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The effect of scientific-text coherency assisted by paragraph regarding the reader's performing speed

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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 speed of operation within 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 text included three versions of passage with identical content but different structures but the topic of them was similar content .The collected data were analyzing applying ANOVA and tukey tests. The statistical analysis indicated that text paragraphing would influence study time.

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1. Introduction

Chamblice and Cal fee opinion on the characteristics of a well-organized book is its comprehensibility and more of that is its readability. Readability means instead of having a teacher-cantered text have a student-cantered text. In addition equips and supports the development of logical thinking in the learner.

Clearly we cannot consider all the writings a scientific text, a passage not having the requirements of text is not easily understood and will not haves the needed effect.

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A text should be written enough, direct and considering sequence and good order. Some of the well-known researchers such as Olson & Mack & Duffy (1981) believe that a good text is which the reader understands it better or that reads it faster.

Martins, Kigil & Laros (2006) understood that a coherent text would lead to better comprehension and easier recognition. In addition it will affect the reading time and the text comprehension test progress. At the end explicit text will take less time to read comparing to implicit ones.

Baker and Anderson (1982) found that a testable would take the most time eliminating the inconsistent data from the main thesis also to control and verify a comprehension text; inconsistent and contradictory sentences should be read again. In addition this study showed that having inconsistent data regarding the main thesis would extend the reading time.

Choha, Rabinotiz and Shaibel (1989) showed that un-necessary additional information in the text would make the reader to spend a lot of time eliminating that information that will lead to a prolonged reading time, As Olson & Mack & Duffy (1981) reported during their study that a proper text is which the tester studies and understands it faster (Fayol, 1991).

Thus considering Olson & Mack & Duffy (1981) opinion and the definition of reaction time or performance as one of the old parameters of learning, in this study two time are considered as the complement parameters of the comprehending the text:

1. Response time: From Cal fee and Drum's (1987) view is the amount of time needed for the tester to answer the comprehension text test.
2. Study time: defines the time needed to read a text. Olson & Mack & Duffy (1981)

Now this question appears that how should text be in order to affect the performance speed?

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]".

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 rhythmic and the coherence of the writing's contents through paragraphisation. 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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