The Effectiveness of cohesion of science text by means of the paragraph on attitude

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Abstract

One of main purposes of this research was to study and compare the different type’s texts and paragraphing on attitude of university students. The sample group, who were selected through random sampling, was 100 students studying run state universities. The subjects were randomly assigned into experimental groups after random sampling. The instrumentation of the study included texts that represented by for different structures and also text attitude questionnaire. The collected data were analyzing applying ANOVA and Tukey tests. The statistical analysis indicated that text paragraphing would influence attitude.

Keywords: science text, paragraphing, attitude.

1. Introduction

The goals of textbook reading should be arousing interest in the learners learner, the first and foremost possible alternative to be granted to the will have to be paving the way for them to experience reading as a pleasurable activity. Of the second level of importance is the fact that the learner would be in need of being intertwined with his/her views besides reflexively reverberating his/her behaviour with positive consequences (Fetsco & McClure, 2004).

On the other hand, it has been understood that the relationship between the Attitude and learning is more than it seemed (Yong and Axe ford, 1993). In other words, understanding the relationship between interest and reading comprehension is quite complex and according to Chambliss & Cal fee, such relationship is even more important than the one between the scientific background of learner about text content and reading comprehension, as

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existence of interest results in active involvements of the reader in his/her personal learning (Fetsco & McClure, 2004).

According to Chambliss & Calfee (1998), the learner’s interest in the text depends on two factors. A certain part of such interest depends on the knowledge of the learner on the text, and the other part therefore is relevant to the text. Therefore, a general-nature text is boring for the learner. Taking benefit from some certain facilities and tools shall result in emergence of interest of the reader in the text. As a general rule, it may be found out that the writer may make his/her written work attractive, and therefore increase the understand ability of the same.

Ganie (1985) has defined the attitude as a series of tendencies that have the capacity to give off their epiphany on the part of the learner as certain choices instead of being fixed as set functions. This concept is of specific significance in the field of education and learning; this is because the very existence of interest could naturally lead to active learner’s involvement with his/her personal process of learning (Schiefele & Snow & Jadestone, 1994, quoted from Fetsco & McClure, 2004).

From Chambliss & Calfee’s (1998) point of view, a boring text turns out to be soporific for the learner. The use of a number of approaches ends in bringing about some interest on the part of the reader in the text. Generally speaking, there are a number of studies that have shown forth the interest’s positive effects in learning knowledge throughout the body of the text [including Young & Oxford, 1993;, Schiefele & Snow & Jadestone, 1996; Taked, Chol, Mochizuki & Watanabo, 2006].

According to these findings, learners with somewhat low interest in the text might not well process the text itself (quoted from Ozagungor & Guthrie, 2004). Therefore, there is the likelihood for the writer to make his/her writing attractive some much so that the text’s degree of understand ability could, consequently, increase.

One of the approaches for purposes of giving original rise to some desirable standpoint among the readers is creating some level of “order” into the warp and woof of the text. According to Alfred North Whitehead, human mind is naturally ready for exerting the epitome of “order” into the existence of “Chaos”. In point of fact, it could well be asserted that human beings conduct the organization for the sake of survival (subsistence). This very point can masterfully bring out the significance of observing the principle of “Coherence”; that is to say, granting order onto the intended piece of writing. The essential goal of homogenization and organization of the text comes to be having a set of distinct discrete mosaic units of disparity into a whole Gestalt of meaningful framework through the auxiliary medium of suitable connectors (Chambliss & Calfee, 1998, page 18).

In such a text, both the sentences and the monolithically integrated paragraphs follow one upon the other with some logical order, all acting for the aim of expressing the same intentionality (Lepionka, 2003). In any writing, coherence depends on two parameters: paragraphs and sentences (Kies, 2010).

As a result there is no possibility of even starting to talk of writing techniques without any notion of “paragraph” having been born in mind. According to Nystrand (1986), a paragraph is the most important signification of punctuation among sentences. Additionally, this term is of Greek origin, itself comprising of two different parts of “para” meaning “beyond” and “graph” meaning “scheme, pattern, plan, bass [relief]”.

