

# **KASDI MERBAH UNIVERSITY-OUARGLA**

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**Submitted by:** Madjada Kheridla

Chaïma Moulati

**Title**

**The Role of Teaching Reiteration on Developing EFL Students' Reading Comprehension**

**The Case of Second Year Students of English at ENS (Ecole Normale Supérieur), Ouargla**

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Before the jury:

Dr. Abd elaziz Bousbai

Dr. Touria Drid

Dr. Halima Ben zoukh

President (KMU Ouargla)

Supervisor (KMU Ouargla)

Examiner (KMU Ouargla)

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*Dedication*

*To my dearest Mother: the tenderhearted and the light of my life*

*To my guide, my Father, for his unconditional love, may Allah  
protect you*

*To my lovely sisters, Selsabil, Anfel and Issra*

*To my dear brothers, Mohemed, Taher and Abd El-Rahmen*

*To my fiance Mr. Othmani for his help and support*

*To my sweetheart friend Madjeda*

*To the lovely girls Fatima, Noussaiba, Imane, Sabrina, Merzaka  
and Halima*

*I would like to dedicate this humble work and ask God to make  
your abode in His spacious gardens*

*Yours sincerely, Chaïma.*

*Dedication*

*In the name of Allah, most gracious, most merciful all the  
praise due to God alone the sustainers of all the worlds*

*I would like to dedicate this modest work to*

*My extraordinary parents who have always provided me with  
their encouragement, love and understanding*

*To my beloved brothers and sisters for their unconditional  
support*

*Special thanks is due to my fiancé BOUZIANE for his patience  
and care*

*To my dearest friend Chaïma who has accompanied me during  
this long journey to finish this humble work*

*To my cousin Asma, my closest friends Meghnia, Halima,  
Fatima, Zohra, Rofaida and Zaynab also to my precious  
teachers and big family*

*And to all people in my life who touch my heart*

**MADJEDA**

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## **Abstract**

The present research aims at investigating the extent to which teaching reiteration to second year student of English at l' Ecole Normale Supérieure, Ouargla improves their reading comprehension level. By adopting a quasi- experimental research on one group, data were collected by means of reading tests which were distributed to 20 students. The findings show that the scores of the post-test are higher than the ones of the pre-test. That is to say, the students' reading comprehension level has increased to a large extent. These results reflect the effectiveness of the lesson introduced to them despite the short period of treatment. To make sure that those results did not occur by chance, a t-test was conducted. It confirms the suggested hypothesis which says that teaching reiteration enhances students' text-comprehension.

**Key terms:** reading, comprehension, text, lexical cohesion, reiteration.

## **List of Abbreviations**

**EFL** English as a Foreign Language

**ENS** Ecole Normale Supérieure

**FL** Foreign Language

**N** Number of students

**SD** Standard deviation

**SL** Second Language

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## General Introduction

### 1. Background

One way to master a foreign language is through reading texts. EFL learners, in particular, are recommended to read as much as possible to acquire different language aspects, such as vocabulary, grammar and the like. In recent years, a plethora of research has been carried out on how to improve reading skills and strategies as well as on how to facilitate the learning and teaching of reading.

In academic settings, reading is one of the significant skills that has a crucial role in providing students with new information, having a variety of explanations and interpretations and helping autonomous learning (Grabe & Sttoller, 2001). However, understanding a text successfully is a complex process that needs great efforts on the part of reader since a text is not a random sequence of multiple sentences. That is, within this piece of writing, sentences are linked in a way that ensures the uniformity of text. As a type of lexical cohesion, reiteration is a significant textual property that contributes in establishing semantic relations between lexical items of the text, and in turn, enables the reader to synthesize its intended meaning. McCarthy (1991) strongly emphasizes the role of reiteration in discourse by stating that “If lexical reiteration can be shown to be a significant feature of textually, and then there may be something for language teacher to exploit” (p. 65). He adds that stressing this textual feature can provide learners with a meaningful and controlled practice hoping that it develops their capacities in creating text, decoding words as well as providing them with contexts to both use and practice vocabulary.

In EFL contexts, it has been noticed that many EFL learners struggle to comprehend different texts mainly due to the misestimation of those lexical ties and relations. Thus, in recent studies of readability, numerous researches have investigated the role of lexis in text-comprehension and found that it is a stumbling block that creates obstacles for language readers.

## 2. Statement of the Problem

Text-cohesion is assumed to be one fundamental aspect that facilitates the process of comprehending discourse. However, in EFL contexts, acquiring a theoretical knowledge about reiteration does not necessarily imply that a text will be fully understood. To put it in another way, the lack of recognizing how those lexical relations function within a text, in a particular, is one major factor that hinders students' reading comprehension. Therefore, researching the relationship between teaching reiteration and a better reading comprehension is required.

## 3. Objectives of the Research

Having the ability to comprehend text successfully is one of the major challenging tasks that EFL learners frequently struggle with. Accordingly, the present research is set to investigate the role of teaching reiteration in improving the reading comprehension level of second year students of English at ENS (Ecole Normale Supérieure), Ouargla. In other words, it aims at determining whether teaching the various types of reiteration in the context of reading would ameliorate students' text-comprehension level.

## 4. Research Question

The present research aims at investigating the following question:

Does teaching reiteration improve the reading comprehension level of second year students of English at ENS, Ouargla?

## 5. Research Hypotheses

To answer the main research two different hypotheses are suggested:

### **The Null Hypothesis ( $H_0$ )**

Teaching the different types of reiteration may not develop the reading comprehension level of second year students of English at ENS, Ouargla.

## **The Alternative Hypothesis (H<sub>1</sub>)**

Teaching the different types of reiteration may develop the reading comprehension level of second year students of English at ENS, Ouargla.

## **6. Significance of the Study**

Reading is a cognitive skill that provides learners with the required information to both write and discuss a given topic orally. Consequently, conducting this study is important for three main reasons. Initially, it spots light on the crucial role of reiteration in facilitating text interpretation within EFL reading context. Additionally, it offers an effective model for teaching reading comprehension based on the lexical cohesion theory. Finally, it emphasizes the need to include an independent module for teaching reading comprehension.

## **7. Tools of Research**

For the purpose of testing our hypothesis, a quasi-experimental design is adopted. Therefore, data are collected by means of reading tests. The latter are administered to second year students of English at ENS in Ourgala in both the pre-test and post-test to identify the changes in the performance of students' reading comprehension level as a result of receiving specific instruction of lexical reiteration.

## **8. Structure of the Dissertation**

The present dissertation is composed of two parts, namely, the theoretical and practical part. The theoretical part contains two main chapters. The first chapter sheds light on cohesion and coherence in general and lexical cohesion, in particular, which refers to the different lexical textual ties that contribute to make text stand as a whole. The second chapter discusses the different aspects of reading skill as well as the issue of reading comprehension. Concerning the practical part, it describes the methodology adopted, along with the analysis and the interpretation of the data.

### 9. Definition of Key Terms

**Reading** is the act of comprehending or deducing the meaning of a written material. In the context of language teaching and learning, reading is one of the receptive skills through which readers receive language and acquire new knowledge. Aebersold and Field (1997) consider reading as a mental or cognitive process which is done privately. Through this process, the reader tries to figure out and react to the writer's message who is distant in space and time. The private nature of reading or responding to the writer's message make it uneasy task to be observed directly.

**Reading Comprehension** refers to “the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in a text” (McNamara, 2007,p.xi).

**Lexical Cohesion** is one type of cohesion that refers to “the cohesive effect achieved by the selection of vocabulary” (p.247).Two major types of lexical cohesion are reiteration and collocation (Halliday and Hasan, 1976).

**Reiteration** Generally speaking, the word reiteration refers to the action or process of repeating something that has been already said for the purpose of emphasizing or clarifying it. Repetition and restating are two major synonyms of reiteration (*Oxford Learner's Dictionary*, 2017).

Operationally, reiteration has been used by Halliday and Hassan (1976) as a technical term which stands for one of the major types of lexical cohesion. According to them, reiteration is one way to establish cohesion by means of vocabulary. Under this type, repeating an already mentioned lexical item requires either using the same lexical item or referring back to it by using the other types of reiteration namely, general words, synonyms, near-synonyms and superordinate. In this sense, McCarthy (1991) said that “reiteration means either restating an item in a later part of the discourse by direct repetition or else restating its meaning by exploiting lexical relation” (p. 65).

