

## Comparative Effects of Teacher-Directed and Collaborative Reading on EFL Learners' Receptive Skills

**Ensiye Niknahad**

*MA in ELT, Karaj Branch, Islamic Azad University, Karaj, Iran*

Email: encniknahad@gmail.com

**Zohre Mohamadi\* (Corresponding Author)**

*Associate Professor, English Teaching and Translation Department,  
Karaj Branch, Islamic Azad University, Karaj, Iran*

Email: Zohre.mohamadi@kiaiu.ac.ir

(Alternative Email: Zohreh.Zenooz@gmail.com)

### Abstract

This study used a pretest-posttest quasi-experimental design to find out the effect of teacher-directed and collaborative reading on Iranian EFL learners' receptive skills. To start, 40 EFL intermediate female students within the age range of 15-17 were selected out of an initial 53 students, based on their performance in an OPT. Then, they were assigned into two groups of teacher-directed and collaborative reading. Both groups took a pretest at the beginning of the study to measure their receptive skills' ability and a post-test in the end to check the amount of the effectiveness of the treatments applied. Collaborative group benefitted from Collaborative Strategy Reading (CSR) consisting of preview, click and clunk, get the gist, and wrap up was introduced. In teacher-directed, on the other hand, direct explanation, modeling, and guided practice were used to teach the students how to use the strategies independently. Analysis of the data and the findings revealed that both teacher-directed and collaborative reading affected the learners' performance significantly. Moreover, collaborative reading was proved to be a significantly better technique. Teachers, EFL learners, materials developers, and syllabus designers can be the beneficiaries of this inquiry's outcomes.

**Keywords:** Collaborative Reading, Listening, Receptive Skills, Reading, Teacher-Directed Instruction,

### ARTICLE INFO

Research Article

Received: Monday, September 7, 2020

Accepted: Friday, February 26, 2021

Published: Saturday, May 15, 2021

Available Online: Friday, February 26, 2021

DOI: 10.22049/JALDA.2021.26943.1203



© The Author(s)

## **Introduction**

Language skills can be classified as receptive and productive. The former involves reading and listening, considered as the two most important language skills not only in an academic setting but also in the major areas of a learner's academic career, whereas the later includes writing and speaking. As a result, tremendous attempts have been made to design and implement teaching methods to help learners develop receptive skills.

On one hand, Goldman (1981) and McClellan and Kinsey (1999) introduced teacher-directed approach as frontal play due to its similarity to traditional education when the teacher used to stand in front of the class playing the dominant role in the process of education, managing student's actions. In such classes, students' only responsibility is to listen and answer. Therefore, teachers' role is considered as very important in determining the effectiveness of an instructional reading program. As Daniels and Shumow (2003) as well as Stipek and Byler(2004) claimed, teacher-directed approach has its origin in traditional learning theory, which keeps that basic academic skills are attained through direct instruction and practice, and, therefore, the teacher is principally responsible in promoting the students' learning in the classroom .

On the other hand, collaborative learning was introduced as an instructional paradigm in which groups of students worked on shared tasks such as homework assignments, while the five criteria of individual responsibility, positive interdependence, suitable utilization of collaborative skills, face-to-face interaction, and routine self- assessment of group work (Schissel, López-Gopar, Leung, Morales, & Davis, 2019) were taken into consideration. Klinger, Vaughn, Dimino, and Bryant (2001) declared that collaborative learning has an influential role in learning as it enables the students to enhance their learning together with their peers and instructors.

Developed by researchers and educators, collaborative Strategic Reading (CSR) is an approach initially designed to facilitate reading comprehension for students with learning, reading, and behavior problems. It mainly aimed at teaching learners the way they can monitor their reading comprehension and the way they can utilize clarification procedures to understand a text clearly (Klinger et al., 2001). In many types of research conducted on L2 reading, collaborative reading has been evaluated versus individual reading. Some other studies have evaluated collaborative documents with individual documents in order to compare the quality of their produced compositions (Glendinning & Howard 2001; Passig & Schwartz, 2007; Storch, 2005). Therefore, collaborative methods and collaborative learning has emerged as the leading new approach to classroom instruction over the past decade (Dehqan & Mohammadi Amiri, 2017; Imai, 2010; Kim & McDonough, 2011; Nassaji & Tian, 2010).

Consequently, inspired by practical and pedagogical needs, this study set out to investigate the comparative effects of teacher-directed and Collaborative Strategic Reading (CSR) practice on the reading and listening comprehension problems learners might have and to investigate the matter whether the

implementation of these strategies influence Iranian EFL learners' performance. To achieve the so-called aim, the following research questions were formulated:

1. Does teacher-directed reading have any impact on Iranian EFL learners' receptive skills?
2. Does collaborative reading have any impact on Iranian EFL learners' receptive skills?
3. Is there any statistically significant difference between the impacts of teacher-directed and collaborative reading on Iranian EFL learners' receptive skills?

Subsequently, to investigate the above mentioned research questions empirically, the following null hypotheses were stated:

1. Teacher-directed reading does not have any significant impact on Iranian EFL learners' receptive skills.
2. Collaborative reading does not have any significant impact on Iranian EFL learners' receptive skills.
3. There is no statically significant difference between the impacts of teacher-directed and collaborative reading on Iranian EFL learners' receptive skills.

## **Literature Review**

### **Teacher-Directed Instruction**

Teacher's role, accepted as an influential issue in determining the efficacy of the reading instructional programs, is introduced as more important than any reading approach, program, or method (Duffy-Hester, 1999). The effectiveness of the interaction between the teacher and students is also emphasized in Cameron's (2012) transactional model of effective teaching and learning. Engaged in teacher-directed practices, teachers provide the learners with detailed tasks and regular feedback, admire students for correct answers and not the effort they make, and students have to follow teacher directions (Gettinger & Kohler, 2013; Woolfolk Hoy, 2011). Moreover, the provision of such kind of instruction to second and foreign language learners through the medium of English when the goal is to teach the students the language is emphasized (Pecorari & Malmstr, 2018).

