



بسمه تعالی

معاونت آموزشی و پژوهشی
مدیریت امور پژوهشی و فناوری

طرح پژوهشی

با عنوان :

استفاده از نشانگرهای گرافیکی جهت مشخص کردن عناصر نحوی و تأکیدی و تاثیر آن بر اضطراب در خواندن به زبان خارجی و روان خوانی متون تخصصی

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چکیده:

مطالعه حاضر به منظور بررسی تاثیر استفاده از نشانگرهای گرافیکی بر روان خوانی و اضطراب در خواندن زبان آموزان در کلاس های انگلیسی با اهداف ویژه صورت گرفت. در این تحقیق که بصورت کمی و کیفی انجام گرفت، تعداد ۲۵ دانشجوی رشته های مطالعات موزه و مرمت آثار باستانی در غالب دو گروه گواه و آزمایشی شرکت داشتند. به دانشجویان گروه آموزشی با استفاده از نشانگرهای گرافیکی کمک شد تا بتوانند جملات را عبارت به عبارت و با لحن نرمال بخوانند. مقایسه میزان اضطراب در خواندن زبان انگلیسی در آغاز و پایان مطالعه نشان از تاثیر مطلوب استفاده از نشانگرها بر کاهش اضطراب در خواندن داشت. همچنین، پایش میزان روان خوانی دانشجویان هر دو گروه در مقاطع مختلف ثابت کرد که می توان از نشانگرهای گرافیکی برای پیشبرد روان خوانی استفاده کرد. از طرف دیگر، نتایج کمی نشان داد که عملکرد مطلوب و واقعی تنها از طریق استفاده از نشانگرها به دست نمی آید و لازم است پیش از استفاده از آنها دانشجویان به طور کامل بر مهارت های زیربنایی شامل تلفظ، استرس و لحن کلام مسلط باشند. براین اساس در مورد روش تدریس مهارت خواندن و تهیه مطالب درسی پیشنهاداتی ارائه گردید.

کلمات کلیدی:

اضطراب در خواندن، روان خوانی، عناصر نحوی و تاکیدی، مهارت خواندن و درک مطلب، نشانگرهای گرافیکی

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Chapter One

Introduction

1.0 Overview

This chapter includes several parts. The first part is dedicated to the preliminaries of the study. The second part discusses the problem underlying the study. The third part deals with the objectives of the study. The fourth part introduces the significance of the study followed by the research questions and research hypotheses. Finally, the key terms are defined with reference to contributing researchers in these fields.

1.1 Preliminaries of the Study

Reading in a foreign language is usually believed to be the language skill least susceptible to be affected by language learning challenges; however, research on reading has proved that it is really a demanding task for many L² learners. Accordingly, foreign language readers may feel uncomfortable when they want to pronounce words and sentences and relate them to their background knowledge. In addition, slow or word-by-word reading with low levels of comprehension leads to FLRA and even lower levels of cognitive functioning. Hence, the present study attempted to target some language learners of ESP classes in the Shiraz University of Arts, whose students had experienced difficulty in general reading classes and at the time of the study, they were enrolling in their ESP classes. They were in urgent need of being scaffolded in their ESP classes focusing on academic reading. This study specifically was an attempt to analyze the effectiveness of graphic markers to highlight syntactic and emphatic prosody in their textbooks and to understand their effects on the students' reading fluency and FLRA.

1.2 Statement of the Problem

Developing reading fluency and the ability to comprehend contents in an L2 has been an important educational objective of ESP classes while selecting the appropriate approach to fulfill this objective has proved to be a challenge for many language educators.

1.3 Research Objectives

The results of the study were supposed to help students of ESP courses overcome their problems of reading comprehension in English as a foreign language including foreign language reading anxiety (FLRA) originating from their inability to decode and decipher the written texts, word-by-word reading, and low reading comprehension.

Abstract

The study aimed at examining the effects of scaffolding ESP readers by using graphic markers and highlighting syntactic and emphatic prosody on ESP readers' Foreign Language Reading Anxiety and fluency. A mixed-methods research design was used for the purpose of deeper understanding and analysis of the obtained data. An experimental design was planned with a control and an experimental group including 38 students of two fields, museum studies and conservation and restoration of historic buildings in Shiraz University of Arts. Participants of the experimental group were scaffolded to develop reading fluency with different graphic markers, while members of the control group practiced usual ESP reading comprehension classes. FLRA scale was used to determine their reading anxiety before the study started and after it ended. Fluency assessment was also performed to check their reading fluency progress. For a deeper understanding of the progress in the experimental group and as a compensation for losing some of the students, the data were explored more using qualitative data classification and analysis by using the National Assessment of Educational Progress (NAEP) framework. Statistical analysis of the results proved that scaffolding the students with graphic markers had the potential to lower their FLRA. The results of the fluency frameworks including WCPM, MDFS, and NAEP also tended to confirm the effectiveness of scaffolding the readers with graphic markers on improving their reading fluency. The qualitative analysis of the observations showed that while graphic cues can scaffold the learners to notice their shortcomings toward an optimum level of fluency, they could not be the sufficient condition for achieving the goal. It was also concluded that the need to establish the abilities of sight-word reading, online decoding, and sensitivity to stress and intonation are pre-requisite of prosodic fluent reading with expression.

Keywords: emphatic prosody, FLRA, graphic markers, reading fluency, scaffolding, syntactic prosody



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Title

**Using Graphic Markers to Highlight Syntactic and Emphatic Prosody
and its Impact on ESP Readers' Foreign Language Reading Anxiety and
Fluency**

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