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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.

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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 & Cal fee (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 & Cal fee'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 Ozagunigor& 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 White head, 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 & Cal fee, 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]".

Rodgors (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).

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