Outside of home, teachers constitute the closest environmental setting for young learners' development, both academic and motivational (Hamre & , 2010). However, they vary in their teaching practices and styles (Hamre & Pianta, 2010; Mägi, Lerkkanen, Poikkeus, Rasku-Puttonen, & Kikas, 2010) as well as the way they modify their teaching (O'Connor, Matias, Futh, Tantam, & Scott, 2013). Therefore, the role of instructional practices has been emphasized more

than before in the pre-service training courses to have more skillful teachers (Myers & Rivero, 2019).

According to Ball, Thames, and Phelps (2008), teacher has got the most significant role in inspiring, demonstrating, and supporting the progress of the students' reading approaches, performance, and competence so that they are able to keep high motivation throughout the instruction. It is also declared that instruction through using structures, resources, and oral communication helps students do even challenging academic work and is said to be a really essential practice and has a great effect on English language reading (Johnson, 2019).

The important points to be considered about teachers' role as leaders in a change process are those of the contexts and the interactions which are the main components of change and teacher activity (Timperley, 2005). As Grossman et al. (2003) revealed, leadership is not a person's personality trait but a characteristic of someone's self-development in social interactions. That is, teachers are in fact the fundamental causes of change in the process of classroom teaching and learning (Gamoran & Kelly, 2003; Weiss & Pasley, 2009).

### **Collaborative Learning (CL)**

According to Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh, & Longhini (1998), collaborative learning has its roots in the social constructivism in which the knowledge is believed to be built upon the social interactions. That is to say, engaging with more proficient and skilled people in a social context will lead to the construction of knowledge. Collaboration is also defined as working together to do a task and to achieve shared goals (Collins, 2012). In collaborative learning, students usually work in groups and search for comprehension, responses, meanings, or even generating a product. CL practices mainly focus on student's exploration, not simply the teacher's presentation (Smith & MacGregor, 1992).

Littleton and Mercer (2013) mentioned that the verb "to collaborate" basically means working together, and therefore, it works based on cooperation and contribution in doing the things. However, collaboration does not only mean this. Working unanimously as equals in order to achieve the initially set goals is also desired. In a traditional classroom, CL refers to the collaboration between the teacher and student(s) with the justification that those who work collaboratively can reach to better resources, understanding, and reward (Wagner & Leydesdorff, 2005). In fact, collaborative learning refers to learning activities that are related to how the groups of students are functioning in solving problems, accomplishing a task, or creating something (Karakostas & Demetriadis, 2011). The basis of the theory of collaborative learning is the idea that students influence one another when they learn together. That is, learning can be viewed as basically a collaborative action (Dukuzumuremyi & Siklander, 2018).

According to Felder and Brent (1994), there are a number of influential methods of collaborative learning. However, the critical point for the teachers to keep in mind is to have clear goals for the students and also clear procedures

through which these goals can be achieved collaboratively. They also need to be well aware of the point that in a collaborative classroom, students and teachers are considered as equivalent partners who interact together actively by sharing their experiences while playing different roles (Mitnik et al., 2009). They also utilize each others' resources and skills (e.g. ask one another for information). In general, the phrase "teacher-student collaboration" in EFL classrooms means something more than just patterns of communication they might have throughout the classes. It also includes the environment, the relationships between the members, their behavior, trust, honor, and so forth (Markee & Kasper, 2004).

### **Empirical Studies**

A number of studies exist that are somehow related to the present one. Klingner, Vaughn, and Schumm's (1998) work were among the first ones. They worked on some seventh and eighth grade students who had low levels of learning ability and English was their second language. Students were taught to utilize modified mutual teaching methods cooperatively and in learning groups. The methods focus on brainstorming, predicting, highlighting main ideas, etc. According to the results of their study, CSR could be considered as a method in enhancing most of the learners' reading comprehension ability.

In another investigation, Klingner, Vaughn, and Schumm, (1998), CSR was implemented with fourth-graders having different levels of reading comprehension abilities and came to know that students in the CSR group performed considerably better than those in the control group. In a succeeding inquiry, fifth graders learnt how to implement CSR in their English as a Second Language (ESL) science classes. The conclusion was that the students improved considerably in understanding the vocabulary after applying CRS. Furthermore, they were longer engaged in discussions related to the academic issues while trying to help one another.

Besides, Fan (2010) conducted a research with the purpose of investigating the impact of CSR on EFL Taiwanese students' reading comprehension. Analyzing the data gathered through a questionnaire, a pretest, a posttest, and a set of some interviews showed that comparing with the traditional teacher-led reading approach, CSR was a more effective technique to improve the students' reading comprehension since it had a positive effect on the participants' reading comprehension, especially in the case of getting the main and the supporting ideas and details. Analysis of the qualitative part of data made it clear that the students with almost similar English ability helped each other through co-construction, explanation, and request for support, corrective feedback, and reminders.

Likewise, CSR' effect of on sixth-graders reading comprehension ability and learning beliefs was the issue investigated by Wang and Wang (2008). They worked with two groups of students, a group received the traditional teacher-directed reading instruction while the other enjoyed CSR instruction along with story retelling strategy training. Necessary data was collected through a number of different instruments such as two questionnaires, a set of pretests and posttests

of reading comprehension, a story reading post-test. The final report showed that adapted CSR approach was effective enough in enhancing the students' general reading comprehension and motivation and also comprehending the meaning of the stories.

Regarding teacher-directed types of classes, the effect of teachers' attitude was investigated in a study carried out by Thibaut, Knipprath, Dehaene, and Depaepe (2018) in which the five characteristics of integrated STEM education, that is, integration, problem-centered, inquiry-based, designed-based, and cooperative learning were taken into account to find out the most influential to be implemented in classes. In another study, teachers' general pedagogical knowledge, self-efficacy beliefs, and instructional practice were examined to find out the amount of their effect on their classroom instructional practices, that is, the degree to which they tend to lead the class according to their own preference (Depaepe & König, 2018). In the end, they came to know that there was not a considerable relationship between their general pedagogical knowledge and self-efficacy beliefs whereas self-efficacy beliefs were proved to be in a strong relationship with the teachers' practices throughout the classes and the way they direct the classes.

