INVESTIGATION OF THE ROLE OF RHETORICAL PATTERNS ON THE EFL STUDENTS' PERFORMANCE IN READING COMPREHENSION

Asst. Prof. Nagham Qadoori Yahya (Ph.D.)
Zubaida Sameer Aayed Al-Obaidy
Republic of Iraq
Ministry of Higher Education and Scientific Research
Tikrit University –College of Education for Humanities

ABSTRACT

The knowledge of text structure may be considered as an important aid to facilitate students comprehension and learning from text. This study aims at investigating the role of rhetorical patterns and their types on Iraqi (EFL) students' performance in reading comprehension, finding out whether there are significant differences between the experimental group and the control in the post-test, and pointing out whether there are significant differences in achievement scores according to gender variable of experimental group in the post-test.

It is hypothesized that there is a role for the rhetorical patterns and their types using in the textʹs structures on the EFL students' performance in reading comprehension, there are no statistically significant differences between the experimental group mean scores, that is taught Meyer's rhetorical patterns; and the control group mean scores, that is not taught Meyer's rhetorical patterns on their performance in reading comprehension in the post-test, and there are statistically significant differences between males' and females' performance of experimental group in the post-test.

To fulfil the aims of the study and to verify the hypothesis, fifty two university students have been selected from 3rd year to be the sample of the study divided into two equal groups: twenty six students represent the experimental group (taught Meyer's rhetorical patterns) and twenty six students represent the control group (did not receive any teaching of Meyer'srhetorical patterns).

The two groups have been equalized in terms of age, level of parent's education, pre-test scores, and students' average scores in the previous year. After the instruction for six weeks, a performance test has been constructed and applied.

The performance of these two groups was compared using T-test formula for two independent samples and T-test formula for paired sample. It has been found that students in the experimental group perform better than those in the control group and showed a clear difference in comprehension level between the two groups with the superiority of the experimental group.

Rhetorical patterns teaching haveimproved students' performance obviously. Results obtained from this study indicate that the knowledge of text structure by teaching rhetorical patterns has facilitated the students' comprehension and learning from text.

153

Finally, on the basis of the results outlined earlier, a number of recommendations and suggestions have been given such as the explicit teaching of academic text structure which contains the rhetorical patterns implicitly and the effective use of such patterns could be inserted in the instructional program of English language teaching as a foreign language.

CHAPTER ONE : INTRODUCTION

1.1 Statement of the Problem and its Significance

One of the main goals of learning English is developing reading comprehension. Reading is an essential skill and probably the most important skill for EFL students to bemastered in the academic contexts, that is because reading comprehension has been distinctively important both in first and second /foreign languages.

The ability to read academic texts is of paramount importance for university students of English as a foreign language. However, many EFL students have difficulties in comprehending reading texts.

Taylor and Samuels (1983: 152) found that a significant percentage of students are unaware of text structure; they do not use structure to understand and remember information from the structured texts. Students who lack specific knowledge about text structure and strategies for using it cannot be as successful in comprehension as those who received instruction on text structure.

Grabe (2009: 10) states that students need to know that texts are not the collection of words or sentences but they have rhetorical patterns. "A rhetorical pattern is part of the macrostructure of a text and it contains the logical organization of the text which the writer has used to present the intended meaning". The structure or organization of the text is the arrangement of ideas and the relationships among the ideas. (Sharp, 2003:20).

It organizes information in a way that serve writers' purposes and when instructing text organizing features, students should be made aware that it is writers' goals and expectations that determine basic discourse organization. This special organization of texts include main ideas, events and results, compare and contrast, and problem and solution text-structures (Meyer &Freedle, 1984:121).

Meyer (1979:109) distinguished four different types of rhetorical patterns of text organization. She called them description, causation, problem/solution, and comparison. This study has been conducted to investigate the role of rhetorical patterns in improving reading comprehension.

The problem of poor reading comprehension of Iraqi EFL students seems to be due to the lack of knowledge about the rhetorical pattern of the text.

Understanding the rhetorical patterns of texts is thought to be the core of the comprehension process of the text and of the writers' intention in the text. All texts have certain organization of

writing, which do not only distinguish them from other types of texts, but also are of great help in conveying the authors' messages and recalling the texts' information.

Readers of all ages must be aware of text structures if they are to be most successful, so students should be taught to recognize and use structural organization of text to improve comprehension and recall.

1.2 Aims of the study

This study aims at:

1- investigating the role of rhetorical patterns and their types on Iraqi (EFL) students' performance in reading comprehension.

2- finding out whether there are significant differences between the experimental group and the control in the post-test.

3-pointing out whether there are significant differences in achievement scores according to gender variable of experimental group in the post-test.

1.3 Hypothesis of the study

In order to fulfill the aims of the current study, it is hypothesized that:

1-there is a rolefor the rhetorical patterns and their types using in the text's structureson the EFL students' performance in reading comprehension.

2-there is no statistical significant difference between the experimental group mean scores, that is taught Meyer's rhetorical patterns and the control group mean scores that is not taught Meyer's rhetorical patterns on their performance in reading comprehension in the post-test.

3-there is statistical significant difference between males' mean scores and females' mean scores of experimental group in the post-test.

1.4 Value of the Study

1-Practically, it has a practical value since it will be useful for universities teachers; it will improve reading comprehension's teaching by rhetorical patterns.

2- This study will be valuable for learners since it will enhance their performance in reading comprehension through employed Meyer's rhetorical patterns.

1.5 Limits of the Study

1-The study has been conducted in Tikrit University and the sample is the students of English Language Department includes 3rd yearat College of Education for Humanities during the academic year 2014/2015.