Rodgers (1976) defines a paragraph in the following manner: “The fundamental to a paragraph would be a segment or a part of a (more) holistic discourse, while being the unit of discourse cannot be the only characteristic of a paragraph. Instead, since the writer applies “indentation” to divide the paragraph into “Indented Segments”, the totality of the piece of writing has been adorned by means of the paragraph. This is no different than the other techniques of punctuation …finally; a piece of writing would be created which appears in the shape of distancing [segmental zed].” (Quoted from Nystrand, 1982, page 80)

The significance as of this specific technique of writing is because the reader comprehends the rhythm city and the coherence of the writing’s contents through paragraphization. As a consequence, paragraphing – conditioned it is deemed as coherence and making distinct a whole heap of materials – would be an Aesthetic, Literally Stylistic, and functional concept.

The aesthetic dimension to a paragraph is visible within a printed page, and the visual effect could make the material rhythmic and prominent in the reader’s mind. The stylistic dimension refers to the interrelationships among sentences and the transference from one sentence to the next; the stylistics also refers to the length and the depth of sentences. Finally, the functional value to a paragraph comes out full well during the process of framing certain content, hierachicalizing the rationalization thereof, bringing a process into steps etc… (Nash & Stacy, 1997).
From the theoretical and conceptual standpoint, Holiday and Hassan (1976) consider “Cohesion” to be a network of relations among different parts of the text, which arise from Lexical and Grammatical parameters (Kaufmann, 2000).

The same problem is observable in studying investigation records. Kinch and Van Dyke (1978), Seidenberg (1989), Chouha, Rabinotiz and Shabel (1989), Chamblisset al. (2007), Marins, Kigil and Laros (2008) have all put emphasis on the functionality of bringing paragraphing into the text.

For the reason that the importance and the necessity of the history mentioned above cannot be overlooked, one of the axial goals to the present investigation is delving into paragraph efficiency within the context of Persian writing, in addition to its effect on the attitude.

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Therefore, one of the questions in study addresses is: will the texts (represented by for different structures) affect attitude of university students?

2. Method

2.1. Participants:

100 students of university participated in this experiment. The students completed these measures after text studying: 1) comprehension questionnaire, 2) attitude questionnaire. One of the groups has received different text of others. Moreover, the stages of implementation and testing conducted during current classes and with teachers.

2.2. Design:

The subjects assigned randomly into 4 experimental groups. These groups arranged in factorial design. The design was a 4(text coherence). this design is one way factorial. Half of the design was belong to text structure or paragraphing.

2.3. Materials:

2.3.1. Texts

The greatest instrument applied in this study consisted of three (4) texts of the different structures. The topic of them was similar content. The only of different among them would:

1) Paragraph zed text along with supporting sentences within the body paragraph.
2) paragraph zed text with supporting sentences at the beginning of the body paragraph
3) paragraph zed text with supporting sentences to the end of the paragraph
4) The text with haphazard structure.

Therefore, the only dimension of difference among the three texts was their structure. Writing and testing (stability and internal validity) of them took about 2 months.

2.3.2. Comprehension Questionnaire:

In this research applied: 1) expository text 2) comprehension test 3) attitude test. But, I wouldn’t discuss about comprehension testing, because the central variables are structure and attitude in this paper. In order to study and inform about structures and comprehension, additionally, refer to other articles of author.
2.3.3. Attitude Questionnaire:

Viewpoints of the test subjects regarding the text was presented to the same, in which except for questions 3, 7, 14 and 16, which were scored 1 point in case of selecting the wrong choice, other questions were given a point in case of choosing the correct choice by the test subject. Thus, the minimum and maximum scores for this test for each test subject were zero and eighteen, respectively.

One of the sentences included in the aforementioned questionnaire has been given in the following as an example:

I am ready enough to brief the main points of this text.

After primary implementation, this questionnaire was examined. In order to do so, the validity and similarity concerning those questions were calculated as 0.87. Regarding final implementation, 18 sentences with True/False choices were presented on an A4 sheet of paper to the test subject together with the reading comprehension questionnaire.

2.4. Procedure

Survey packets were stacked in random order for each class. The classroom teacher with me followed the same written instructions, distributing the packets face down and giving readers 40 minutes to read and complete the reading comprehension questionnaire for text. Each participant was instructed to read text and to answer the questions.