## Chapter One: Cohesion and Lexical Cohesion

### Introduction

Within the realm of discourse analysis, cohesion has attracted a great deal of attention. Indeed, this textual aspect plays a significant role in the effective establishment of the text as well as in its successful interpretation. Accordingly, the present chapter is first devoted to look at the term discourse analysis and its major elements, and second to explain respectively what is meant by cohesion and its different types.

### 1.1 Discourse Analysis

Discourse analysis is an interdisciplinary field that comes into prominence in 1952 by Zellig Harris (McCarthy, 1991). Many researchers in different academic fields, such as linguistics, philosophy, anthropology and sociology practiced and studied discourse analysis with different aims and approaches. Platridge (2006) regards it as an approach that studies language in relation to context, and the way language is used to achieve certain social goals. Claiming that the job of discourse analysis is to investigate how stretches of written or spoken language are fully interpreted in their context, through emphasizing linguistic and non-linguistic aspects. In one restricted sense, discourse analysis is a fashionable term that is generally used to refer to the study of language in use (Widdowson, 2007). Within the area of discourse analysis, text and discourse are widely studied and defined by different researchers.

### 1.2. Text and Discourse

Drawing a clear distinction between text and discourse is one major debatable subject within the area of discourse analysis. Some researchers prefer to use either 'text' or 'discourse' in their studies, whereas others, who use both terms, use them interchangeably or differently.

Initially, text is used to refer to both written and spoken passages that are unified, no matter how lengthy they are (McCarthy, 1991). Halliday and Hasan (1976) argue that text



is a semantic unit of language involving a set of feature that distinguished it forms unrelated sentences. Additionally, Brown and Yule (1983) consider text as “technical term, to refer to verbal record of communication act” (p. 6). On the other hand, Woods (2006) simply defines discourse as “*language plus context*”, while Crystal (2008) refers to it as a connected stretch of language, mainly spoken, which constitutes more than one sentence. Likewise, Clouthard (1985) asserts that discourse is the spoken mode of language which is composed of utterances. For Celce-Murcia and Olshtain (2000), discourse is a piece of spoken and written language where the internal connection between form and meaning cohere with an external communicative function as well as certain interlocutor.

Tansknen (2006) includes the written and spoken language under the concept of text. Besides, she considers text as a *dynamic communicative event* which includes linguistics, cognitive and social factors, while discourse, according to her, is an umbrella term under which we find a collection of texts which share certain common features. According to Leach and Short, text and discourse differ considerably from each other. Text is seen as linguistic communication, which may be spoken or written, constitutes a message that is encoded by an auditory or visual medium. Conversely, discourse is another kind of linguistic communication regarded as an interaction between speaker and hearer. Also, it is an interpersonal action in which its form depends on its purposes (Mills, 2004).

In short, text and discourse are two central concepts in the field of discourse analysis where their appropriate interpretation is primarily based on the effective use of both cohesion and coherence.

### 1.3. Cohesion and Coherence

Recently, De Beaugrande and Dressler (1981) distinguishes seven standard of textually or the so called ‘constitutive principles of communication’ without which a text cannot achieve its communicative purpose. Cohesion and coherence are among those principles that function within the context of the text. Researchers draw a clear distinction between the two concepts. By referring to coherence as the process of interpreting the appropriate language function relying on the underlying meaning and relationship, or the

non-formal links such as cultural background as well as the context in which the utterance is used. And cohesion as linguistic text –forming devices that hang sentences together within the text and which helps writers and speakers to recognize the different types of relations that may occur in a given text (Nunan, 1993).

In this context, Celce-Murcia and Olstain (2000) suggest that cohesion is surface structure feature that provides an explicit evidence of text’s unity and connectedness. Language users create cohesion through using different cohesive ties and linguistic items to relate the parts of the text. In the same vein, Mc Carthy (1991) defines cohesion from a grammatical point of view as a different kind of markers and linguistic signals that are concerned with the surface of the text, and which is used to establish links within sentences.

Coherence, on the other hand, is distinguished from cohesion in the sense that it does not firmly rely on the formal links but rather it extends to the overall interpretation of a text which is in turn perceived as a unified whole. Celce-Murcia and Olstain (2001) assert “coherence is the quality that makes the text conform to a consistent world view based on one's experience, culture and convention” (p. 717).

For Tansknen (2006), Cohesion and coherence are two central subjects of investigation in text and discourse studies. Cohesion denotes the relations between the elements of the surface structure of the text which is created by the grammatical and lexical items, while coherence does not depend on the text. Actually, it depends on the appropriate interpretation of the text by its reader or listener.

To conclude, though cohesion and coherence can be separately treated, cohesive devices have a function to do in interpreting text coherence. Accordingly, cohesion is one of the means through which texts gain their coherence (Tansknen, 2006).

### **1.4. Cohesion in Halliday and Hasan's Model**

The contribution of Halliday and Hassan (1976) is a point of departure that gives birth to the analysis of those entities that make text hang together. In their well-known book, *Cohesion in English*, they propose one of the fullest accounts of cohesion by examining

ordinary language. According to them, cohesion occurs “*where* the interpretation of some elements in the discourse depends on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it” (p. 4).

### 1.5. Types of Cohesion

Cohesion is the outcome of the integration between grammar and vocabulary. Therefore, Halliday and Hasan (1976) divide it into two main types namely grammatical and lexical cohesion.

#### 1.5.1 Grammatical Cohesion

Grammatical cohesion refers to “the surface marking of semantic links between clauses and sentences and between utterances and turns in speech” (McCarthy, 1991, p. 35). Reference, substitution/ellipsis, and conjunction are four major types through which grammatical relations or ties can be expressed. Hence, the cohesive function of grammatical cohesion is to match clauses and sentences within a text.

##### a. Reference

Reference is a semantic relation where the interpretation of an item depends on another. It is a type of grammatical cohesion that requires referring either to the text or the context of the situation. Therefore, we can distinguish two types of reference namely exophoric and endophoric. The former is deduced by referring outward the text while the latter acts within the text. Endophoric reference, in turn, includes two major kinds namely anaphora and cataphora. Anaphoric reference indicates referring backward to item that is already mentioned. Whereas, cataphoric reference points forward to an item that have not been occurred yet. Personals, demonstratives, and comparatives are three different kinds of reference devices (Halliday & Hasan, 1976).

E.g. a. My husband and I are leaving. We have seen quite enough of this unpleasantness. (Halliday & Hasan, 1976, p.50)

b. *He who hesitates is lost.*(Halliday & Hasan 1976, p.56)

In this case, we refer anaphorically to *my husband and I* while *he* refers cataphorically to *who hesitates*.

### **b. Ellipsis and Substitution**

The distinction between ellipsis and substitution is far from clear-cut since both of them are instances of the replacement or removal of a linguistic item and their function is limited to linking two adjacent clauses (Flowerdew, 2013). However, these two types of grammatical cohesion are treated separately. Then, they are combined together by Halliday (1985). According to Halliday and Hasan (1976), ellipsis is a kind of substitution. Hence, they refer to it as “substitution by zero” (p.142). That is, it indicates the omission of noun, verb or a whole clause. On the contrary, replacing a word or a group of words by another item is labelled substitution.

*E.g.* a. My axe is too blunt. I must get a sharper one.

b. You think Joan already knows? \_ I think everybody does. (Halliday & Hasan, 1976, p.89)

The examples above illustrate the effect of substitution. Indeed, *Axe* is replaced by *one* and *knows* by *does*.

*E.g.* a. Have you been swimming? – Yes, I have. (Halliday & Hasan, 1976, p.166)

In the previous example, *have* is a verbal ellipsis that stands for *have you been swimming*.