2- Employing Meyer's Model (1984) in teaching rhetorical patterns.

1.6 The Plan of the Study

To fulfill the objectives of this study the following procedures are to be followed:

1- A general survey of the rhetorical patterns in reading comprehension has been conducted.

2-Two groups have randomly been selected as the sample of the studyof English Language Department,third year, College of Education for Humanities. The first is an experimental group and the second is a control one.

3- A written pretest has been conducted and presented for both groups to assess the students' level in reading comprehension.

4- The experimental group has been exposed to the rhetorical patterns of Meyers (1984).

4- Both groups are exposed to a post-test to find out whether the rhetorical patterns have any role on students' performance in reading comprehension.

5- Data of the post-test and results have been presented, and have been analyzed on the basis of which conclusions and recommendations have been given.

1.7 Definition of Basic Terms

In this study, some terms need to be defined for the purpose of clarity and accuracy. These terms are:

1.7.1 Investigation

A systematic, minute, and thorough attempt to learn the facts about something complex or hidden; it is often formal and official(Difficult words Dictionary ,2008).

 The operational definition of "investigation" is the act done by the researcher to search and examine in order to discover facts.

1.7.2 Role

        Role is a function or part performed especially in a particular operation as process. It refers to the effect of an experimental factor under controlled situation (Good, 1959:197).

The operational definition of "role" is the positivity or negativity of teaching of rhetorical patterns affect the students' performance in reading comprehension.

1.7.3 Rhetorical Patterns

Rhetorical patterns are ways of organizing information as Meyer (1984:109) distinguishes four different types of rhetorical patterns: (expository organization). They are: collection, description, causation, problem/solution, and comparison.

The operational definition of"rhetorical patterns" refers to how a paragraph or passage is organized and the methods used to support and explain the main idea or thesis; in other words, the pattern of development used to make a point.

1.7.4 Performance

It refers to the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed (Difficult words Dictionary, 2008).

The operational definition of "performance" is the level of efficiency of experimental group students on the reading comprehension post-test after receiving an instructional course in Meyer's rhetorical patterns.

CHAPTER TWO : THEORETICAL BACKGROUND AND PREVIOUS STUDIES

2.1 Reading

Research conducted over the last three decades has changed our view of reading as a mere process of decoding.

As Carrell and Eisterhold (1983: 94) state EFL/ESL reading theory has been influenced during the past decades by Goodman (from the mid to late 1970s) who views reading as a "guessing game" in which the "reader reconstructs, as best as he can, a message which has been encoded by a writer."

As Grabe (2002: 377) describes Godman's perception of reading which is seen as an … active process of comprehending where students need to be taught strategies to read more efficiently e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.

2.2 Formal Schemata and Reading Comprehension

Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. All readers carry different schemata (background information) and these are also often culture specific. This is an important concept in ESL teaching, and pre reading tasks are often designed to build or activate the learner's schemata. This is an important concept in EFL teaching and reading tasks are designed to activate the learners' schemata. While it has been known for some time that both content and formal schemata are necessary for a complete understanding of written texts in a reader's first language (L1), and has been suspected to be true in a reader's second language (L2), it is still an area that has been ignored by both researchers and classroom teachers.

157

Formal schemata refer to the organizational forms and rhetorical structures of written texts, including knowledge of different text types and genres, and the acknowledgement that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently.

Rumelhart (1977: 131) views reading comprehension as the process of choosing and verifying conceptual schemata for the text. A schema is said to be "a cognitive template against which new inputs can be matched and in terms of which they can be comprehended".

Carrell (2006:61) made an experiment to investigate whether we can facilitate ESL/EFL reading comprehension by teaching text structure based on schematic knowledge. The result of the experiment proved that explicit teaching of the text structure can improve students' reading comprehension.

Different reading materials bear different characteristics and pose the correspondent reading requests for readers. A suitable employment of formal schemata plays a significant role in reading. When this information is easily filed and retrieved it is able to be readily learned, perhaps with little mental effort. An understanding of how such patterns (schemata) are formed and used provides clear help in reading comprehension.

Making students aware of the rhetorical organization of texts also contributes to reading fluency and efficiency. Similar terms such as discourse structure, discourse pattern, text type, formal schema, rhetorical organization, and top-level structure are used interchangeably with text structure and refer to the way information is organized in a text.

According to Grabe (2002:10) "Discourse, or text, structures can be understood as knowledge structures or basic rhetorical patterns in texts."

The importance of these structures (formal schema) in reading comprehension has been observed by Carrell (2006:102) comments that ". . . research . . . has shown that the structure of text and how adeptly a reader recognizes that structure affects the amount of information the student remembers".

Most the studies were conducted with native English speakers. Carrell investigated the effect of different prose organizations on the reading comprehension of ESL readers of various L1 backgrounds. She asked

"whether different groups of ESL readers possess the formal schemata against which to process these various rhetorical structures and whether there is a differential impact of these various rhetorical structures on different ESL readers."

She found that:

"as [..] for native English readers, some variations in discourse type influence the amount of information recalled from prose by ESL readers. Further, the more highly organized types of discourse are generally more facilitative of recall than the less organized collection of descriptions." (ibid)

2.3 The Rhetorical Patterns

A rhetorical pattern is a strategy a way or method of presenting a subject through writing or speech. Instructors have used rhetorical pattern to teach writing or public speaking since ancient Greek times over two thousand years ago, perhaps longer. Knowing the patterns or modes can

help in understanding the organization the methodology of most kinds of writings or other presentations.(Richard, 2001:45)

The texts, which are presented by the authors, are in to two different kinds, Narrative and Expository texts.

