

The Impact of Novel Genre on Reading Comprehension Improvement of Iranian High School EFL Learners

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Abstract

Reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Literary books have got a vital significance in education nowadays. They play their crucial role alongside the nation-wide academic text books in the ministry of education and have attracted the eye of the curriculum and material developers. This study has aimed at the investigation of the effects of deploying abridged novels on English as a foreign language (EFL) learners' reading skill in Iranian Primary high schools. The results of the study indicate a significant role of using such literary materials in improving the reading skill of participants in the experimental group. The implementation of simplified novels which have been modified, tailored, and adapted towards the proficiency level of the learners and their academic setting have proved to be effective and can be utilized and enhanced by the educational planners, curriculum designers, and teachers.

Keywords: Novel Genre; Reading Comprehension; primary High school; Learners

Introduction

The English language is being taught and learned differently in diverse educational settings. Of the four major language skills and its three minor subskills, reading comprehension has been defined as the prominent focal skill of language learning and the material developers and curriculum developers in the ministry of education in the recent years have paid close attention and consideration to.

Although some reformations and changes are being acted upon the text books regarding their

purpose in the *National Reformation Document* of the ministry of Education, The newly developed text book for this education grade has not been fully operationalized yet.

Reading comprehension is one of the four macro skills necessary for effective communication in any language, particularly when learners are not using their mother tongue and are reading for the purpose of information achievement and for the purpose of communication in written and oral modes. As English is internationally deployed as a means of communication, especially in the virtual world, English reading skill should be developed along with the other skills so that these integrated skills will enhance communication success both with The English native speakers as well as other residents of other nations across the globe.

Literature and literary genres have got to play a significant role in teaching languages and they have got great benefits. Hadaway et al. (2002) has suggested three benefits of using literature for teaching language. The first advantage considers the contextualization of language. Students get familiar with the application of language in various conditions when they read a literary work. The second benefit considers social factors which are embedded in different genres of literature.

The third advantage considers the natural and meaningful application of language Which are accomplished via illustrations and use of descriptive language in literature For most people the potentiality to read a language is defined with the knowledge of language since reading is the most basic means of human communication and academic search and performance.

Regarding the questions occurring to the experts' minds, in Iran in the context of teaching English as a Foreign Language (EFL), instructors regularly