



THE EFFECT OF COMPUTER-MEDIATED FEEDBACK ON SECOND LANGUAGE READING COMPREHENSION

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ABSTRACT

The purpose of this study is to assess the potential of computer-mediated feedback for improving second language (L2) reading comprehension. To fulfill the purpose of the study, 60 upper-intermediate learners of English were randomly divided into two groups as experimental and control groups. The subjects of the experimental group were asked to read 8 prose passages, which ranged between 280 and 310 words in length, and answer multiple-choice questions after they have read each passage. Participants received immediate feedback in the form of Answer-Until-Correct (AUC) feedback for multiple-choice items. Results indicated that the students who received the computer-mediated feedback improved their reading comprehension significantly compared to their peers in the control group who did not receive feedback.

Key words: Multiple-choice test, Answer-Until-Correct feedback, L2 reading comprehension.