Expository texts are texts that are used by the authors to give information, to explain, to describe, or to persuade.

Cook (1983:110) is talking about the difficulty of expository texts. Cook argues that because expository texts presents facts, theories and dates, and the information is largely unfamiliar to the readers, they seem harder than narrative texts and more over this unfamiliarity impedes their comprehension .

Obviously the necessity of being familiar with expository texts will be increased when we come to know that most of the academic texts are expository. Both narrative and expository structures contain text organization. For example, narrative texts include patterns of characters, events, goals, plots, and conclusions.

The special structures which expository texts are included are main pattern, events and result, compare/contrast, as well as problem /solution text structures.

Ornstein (1972:82) has defined the structure of the text as, "the main ideas of the text, how information is organized, as well as the verbal and textual cues (or pedagogical aids) that help organize and bring unity to the text." With this definition about structure of the text, the importance of being aware of it seems necessary and useful. As students' awareness of the different types of structures will help them to infer the information which is necessary to comprehend from the text, although there might be some unknown vocabulary or unfamiliar grammar. There is a number of listing for types of text structure and almost different authors used various terminology.

Meyer &Freedle (1984:110) have organized four basic expository text structures: Descriptive, Causation (Cause/Effect), Problem/Solution and Comparison (Compare & Contrast).Rhetorical patterns in language are not fixed but so diverse and the diversity comes from the various factors involved in writing and this complexity which is manifested in students' writing has to be embraced and explained by contrastive rhetoric.

Meyer (1975:101) believes that it is the structure of the text, which makes it different from list of words. She also defines good readers as readers who are able to use those top level structures to organize their recall and defines poor readers as readers who are not able to do so. Knowledge about how expository text is structured, however, will not guarantee comprehension, but having a clear understanding of how the text is structured will help the reader build a coherent model of the text.

Koda (2005:47) also believes that EFL and ESL reading teachers should provide their students a preview about the text and the topic rather than merely asking the students reading the texts.

Linguistically, rhetoric has patterns. According to Conner (1996:223), these patterns seem to differ from one culture background to another and as a result may lay influence on the way a

writer approaches his/her written piece. A rhetoric pattern is a mode in which an article is organized.

A rhetorical pattern is part of the macrostructure of a text and it contains the logical organization of the text which the writer has used to represent the intended meaning.

Armbruster (1984:129), among others, have recognized four groups of rhetorical relations in expository text:

Listing*:* a listing of items or ideas where the order of presentation of the items is not significant.

Comparison/contrast*:* a description of similarities or differences between two things.

Temporal sequence*:* a sequential relationship between ideas or events considered in terms of the passage of time.

Cause-effect*:* an interaction between at least two ideas or events, one considered a cause or reason and the other an effect or result.

Problem-solution*:* this is similar to the cause-effect pattern in that two factors interact, one citing a problem, the other a solution to that problem.

Using text structure, or following the rhetorical organization of text while reading, has been recommended as an important strategy to enhance reading comprehension. Writers use lexis, discourse markers, and organizational patterns to signal how a text should be understood (Grabe, 2002: 277).

CHAPTER THREE : METHODOLOGY AND PROCEDURES

3.1 The Experimental Design

Van (1962:230) mentions that the selection of a suitable experimental design for testing the deduced consequences of the research hypotheses is necessary for conducting a study.

Best (1981:68) defines the experimental design as the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variables. The design of any experiment is very important and should be an appropriate one because it determines the possibility of obtaining valid, objective and accurate answers to research questions.

So it is necessary to choose an appropriate design to determine whether or not valid, objective and accurate the results which will be obtained. In order to achieve the aims of the present study, pre-test and post- test design is chosen.

The design of the present experiment includes the selection of the two groups equallyfrom the third year \English department students. They are native speakers of Arabic and their average age is twenty-one years old. Randomization in the study means the random assignment of the class groups to different treatments (Al-Qaraghooly, 1996:5).

The experimental group is taught Meyer's (1984) rhetorical patterns strategies of Meyers, whereas the control group is taught the material through the text book of Alexander (1965) and Brandon (2005) only. The scores of both groups are compared to find out if there is any significant difference between the two groups or not and if the experimental group scores are significantly different from those of the control group, the difference is attributed to the independent variable i.e. rhetorical patterns, as shown in Table (3-1).

Table (3-1): The Experimental Design

The Groups	The Test	Independent Variable	The Test
Experimental Group	Pre-Test	Rhetorical Patterns	Post-Test
Control Group	Pre-Test	Traditional trend	Post-Test

3.2 Population and Sample Selection

Best (1970:263) mentions that the population may be all the individuals of a particular type or a more restricted part of that group, like all public school teachers, all male secondary school teachers, etc.

In the present study, the population is the third year students of College of Education for Humanities during the academic year 2014-2015.Their total number is (75) of both sexes. The sample has been chosen randomly. (26) Students, has been chosen to be the experimental group, and (26) students, has been chosen to be the control group. So the total number of the main sample is (52) students, (26) in each group.As shown in Table (3-2).

Table (3-2): Distribution of the Experimental Group & Control Group

Group	Male	Female	Total	The Percentages
Experimental group	13	13	26	34.66%
Control group	13	13	26	34.66%
			52	69.33%

3.3 The Material Selection

As stated previously, the third year students of the English Language Dep. in College of Education for Humanities have been chosen to be the sample of the experiment.

