lack of vocabulary knowledge, affects their reading comprehension. Therefore, the researcher is particularly interested in finding the most effective reading activities that help learners increase their reading comprehension.

Recent years have seen a growing interest in reading skill. The teachers of adult learners in language institutes have complained about learners' reading comprehension. The present research is an experimental study that examines the effects of different reading activities on Iranian EFL learners' reading comprehension. It is believed that this study would be beneficial for more effective teaching of reading.

**Research Question and Hypothesis:** The present research addresses the following question:

- C What are differences among three types of reading activities (repeated reading-pre teaching vocabulary and visual support) on improving EFL learners' rate of reading comprehension?

**Research Hypothesis:**

**Ho:** Three types of reading activities (repeated reading, pre teaching vocabulary and visual support) have no differences in terms of improving EFL learners' rate of reading comprehension.

## **MATERIALS AND METHODS**

This study was designed to investigate which reading activities have any effect on Iranian EFL learners' reading comprehension. The main intention of the present research is to find out what are differences among the three types of reading activities (vocabulary introduction, repeated reading and visual support) on improving Iranian EFL learners' rate of reading comprehension? Ho: Three types of reading activities (vocabulary introduction, repeated reading and visual support) have no differences in terms of improving EFL learners' rate of reading comprehension. Fourteen passages and their comprehension questions were extracted from the course book (Developing reading skill) and used in this study. The passages were chosen based on the familiarity of the topic to the students.

**Participants:** The participants in this study were 75 male and female Iranian EFL students. The proficiency test was administrated to establish participants' homogeneity. Participants' ages ranged from 18-25. They were divided to three experimental groups: 1. repeated reading group 2. Pre-teaching vocabulary group 3. visual support group.

The following figure provides a brief profile of the participants in this study.

Fig. 2: The Characteristics of Participants of this Study:

Number of participants	75
Age range	18-25
Intermediate	Course level
Male & Female	
Sex	

**Instrumentation:** To be sure of the homogeneity in three experimental groups, proficiency test was administrated to establish of participants' homogeneity. Then the students were divided into three classes. Each class consisted of 25 students and received different reading activities. The text book for this study was Developing reading skill. Fourteen passages and their comprehension questions were extracted from the text book and used in this study. The students were at intermediate level.

**Procedure:** The courses for all groups lasted for six weeks (three sessions a week). The course book was Developing reading skill. Fourteen passages and their comprehension questions were extracted from the course book and used in this study. The passages were chosen based on the familiarity of the topic to the students. The first experimental group received repeated reading activity, the second experimental group received pre-teaching vocabulary and the third experimental group received visual support.

**Design of the Study:** The design of this study was *quasi experimental* in the sense that there was a variable, which was manipulated by the researcher. The proficiency test was administrated to establish of participants' homogeneity. There were also three experimental groups. Experimental groups were given different pre- reading activities. Data analysis has been done with package for social sciences (SPSS) software.

**Variables:** The independent variables in this study were different reading activities that were manipulated for the three experimental groups, respectively.

**Data Analysis:** In the present study the (one way - ANOVA and post- hoc) statistics were used to analyze collected data.

## RESULTS AND DISCUSSION

As it is obvious in Table 4.2, the experimental group that was in repeated reading activities has the highest mean (84.68) in comparison to the group that took pre-teaching vocabulary and visual support. In the next step, to compare their rate of comprehension their comprehension indices were put into (SPSS) software.

