

The Effect of Analyzing and Reasoning, as Cognitive Strategies, on Iranian EFL Students' Reading Comprehension

By

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Abstract

Recently there has been a surge of interest in the use of cognitive learning strategies in SLA and their effects on other skills. This can be seen in the number of textbooks and research papers that are being developed. The study reported here addresses the use of the cognitive strategies of analyzing and reasoning and their effects on reading comprehension of Iranian EFL learners. To determine the effect of cognitive strategies of analyzing and reasoning on reading comprehension the following question is made: What is the effect of cognitive strategies of analyzing and reasoning on reading comprehension of Iranian EFL learners? Subjects of this study include 30 EFL advanced students studying New Interchange in a private school in north of Tehran. Participates were both male and female with an average of 17-25. Base on a placement test, we placed the subjects at their present level. So, subjects were randomly assigned to two groups of experimental and control grope. Two tests spaced four weeks apart were given to students. The first one was an NTC's test consisting of 30 items. The space between these two tests was filled with the process of strategy instruction. The second test was a set of reading comprehension tests taken out of Barron's TOEFL that was administered to two groups. A t-test (independent sample test) was used to analyze the collected data. Result indicated that awareness of direct cognitive strategies analyzing and reasoning have an effect on reading comprehension.

Keywords: *Cognitive strategies (analyzing & reasoning), reading comprehension.*