The researcher herself has taught the two groups, i.e. the experimental group and the control group. The lectures are arranged to be on every Wednesday to the experimental group and on Tuesday to the control group. The material selected from different books and sources such as:

a)The experimental group material

1-Meyer's patterns(1984)<u>Organizational Aspects of Text: Effects on Reading Comprehension and Applications for the Classroom</u>.except the last pattern because the time is limited:

- Description-The author describes a topic.

- Compare/contrast-The author compares and contrasts two or more similar events, topics, or objects.

- Cause/effect-The author delineates one or more causes and then describes the ensuing effects.

- Problem/solution-The author poses a problem or question and then gives the answer.

2- Brandon, L. (2005)<u>Paragraphs and Essays</u>: A Worktext with Readings. (p,277-350)

3- Alexander, L. G.(1965) <u>Essay and Letter Writing</u>.Text book.p8-20

4- Kirszner, L. G.and Mandell, S. (2012)<u>Patterns for College Writing A Rhetorical Reader and Guide.</u>p346-380

5- Grabe, w. (1997) <u>Discourse Analysis and Reading Instruction</u>. In Miller, T. Functional Approaches to Written Text: Classroom Applications.p2-15

6- Nadll, J. ,McMeniman, L. and Langom, J. (2003) The Longman <u>Writer Rhetoric and Reader</u>. P369-397

b) The control group material

1- Alexander, L. G. (1965) <u>Essay and Letter Writing</u>. Text book.p8-20

2- Brandon, L. (2005)<u>Paragraphs and Essays: A Worktext with Readings.</u> (p,277-350)

3.4 Validity of the Post-test

A test has validity when it tests what it supposes to test, that is, when it tests entirely, or in a random sample all the objectives and contents of the material being learned (Lewis and Meed, 1986:393).

Heaton (1988:160) mentions that "a good test should possess validity that it should measure what is intended to measure and nothing else. If a test does this, it is said to be valid".

There are two types of validity: content validity and face validity. Hughes (1989:22) argues that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. And a test is said to have face validity if it looks as if it measures what it is supposed to measure.

Davies (1990:21) and Bachman (1990:243) assert that validity is concerned with the truth of the test, its relations to what it is intended to test. Validity is the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores.

In order to ensure the face validity of the test, it is exposed to a *jury of specialist in English Language who have agreed on the

―――――――――――――――――――――

*Jury Members:
1. Prof. Nawfal S. Majeed (Ph.D.) College of Education/ University of Tikrit.
2.Prof. NahidaMajeed (Ph.D.) College of Education/ University of Tikrit.
3. Asst. Prof. Falah S. Mustafa (M.A.) College of Education/University of Kirkuk.
4. Asst .Prof. Ra'adAdrees Mahmood (M.A.) College of Education   /Tikrit University.
5. Asst.Prof. Safwat H. Al-Bazzaz (M.A.) College of Education/University of Kirkuk.
6. Asst.Prof. Ahmed M. Salih (Ph.D.) College of Education/ University of Tikrit.
7. Asst.Prof Manal Omar (Ph.D.) College of Education for Women/ University of Tikrit.
8. Asst.Prof. Omar Shihab(Ph.D.) Collage of Arts/ University of Tikrit.
9. Asst.Prof. AbidHmud (M.A.) College of Education/ University of Tikrit.
10. Asst.Prof. Mahmod Abbas (M.A.) College of Education/ University of Tikrit.

Suitability and validity of the test items and enriched the test with their remarks. And the test has been approved by a jury committee, (see Appendix B).

It is it is important to say that most of the jury members have suggested including the three patterns in one passage in the test to measure the development of writing ability of the subjects.

3.5 Reliability of the Post-test

Reliability is a necessary characteristic of any good test. It gives the same results consistently on different occasions when the conditions of the test are the same (Harris, 1969:14).

Heaton (1975:155) believes that reliability method indicates the extent to which the same marks or scores are obtained if the same test sheets are marked or corrected by two or more different examiners or by the same examiners on different occasions.

The more similar the score would have been, the more reliable the test is said to be (Hughes, 1989:29). Related to this point Moskal et al. (2000:6) state that reliability refers to the consistency of assessment scores, on a reliable test, we would expect to attain the same scores regardless of when the students complete the assessment, when the responses are scored, and who scores the responses. On an unreliable examination, a student's score may vary based on factors that are not related to the purpose of the assessment.

To determine whether the test of the present study is reliable or not, Pearson Correlation Coefficient formula is used. The method which is used to find out the reliability of the test is split-half method.

According to Hedges (1966:22) and Nunnaly (1972:226)   the test reliability would be accepted if it is not less than 0.50 and the reliability coefficient is found out to be 0.81 which is considered a high stable correlation.

3.6 Item Analysis

Item analysis is a process of analyzing the testees' responses in order to find out the difficulty level and discriminating power of each item included in the test as follows:

3.6.1. Difficulty Level (DL) of the Post-Test

The level of difficulty refers to the percentage of students who get the items correct (Ebel, 1972: 85). The total scores of the twenty students have been ranked from the highest to the lowest one, and then they are divided into two groups. The total scores of the students who answer the test items correctly at both the upper and the lower groups are divided by the total number of the students of both groups. For the purpose of estimating the difficulty level (DL) of each item. Madsen (1983:183) confirms that the test items should vary in their difficulty level between 10 to 90, the satisfactory level of difficulty ranges from 30% to 90%.

So the items level of difficulty of Test is considered acceptable which ranges between 0.35% and 0.60%. (See Appendix E).

3.6.2 Discrimination Power (DP) of the Post-Test

The discrimination power of the test refers to the degree to which the item discriminates between the students with high and low achievements (Stanely and Hopkins, 1972: 23).