### Descriptives

SCORE						
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
1.00 FIRST	25	84.6800	20.15713	4.03143	64.00	136.00
2.00 SECOND	25	70.6400	8.67890	1.73578	61.00	91.00
3.00 THIRD	25	62.9200	14.63990	2.92798	10.00	88.00
Total	75	72.7467	17.54846	2.02632	10.00	136.00

Fig. 3: The Descriptive Data for three Experimental Groups, Respectively

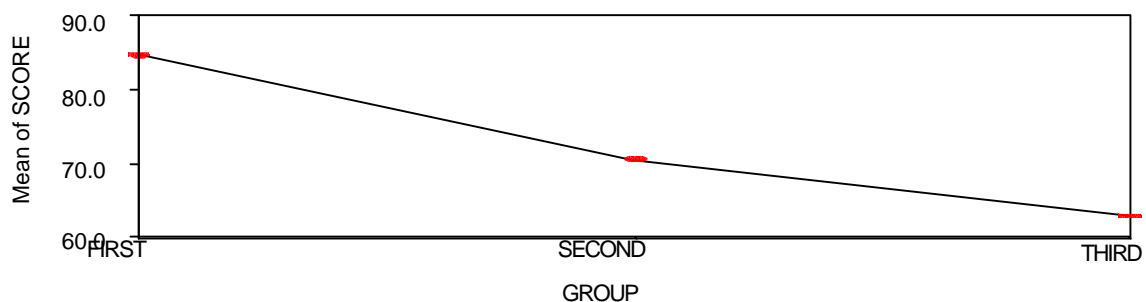


Fig. 4: The Mean of Scores for Three Experimental Groups.

**Group One**  
**Statistics<sup>a</sup>**

<b>SCORE</b>		
N	Valid	25
	Missing	0
Mean		84.6800
Std. Deviation		20.15713
Variance		406.31000
Skewness		1.235
Std. Error of Skewness		.464
Kurtosis		.559
Std. Error of Kurtosis		.902
Minimum		64.00
Maximum		136.00

a. GROUP = 1.00 FIRST

Fig. 5: The Descriptive Statistics for the First Experimental Group

**Group Two**  
**Statistics<sup>a</sup>**

<b>SCORE</b>		
N	Valid	25
	Missing	0
Mean		70.6400
Std. Deviation		8.67890
Variance		75.32333
Skewness		.801
Std. Error of Skewness		.464
Kurtosis		-.464
Std. Error of Kurtosis		.902
Minimum		61.00
Maximum		91.00

a. GROUP = 2.00 SECOND

Fig. 6: The Descriptive Statistics for the Second Experimental group Group Two

**Statistics<sup>a</sup>**

<b>SCORE</b>		
N	Valid	25
	Missing	0
Mean		62.9200
Std. Deviation		14.63990
Variance		214.32667
Skewness		-1.664
Std. Error of Skewness		.464
Kurtosis		6.690
Std. Error of Kurtosis		.902
Minimum		10.00
Maximum		88.00

a. GROUP = 3.00 THIRD

Fig. 7: The descriptive statistics for the third experimental group

To compare the rate of reading comprehension in three groups, the mean scores for three groups were obtained.

To determine the effect of repeated reading, pre teaching vocabulary and visual support activities, the researcher applied

# ANOVA

SCORE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6085.147	2	3042.573	13.115	.000
Within Groups	16703.040	72	231.987		
Total	22788.187	74			

Fig. 8: The One Way ANOVA Data for Three Experimental Groups  
df= degree of freedom

## Multiple Comparisons

Dependent Variable: SCORE

LSD

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00 FIRST	2.00 SECOND	14.0400*	4.30801	.002	5.4521	22.6279
	3.00 THIRD	21.7600*	4.30801	.000	13.1721	30.3479
2.00 SECOND	1.00 FIRST	-14.0400*	4.30801	.002	-22.6279	-5.4521
	3.00 THIRD	7.7200	4.30801	.077	-.8679	16.3079
3.00 THIRD	1.00 FIRST	-21.7600*	4.30801	.000	-30.3479	-13.1721
	2.00 SECOND	-7.7200	4.30801	.077	-16.3079	.8679

\*. The mean difference is significant at the .05 level.

