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Effects of Teaching Learning Strategies Via Dynamic Assessment on Reading Performance of Iranian EFL Learners

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Abstract

This study aimed at probing into the effects of teaching metacognitive learning strategies via the principles of dynamic assessment (DA) on reading performance of Iranian female EFL learners. To this end, ۴۰ intermediate EFL learners were selected based on their performance on Oxford Quick Placement Test (OQPT), and then divided into two groups of experimental, receiving metacognitive strategies training through DA and control group receiving the same strategies devoid of DA. Both groups sat for a pre and a posttest of reading to uncover the degree of their reading ability improvement. Statistical analysis of the results unraveled the improvement in reading performance of experimental group's members receiving DA. The findings of the study bear beneficial implications for EFL teachers, learners, and materials developers.

Keywords: "Metacognitive strategies", "Learning strategies", "Dynamic assessment", "Reading performance"