3. Results

In view of the fact that computed F (4.21) turns out to be significant at 0.05 level (F=4.21, P<0.05), it could be surely validated with some 95 percent of certainty that the null hypothesis of equality of the attitude grades among the four test groups with their four texts of differing cohesion shapes is rejected. The out coming result of the data would be that the text’s cohesion is effective on the reader’s attitude towards the text.

Moreover, the results under table 2 indicate that with regard to Turkey's follow-up test the text containing the paragraph zed text along with supporting sentences within the body paragraph would be most effective on readers’ attitude. The paragraph zed text with supporting sentences at the beginning of the body paragraph” and “the paragraph zed text with supporting sentences to the end of the paragraph” has received the most negative attitude among all the tested material, as compared with the text with haphazard structure.

Moreover, there is not a significant difference between the paragraph zed text with supporting sentences at the beginning of the body paragraph and the paragraph zed text with supporting sentences to the end of the paragraph of effectiveness on reader’s attitude. According to this table the aforesaid differences are significant at 0.05 levels.

4. Conclusion

These findings indicate that:

Regarding the obtained findings, it could be said that, first and foremost, the paragraph zed text along with supporting sentences within the body paragraph would be most effective on readers’ attitude.

Then, in their respective order, “the paragraph zed text with supporting sentences at the beginning of the body paragraph” and “the paragraph zed text with supporting sentences to the end of the paragraph” has received the most negative attitude among all the tested material, as compared with the text with haphazard structure.

It was made clear in the section concerning findings that the hypothesis propounded in this article was confirmed according to statistical results. In other words, findings from the present investigation are in harmony with the principles present in the history of such investigations.

What was found at least in part of the investigation, based on findings printed in this paper, was that the structural shaping of the paragraph in any form (whether the supporting sentences appear at the beginning, in the middle, or:
towards the end of the paragraph) WAS effective on readers’ comprehension through the paragraphing of the text as its segmentalization. Put better, as compared with a text without paragraphing whose contents appear without any specific order or distinctive structure, where the material comes out randomly, the paragraphed text is comprehended better.

Also, it could be gathered from these findings that if writing in Persian is to be done according to paragraphing principles, just like in English, when paragraphs are paid attention to as writing units to be deemed as one of the important aspects of text punctualization, then there is the likelihood that Persian writings – specifically educational text books in the universities – shall have to be of a higher level of attraction and digestion as for the readers.

Table 1. statistical analysis (the effects of texts on Reader's attitude)

<table>
<thead>
<tr>
<th>Type of texts</th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>F</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Paragraph zed text along with supporting sentences within the body paragraph.</td>
<td>9/92</td>
<td>4/71</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) paragraph zed text with supporting sentences at the beginning of the body paragraph</td>
<td>7</td>
<td>4/93</td>
<td>25</td>
<td>4/21</td>
<td>0.910</td>
</tr>
<tr>
<td>1) paragraph zed text with supporting sentences to the end of the paragraph</td>
<td>7/72</td>
<td>4/27</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) - The text with haphazard structure.</td>
<td>7/60</td>
<td>4/11</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p< N.S, ** p<0.05, *** p<0.01

Table 2. Results of Tokay’s follow-up test for studying significance different between text

<table>
<thead>
<tr>
<th>Type of texts</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Paragraph zed text along with supporting sentences within the body paragraph.</td>
<td>_</td>
<td>0/34</td>
<td>0/84</td>
<td>2/39*</td>
</tr>
<tr>
<td>2) paragraph zed text with supporting sentences at the beginning of the body paragraph</td>
<td>0/34</td>
<td>_</td>
<td>0/49</td>
<td>2/04*</td>
</tr>
<tr>
<td>2) paragraph zed text with supporting sentences to the end of the paragraph</td>
<td>0/84</td>
<td>_</td>
<td>0/49</td>
<td>_</td>
</tr>
<tr>
<td>2) - The text with haphazard structure.</td>
<td>2/39*</td>
<td>_</td>
<td>2/04</td>
<td>1/55</td>
</tr>
</tbody>
</table>

* p<0.05
References


