The Superiority of Using Multimodal Texts Over Traditional Print-Based Texts for Teaching Reading Comprehension to Iranian High School Third Graders

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چکیده: 

Literacy education, specially teaching reading comprehension, for today's students whose environment is replete with visual, electronic, and digital texts, has experienced a "paradigm shift" (Bearne, 2003). Within the context of this changed literacy pedagogy, it is timely that challenges and implications of multimodal texts for reading comprehension education be taken into consideration. Accordingly, the aim of this mixed methodology study is to investigate the effect these multimodal texts might have on reading comprehension proficiency of Iranian high school third graders. To this end, the first phase of the study included a sample of 60 high school students who were homogenized and divided into experimental and control groups by means of an OPT test. During the treatment, participants of experimental group were provided with different modes of the text so that they had to deal with the reading activities and complete the achievement test given at the end of class time. At the end of treatment, a sample PET reading test, served as the posttest, was administered to participants of both groups so as to measure their reading comprehension proficiency. The results illustrated that the idea of the effectiveness of using multimodal texts in L2 reading classrooms to improve student's comprehension process was supported. In the second phase of the study, a questionnaire
was used to gauge the participants' perceptions and attitudes towards different modes of a text such as image, video, and audio. The results showed that students preferred texts to be accompanied by visual images