All the studies mentioned above made the point clear that such matters as collaboration, the teachers, and the ways they select to go through the complicated process of teaching is very prominent. As a result, because of the proved importance of the role of the two points of teacher-directed instructions and the collaborative reading in the learners' improvement regarding their receptive skills (according to the literature provided and the so-called studies), the present study was initially designed to focus on these two essential matters to find out their probable influence on the students' progress. The current research was then supposed to be unique in its way since no study was found with a focus on the two variables of teacher-directed and collaborative reading and with the aim of finding their effects on EFL learners' receptive skills (i.e. listening and reading).

## **Method**

### **Participants**

Out of 53 language students studying in a language institute in Karaj, 40 EFL intermediate female students were selected based on convenience sampling in order to take part in this study. They were selected after administering an Oxford Placement Test to ensure their homogeneity. Participants who were rated as intermediate as a result of Oxford Placement Test were invited to take part in this study. They were randomly assigned into two groups of teacher directed and collaborative reading with equal number of participants in each. The two groups' number of participants was considered as good since Hinton, Brownlow, McMurray, and Cozens (2004) considered 25 participants as a large sample size. The students' mother tongue was Persian. Moreover, they ranged in age from 15 to 17 years.

## Materials

Collaborative strategy reading was the technique used through the present study in order to treat the learners of the two experimental groups. The required data was gathered through:

- An Oxford Placement Test for homogenization (2001) that involved 50 multiple choice items evaluating students' knowledge of grammar and vocabulary;
- A Topic familiarity questionnaire with the aim of measuring the participants' prior knowledge on the topic of the task;
- A pretest and a posttest of reading comprehension administered to both groups at the start and the end of the study in order to figure out whether the teacher-directed and collaborative made any changes in the learners' reading comprehension skills; and
- A pretest and a posttest of listening comprehension was also utilized like that of the reading tests with the same objective.

It is also worth mentioning that all the instruments used throughout the present research were either standardized and validated tests and questionnaires (i.e. OPT and topic familiarity questionnaire) or selected from the standard books (i.e. *Inside Reading*, Book3) that are of high validity index.

## Procedure

In order to find homogeneous participants, an Oxford Placement Test was administered with 53 learners based on whose results, 40 EFL intermediate participants were selected and divided into two experimental groups: teacher-directed and collaborative reading comprehension groups with 20 students in each. Then, a pretest was administered to get to know the participants' reading comprehension and listening comprehension ability.

In collaborative group, researchers used CSR in which students learn specific strategies, like previous knowledge activation, comprehension check, finding out the idea, question making, and key ideas revision, in order to enhance their reading comprehension (Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001). Students of the collaborative group were divided into four small groups in which they interacted and communicated during reading a single text and then answered the given questions with the teacher playing the role of a mentor.

In teacher-directed reading comprehension group, on the other hand, students read their texts individually. During the process of reading and answering, the teacher interacted with students, worked out on their problems and responded to their questions. Strategies such as previewing, skimming, scanning, predicting, having a purpose, identifying main ideas within paragraphs, making inferences, recognizing sequence of events, and identifying main and supporting

ideas were utilized in this group. In each session, a new academic text was given to the participants based on a topic familiarity questionnaire. They read and answered the questions in each session and the teacher gave them analytic feedback every session.

The participants' identities and their scores were not publicized and they remained unanimous up to the end of the research project. That is, they were coded instead of named to make sure of the correctness of the data collection procedure. Moreover, the outliers were not informed that their tests' outcomes were not used in the study in order not to disappoint them.

Finally, the collected data was analyzed quantitatively and through running two Repeated Measures Two Way ANOVAs to answer the first two research questions. As Pallant (2005) asserted when there are two independent variables in the study with different people in each group, the data is better to be analyzed using two-way analysis. This kind of analysis allows the researcher to consider the individual and joint effect of two independent variables on one dependent variable, that is, "we can test the 'main effect' for each independent variable and also explore the possibility of an interaction effect" (p. 239). In addition, the statistics here is of repeated-measures, which means one of the factors of the research was repeated. Here, two treatments are compared at different time points with the aim of finding any interaction between the two factors on the dependent variables (Pallant, 2005). A MANOVA was also run in order to respond the third research question. MANOVA was chosen since the researchers aimed at finding out the underlying relationship between the dependent variables in combination, with respect to the independent variable(s) (i.e., the two groups) (Hinton et al., 2008). Using this analysis, it was possible to check the participants' improvement in the two groups as well as their performance in relation to each other from pretest to posttest.

A point worth mentioning is about the Halo Effect. Such an effect was not presented in the present research as it was the first time the researcher had classes with them and there were not any presuppositions. It was also supposed that the effect of the other intervening variables were kept at the minimum due to the fact that the learners had exactly the same conditions regarding every controllable factor such as the time, the class, the teacher, the material, etc. (Best & Kahn, 2006).

## **Results**

Following are the upshots of the so-called analyses calculated using SPSS (Version 21).

According to Table 1, participants of the teacher directed group had a better performance on the posttest of both receptive skills as the mean score for their listening had a change from 16.00 to 16.85, which shows their improvement, and the same group's performance in reading test also showed an improvement as their mean score changed from 19.40 to 21.20.

**Table 1.** Descriptive Statistics of the Receptive Skills' Pretests and Posttests of the Teacher-Directed and Collaborative Reading Groups

		Listening Pretest	Listening Posttest	Reading Pretest	Reading Posttest
<b>N</b>		20	20	20	20
<b>Teacher-Directed Group</b>	Mean	16.00	17.90	19.10	21.20
	SD	2.38	2.10	3.17	2.91
<b>Collaborative Reading Group</b>	Mean	16.85	22.05	20.85	27.15
	SD	2.79	2.39	2.96	1.84

Participants of the collaborative reading group progressed as well but to a greater extent, which means they had a considerable amount of improvement from pretest to posttest in the receptive skills as the mean score for their listening ability changed from 16.85 to 22.05, and that of the reading ability had a change from 20.85 to 27.15.

