

Investigating the Impact of Paired Reading on Adult EFL Learners' Reading Comprehension

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Abstract

This study investigates the effectiveness of Paired Reading, a cooperative learning technique, in enhancing reading comprehension among adult learners of English as a Foreign Language (EFL). While Paired Reading has demonstrated significant success in literacy development among younger native speakers, its applicability and impact within adult EFL contexts remain underexplored. Grounded in Vygotsky's Sociocultural Theory, particularly the concepts of Mediated Learning and the Zone of Proximal Development (ZPD), as well as David and Roger Johnson's Social Interdependence Theory, which emphasises positive interdependence, individual accountability, and promotive interaction as key conditions for successful group based learning. The study adopts a pragmatic randomised controlled trial (RCT) design embedded in authentic classroom settings. The study will measure pre- and post-intervention reading comprehension using the IELTS General Training Reading test for pre-test and the same test, as well as the A01 section of the GCSE English Language reading test for post-test, with analysis conducted via SPSS using effect size (Cohen's d), paired t-tests, and ANCOVA where appropriate. By focusing on real-world classroom interactions, this research aims to contribute to the empirical understanding of cooperative learning strategies in adult EFL education and address a critical gap in applied linguistics literature.