### **c. Conjunction**

A further way to create a cohesive text is through the use of conjunction. Unlike, reference, ellipsis and substitution, conjunction does not tend to refer forward nor backward to an item or elements already mentioned in a text (Nunan, 1993). In fact, it aims to relate sentences and clauses together so that to show a particular grammatical function (Halliday & Hasan, 1976). Additionally, the effect of conjunctive relations is not governed by the order of sentences. In this respect, Halliday and Hasan(1976) clarify that “if two sentences cohere into a text by virtue of some form of conjunction, this does not mean that the relation between them could subsist only if it occurs in that particular order” (p. 227). So, conjunction elements are not cohesive by themselves but their cohesive effect is indirectly achieved through expressing a specific meaning which

precedes the occurrence of other parts of the discourse. Halliday and Hassan (1976) divide conjunction into different types namely: temporal, causal, adversative and additive conjunctions. The followings demonstrate the major types of conjunctive relations clearly:

1. For the whole day he climbed up the steep mountainside, almost without stopping.
  - a. And in all this time he met no one. (additive)
  - b. Yet he was hardly aware of being tired. (adversative)
  - c. So by night time the valley is far below him. (causal)
  - d. Then, as dusk fell, he sat down to rest. (temporal) (pp. 238-239)

### **1.6. Lexical Cohesion**

To complete the picture of cohesion, Halliday and Hasan(1976) propose lexical cohesion as a second type. The latter is one of the most significant features that has a great impact in the establishment of discourse. Lexical cohesion refers to “the cohesive effect achieved by the selection of vocabulary” (p. 247). In other words, it focuses on the semantic relations between text items. A further definition of lexical cohesion is developed by Halliday (1985). He claims that it “comes about through the selection of items that are related in some way to those that have gone before.”(p.310). Also, Nunan(1993) points out that lexical cohesion takes place in text when two items are semantically related to each others. In Halliday and Hasan's taxonomy, lexical cohesion is classified into two main parts namely reiteration and collocation.

#### **1.6.1. Reiteration**

In their well-known book Halliday and Hasan (1976) define reiteration as follows:

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item at one end of the scale, the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between- the use of synonym, near-synonym, or superordinate” (p. 278).

So, reiteration is a kind of lexical cohesion which indicates the act of referring an item to another that is previously mentioned in the text either through the repetition of the same words or the use of general nouns, synonym, near-synonym or superordinate.

On the basis of Halliday and Hassan's taxonomy (1976), reiteration is composed of five major types namely, general nouns, repetition, synonyms, near-synonym and superordinate.

### a. General Nouns

General words, according to Halliday and Hasan (1976), are a small set of nouns that have a very general meaning such as human nouns (*people, man, person, child*), *place noun (place)*, *fact noun (question, idea)*. Therefore, their interpretation depends on referring to some items other than themselves. Moreover, this neglected category is in the broader of grammatical and lexical cohesion. From a lexical angle, they belong to the superordinate members of major lexical set and they anaphorically act as a kind of synonyms. From a grammatical angle, if a general noun is combined with a given determiner, it will function as a reference item. Furthermore, general words play a significant role in establishing cohesion of spoken discourse.

*Eg.* Can you tell me where to stay in Geneva? I've never been to that place (Halliday & Hasan, 1976, p.275).

In the above example, the general word or superordinate *place* refers anaphorically to a specific country namely, *Geneva*.

### b. Repetition

Another way to build a lexical cohesive relation within a text is by the simple repetition of the same words. On the basis of Halliday and Hasan's definition of lexical repetition, Salkie (1995) describes it as those words that occur in a text more than once. In this respect, Halliday and Hasan (1976) offer plenty of examples concerned with the different usage of lexical repetition. However, the following illustration does that perfectly:

*E.g.* There was a large mushroom growing near her, about the same height as herself; and, when she had looked under it, it occurred to her that she might as well look and see what was on the top of it.

She stretched herself up on tiptoe, and prepared over the edge of the mushroom” (Halliday&Hasan, 1976, p. 278).

In the present example mushroom is repeated twice. (Mushroom refers back to mushroom).

### c. Synonyms

This type of cohesive relation refers to reiterating a lexical item by another which carries the same meaning as the preceding one. (Abdulaziz Ahmed, 2013). It is used mainly to avoid repeating the same word.

*Eg.* There's a boy climbing that tree.

The lad's going to fall if he doesn't take care (Halliday & Hasan, 1976, pp. 279-280).

*Boy* in the first sentence is replaced by its synonym *lad* who carries the same meaning.

### d. Near-synonym

Generally speaking, near-synonyms are hard to define. They are viewed as items that are very close in meaning. As it can be noticed in the following example, *sword* and *brand* are near-synonyms.

*E.g.* Then quickly rose sir believer, and ran,

a. And leaping down the ridges lightly, plung' d

b. Among the bulrush, and clutch'd the sword

c. And lightly wheel'd and threw it. The great brand... .

(Halliday & Hassan, 1976, p. 278)

### e. Superordinate

Halliday and Hasan (1976) argue that reiteration is not simply achieved by the use of repetition or the same meaning of a given item. Thus, superordinate is a further important type of reiteration that contributes both in linking words in text as well as creating coherence. For them, superordinate refers to “any item whose meaning includes that of the earlier one; in technical term, any item that dominates the earlier one in the lexical

taxonomy” (p.280). In other words, it is a kind of relationship between two lexical items in which the first represents the whole while the second is the part (Platridge, 2006). The latter is respectively explained by Halliday (1990) in terms of superordination and composition.

Example taken from (Halliday & Hasan, 1976, p.280)

*There's a boy climbing the old elm.*

*That tree isn't very safe.*

Here, the two lexical terms *tree* and *elm* related by means of a superordinate. *Tree* refers back to *old elm*, and *tree* is a superordinate of *elm*.

### 1.6.1.3. Collocation

Collocation is considered as the most problematic part in the study of lexical cohesion. It refers to the set of items that frequently co-occur together in text. To name but few, Makkai (1972) and Fillmore (1988) defines collocation as combinations; they “are idiomatic but not idioms because although they frequently occur, they are not entirely fixed, and/or they are semantically transparent”. More accurately, such idiomatic combinations pose no problem for decoding, but they pose a problem for encoding” (Stubbs, 2001, p. 309). Numerous linguists refuse to deal with it. One reason is that, it is not systematic in its nature because items that may occur together in a text may not be related in other one. Besides, it is primarily based on the background knowledge of readers and listeners (Nunan, 1993).

*I couldn't correct any thing. My red pencil was dull, for one thing.* (Hatch, 1992, p. 226)

The terms *correct* and *red pencil* form a collocational relation. In Halliday and Hasan (1976), collocation includes different meaning relations such as:

1. **Oppositeness in meaning:** boy/ girl – love/ hate

2. **Relations of ordered sets:**

If the two words "Tuesday" and "Thursday" occur in two sentences that follow each others in ordinary way. They provide a kind of collocational relation.



### 3. Relations of unordered sets:

- a. Part-whole relation like car/ break, box/ lid.
- b. Part-part relations such as mouth/ chain, verse/ refrain.
- c. Co-hyponyms as chair/ table.

It is worth indicating that, reiteration depends only on the relation of reference. However, there exists other type of cohesion which is purely lexical. That is, they play a cohesive role even if they do not have an identity of reference.

For the purpose of clarifying the preceding idea, the following examples do that perfectly:

There is a boy climbing that tree.

- 1. The boy's going to fall if he does not take care.
- 2. Those boys are always getting into mischief.
- 3. And there's another boy standing under neath.
- 4. Most boys love climbing trees (Halliday & Hasan, 1976, p.238).

In (1), *boy* has the same referent as *boy* however in (2) the relationship is inclusive in which *those boys* involves the boy that are previously mentioned. On the other hand, in (3) an inclusive relation is established because the boy is excluded by mentioning *another boy*. Lastly, in (4) there is no referential connection between *most boys* and the boy that occurred earlier, yet the latter can be explicitly made through the use of intonation (Halliday & Hasan, 1976).

Table1: Types of Lexical Cohesion. (Halliday & Hasan, 1976, p.288)

Types of lexical cohesion	Referential relation
1. Reiteration	
(a) same word (repetition)	(i) same referent
(b) synonym (or near-synonym)	(ii) inclusive
(c) superordinate	(iii) exclusive
(d) general words	(iv) unrelated
2. collocation	

Properly speaking, repeating the same word using its synonym, more general words are ways of creating chains in the text. However, what is more important is the discourse type which has a direct effect on selecting the appropriate links. For instance, the use of synonym or general nouns may seem inappropriate in casual conversation and it may cause ambiguity in legal document as well (Cook, 1989).