According to Brown (1981: 104) the test item is good if it has a discrimination power of 0.20 or more. In calculating the discrimination power of the test items, it ranges between 0.30 and 0.40 which is regarded as an adequate power of discrimination, (See Appendix E).

CHAPTER FOUR : ANALYSIS OF DATA

4.1 Achieving the First Aim of the Study

In order to achieve the first aim of this study, namely: investigating the role of rhetorical patterns and their types on Iraqi (EFL) students' performance in reading comprehension. The following measures have been taken:

1-Figuring out the numbers of correct responses of each question ofboth groups in the post-test.

2- Finding out the percentages of correct and incorrect responses and counting the total. As shown in Tables (4-1).

3- A comparison to be made between EG and CG in percentages of the incorrect and correct responses in the performance post-test.

164

Table (4-1): A Comparison between Experimental Group and Control Group in Percentages of the Correct Responses in the Performance Post-Test

		The Questions of the Post-Test			Total
	No.	**Q1**	**Q2**	**Q3**	
Experimental Group	**No. of Correct Items**	**211**	**427**	**194**	**832**
	Percentages	**54.10%**	**82.11%**	**74.61%**	**71.11%**
Control Group	**No. of Correct Items**	**131**	**290**	**120**	**541**
	Percentages	**33.58%**	**55.76%**	**46.15%**	**46.23%**

The total number of EG students' incorrect responsesof the three questions is 338 out of 1170 responses. They constitute 28.89%of the total responses of the students, and the total number of CG students'incorrect responses of the three questionsis 629 out of 1170 responses. They constitute 53.77%of the total responses of the students, as shown in Tables (4-1). The highest rate of errors is recorded in the CG.

The correct responses percentage of EG in the first question is 54.10%, whereas the percentage of second question o is 82.11%, and that of the third question is 71.11%, which shows a little differences between the percentages of the second and third questions, while the difference between the percentage of the third question and the other two questions is huge. As shown in figure (4).

These results indicate that the type of the rhetorical pattern affected the subject's performance in the EG, since that each question is dealt with a kind of rhetorical pattern. Descriptive pattern structured the passage of question one, while cause-effect pattern organized the passage of question two and comparison/contrast pattern formed passage of question three.
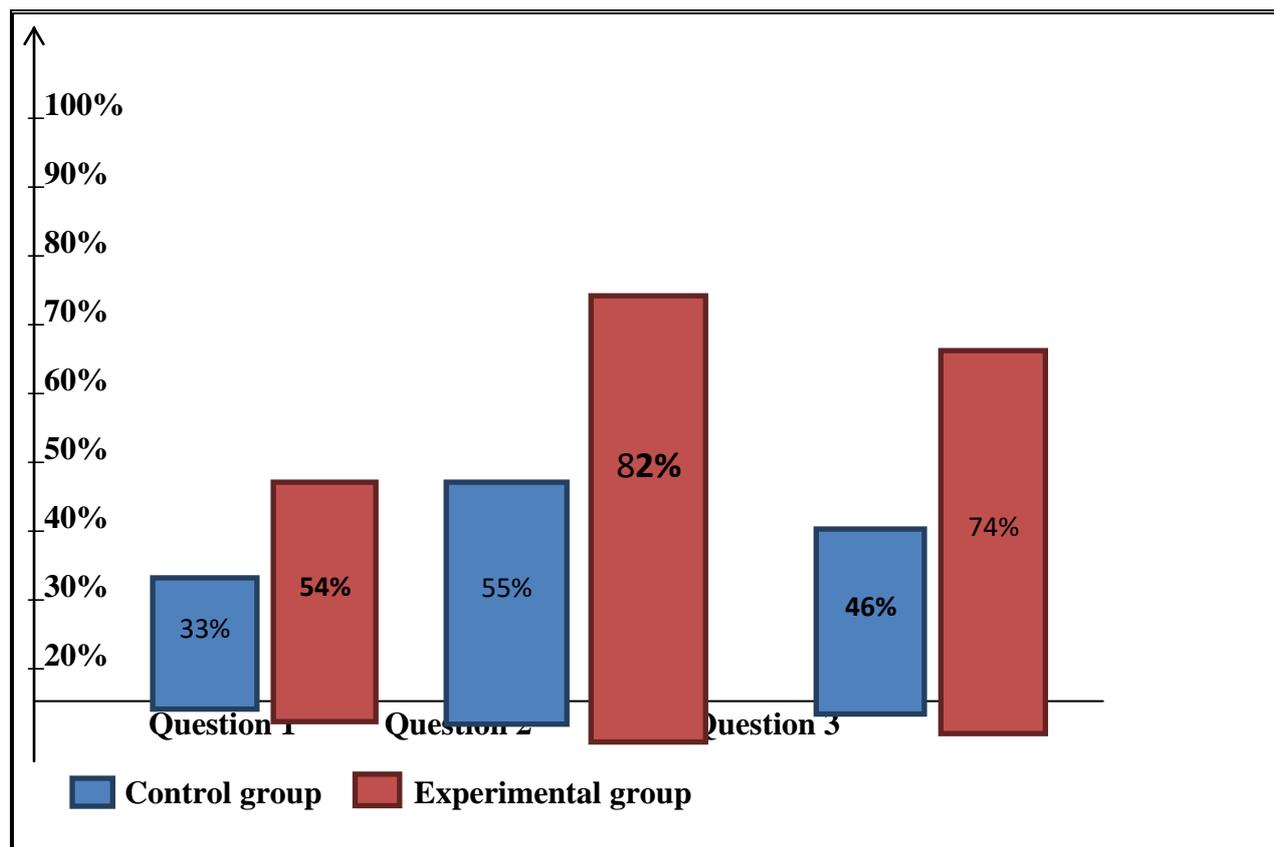
Figure (4): The percentages of Correct Responses of the Two Group in the Post-test

These results indicate that the rhetorical patterns play appositive role in developing the students' ability in reading comprehension and it revealed that rhetorical patterns affect reading comprehension, since all the percentages of error responses of EG are lower than percentages of CG. This means that teaching of the rhetorical patterns forEFL college students in EG have been affected in a positive way and helped them to do batter in the post-test. Moreover, the results indicate that there are clear differences in students' performance in comprehension between the text types, since each question has dealt with different pattern.