Comparing the performance of the two groups in listening skill, the conclusion is that the learners had almost the same performance on the pretest, i.e. their mean scores were 16.00 and 16.85 in the two groups. However, their posttest mean scores were different, i.e. 17.90 and 22.05, which shows the better effect of collaborative reading strategies on the learners' performance at the end of the research.

Moreover, the same amount of improvement in the performance of the two groups was seen in reading tests according to the students' pretest scores, which are 19.10 and 20.85, and their posttest scores, which are 21.20 and 27.15. In other words, the two kinds of treatments had different amounts of effect on the performance of the participants of the two groups on reading test. Here too, it seems collaborative group benefitted more from the treatment presented to them. However, to be able to statistically reject or retain the hypotheses, the results of two Repeated-Measures Two-Way ANOVAs on receptive skills' scores are reported next.

Checking the significance value reported in the "time" row which is .00 and smaller than the standard .05 level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ), it becomes clear that there was a significant difference between the participants' performance from pretest to posttest in both groups. To find out about the size of this effect, the Partial Eta Squared can be checked which is .93 in this case showing the large size of this effect. According to the significance value reported in the second row of Table 2, named "group" ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ), it was concluded that the performance of the two groups' participants was significantly different from each other on the pretest or posttest. The effect size of this difference is large as well since the Partial Eta Squared is .22.

**Table 2.** Main Effect and the Interaction Effect of the Listening Pretest and Posttest of the Teacher-Directed and Collaborative Reading Groups

<b>Effect</b>		<b>Value</b>	<b>F</b>	<b>Sig.</b>	<b>Partial Eta Squared</b>
<b>Time</b>	Pillai's Trace	.935	547.309	.00*	.93
<b>Group</b>			11.000	.00*	.22
<b>Time * Group</b>	Pillai's Trace	.757	118.234	.00*	.75

The last row, named “time \* group” reports the interaction of time and group whose significance value is also .00 that is below the standard .05 level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ) meaning there is a significant difference between the performances of the two groups from pretest to posttest. That is, the improvement in the two groups was not similar. The Partial Eta Squared reported in this row which is .75 can further confirm the results as it shows a large effect size.

Explanations provided for Tables 1 and 2 helped the researcher to conclude that the participants of the teacher-directed and collaborative reading groups had a significant improvement in their listening ability from pretest to posttest and that one of them, i.e. collaborative reading group, outperformed the other.

**Table 3.** Main Effect and the Interaction Effect of the Reading Pretest and Posttest of the Teacher-Directed and Collaborative Reading Groups

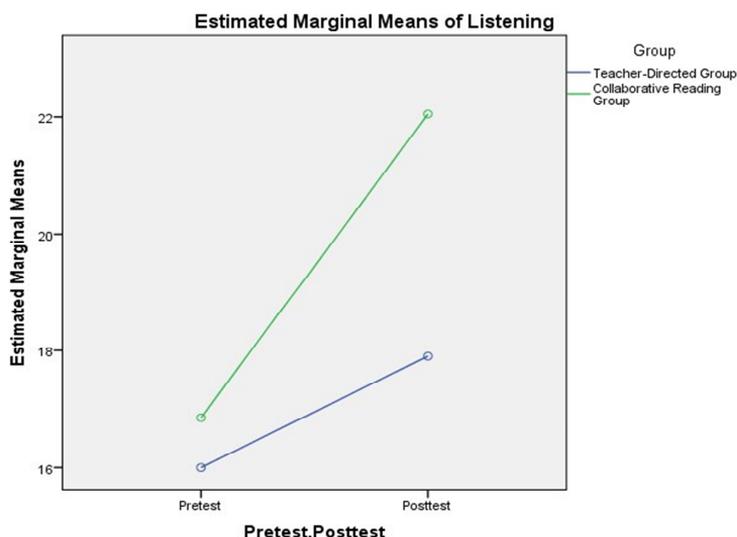
<b>Effect</b>		<b>Value</b>	<b>F</b>	<b>Sig.</b>	<b>Partial Eta Squared</b>
<b>Time</b>	Pillai's Trace	.885	291.443	.00*	.88
<b>Group</b>			20.935	.00*	.35
<b>Time * Group</b>	Pillai's Trace	.657	72.861	.00*	.65

In Table 3, the level of significance of within-subject factor, that is reading ability of the learners, is reported as .00 which is smaller than the standard .05 level of significance ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ). Therefore, the conclusion is that there is a significant difference on the participants' performance from pretest to posttest. It means the treatment given to the learners had a great effect on their performance. In addition, the Partial Eta Squared reported is .88 that shows a very large effect size of the learners' performance on the pretest and posttest. The significance value reported for the two groups is also .00 which is smaller than .05 ( $p=.00$ ;

$\alpha=.05$ ;  $p<\alpha$ ) and means that the reading ability of the participants of the two groups in either the posttest or posttest was significantly different from each other.

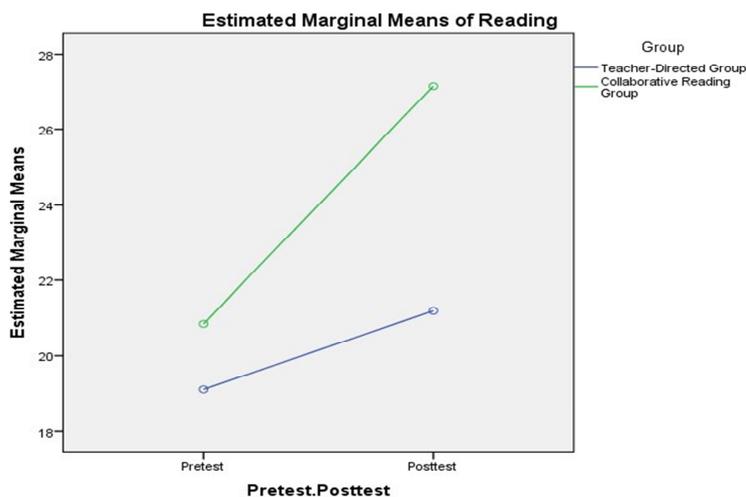
The level of significance calculated for the interaction of time and group is again below the standard level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ). Hence, there was a significant difference on the participants' performance on the reading tests in pretest and posttest of the two groups, but the difference is not the same in the two groups. As is shown by the Partial Eta Squared, .65, the size of this effect is large as well.