### 1.7. Hoey's Model of Lexical Cohesion

In the light of the influential work of Halliday and Hasan (1976), Hoey (1991) proposes a different model of lexical cohesion. Hoey (1991) describes lexical cohesion as “the only mode that regularly forms multiple relationships. ... if this taken into account, lexical cohesion becomes the dominant mode of creating texture” (p. 10). That is, it is possible to link lexical cohesive items with more than one other item (Taksnen, 2006). In this respect, Hoey is motivated by the fact that there was little attention drawn to the role of lexical cohesion in comparison to its significance in text. Thus, he strongly believes that it is one of the most important forms of cohesion. (Shahrokhi, Dehnoo, & Sadeghi, 2013). He treats repetition as a basic cohesive relation in his classification (Flowerdew, 2013). The following are the major types of lexical cohesion suggested by Hoey (1991):

- a. simple lexical repetition (a bear – bears)
- b. complex lexical repetition (a drug–drugging)
- c. simple paraphrase (to sedate – to drug)
- d. complex paraphrase (heat – cold)
- e. substitution (a drug – it)
- f. co-reference (Mrs. Thatcher – the Prime Minister)
- g. ellipsis (a work of art – the work)
- h. deixis (the works of Plato and Aristotle – these writers). (In Tansknen, 2006, p.42)

It can be noticed that, Hoey's classification is not purely lexical. In fact, it includes some grammatical items such as personal and demonstrative pronouns, which treats under grammatical cohesion in Halliday and Hasan's model (1976). Moreover, collocation excludes from Hoey's study, yet for the purpose of covering all meaningful

relations, regards some instances of collocation that are introduced by Halliday and Hasan, and studies them under complex paraphrase (Tansknaen, 2006).

### **Conclusion**

This chapter attempted to give general insight about discourse analysis, and it sheds light on the different cohesive devices that provide uniformity to discourse particularly, lexical cohesion. The latter is one of major linguistic features that qualifies written discourse. It is created through the use of different lexical items. The readability of discourse highly depends on the appropriate understanding of how those lexical items link sentences and clauses together throughout the text. The next chapter then will deeply discuss what is meant by reading and reading comprehension to provide a context for the teaching of cohesive devices.

### Chapter Two: Reading Comprehension (Theoretical Framework)

#### Introduction

Reading is an inconceivable achievement when it comes to the considerable number of levels and components that must be regarded and mastered by language readers (McNamara, 2007). Reading comprehension, on the other hand, is a reading skill in which readers interact with a piece of discourse to synthesize its general or main ideas. Accordingly, like the other language skills, reading has a set of approaches and strategies that offer an explanation of the different processes that readers go through, and the various techniques they use to apply while reading. This chapter covers all this. First, it spots light on the different strategies and approaches of reading. Second, it explains what is meant by reading comprehension. Last, it discusses the role of reiteration in text-comprehension.

#### 2.1. Defining Reading

In second or foreign language (SL/FL) contexts, one of the readily accessible means to expose to the target languages is reading. Thus, reading in SL/FL occupies higher value in comparison to reading first language (Celce-Murcia and Olshtain, 2000). For SL/FL learners, acquiring different reading skills is a primary goal. Therefore, the needs for both effective reading courses and high-quality reading materials increase significantly (Aebarsold and Field, 1997). Davies (1995) affirms that:

reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable (p. 1).

Aebarsold and Field (1997) consider reading as a dynamic and interactive process which includes using different elements to reach the meaning of written text. These elements are the background knowledge, text schema, lexical and grammatical

awareness, L1-related knowledge, real world knowledge in addition to the learners' personal purposes and goals.

The reason behind reading is to access the meaning of the text. Hoover and Gough (1990) suggest a simple view to reading, and they consider it as the product of decoding and comprehension:

$$\text{Reading} = \text{decoding} \times \text{comprehension}$$

Figure1: The Nature of Reading  
Adapted from (Flynn & Stainthorp, 2006, p.42)

That is to say, “reading results from an ability to decode the print and to comprehend the language that is thus unlocked” (Flynn & Stainthorp, 2006, p.42). According to Flynn and Stainthorp (2006), getting access to information is the main aim for carrying out this activity. They classify reading as a behavior that relies mainly on language in addition to the use of other skills that are not based on language.

Nunan (2003), on the other hand, defines reading as a fluent process where readers combine information from the text and their prior knowledge to reach the intended meaning. He divides reading into strategic and fluent reading. The former refers to the ability to read by using various types of reading strategies to achieve a given purpose. The latter refers to reading at an appropriate rate with sufficient understanding. Concerning meaning, Nunan (2003) argues that it is not situated neither on the reader nor the text. Instead, he believes that meaning is the result of the integration between the reader's background knowledge and the text. In brief, for him, the act of reading is a combination of text, reader, fluency, and strategies.

### 2.2. Approaches to Reading

Having talked about one of the important language skills, reading, let us now turn to the models which explain the reading process. Two approaches namely, top-down and

bottom-up, are developed to describe how readers comprehend written discourse. These models are opposite in principle, yet combining them would create a more effective model which is called the interactive approach.

### **2.2.1. Bottom-Up Approach to Reading**

Initially, the bottom-up approach reflects the traditional model of teaching reading that stresses the basic linguistic elements of the text. Indeed, it regards the recognition of letters and sounds as the starting point to recognize the other higher components of the text that are ordered hierarchically such as morpheme, word, phrase, sentence, text and finally the textual meaning which contributes to achieve effective comprehension (Nunan, 2003). Basically, this approach is coined with the behaviorists' view in the 1940s and 1950s as well as the phonics approach to the teaching of reading which emphasizes the need to consider letters as a prior step in teaching reading to children before words (Alderson, 2000). According to Hudson (1998), the bottom-up approach regards reading as “series of stages that proceed in a fixed order from sensory input to comprehension” (Celce-Murcia & Olshtain, 2000, p. 46).

In sum, within bottom-up approach, readers give the primacy to individual words and phrases in which comprehension is fulfilled by stringing the smallest units of the text that build a unified whole (Harmer, 2003).

### **2.2.2. Top-Down Approach to Reading**

Unlike the bottom-up approach, the top-down approach suggests a different way to explain the reading process. The theoretical basis of such a model is schema theory which claims that activating schemata contributes in acquiring knowledge and interpreting text. What is meant by schemata is the networks of information or what is referred to as prior knowledge. Goodman (1982) views reading as “psycholinguistic guessing game”, that is, predicting the text's meaning depends mostly on the existing and activated knowledge with referring slightly to the textual information (Nunan, 1993). In other words, readers start by using their background knowledge to make prediction then examine the text to

prove or falsify their prediction (Nunan, 2003). Furthermore, Celce-Murcia and Olshtain (2000) assumes that “top-down approaches view the interpretation process as a continuum of changing hypotheses about the incoming information” (p. 119).

### **2.2.3 Interactive Approach to Reading**

Following either the bottom-up or the top-down approaches is inadequate to reach the exact meaning. The interactive approach, therefore, is suggested to overcome the deficiency of those models. It comes into prominence in 1977 by Rumelhart, and is then developed by others, noticeably, Stanovich in 1980 (Davies, 1995). Stanovich (1980) criticizes the two approaches and proposes what he calls “the interactive-compensatory model”. According to him, in this approach “pattern is synthesized based on information provided simultaneously from several knowledge sources” (As cited in Nunan, 2003, p. 35). Nunan (2003) considers such a model as the most comprehensive description of the reading process which combines the principles of both the bottom-up and the top-down models. Unlike the other models, in this approach, comprehension is an interactive process which cannot be simply achieved by only moving from lower to higher level or the opposite. Hence, it requires using information from different levels simultaneously (Nunan, 1993).

### **2.3. Types of Reading**

In academic settings, teachers may adopt different kinds of reading in accordance to the purpose behind the reading task that can be either instructed and motivated by language teachers or done just for the sake of pleasure. Therefore, reading can be classified either as intensive or extensive reading.

#### **2.3.1. Intensive Reading**

Reading for the sake of improving a particular receptive skill with a close attention of language teachers is known as intensive reading (Harmer, 2003). In this type of reading, students are provided with a short reading passage in which they are required to understand deeply not only its meaning but also the way it is achieved. As a result, the

grammatical and vocabulary patterns as well as the different ties and relationships between sentences in the text are carefully studied and analyzed. The latter make the nature of intensive reading too slow. That is, most of the time is spent in checking out the meaning of individual words in dictionary rather than on reading (Nuttall, 1982). The main aim of intensive reading is to train students to develop their reading strategies competence to be able to offer their own interpretation and critical reading or judgments of the text as well (Nuttall, 1982).