Fig. 9: The LSD test to Compare the Reading Comprehension Score between Groups

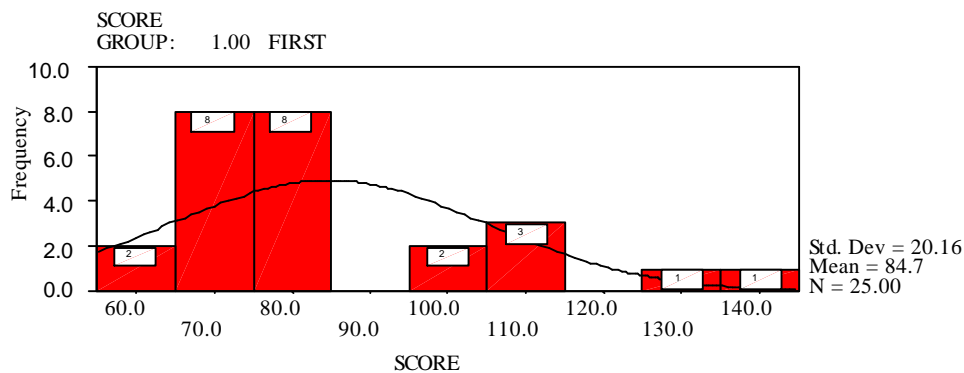


Fig. 10: The Frequency of the First Experimental Group

ONE -WAY ANOVA, which showed that the mean score of reading comprehension for repeated reading students is  $84.68 \pm 20.15$ . This score is  $70.64 \pm 8.6$  pre-teaching vocabulary groups while visual support group obtained 62.9. According to  $F=13.11$ , the difference among the groups regarding reading comprehension is significant.

Since F score was significant, the researcher applied LSD (POST-HOC) test to compare the reading comprehension scores between groups. Finally, it was noticed that repeated reading activities proved themselves more fruitful than visual support and pre-teaching vocabulary activities. However, there was no significant difference between repeated reading and visual support activities.



