

# **The Role of Explicit Teaching Sentence Constituent Structure in English Reading Comprehension: A Research on Intermediate Iranian Learners**

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## **ABSTRACT**

Framed in X-bar theories, the present study looks into the effect of constituent structure (CS) instruction on the intermediate Iranian learners' reading comprehension ability. To do so, 40 language learners studying in Private Language School took part in the study and were divided into one experimental and one control group. To collect the desirable data, the learners took the pre-test of reading comprehension as well as the post-test to compare their performance before and after the CS instruction. Quantitative findings of this analytic study, analyzed by version 16 of SPSS software, revealed that the learners' reading comprehension ability was improved as a result of CS instruction ( $p=.003$ ). CS instruction can be applied as a tool to enhance the learners' reading comprehension ability.

**Keywords:** CS instruction, reading comprehension, EFL learners

## **1. INTRODUCTION**

The ability to read in a second language (L2) is one of the most important language skills that needs improvement in academic settings. It is also one of the most difficult skills to develop to a high level of proficiency. Regarding the importance of reading comprehension, it should be pointed out that it constitutes the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read (Tierney & Readence, 2005). According to Grabe (1991), reading comprehension is an essential skill and probably the most important one for second language learners to get mastery over it in academic contexts. Since reading comprehension has been distinctively important both in first and second/foreign languages, reading strategies are of great interest in the field of reading research. Reading research has also shed light on metacognitive awareness of reading strategies, perception of strategies, and strategy use / training in reading comprehension.

According to Snowling and Hulme (2011), reading with comprehension is one of the primary goals of educational settings. Learning tends to be highly dependent on the comprehension of information from text