### **2.3.2. Extensive Reading**

Unlike intensive reading, that is ‘reading to learn’, where students read to learn new items about the language itself, extensive reading is another valid form of reading which refers to ‘learning to read’. Indeed, students who learn to read tend to practice the acquired skill of reading by reading for information. When reading a story, for example, students aim to enjoy the reading yet they are unconscious that they are learning. Put simply, reading extensively means reading uncomplicated and pleasant books to develop reading speed and fluency. Extensive reading is beneficial for students because it helps them to experience language in its real context and allows them to choose long texts which they prefer to read each according to his/her speed and ability level (“The Extensive Reading Foundation”, 2011).

Bamford and Day (1997) maintain that “to read extensively means to read widely and in quantity” (para. 1). According to Nunan (2013), extensive reading is a matter of reading many books or long passages without testing whether or not they are understood. Moreover, he states that it allows students to practice the strategies used during interactive reading.

Day (2003) states that there are excellent reasons to encourage EFL students to read extensively. In addition to increasing the reader fluency, he believes that improving EFL students’ vocabulary and making them better writers are two more significant outcomes of adopting this kind of reading. Moreover, Day claims that extensive reading helps students to develop the students’ oral fluency, that is, their speaking and listening skills.



Furthermore, students would develop positive attitudes towards reading and would be motivated to study the foreign language.

To put it differently, there are three major reasons that make this type of reading effective for developing language proficiency. First of all, reading a lot helps learners to enrich their vocabulary because the more they read, the more they meet words and lexical patterns which they are not familiar with. Besides, it raises their awareness of collocations and thousands of lexical phrases. Second, students gather various grammatical structures that they do not encounter before in textbooks. In other words, they can experience grammar in real contexts, extend their knowledge about the use of grammar authentically and acquire new grammatical structures. Extensive reading helps in enhancing reading speed and fluency which are two main aspects that facilitate the process of understanding language faster and better. In brief, reading for pleasure is one aim of extensive readings which in turn boosts the learners' confidence and motivation and makes them more effective users of language. ("Extensive reading central", 2012).

To conclude, intensive and extensive readings are two reading types which are largely complementary to each other. New language elements can be best introduced to the students through using intensive reading. And to ensure the students achievement, extensive reading is the best way to practice and get a deeper knowledge of these new language items. "The former can be compared with doing driving lessons at a school, the latter with actually driving on the road" (para. 7) ("The extensive reading foundation", 2011).

### **2.4. Reading Strategies**

Skimming and scanning are two useful strategies that are commonly used to improve students' reading proficiency. According to Nuttall (1982), skimming is the process of "glancing rapidly through a text to determine its gist". It is a reading tool in which readers look for the general or the main ideas of the text rather than analyze it thoughtfully (Fry, 2000). Skimming may occur when one, for instance, needs to read a long chapter rapidly. Reading the initial few paragraphs in details, then placing the eyes only on the first

sentences of each of these paragraphs is sufficient to give a general idea about the content of the chapter (Beale, 2013).

Scanning, on the other hand, is defined by Nuttall (1989) as the process of “glancing rapidly through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose (p.34). In other words, it refers to taking a quick look along a text to find out a given piece of information such as a name or a date or to check whether the text is appropriate to reach a given purpose. The distinction between skimming and scanning is far from clear-cut since both of them require moving rapidly throughout the text. Both techniques are crucial because they help the readers in selecting texts or parts of them to be read thoroughly (Nuttall, 2005).

### **2.5. Reading Comprehension**

In defining reading comprehension, Grellet (1989) states that comprehending a written text means that one has the capacity to elicit the needed information from it as efficiently as possible. In this vein, Klingner, Vaughn and Boardman (2007) describe it as “the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency” (p. 2). Additionally, McNamara (2007) explains that deep comprehension is a difficult task to achieve in that it involves the knowledge of different levels that readers should be aware of. In this regard, he uses the term comprehension to refer to the ability of not only decoding words in the text but also understanding the underlined relationships of the ideas or the inherent meaning of the sentence, the paragraph and the whole text.

Nunan (2003) strongly emphasizes the need for teaching comprehension by affirming that success in reading requires a close observation of the different processes that readers approach in an attempt to comprehend a text. In this respect, Celce-Murcia and Olstain (2000) point out that distinguishing between good readers and the poor ones can be clearly stated. By assuming that good readers acquire the competence that enables them to repair their comprehension since they vary in applying different reading strategies,

they are able to decode words as well as they activate their schematic knowledge while reading. Reading comprehension then is the process where readers interact with the text and deal with a number of skills to obtain the core ideas discussed in it

### **2.6. Factors that Affect Reading Comprehension**

Enormous research into reading are devoted to investigate the major reading difficulties that students encounter when reading. The findings show that there are certain factors that greatly affect students' reading comprehension. Alderson (2000) conventionally divides those factors into two main categories. The first is "reader variables, which refers to the factors within the readers themselves while the second is 'text variables' which reflect the different aspects of the text that have a crucial function in the reading process.

To begin with, researchers study how the readers themselves affect the reading process and product. According to Alderson (2000), the reader's knowledge is one major variable, which is classified into formal and content knowledge by Carrell (1983); in addition to the reader's motivation and reading purpose. Reading comprehension is also affected by the strategies used to process the text. Furthermore, certain features which are parts of the readers like sex, age and personality is considered in conjunction with eye movements and speed of word recognition that belong to the physical features.

Formal schemata, for instance, or the knowledge of language and linguistic conventions such as the way of organizing text and the main features of a given genre cause difficulty in dealing with the text if readers do not know them. In similar vein, the lack of knowledge about vocabulary surely hinders comprehension and takes the pleasure out of reading. Another element that may influence comprehension is the reason behind reading. That is to say, when the aim is to get the general idea of the text content, little attention will be devoted to the details. While, if looking for specific information is the aim the opposite will happen (Alderson, 2000).

Text variables, on the other hand, include texts content, text types or genres, text organization, sentence structure, lexis, and the like. Concerning text content, it is obvious that if students are not familiar with the content or the topic of the text, this will affect what readers understand from the text, and the way of processing it. Usually, certain text topics are related to certain text types, and what may cause difficulty in this case is the way of writing the text, the style and the feature that distinguishes it from other texts (Alderson, 2000).

A further factor is the quality of reading material which depends on the writer. Hence, there are writers who write ‘considerate text’ or well-organized and clear text while others write ‘inconsiderate text’ or complex and unorganized one. If the text is inconsiderate to a large extent, the reader will face difficulties and make more effort to understand it. In other cases, students with poor language skills and strategies will struggle to decode texts even if they are composed of simple vocabulary and structures (Lenz, n. d).

To sum up, text comprehension is not so a very exact process: the same text message can be interpreted differently by different readers. The cause of this variation refers to a number of variables that affect comprehension, namely, the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and meta-cognitive strategies, the reasoning abilities, motivation, and the level of engagement. To solve these problems, teachers have to explicitly teach different reading skills and strategies (Lenz, n.d).

### **2.7. The Role of Lexical Ties in Reading Comprehension**

As it is mentioned so far, reading is a mental process where the successful comprehension of a text highly depends on the knowledge of the different linguistic markers. Thus, in such process, much of meaning cannot be accessed unless language readers closely regard the way sentences are joined together in a particular context by means of those cohesive devices including the lexical ones( Hatch,1992). According to

Hatch (1992), cohesive ties have the function of "pointing" in discourse. That is to say, readers cannot recognize the overall ideas of a given text only if they consider the various relationships between sentences that shape the text and make it stand as a whole. In this vein, Halliday and Hasan (1976) strongly stress the importance of lexical ties in discourse, claiming that they contribute in ensuring the unity of discourse and distinguishing it from a random set of sentences. For them, these linkers play a significant role in guiding the readers to interpret a text successfully. Additionally, Martin (1992) states that lexical cohesion provides the ideational semantic structuring of discourse. Simply put, it helps readers to trace the way lexical patterns are organized in a discourse (Brezlānovich, 2008).

In brief, lexical cohesion is one of the textual properties that greatly affect the process of reading comprehension simply because it contributes in shaping the overall meaning of the text.

