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Shadowing and Scaffolding Techniques Affecting L2 Reading Comprehension

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Abstract: Scaffolding and shadowing techniques have been shown to improve language learners' reading comprehension. However, little attention has been paid to the comparative effectiveness of these techniques. This study investigated the effect of three selected scaffolding techniques (peer scaffolding, distributed scaffolding, and reciprocal scaffolding) versus three types of shadowing (complete shadowing, partial shadowing, and interactive shadowing) on L2 reading comprehension. To this end, 120 intermediate level EFL learners (in 6 groups of 20 members each) were selected through convenience sampling from three language institutes in Qazvin. Each group was randomly assigned to one of the shadowing and scaffolding techniques. One way ANOVA and independent samples t-tests were used to analyze the data. The results indicated that among the three scaffolding techniques, distributed scaffolding was the most effective technique on reading comprehension. The most effective technique among shadowing groups was interactive shadowing. A significant difference was also found between the shadowing and scaffolding techniques in favor of scaffolding techniques. These findings may have theoretical and pedagogical implications for researchers, learners, teachers, and syllabus designers.

Keywords: Reading Comprehension, Scaffolding, Shadowing.

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