Therefore, the first hypothesis which states; there is a role for the rhetorical patterns and their types using in the text's structures on the EFL students' performance in reading comprehension, is accepted.

4.2 Achieving the second Aim of the Study

In order to achieve the second aim of this study, namely: finding out whether there are significant differences between the experimental group and the control in the post-test. The mean score, standard deviation and t-value of the t-test formula for two independent samples are employed, to verify the differences in performance of the following samples:

1-The mean score, standard deviation and t- value of the t-test formula for two independent samples of the experimental group and the control group in the post-test

2-The mean score, standard deviation and t- value of the t-test formula of paired sample, that of the experimental group in the pre-test and the experimental group in the post-test

4.2.1 The Comparison between Experimental Group and the Control Group in the Post-Test Scores

It is found that the mean score of students' performancein EG in the post-test is 64.88with a standard deviation of 13.21, whereas the mean score of students performance in CG in the post-test is50.42with a standard deviation of 12,86. The calculated t-value is 4.01 which is found to be higher than the tabulated t-value which is 2.88at 0.05 level of significance when the degree of freedom is 50, as shown in Table (4-2).

The obtained results indicate that there are significant differences in favour of rhetorical pattern between the students in the EG and CG in their performance in the post-test.

Table (4-2): The T-test Value for Two Independent Samples of the Experimental Group and the Control Group in the Post-Test

Group	N	Mean	SD	t-test Value		DF	LS
				C. value	T. value		
Experimental	26	64.88	13.21	4.01	2.88	50	0.05
Control	26	50.42	12.86				

4.2.2The Comparison between Experimental Group in the Pre-Test and in the Post-Test Scores

It is found that the mean score of the difference between the students' performance of EG in the pre-test and post-test is 2.615 with a standard deviation of the difference is 23.00. The calculated t-value is 5.79, which is found to be higher than the tabulated t-value which is 2.06at 0.05 level of significance when the degree of freedom is 25, as shown in Table (4-3).

Table (4-3): The T-test Value ofpaired samples, the Experimental Group Performance in the Pre-Test and Post-Test

Group	N	Mean	SD	t-test Value		DF	LS
				C. value	T. value		
Experimental	26	2.615	23.00	5.79	2.06	25	0.05

The obtained results indicate that there are statistically significant differences between the students' performance in the EG in the pre-test and their performance in the post-test in favour of rhetorical pattern instruction.

Therefore, the second hypothesis which states that there is no statistical significant difference between the experimental group mean scores, that is taught Meyer's rhetorical patterns and the control group mean scores that is not taught Meyer's rhetorical patterns on their performance in reading comprehension in the post-test, is refused.

4.3 Achieving the Third Aim of the Study

In order to achieve the third aim of this study, concerning pointing out whether there are significant differences in achievement scores according to gender variable of experimental group in the post-test.

The mean score, standard deviation and t-value of the t-test formula for two independent samplesis employed, to verify the differences in performance of the males of experimental group and females of experimental group in the post-test.A comparison between males of experimental group and females of experimental group in the post-test has been made.

It is found that the mean score of the males' performance of EG in the post-test is 66.07 with a standard deviation is 12.90. While the mean score of the females' performance of the EG in the post test is 63.69 with a standard deviation is 13.93, as shown in table (4-4)

Table (4-4): The T-test Value of the Males and Females Performance of the Experimental group in the Post-Test

| Experimental Group | N | Mean | SD | t-test Value | | DF | LS |
				C. value	T. value		
Males	13	66.07	12.90	0.45	2.06	24	Ns
Females	13	63.69	13.93				

The calculated t-value is 0.45, which is found to be lower than the tabulated t-value which is 2.06 , so there is no significant with the degree of freedom 24.

The obtained results indicate that there are no statistically significant differences between the males' performance in the EG and the females' performance in the post-test. The third hypothesis which asserts that there is statistical significant difference between males' mean scores and females' mean scores of experimental group in the post-test, is rejected.

CHAPTER FIVE : CONCLUSIONS, RECOMMENDATIONS

5.1 Conclusions

1. The results of this study show a significant improvement in the performance of the experiment group whose subjects have been taught the Meyer's rhetorical patterns that achieved a significant higher performance in text comprehension, whereas, the control group who has not received Meyer's rhetorical patterns instructions has not had a systematic plan (knowledge of rhetorical patterns that structured the three passage of the post-test) to guide their comprehension.

2.Students who understand the structure strategy of Meyer's rhetorical patterns will be able to comprehend the gist of expository text better.

3.Subjects who employed the structure strategy of Meyer's rhetorical pattern had a significantly higher performance in text reading comprehension.

4. Applying knowledge of text structures such as Meyer's patterns; description, problem-solution, cause-effect, or compare-contrast to comprehend and recall the expository text was one of the effective reading comprehension strategies.