### **Conclusion**

Reviewing the literature of reading as a language skill revealed that it has been defined differently in comparison to reading comprehension. Three major approaches have been suggested to describe the reading process. Moreover, it is noticed that there are certain variables that hinder the understanding of discourse. Therefore, this chapter was set to discuss these concepts and tackled the major reading types and strategies to give general insight about this language skill. To fill the gap, this study attempts to add a new perception to this language area by investigating the extent to which teaching the various types of reiteration would improve the reading comprehension level of EFL learners. To this end, the next chapter then tends to test the suggested hypothesis through an experimental design.

### Chapter Three: Methodology and Results

#### Introduction

This study aims at investigating the extent to which teaching reiteration can improve the reading comprehension level of second year students of English at ENS, Ouargla. For this purpose, the present chapter is devoted to the practical part. First, it introduces the methodology adopted in this research. Second, it provides a clear description of the participants, the instruments used to collect data as well as the procedures used to analyze them. Lastly, the chapter ends with discussing the results along with the interpretation of the findings.

#### 3.1. Methodology

To answer the main research question, a quasi-experimental design will be adopted to collect quantitative data. According to Mack and Gass (2005), in this kind of study “researchers deliberately manipulate one or more variables (independent variable) to determine the effect on another variable (dependent variable)” (p.137). Therefore, applying this method is required to determine the effect of teaching reiteration on students’ reading comprehension level.

#### 3.2. Method

This experiment is conducted by means of pre-test, two training sessions and post-test. The latter involves two groups. The first is the control group which receives standard instruction and the second is the experimental one which receives a specific treatment. However, in the present case, due to time limitation we had only one group which acted as the control and experimental group. The data collected from the pre-test and the post-test were treated by means of the system of SPSS, version 19, (Statistical Statistical Package for the Social Sciences) then are compared.

### 3.2.1. Description of the Tool

In this study, data are collected by means of reading tests, namely, pre-test and post test. The latter aims to measure the students' reading comprehension. The reason behind selecting this type of procedure instead of a questionnaire or an interview lies in the fact that they will not serve the purpose of the study because if students are addressed through those tools they will not tell their weakness or lack of knowledge. In this regard, designing the pre-test and post test was not an easy task; that is, they have not been selected at random. The tests are composed of three main sections as follows:

#### - Section One

It includes four multiple - choice questions (M.C.Q) which seek to test students' ability in guessing and inferring the meaning of words from the text in addition to four direct questions about the different types of lexical reiteration.

#### - Section Two

It consists of true or false questions as well as indirect questions which have to do with comprehension. The former necessitates brief answers from the part of the students that helps in interpreting their response to see if they have really understood while the latter aims to test students' understanding of deep meaning or the meaning between the lines.

#### - Section Three

It involves a gap-filling test activity with specific lexical cohesive devices. In this activity, students are required to locate a set of lexical items in their appropriate gaps. The use of such technique helps to test students understanding of reiteration relations. Due to time limitation, students are provided with a short paragraph of only six gaps to fill.

#### 3.2.1.1. The Pre-Test

As a first step, a pre-test was administered to second year students of English at ENS, Ouargla. It seeks to measure students' reading comprehension level before receiving the treatment. Following the sections that have been respectively explained above, the test was taken from (*IELTS Reading Tests*). It is composed of an argumentative text taking the form of a newspaper article which meets participants' interests (see Appendix A). That is, the

selected topic was familiar to most of them and it was neither simple nor complex to answer. Concerning the time allocated for this test, it is about one hour.

### **3.2.1.2. Training Sessions**

The training sessions were set after administering the pre-test and analyzing the results obtained from it. Due to time limitation, the treatment period was reduced to two sessions, each session took one hour, and they were given as extra sessions.

In the first session, to achieve the objective of the treatment, we as teachers started the lecture by, first, giving explicit instructions about the elements that enable language readers to comprehend a text including cohesion. Then, we have turn students attention to the role of cohesion in text in general and reiteration in particular by asking a series of questions such as what is lexical reiteration, what are its major types and what is meant by synonyms, superordinate and so forth. After that, we clarified how cohesion is seen by Halliday and Hasan (1976); then we gave sufficient explanation about reiteration and its major types (see Appendix B). In this regard, we provided students with different examples taken from Halliday and Hasan's book 'cohesion in English' and other sources where they were asked to read the examples in hand and observe how they function within discourse. For better understanding, each type was explained separately by referring back to the given examples (see Appendix B).

In the second session, for the sake of practicing what students have already learnt in the first one, they have been provided with two different types of activities (see Appendix B). The first one is composed of five short passages taken from Salkie's book *Test and Discourse Analysis*. Students have been asked to underline a specific type of lexical reiteration that has occurred in each of these passages by giving a brief explanation. The second activity consists of a short passage followed respectively by multiple choice questions concerned with the various types of reiteration and questions which have to do with reading comprehension. In this respect, time was managed so that students can have the



opportunity to answer the activities before being corrected collectively, where 15 minutes were devoted to the first exercise while 20 minutes for the second.

### **3.2.1.3. The Post-Test**

After one day from the training sessions, the same students were given a post-test (see Appendix C) to see the progress they made after receiving the treatment by comparing the results obtained with their performance in the pre-test. This comparison, in turn, helps in drawing a conclusion to answer the research question. The post-test followed the rationale mentioned in the description of the tool. It consists of a text selected from (*IELTS Reading Tests*). One hour is the time allocated to this test. The students were asked to read the question carefully and answer the questions.

### **3.2.2. Administration of the Tool**

Before administering the two reading tests, students have been first informed about them. Those tests have taken place during the morning sessions particularly from 11 am to 12:30 am where the students' memories are still fresh. In this regard, a total number of 20 students have received one reading test before the treatment as a pre-test and another one after the treatment as a post-test followed by a brief explanation of the different sections that the tests consist of. The time allocated to both tests was one hour and half. It is a sufficient time for students since the tests are long. Although students have been provided by good conditions during the administering of the two tests, there were various factors that have affected their outcomes. First, the post- test was administered after two days from the training sessions. Second, some students were not in a good psychological state to pass the tests successfully because some of them were so bored while others were ill.. However, the majorities of students have shown excitement and were very helpful. Therefore, to a great extent, the results obtained from both the pre-test and post-test reflected their real level before and after the treatment.

### 3.3. Population and Sample

Participants in this study are selected to represent the whole population of second year students of English at ENS, Ouargla. Their number is 20 students out of 82 including 14 females and 6 males aged between 19 to 22. This population meets particular key characteristic that serve the purpose of the study. Initially, they are all EFL learners. Additionally, they have already tackled the notion of cohesion during writing sessions. More significantly, reading is taught to them as a separate module. The sample has been chosen by means of convenience sampling method. The use of this sampling technique was motivated by two major factors. First of all, it serves in selecting the readily accessible individuals for the study. Second, it helps in economizing time and energy.

### 3.4. Data Analysis Procedure

Three main procedures are followed to analyze the obtained data namely, scoring, analysis by means of SPSS and comparison of the pre-test and post-test results by means of paired-sample t-test.

#### 3.4.1. Step 1: Scoring

For the analysis of the results, the reading comprehension tests are marked out of 20 points. A total of 16 points are given to the questions in the first two sections by providing 1 score to each item. Whereas 4 points are provided to the last section which includes gap-filling- activity where 0.5 point is given to each gap. In case no or wrong answers are offered, the students get 0.

#### 3.4.2. Step 2: Analysis

Collecting data is half the battle ( Brown, 2001). That is, collecting data is not an end in itself, and what is more important is how to analyze them. For this purpose, Statistical package for Social Sciences ‘SPSS’, version 19, is used. It is one of the widely used software packages in applied linguistic and educational research and has a user-friendly interactive feature (Dörnyei, 2007).

### **3.4.3. Step 3: Comparison of the Pre-test and Post-test Results**

One of the most commonly used procedures in applied linguistic research is the t-test, and the ‘paired-samples t-test’ or ‘matched-pairs t-test’ is one type of it. The latter is applied for the process of examining and comparing two different results obtained from the same group where the same participants are measured more than once. That is, the tests scores before and after the treatment (Dörnyei, 2007). In this regard, to ensure that the difference found between the outcomes of students in the pre-test and post-test was the result of the treatment and not due to chance, this type of t-test is employed for the above mentioned reasons. In brief, the use of t-test helps in determining whether there is a significant or non-significant difference between the means of the two tests.

