**The Effects of Comprehension and Production Pre-Reading Tasks on Language Learners’ Reading Comprehension Ability**

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**Abstract**

In the present study, three pre-reading activities including pre-questioning, acquiring knowledge, and information-gap tasks were used to examine the effects of production and comprehension tasks on students reading comprehension. The participants of the study were 90 Iranian male and female English as Foreign language (EFL) learners from two English Institutes in Amol. The instruments of this study were reading passages containing pre-questioning, acquiring knowledge, and information-gap tasks which were performed at the pre-reading stage. To make sure of the learners` homogeneity, the researcher administered Key English Test (KET) to 90 participants. The obtained data was analyzed using descriptive and inferential statistics. The results of post hoc analyses indicated that the effects of `acquiring knowledge` on learners’ comprehension was statistically significant. Therefore, as ‘acquiring knowledge’ can be regarded as a comprehension task, it could be claimed that comprehension-based techniques play a more effective role in the process of preparing learners for the reading stage.

***Key words****: pre-reading activities; pre-questioning; acquiring knowledge; information-gap tasks; reading comprehension ability; production and comprehension processes*