**Moodle-Mediated Instruction and Second Language Reading Comprehension: A Case of Iranian EFL Learners**

**Jalil Fathi1 ; Peiman Mohamadi2; Mehran Samadi3**

*1 Assistant Professor in Applied Linguistics, University of Kurdistan;Email:**jfathi13@yahoo.com*

*2 MA student in Applied Linguistics, University of Kurdistan; Email:* *Hiwa1995@yahoo.com*

*3 MA student in Applied Linguistics, University of Kurdistan; Email:* *Mehransamadi1996uok@yahoo.com*

**Abstract**

The use of web-based technology which is believed to have the power to motivate and engage students in the process of learning has received a noticeable level of attention among ELT practitioners. One of the newly-emerged devices of this technology that has been utilized in educational contexts is the Moodle, an open source virtual learning environment. Concerning the paramount role of technology in general and the momentous influence of E-learning Moodle in particular, this study examined the impact of Moodle-mediated second language instruction on the reading comprehension of Iranian EFL learners. The participants of this study included two groups of English major students studying in an Islamic Azad University in Iran. The students of the experimental group (n=25) made use of blended learning in which Moodle was added to in-class instruction whereas the learners in the control group (n=21) who were taught traditionally in which the learners just made use of in-class instruction. The duration of this study was one semester. The results of the study indicated that those taught based on Moodle-mediated instruction had better performance regarding reading comprehension compared to those who were instructed by traditional method. The findings of this study are of significant potentiality to be considered as implications for further research.

*Keywords***:** E-learning, Moodle; Reading Comprehension, EFL