### **3.5. Reporting the Results and Discussion**

The following results and discussion are the outcome of the data analysis procedures adopted earlier.

#### **3.5.1. Step1: Scoring**

After gathering the data from the pre-test and the post-test, each test has been scored out of twenty. Then, they have been divided into two main categories. The first includes those who have got 10 and more while the second involves those who have got less than 10. In this regard, in the pre-test, it has been found that only 4 students out of 20 were able to obtain the average in which the highest score was 12. Concerning the post-test, 16 out of 20 obtained the average, where 16 was the highest score.

#### **3.5.2. Step2: Analysis**

##### **3.5.2.1. Analysis and Interpretation of the Pre-test Results**

The analysis of the scores obtained from the pre-test revealed that 20% of the students were able to comprehend and answer the test whereas the majority of them, that is, 80% did not reach the average as it can be noticed in Table 2.

**Table 2: The Percentage of the Scores of the Pre-test.**

Score/20	Above average	Below average	Total
Number of students(N)	04	16	20
Percentage (%)	20%	80%	100%

In the following, a detailed analysis of the pre-test sections has been offered in which each section was treated separately. It is worth indicating that, unlike the third section, the first two sections are divided into two different parts where each part has a particular aim.

- **Section One**

**Part A**

The first part, which includes four multiple-choice questions, aims at testing students' ability in guessing and inferring the meaning of words from the text. 7 participants out of 20 were able to give the right answers. That is to say, 35% out of 100%. This means, students are incapable of deducing the meaning of lexical items from the context, which in turn have hindered their comprehension.

**Part B**

This part is composed of four direct questions which have to do with students' knowledge about the different types of reiteration. 10% of the subjects have answered correctly. In other words, most of them, that is 90%, are unaware of the significant role of those lexical relations in facilitating the reading comprehension process. Table 3 below summarizes the results of the first section.

**Table 03: The Results of Section One**

Section one	Part A		Part B		
Score/ 08	Above average	Below average	Above average	Below average	Total
N	7	13	2	18	20
%	35%	65%	10%	90%	100%

### - Section Two

#### Part A

Aiming to test students' reading comprehension, four true/false questions were addressed to participants. In this respect, 55% of them were able to give correct answers while 45% have failed to do so.

#### Part B

For the same purpose, four WH questions were formulated. The latter require understanding the meaning between the lines. The results show that 50% have responded while 50% gave wrong answers.

On the basis of the previous outcomes, it can be noticed that students have deficiencies in understanding texts fully. Table 4 demonstrates students' results briefly.

**Table 4: the Results of Section Two**

Section two	Part 01		Part 02		
Score/ 08	Above average	Below average	Above average	Below average	Total
N	11	9	10	10	20
%	55%	45%	50%	50%	100%

### - Section Three

The last section takes the form of a gap-filling activity. It aims at testing students' understanding of reiteration relations. Unexpectedly, the majority of students face no difficulties in locating the items in their appropriate gaps. This may be justified by the fact that students have answered the activity by chance or the activity itself was easy for them.

**Table 5: The Results of Section Three.**

Section 3	Above average	Below average	Total
N	19	1	20
%	95%	5%	100%

### *Interpretation*

From the results obtained above, it can be interpreted that students' reading comprehension performance was poor and that is can be directly connected to the lack of identifying and understanding the different types of reiteration namely, general nouns, repetition, synonym, near synonym and superordinate.

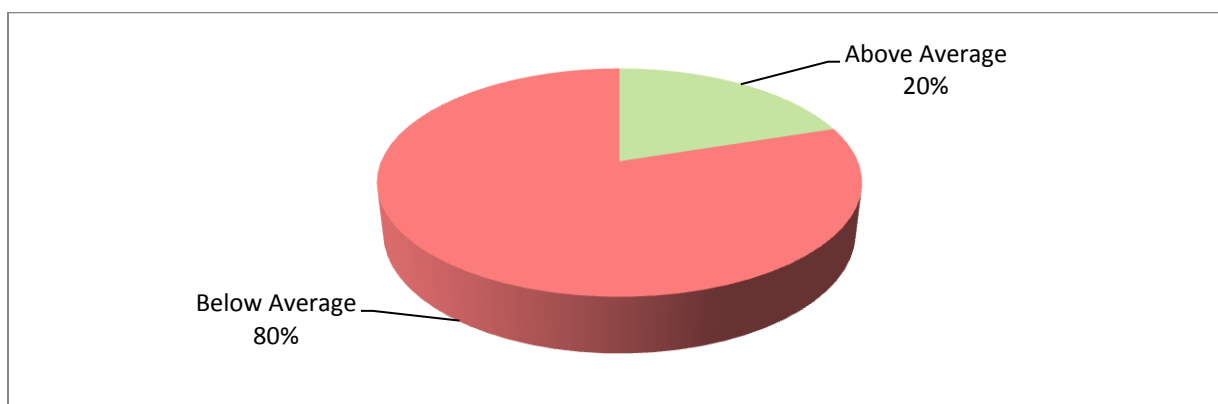


Figure 2: The Results of the Pre-test

### 3.5.2.3. Analysis and Interpretation of the Post-test Results

The analysis of the scores obtained from the post-test revealed that 80% of the students were able to comprehend and answer the test whereas 20% of them did not reach the average as it can be noticed in the following table.

**Table 6: The Percentage of the Scores of the Post-test**

Score/20	Above average	Below average	Total
N	16	4	20
Percentage (%)	80%	20%	100%

For more details, each section is discussed separately where the same steps of analysis were followed as the pre-test.

#### - Section One

##### Part A

The first part, which includes four multiple-choice questions, aims at testing students' ability in guessing and inferring the meaning of words from the text. 15 participants out of 20 were able to give the right answers. That is to say, 75% out of 100%. This means that students' ability to infer the meaning of lexical items from the text has developed.

##### Part B

This part is composed of four direct questions which have to do with students' knowledge about the different types of lexical reiteration. 60% of the subjects have answered correctly. In other words, most of them became capable of understanding how the different types of reiteration relations function within a text. The results are tabulated as follows:

**Table 7: the Results of Section One**

Section one	Part A		Part B		Total
Score/ 08	Above average	Below average	Above average	Below average	
N	15	5	12	8	20
%	75%	25%	60%	40%	100%

### - Section Two

#### Part A

Aiming at test students' reading comprehension, four true/false questions were addressed to participants. In this respect, 85% of them were able to give correct answers while 15% have failed to do so.

#### Part B

For the same purpose, four WH questions were formulated. The latter require understanding the meaning between the lines. The results show that 85% have responded. On the contrary, 15 % gave wrong answers. From the results above, it can be noticed that students' ability in comprehending the whole text has increased. The results are shown below:

**Table 8: The Results of Section Two**

Section two	Part A		Part B		Total
Score/ 08	Above average	Below average	Above average	Below average	
N	17	3	17	3	20
%	85%	15%	85%	15%	100%



### - Section Three

The last section takes the form of a gap-filling activity. It aims at testing students' understanding of reiteration relations. 90% of respondents have successfully put the items in their appropriate gaps, whereas only 10% of them have not answered correctly.

Table 9: The Results of Section Three

Section 3	Above average	Below average	Total
Ns	18	2	20
%	90%	10%	100%

### *Interpretation*

The gathered data show that the students' comprehension level has increased to a great extent. That is, the majority of students were able to understand the whole text effectively. In other words, the results revealed that the participants became knowledgeable about the different types of reiteration due to the intervention made which in turn has highly developed their text-comprehension. This can be reflected in the participant's ability to infer the meaning of lexical items from the context, understanding how the different reiteration relations function within the text and how to reach the overall meaning of the text through focusing on those entities.