As is clear in Figure 1, the participants of the two groups had almost the same performance in the pretest, but not the same amount of progress during the study, and did not perform the same on the posttest. It means, although the two groups performed almost similarly on the pretest, the participants of the collaborative group, i.e. the left line, had a far better improvement throughout the process and performed much better than the participants of the teacher-directed group.



**Figure 1.** Differences Between the Pretest and Posttest of the Two Groups in the Listening Tests

Looking at Figure 4.2 below, makes it clear that participants of the two groups had close scores on the pretest but not on the posttest, i.e. they did not enjoy similar amounts of improvement from pretest to posttest.



**Figure 2.** Differences Between the Pretest and Posttest of the Two Groups in the Reading Tests

The value reported for the group in Table 4 is .00 which is below the standard level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ) and is a sign of the significant difference between the two groups' participants' performance in listening and reading tests in the pretest or posttest. That is, the participants of the two groups did not have a similar performance on the pretest and also the posttest. The Partial Eta Squared reported as .42 supports the point and shows a large effect size.

**Table 4.** Multivariate Test of the Pretest and Posttest of Listening and Reading of the Two Groups

Effect		F	Sig.	Partial Eta Squared
<b>Wilks' Lambda Test</b>	Group	27.631	.00*	.42
	Time	40.836	.00*	.52
	Time * Group	9.545	.00*	.20

In addition, compared to the pretest, the two groups had a significantly different and better performance on their posttests of both listening and reading as the significance value reported for time shows ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ). The conclusion is supported by the value reported for the Partial Eta Squared which is .52 and shows a large effect size.

The result of the interaction of time and group confirms the point that there is a significant difference between the performance of the members of the two groups in the listening and reading tests from pretest to posttest as the significance value reported in this row is again smaller than the standard level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ). That is, they had different amount of improvement in the listening and reading tests receiving teacher-directed and collaborative reading treatments. The Partial Eta Squared of this interaction is .20 which is a sign of the large effect size.

**Table 5.** MANOVA on the Pretest and Posttest of Listening and Reading of the Two Groups

Source	Measure	Sum Squares	df	Mean Square	F	Sig.	Partial Eta Squared
<b>Group</b>	Listening	125.000	1	125.000	21.144	.00*	.21
	Reading	296.450	1	296.450	38.573	.00*	.33
<b>Time</b>	Listening	252.050	1	252.050	42.635	.00*	.35
	Reading	352.800	1	352.800	45.904	.00*	.37
<b>Time * Group</b>	Listening	54.450	1	54.450	9.210	.00*	.10
	Reading	88.200	1	88.200	11.476	.00*	.13

In Table 5, the significance value reported for the listening and reading of the two groups is .00 which is below the standard level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ). That is to say, there is a significant difference between the performance of the two groups on their listening and reading tests in either the pretest or posttest, and the size of these effects are large according to their Partial Eta Squared reported which are .21 and .33.

As the significance values reported for listening and reading ability of time for the two groups in the second row are both .00 ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ), it is concluded that there is a significant difference between the performances of the two groups in both listening and reading tests from pretest to posttest. That is, both groups had a considerable amount of improvement in posttest in both receptive skills. The Partial Eta Squared reported are .35 and .37, both of which show a large effect size of the treatments provided to both groups.

The significance value reported for both listening and reading in the last row is .00 which is smaller than the standard level ( $p=.00$ ;  $\alpha=.05$ ;  $p<\alpha$ ). Therefore, the conclusion is that the interaction of time and group does show a different performance by the participants of the two groups in either listening or reading tests. In addition, the Partial Eta Squared reported for both receptive skills are .10 and .13, meaning that the effect size of this interaction is moderate. In other words, the two kinds of treatments, teacher-directed and collaborative reading did not have similar amounts of effect on the receptive skills of the participants from the pretest to posttest. By the way, the fact is that the

collaborative reading group had a higher score on the pretest of both receptive skills and therefore it has to be said that the kind of treatment presented to the participants of this group had a better influence on their performance.

Finally, following are the decisions made about the research hypotheses:

- The first null hypothesis is rejected since the results of Tables 1, 2, 3, and Figure 1 showed that teacher-directed reading has a significant impact on Iranian EFL learners' receptive skills.
- The second null hypothesis is also rejected because of the information provided in Tables 1, 2, 3, and Figure 2 which showed that collaborative reading has a significant impact on Iranian EFL learners' receptive skills.
- Finally, the third null hypothesis is rejected as well due to the outcomes of Tables 4, 5, 6, and Figures 1 and 2 which showed that there was a statically significant difference between the impacts of teacher-directed and collaborative reading on Iranian EFL learners' receptive skills. More importantly, the amount of the progress of the participants of the collaborative reading group in both listening and reading tests was much better than that of the teacher-directed group. That is to say, collaborative reading had a better influence on the participants' performance on their listening and reading tests.

## **Discussion**

The main aim of the present research was examining the amount of the effect of the teacher-directed and collaborative reading on EFL learners' receptive skills as well as comparing their effectiveness. Analyzing the data, the conclusion was that both teacher-directed and collaborative reading had a significant effect on the learners' performance. It was also found that the collaborative reading kind of treatment was a far better way of helping the learners improve their performance in receptive skills. The results of the present research were in line with that of the previous research.