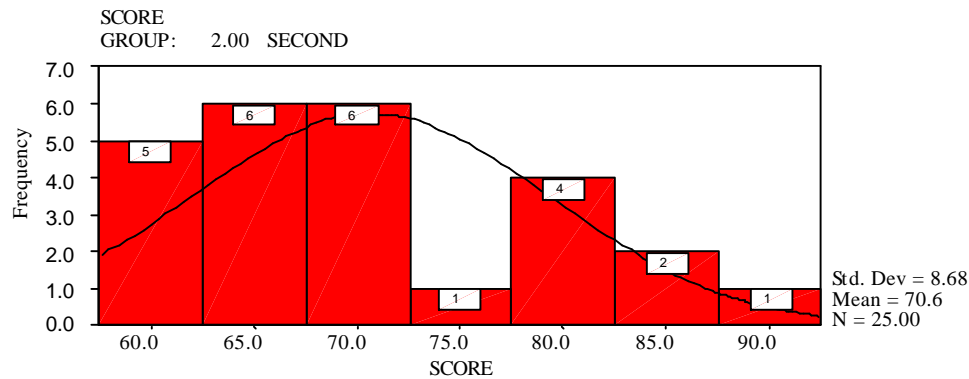


Fig. 11: The Frequency of the Second Experimental Group

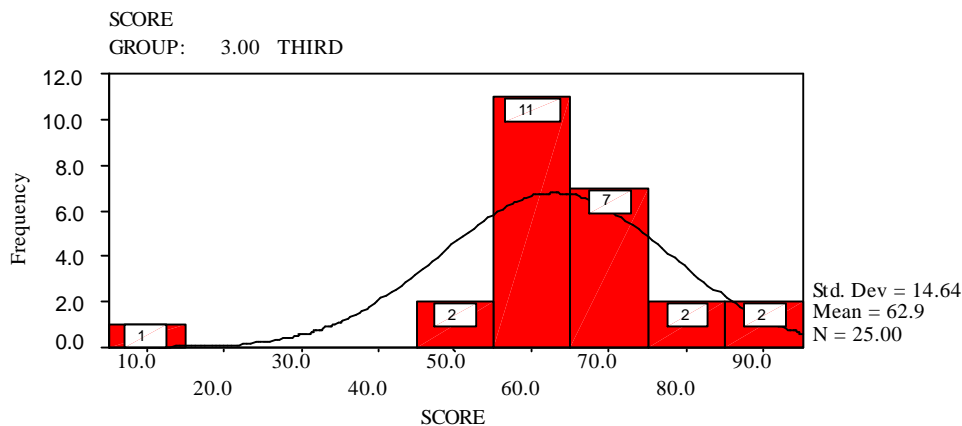


Fig. 12: The Frequency of The Third Experimental Group

## DISCUSSION

The results of this study supports those research whose believes in the most effective of repeated reading on reading comprehension suggest that reading comprehension. Performance of foreign language learners does vary as a function of reading activity. Despite this affirmative response, the data only partially support that subjects who completed the repeated reading activities would receive significantly higher scores than subjects who completed the pre teaching vocabulary and visual support. Likewise, the data partially support that scores would differ significantly across. The fact that scores for subjects completing the repeated reading activity were higher than scores for subjects completing the pre teaching vocabulary and visual support, is not surprising. Corrective feedback and opportunities for the student to reread the passage until a set criterion is reached also have a significant positive impact on students' progress during repeated reading. When students are cued to focus on either speed or comprehension, before they

begin reading, their rates in both areas increase. The greatest improvements are seen when students are cued to focus on comprehension alone or on both fluency and comprehension together. This study has shown that repeated reading can positively affect the reading fluency of diverse learners. It has been found that long-term, individualized repeated reading instruction with multiple opportunities to practice each passage of text is too hard for most teachers to easily weave into their daily literacy instruction. But fortunately, researchers have found ways to reduce the burden on the classroom teacher by using less structured, adaptive reading methods. For example, some have experimented with peer coaching strategies where the students are taught to listen to each other read and to then provide feedback. In these activities students read a passage individually for the teacher and then practice with a peer several times before reading for the teacher a second time. This method helps to relieve the time constraint on the teacher and gives students a daily opportunity to practice oral reading fluency with feedback. In addition, repeated reading computer

technology is available that provides students with feedback activities that monitor their reading and comprehension. This study has shown that repeated reading can positively affect the reading fluency of diverse learners.

## CONCLUSION AND IMPLICATION

In this study the effects of different activities on Iranian EFL learners' reading comprehension were investigated. Repeated reading activities did have a positive and significant effect on learners' reading comprehension. It was noticed that repeated reading activities proved themselves more fruitful than visual support and pre teaching vocabulary activities. However, there was no significant difference between pre teaching vocabulary and visual support activities. The results suggest that reading comprehension performance of foreign language learners does vary as a function of reading activity. Despite this affirmative response, the data only partially support that subjects who completed the repeated reading activities would receive significantly higher scores than subjects who completed the pre teaching vocabulary and visual support. If teachers are to provide their students with the most effective reading instruction possible, then they need to first identify their students' reading levels and skill levels in order to design an appropriate literacy program that is tailored to accommodate each student's reading abilities. Consequently, it is important for teachers to analyze and to be aware of their students' weaknesses and strengths. While doing so, teachers may find that some students are deficient in fluency. If this problem is not addressed, then these students will struggle to become proficient readers – with all of the problems that non proficiency entails. However, repeated reading is a viable means for improving fluency deficiencies. Ultimately, akin to a domino effect, as students improve their fluency they will improve their comprehension, increase their reading level, increase their reading-oriented self-confidence and expand their understanding and enjoyment of language.

**Suggestions for Further Research:** Every research has its own limitations and almost always there is a way to remove those limitations. According to the theoretical concepts and practice procedures in this study, some other related researches projects can be recommended:

The first one would be increasing the number of the participants of the research.

The second suggestion could be the inclusion of sex as a variable into the study and see the differences.

Finally, we did not consider different levels of proficiency of language learners' in this study. Only intermediate learners participated in this research. Different results might be observed as a result of involving different condition of pre-viewing and also different levels of proficiency.

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