5.2 Recommendations

In the light of the results and conclusions arrived at the present study, it is recommended:

1. The obtained results of the current study showed a clear difference in comprehension among the text types,soit is recommended that pedagogical support to increase awareness of rhetorical patterns would be beneficial.

2. Attention should be given to rhetorical patterns by EFL teachers and material designers. Since the present data indicated that students performed better after they have been taught the rhetorical patterns of Meyer's than who have not, it is recommended that rhetorical patterns should be highlighted by teachers in their classrooms.

3- The data collected expose that the maximum rate of errors are found in questions concerning the cloze test. For this reason, it is better for the college instructors to go along towards work into the teaching programme by devising ways to work with the rhetorical patterns of different types of teaching materials.

4-Teachers must create a stimulating learning environment that fulfills most of students' needs to improve their comprehension.

5- Instructors should provide the opportunity for EFL students to be exposed to various reading passages organized with different types of text structure.

6- This study recommends the explicit teaching of academic text structures which contains the rhetorical patterns implicitly.

BIBLIOGRAPHY

Alexander, L. G. (1965).**Essay and Letter Writing.**London: Longman.

Al-Qaraghooly, D. A.(1996).The Effect of the Learners' Pre-Knowledge of Behavioral Objectives on Their Achievement in English.**Unpublished M.A. Thesis**, University of Baghdad.

Bachman, L. F. (1990).**Fundamental Considerations in LanguageTesting.** Oxford: Oxford University Press.

Best, J.W. (1970)**.Research in Education**.(2nded). New York: Prentice

-------------- (1981).**Research in Education**.(4thed). New Jersey: Prentice-Hall, Inc.

Bloom, B. S. (1971).**Human Characteristics and School Learning**. New York: McGraw-Hall Book.

Brown, F. G. (1981).**Measuring Classroom Achievement**. New York: Addison Wesley. Inc.

Carrell, P. L.   (2006) .**Introduction: Interactive Approaches to Second Language Reading**. New York: Cambridge University Press.

Carrell, P.L. and Eisterhold, J.C. (1983).**Schema Theory and ESL Reading Pedagogy**.Cambridge: CUP.

Christensen, L. B. (1980).**Experimental Methodology**.(2nded). Boston: Allyn and Bacon, Inc.

Connor, U. (1996).**Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing.** Cambridge, UK: Cambridge University Press.

Cook, L. K. (1983).Instructional Effects of Text Structure-Based Reading Strategies on the Comprehension of Scientific Prose.**Unpublished doctoral dissertation**, university of California, Santa Barbara.www.jimsjournal.org/Maryam-Heydari.pdf.

Davies, A. (1990).**Principles of Language Testing**. Cambridge: Blackwell Ltd.

Difficult words Dictionaries .2008. Online: available at: www. Helicon. Co. uk/ Prmt/titles/catalogue/ difficult. htm.

Ebel, R. L. (1972).**Essentials of Educational Measurement**. New Jersey: Prentice- Hall, Inc.

Good, C. (1959).**Dictionary of Education**.(2nded). New York: McGraw Hill Com.

Grabe, W. (2002).**Dilemmas for the Development of Second Language Reading Activity.**Cambridge: Cambridge University Press.

---------------- (2009).**Reading in Asecond Language Moving from Theory to Practice**. Cambridge: Cambridge University Press.

Harris, D. P. (1969)**.Testing English as a Second Language.** New York: McGraw.

Heaton, J. B. (1975).**Writing English Language Test.** London: Longman Group Ltd.

Hedges, W. D. (1966).**Testing and Evaluation for Sciences.** California: Wordsworth.

Hughes, A. (1989).**Testing for Language Teacher**.Cambridge: CambridgeUniversity Press.

Koda, K. (2005).**Insights into Second Language Reading: A Cross-Linguistic Approach**. Cambridge: Cambridge University Press.

Lewis, R. and Meed J. (1986).**Examination English.**   London: Pan Books Ltd.

Mehren, W. and Lehman I. J. (1984).**Measurement and Evaluation in Education and Psychology.** New York: Holt, Rinehart and Winston, Inc.

Meyer, B. J. F. (1975).**The Organization of Prose and Its Effects on Memory**.Amsterdam: North Holland American Elsevier publishing Co.

-------------------(1979).**Organizational Patterns in Prose and Their Use in Reading**. SC:

Mason.
--------------------- (1984).**Organizational Aspects of Text: Effects on Reading Comprehension and Applications for the Classroom**. In J. Flood (Ed.) , Promoting reading comprehension.
Meyer, B. J. F.and Freedle, R. O. (1984)."Effects of discourse type on recall". **American Educational Research Journal**, 21, 121- 143
Nunnaly, J. C. (1972).**Educational Measurement and Evaluation**.(2nded). New York: McGraw-Hill, Inc.
Ornstein, R. E. (1972).**The Psychology of Consciousness**. San Francisco: Freeman.
Richards, J. C. (2001).**Curriculum Development in Language Teaching**. Cambridge: Cambridge press.
Rumelhart, D. E. (1977). **Toward an Interactive Model of Reading.**New York: Academic Press.
Sharp, A. (2003).**Reading Comprehension and Text Organization**. Lewiston, NY: Edwin Mellen Press.
Stanely, C. J. and Hopkins, K. D. (1972).**Educational and PsychologicalMeasurement and Evaluation**.New Jersey: Prentice- Hall.
Taylor, B. M. and Samuels, S. J. (1983)."Children's Use of Text Structure in the Recall of expositorymaterial". **American Educational Research Journal,** 20,(517)
Van, D. (1962).**Understanding Educational Research**. New York: McGraw-Hill, Inc.