An example of such studies with almost the same results is that of Mogoneaa and Mogoneaa (2014) who carried out a study with the aim of finding out the possible differences between cooperative and collaborative learning. They used a sample of 403 students all of whom were future teachers in their first year of psycho-pedagogical studies. According to the outcomes of the study, participants of the experimental groups who experienced a cooperative learning and collaborative learning benefitted significantly from the treatment.

A very similar study with the present research is that of Marzbana and Akbarnejad (2013) who investigated the impact of cooperative reading strategies on improving reading comprehension of 60 male university students. Carrying out a two-group pretest-posttest study with a control and an experimental groups, the researcher came to know that using cooperative reading strategies was an effective way of improving reading comprehension of Iranian university students

for the participants of the experimental group performed much better than the control group.

Moreover, Rojas-Drummond, Mazón, Littleton, and Vélez (2014) worked on developing the primary school students' reading comprehension through collaborative learning. After analyzing the data, they found out that children who participated in the collaborative learning group produced higher-quality written summaries of texts they had read comparing with the students in a control condition.

Gani, Yusuf, and Susiani (2016) were among other researchers who came up with some conclusions about the amount of the effectiveness of the collaborative strategic reading on senior High School EFL learners. They found out that more than 80 percent of the learners were in favor of collaborative strategic reading classroom implementations, that is, majority of the students liked the strategies, which is a sign of the effectiveness of the strategies.

Furthermore, Kassem (2013) compared the effect of collaborative and individual strategic reading on college EFL learners' reading comprehension and self-efficacy. The outcomes of this study showed that collaborative strategic reading was an influential way of working on the learners' reading comprehension.

Technology, Group Scribbles (GS), was also a tool used in Lin, Chen, Yang, Xie, and Lins's (2014) research carried out with 47 ten-year old students to explore their learning effectiveness and attitude in collaborative reading activities. It was a research ran in a primary classroom at the end of which they came to know that the intervention implemented was an effective one.

There was a qualitative study in which the researcher compared and contrasted the engagement effects of peer collaboration and teacher-directed instruction in the students' learning process (Kewley, 1998). Analyzing the data collected from two male and two female participants, the researcher found out a great discrepancy between the two kinds of instructions in favor of the collaborative kind. That is to say, the participants were more engaged in the collaborative kind of instruction.

To wrap up, it has to be said that the two kinds of treatment, i.e. teacher-directed and collaborative reading, had considerable effects on EFL learners' performance in different skills as shown in the current research as well as the others carried out on the same variables. A more important point to be mentioned is that collaborated reading is a more effective strategy comparing to some other strategies, teacher-directed for example.

## **Conclusion and Implications**

The present study has been conducted into the effectiveness of teacher-directed and collaborative reading in enhancing Iranian students' EFL reading and listening comprehension. In this study, it was demonstrated whilst reading comprehension processes impact on both reading and listening comprehension

issues, successful conditions for enhancing reading comprehension in EFL classes may depend on the quality of the learning context and the pedagogic approaches used.

Moreover, an important feature of the CR is that it provides the learners with the opportunity to develop their team work skills. This is due to the fact that CR is a response-based approach and requires all participants' active involvement without the fear and anxiety inherent in lecture-based or teacher-led classroom activities. As discussed above, CR not only increases the students' interaction in the classroom, but also creates a supportive and communicative environment. Following is a summary of the findings of the present study:

1. CR gives students access to one another's perspectives. This, in turn, assists them to see multiple possible interpretations of the text, which can lead to the re-evaluation of their own understanding. This has the immediate effect of enhancing comprehension of a particular text. More generally it is an effective way to develop the capacity for critical thinking in text interpretation.

2. CR helps to remove students' affective and psychological barriers to participation in learning. It also enhances their self-confidence as interpreters of texts.

3. CR can boost students' motivation for reading English texts since it provides a supportive and communicative atmosphere in which students share information and care about each other's learning. This makes an EFL reading class very lively, enjoyable, and encouraging, which, in turn, can increase the students' motivation to read more English texts.

4. Reading collaboratively in small groups helps students compensate for the lack of resources (e.g., word meanings and grammatical structures), when they pool their knowledge sources.

The results of this study may be pedagogically useful to both teachers and foreign language learners. As collaborative reading has the ability to make the learning process a far more fun, enjoyable, and also easier process, learners could be considered as the most beneficiaries of this techniques as it is a good way of establishing a better friendship among the classmates as well as the relationship between the students and teachers. Johnson and Johnson (1989) stated that when learners group work, they attain higher level of thoughts, obtain information, and maintain knowledge more than those who work alone. Such joint learning and sharing knowledge provide learners with the opportunity to discuss the subject, accepting the responsibility of their learning, and therefore create crucial thinkers.

Teachers also benefit from the two techniques of teacher-directed and collaborative reading a lot. That is, it helps teachers to reduce the burden on their shoulders as the learners can help each other in a group and try to solve their problems out while the teacher is only observing them. Teachers only contribute their essential knowledge about content, skills, and pedagogy to value and build

upon the students' knowledge and experiences. They also have the opportunity to talk to each individual face to face to be better able to understand them and to make a better rapport. This study may also yield beneficial guidelines on adoption of appropriate reading teaching methods in EFL contexts.

The findings could be used by materials developers and syllabus designers to include reading comprehension tasks based on cooperation and collaboration of student into the materials or syllabi with the aim of developing EFL learners' reading comprehension skills. What all the materials developers seek is to make sure their designed material is a useful and popular one which is useful for both teachers and students. Knowing about the benefits of the collaborative learning, they can design more group-work activities which are proved to be great helps in saving the teachers' and learners' time as well as being effective ways of both teaching and learning.

If not useful for testing all the skills and components of language teaching and learning, collaborative reading can at least work in the areas of receptive skills which were the focus of the present research. This technique, if used appropriately, can help to promote the learners' performance and learning. Therefore, the testers can include them in their test design. The tests can be collaborative. This technique can also reduce the students' stress at the time of exam and therefore, they can perform better and in a more relaxed way.

Like any other inquiry, the present research suffered from a number of limitations (i.e. two major limitations). First, the researcher did not have access to a control group to compare the findings of the experimental groups with. Second, the researcher had access to a small sample size which might jeopardize the generalizability of the findings.

The present research was subject to some delimitations as well. It investigated the comparative effects of teacher-directed and collaborative reading comprehension on receptive skills of 40 Iranian intermediate female EFL students ranging in age from 15 to 17 years from only one Language Institute in Karaj. Therefore, to treat the findings and draw any conclusion, issues like the type of targeted language skill, scope of the study, students' age, nationality, and gender as well as source of data collection should be taken into full consideration.

Other researchers interested in conducting similar investigations are recommended to take into account the effects of variables such as the time span of reading comprehension instruction, individual differences, and the efficacy of reading comprehension tasks on Iranian EFL learners' reading having various proficiency levels. To increase the degree of generalizability of the population and validity of the findings within Iranian educational setting, future research could include participants from different institutes across Iran. Other aspects of teacher-directed and collaborative reading could also be investigated by other interested researchers to see if they are significant in improving reading, listening, or any other skill or component of the language.

## References

- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special. *Journal of teacher education*, 59(5), 389-407.
- Best, J. W., & Kahn, J.V. (2006). *Research in education (10<sup>th</sup> ed.)*. New York: Pearson Education Inc.
- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. California: Berrett-Koehler Publishers.
- Collins, H. (2012). Collins English dictionary complete & unabridged. Digital edition.
- Daniels, D. H., & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Journal of applied developmental psychology*, 23(5), 495-526.
- Dehqan, M., & Mohammadi Amiri, M. (2017). Collaborative output tasks and their effects on learning English comparative adjectives. *Journal of Teaching Language Skills (JTLS)*, 36(1), 1-26.
- Depaepe, F., & König, J. (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education*, 69(2018), 177-190.
- Duffy-Hester, A. M. (1999). Teaching struggling readers in elementary school classrooms: A review of classroom reading programs and principles for instruction. *The Reading Teacher*, 52(5), 480-495.
- Dukuzumuremyi, S., & Siklander, P. (2018). Interactions between pupils and their teacher in collaborative and technology-enhanced learning settings in the inclusive classroom. *Teaching and Teacher Education*, 76(2018), 165-174.
- Fan, Y. C. (2010). The effect of comprehension strategy instruction on EFL learners' reading comprehension. *Asian Social Science*, 6(87), 19-29.
- Felder, R. M., & Brent, R. (1994). Cooperative learning in technical courses: Procedures, pitfalls, and payoffs. Carolina: ERIC Document Reproduction Service ED-377038.
- Gamoran, A., & Kelly, S. (2003). Tracking, instruction, and unequal literacy in secondary school English. *Stability and change in American education: Structure, process, and outcomes*, 109(1), 109-126.
- Gani, S. A., Yusuf, Q. Y., & Susiani, R. (2016). Progressive outcomes of collaborative strategic reading to EFL learners. *Kasetstat Journal of Social Sciences*, 37(2016), 144-149.

- Gettinger, M., & Kohler, K. M. (2006). *Process-outcome approaches to classroom management and effective teaching*. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (p. 73–95). Australia: Lawrence Erlbaum Associates Publishers.
- Glendinning, E., & Howard, R. (2001). Examining the intangible process: Lotus ScreenCam as an aid to investigating student writing. *Edinburgh Working Papers in Applied Linguistics*, 11, 42-58.
- Goldman, J. A. (1981). Social participation of preschool children in same-versus mixed-age groups. *Child Development*, 52(2), 644-650.
- Grossman, H. B., Natale, R. B., Tangen, C. M., Speights, V. O., Vogelzang, N. J., Trump, D. L., ... & Crawford, E. D. (2003). Neoadjuvant chemotherapy plus cystectomy compared with cystectomy alone for locally advanced bladder cancer. *New England Journal of Medicine*, 349(9), 859-866.
- Hamre, B. K., & Pianta, R. C. (2010). Classroom environments and developmental processes: Conceptualization and measurement. In J. L. Meece, J. S. Eccles (Eds.). *Handbook of research on schools, schooling and human development* (pp. 43-59). New York: Routledge.
- Hinton, P. R., Brownlow, C., McMurray, I., & Cozens, B. (2004). *SPSS explained*. New York: Rutledge, Taylor & Francis Group.
- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal*, 94(2), 278-292.
- Johnson, E. M. (2019). Exemplary reading teachers' use of instructional scaffolds with emergent bilinguals: How knowledge and context shape their choices. *TESOL Quarterly*, 53(1), 118-132.
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. New York: Interaction Book Company.
- Karakostas, A., & Demetriadis, S. (2011). Enhancing collaborative learning through dynamic forms of support: The impact of an adaptive domain-specific support strategy. *Journal of Computer Assisted Learning*, 27(3), 243-258.
- Kassem, H. M. (2013). The effect of collaborative versus individual strategic reading on college EFL learners' reading comprehension and self-efficacy. *Asian EFL Journal. Professional Teaching Articles*, 60(2013), 4-38.
- Kewley, L. (1998). Peer collaboration versus teacher-directed instruction: How two methodologies engage students in the learning process. *Journal of Research in Childhood Education*, 13(1), 27-32.