(The Post-Test)

Third Year   **May2015**

Q1/ Read the following passage carefully:

Sunday morning

The pond interested me more than anything else for many people had come to sail model

boats. There were little yachts with bright red sails, motor boats and wonderful sailing ships. They moved gracefully across the water by the wind while their owners waited for them to reach the other side.

After resting for a time under a tree, I went and joined number of people who had gathered round a man with a big model of a famous sailing ship called " TheCuttySark". It was perfectly made and I gazed at it with admiration as its owner placed it in the water where it sailed majestically among the ducks and swans.

At midday, I left the gardens and slowly began walking home. I was not sorry at all that I had not gone to the country for the week-end. There had been much more to see in the city on a Sunday morning.

*The Reference of the passage (Alexander, 1965:30)

- Now fill in the blanks with the suitable words.(30 scores)

The pond _____ me more than anything else for many _____ had come to sail model boats. There were little yachts with bright red _____, motor boats and wonderful sailing _____. They moved gracefully across the _____ by the wind while their owners waited for them to _____ the other side.

After resting for a time under a tree, I went and joined number of people who had _____ round a man with a big model of a famous _____ ship called " TheCuttySark". It was perfectly _____ and I gazed at it with _____ as its owner placed it in the water where it sailed majestically among the _____ and swans. At midday, I _____the gardens and slowly began walking home. I was not _____at all that I had not gone to the country for the _____. There had been much more to see in the _____ on a Sunday morning.

* Don't turn the page.

Q2/ Read the following passage carefully:

Looks vs. Personality

INTERNATIONAL JOURNAL OF RESEARCH IN SOCIAL SCIENCES AND HUMANITIES

Physical beauty and inner beauty are both appealing traits, which have been fighting a continuous battle for the throne. Physical beauty is exterior beauty, which is pleasing to the eye. Inner beauty relates to an individual's personality and character traits, which are pleasing to the heart.

Though physical beauty and inner beauty are different, but they have some surprising similarities. Physical beauty and inner beauty can be acquired later in a person's life; they may increase due to their years of experience. Both physical beauty and inner beauty, unfortunately, do not necessarily have to last forever as you age, Inner beauty also does not have to last forever. Also, another similarity between physical beauty and inner beauty is that there is no real standard for either, every individual views it differently and has a different opinion on what is their standard of beauty. Finally, when a person has inner beauty, it generally translates into physical beauty over the course of time. When a person has a beautiful personality, they are beautiful people.

The first difference between physical beauty and inner beauty is that inner beauty by itself is enough for other people, but physical beauty has to be accompanied by inner beauty, or else it is a waste. Whereas, with personality, it does not always need anything to accompany it, as it is good enough by itself. Secondly, although looks seem to get more attention than personality, this is in some cases true, but almost always, personality is what keeps the attention. Physical beauty may give someone their fifteen minutes of fame, but inner beauty gives someone a lifetime of 'fame'. Lastly, though all human beings are vain up to a certain extent, more importance should be paid to inner beauty rather than physical beauty, because all humans also have a need for love the genuine kind.

-Now answer the following questions with the right answer. (40 scores)

1- What are the kinds of beauty do we have in this passage?

2-Which beauty that is exterior beauty?

3- Is that right "physical beauty relates to the personality"?

4- Which beauty is pleasing the eye?

5- Are there any similarities between the two kinds of beauty?

6- Can we acquire the beauty later in our life?

7- Does the beauty last forever as we age?

8- What are the standards of beauty?

9- Is that right" every individual have a different views and opinion about the standards of beauty"?

10- Can the inner beauty translate to another kind of beauty?

11- Is that right" Inner beauty by itself is not enough for some people"?

12- Has physical beauty to be accompanied by inner beauty, or not?

13- " Personality is what keeps the attention" is that right?

14- Does the fame of physical beauty last forever?

15- Is physical beauty without personality a waste?

16- "Looks seem to get more attention than personality", is this in some cases true?

17- What is the time of fame that the personality may give?

18- To what kind of beauty should importance be paid?

19- May physical beauty have its perks?

20- Is that right "inner beauty is more reliable"?

* Don't turn the page.

* The Reference of the passage (Thushara 1996:8)

………………………..

Q3/ Read the following passage carefully:

Water pollution

The water we drink is essential ingredients for our wellbeing and a healthy life. Unfortunately polluted water and air are common throughout the world (European Public Health Alliance, 2009). The WHO states that one sixth of the world's population, approximately 1.1 billion people do not have access to safe water and 2.4 billion lack basic sanitation. Polluted water consists of Industrial discharged effluents, sewage water, and rain water pollution and polluted by agriculture or households cause damage to human health or the environment. This water pollution affects the health and quality of soils and vegetation. Some water

k14920109 fotosearch.com ©

pollution effects are recognized immediately, whereas others don't show up for months or years . Estimation indicates that more than fifty countries of the world with an area of twenty million hectares area are treated with polluted or partially treated polluted water including parts of all continents and this poor quality water causes health hazard and death of human being, aquatic life and also disturbs the production of different crops. In fact, the effects of water pollution are said to be the leading cause of death for humans across the globe, moreover, water pollution affects our oceans, lakes, rivers, and drinking water, making it a widespread and global concern. A drinking water contained a fluoride content ranging from 5.26 to 26.32 milligrams per liter and this is too high as compared to the World Health Organization's standard of 0.6 to 1.7 milligram per liter.

- **Now write a summary about the passage of Water Pollution, and choose a suitable title for your summary. (30 scores)**

* Don't turn the page.

Good Luck