- Kim, Y., & McDonough, K. (2011). Using pretask modeling to encourage collaborative learning opportunities. *Language Teaching Research*, 15(2), 183-199.
- Klingner, J. K., Vaughn, S., Dimino, J., & Bryant, D. (2001). *From clunk to click: Collaborative strategic reading*. Longmont, CO: Sopris West.
- Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal*, 99(1), 3-22.
- Lin, C. P., Chen, W., Yang, S. J., Xie, W., & Lins, C. C. (2014). Exploring students' learning effectiveness and attitude in group scribes-supported collaborative reading activities: A study in the primary classroom. *Journal of Computer Assisted Learning*, 30(2014), 68-81.
- Littleton, K., & Mercer, N. (2013). Educational dialogues. In TCK Hall, B. Comber, & LC Moll (Eds.). *International handbook of research on children's literacy, learning, and culture* (pp. 291-303). Oxford: Wiley-Blackwell.
- Mägi, K., Lerkkanen, M. K., Poikkeus, A. M., Rasku-Puttonen, H., & Kikas, E. (2010). Relations between achievement goal orientations and math achievement in primary grades: A follow-up study. *Scandinavian journal of Educational Research*, 54(3), 295-312.
- Markee, N., & Kasper, G. (2004). Classroom talks: An introduction. *The Modern Language Journal*, 88(4), 491-500.
- Marzbana, A., & Akbarnejad, A. A. (2013). The effect of cooperative reading strategies on improving reading comprehension of Iranian university students. *Social and Behavioral Sciences*, 70(2013), 936-942.
- McClellan, D. E., & Kinsey, S. J. (1999). Children's social behavior in relation to participation in mixed-age or same-age classrooms. *Early Childhood Research and Practice* 1(1), 3-22.
- Mitnik, R., Recabarren, M., Nussbaum, M., & Soto, A. (2009). Collaborative robotic instruction: A graph teaching experience. *Computers & Education*, 53(2), 330-342.
- Mogonea, F. R., & Mogonea, M. (2014). Constructivist teaching and valorization of the independent activity based on collaboration and cooperation. *Social and Behavioral Sciences*, 127(2014), 184-188.
- Myers, J. P., & Rivero, K. (2019). Preparing globally competent preservice teachers: The development of content knowledge, disciplinary skills, and instructional design. *Teaching and Teacher Education*, 77(2019), 214-225.

- Nassaji, H., & Tian, J. (2010). Collaborative and individual output tasks and their effects on learning English phrasal verbs. *Language Teaching Research*, 14(4), 397-419.
- O'Connor, T. G., Matias, C., Futh, A., Tantam, G., & Scott, S. (2013). Social learning theory parenting intervention promotes attachment-based care giving in young children: Randomized clinical trial. *Journal of Clinical Child & Adolescent Psychology*, 42(3), 358-370.
- Oxford, R. L., Tomlinson, S., Barcelos, A., Harrington, C., Lavine, R. Z., Saleh, A., & Longhini, A. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System*, 26(1), 3-50.
- Pallant, J. (2005). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows (Version 12)*. Sydney: Allen & Unwin.
- Passig, D., & Schwartz, G. (2007). Collaborative writing: Online versus frontal. *International Journal on E-Learning*, 6(3), 395-412.
- Pecorari, D., & Malmstr, H. (2018). At the crossroads of TESOL and English medium instruction. *TESOL Quarterly*, 52(3), 497-515.
- Rojas-Drummond, S., Mazón, N., Littleton, K., & Vélez, M. (2014). Developing reading comprehension through collaborative learning. *Journal of Research in Reading*, 37(2), 138-158.
- Schissel, J. L., López-Gopar, M., Leung, C., Morales, J., & Davis, J. R. (2019). Classroom-based assessments in linguistically diverse communities: A case for collaborative research methodologies. *Language Assessment Quarterly*, 16(4,5), 393-407.
- Smith, B. L., & MacGregor, J. T. (1992). What is collaborative learning. In A. Goodsell, M. Maher, V. Tinto, B. L. Smith, & J. MacGregor (Eds.). *Collaborative learning: A sourcebook for higher education* (pp. 217-232). Pennsylvania: Washington Center for Improving the Quality of Undergraduate Education.
- Stipek, D., & Byler, P. (2004). The early childhood classroom observation measure. *Early Childhood Research Quarterly*, 19(3), 375-397.
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of second language writing*, 14(3), 153-173.
- Test, Q. P. (2001). Oxford University Press and University of Cambridge Local Examinations Syndicate. *Photocopiable at UCLES*.
- Thibaut, A., Knipprath, H., Dehaene, W., & Depaep, F. (2018). The influence of teacher attitudes and school context on instructional practices in

integrated STEM education. *Teaching and Teacher Education*, 71(2018), 190-205.

Timperley, H. S. (2005). Distributed leadership: Developing theory from practice. *Journal of curriculum studies*, 37(4), 395-420.

Wang, H. Y., & Wang, Y. S. (2008). Gender differences in the perception and acceptance of online games. *British Journal of Educational Technology*, 39(5), 787-806.

Wagner, C. S., & Leydesdorff, L. (2005). Network structure, self-organization, and the growth of international collaboration in science. *Research policy*, 34(10), 1608-1618.

Weiss, I. R., & Pasley, J. D. (2009). *Mathematics and science for a change: How to design, implement, and sustain high-quality professional development*. Heinemann Educational Books.

Woolfolk Hoy, A. (2011). Student and teacher perspectives on classroom management. In C. Evertson, & C. Weinstein, (Eds.). *Handbook of classroom management, Research, practice, and contemporary issues* (p. 98–112). Australia: Lawrence Erlbaum Associates Publishers.

### Authors' Biographies

---



**Zohre Mohamadi** is an Associate Professor of English Teaching Department at Islamic Azad University of Karaj, Karaj, Iran. She has published many papers in related journals and attended international conferences. She organized and presented different workshops on Second Language Acquisition and Learning. Her research interests are Teacher Education and Training, Materials

Development, Discourse Analysis, and Teaching SPSS for research purposes. She teaches to both undergraduate and postgraduate students. She is a member of TELLSI (Teaching English Language and Literature Society of Iran). She has been a referee at national conferences and a reviewer for International journals.



**Ensieh Niknahad** has MA in Teaching English from Azad University, Karaj Branch, Alborz, Iran. She has been teaching English for 14 years. She got her TOEFL degree in 2012 with a score of 620, and now teaches TOFEL courses as well. Her main interests are Discourse, Methodology, and Psycholinguistics.