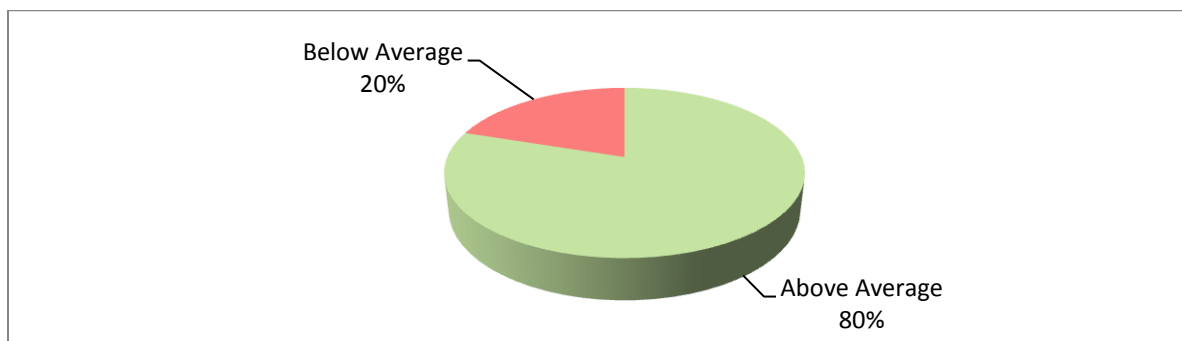


Figure 03: The Results of the Post-test

### 3.5.3. Step 3: Comparison of the Pre-test and Post-test Results

The following table shows the difference between the results of the pre-test and the post-test:

Table 10: Comparison of the Pre-test and Post-test Results

Sections		Pre-test (%)	Post-test (%)
		Above the average	Above the average
Section one	Part A	35%	75%
	Part B	10%	60%
Section two	Part A	55%	85%
	Part B	50%	85%
Section three		95%	75%

The figure below demonstrates clearly the difference between the scores of the pre-test and post-test:

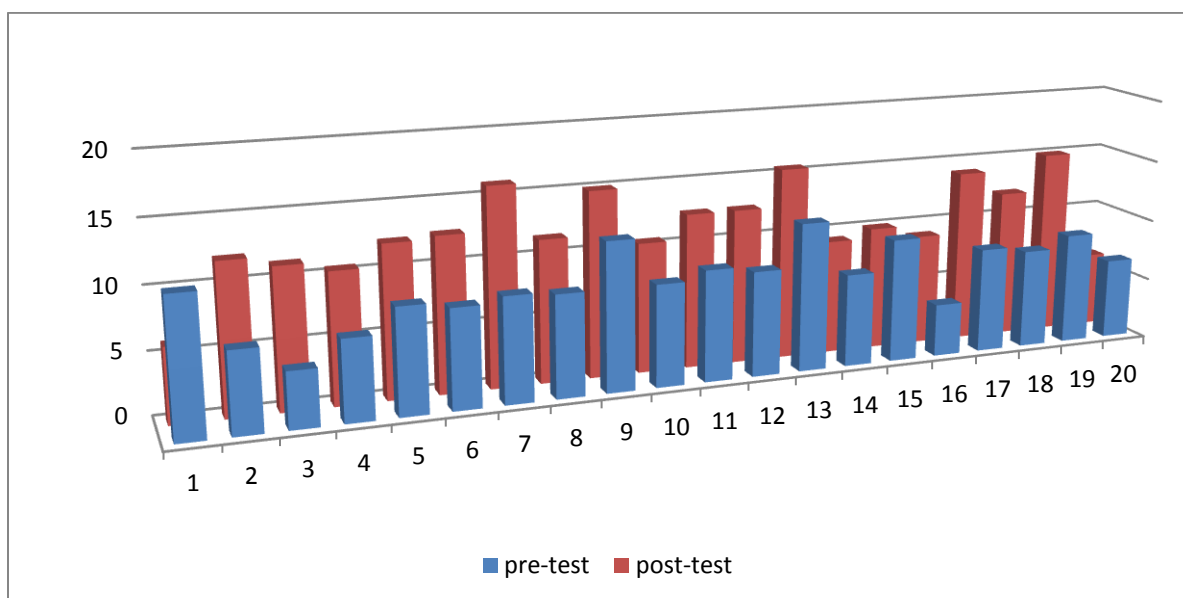


Figure 4: Students' Scores of the Pre-test and Post- test

We can see evidently from figure 4 that the results of each student in the post-test has highly developed accept for two students whose scores in the pre-test were higher than the post-test.

### 3.5.3.2. Comparison of the Pre-test and Post-test Results by Means of the T-test

To ensure the results reached earlier, a program called SPSS, version 19 was used to analyze the results of the pre-test and post-test through a paired-sample t-test, which is used to determine whether there is significant or non-significant differences between the means of the two tests. The results are tabulated as follows:

**Table 11: Paired- Sample Statistics**

	Mean	N	SD
<b>Pair 1</b> Pre-test	8.26	20	2.053
Post-test	11.66	20	2.778

For better understanding, some terms should be clarified before discussing the results of the table. ‘Mean’ means the average. This value can be calculated by adding up all the scores and dividing them by the number of the subjects. The formula that is generally used to calculate the mean is as follows:

$$M = \sum x / N$$

N: the number of subjects

$\sum x$ : the total score of the test

$M_1$ : the mean of the pre-test

$M_2$ : the mean of the post-test

$$M_1 = \frac{\sum x_1}{N}$$

$\sum x_1$ : the total score of the pre-test

$$M_2 = \frac{\sum x_2}{N}$$

$\sum x_2$ : the total score of the post-test

After the calculations, it is found that:  $M_1 = 8.26$  and  $M_2 = 11.66$ .

After calculating the means for each test, standard deviation (SD) is another value that should be regarded. Mackey and Gass (2005) report that:

A more common way of measuring variability is through the calculation of the standard deviation. Simply put, the standard deviation is a number that shows how scores are spread around the mean; specifically, it is the square root of the average spread distance of the score from the mean (p. 259).

In other words, the calculation of the standard deviation needs the subtraction of the mean from each value and squaring the difference of each student, then summing those squared values. The final step is dividing the differences squared by the number of students and taking the squared root of the result of that division (Brown & Rodgers, 2002). The full equation of SD is as follows:

$$SD = \sqrt{\frac{\sum (X - M)^2}{N}}$$

SD: Standard deviation

X: the score of each student

M: the mean of the pre-test or the post-test

N: number of students

$\sum (X - M)^2$ : the sum of the distances from the mean squared for each student

The standard deviation  $SD_1$  of the pre-test is calculated as follows:

$$SD_1 = \sqrt{\frac{\sum (X_1 - M_1)^2}{N}}$$

$$SD_1 = 2.053$$

The standard deviation  $SD_2$  of the post-test:

$$SD_2 = \sqrt{\frac{\sum(X_2 - M_2)^2}{N}}$$

$$SD_2 = 2.778$$

The results obtained from Table (11) show that the means of both the pre-test and post-test were different, where the post-test mean is higher than the pre-test. This indicates that there is an improvement in the students' performance. Moreover, it can be noticed that the SDs of both of them are low which means that the participants are homogenous in terms of their reading comprehension ability. The latter confirms that the tests were valid.

In the next step the paired differences is computed.

**Table 12: Paired Sample Test**

	Mean	SD	Std. Error Mean
Pair1 Pre-test – post test	3.40	2.804	0.627

$M_d$  is the mean of the difference between  $M_1$  and  $M_2$ . It is calculated as follows:

$$M_d = M_2 - M_1$$

$$M_d = 3.40$$

$Std_d$  is the standard deviation of the differences. It provides an idea about the reliability and appropriateness of the sample. In the present case the Std. Error Mean is 2.804. It is a low value, which means that the uniformity of the sampling distribution and the reliability of the sample are great.

### - The t-test

To confirm the significance or non-significance of the difference between the two means, a t-test was conducted, where a t-value was calculated as follows: (Brown & Rodgers, 2002, p. 206).

$$t = \frac{M1 - M2}{\sqrt{\frac{SD1 + SD2}{N}}}$$

After the calculation, we found that  $t = 5.422$ . In addition to that, other values have resulted to confirm the difference.

Degree of freedom:  $df = N - 1 = 19$ .

Critical value: 1.729

Sig. (one tailed) = 0.000

### *Interpretation*

The results above indicate that the t-value is 5.422 and the significance (one tailed) is  $p = 0.000$ . Moreover, the observed value (t-test = 5.422) is greater than 1.729, which means that there is a small probability that this result has occurred by chance since  $p < 0.05$ . This can be interpreted that the difference between the pre-test and post-test results is statistically significant. Therefore, the null hypothesis ( $H_0$ ) which says that teaching reiteration has no effect on the improvement of the students' reading comprehension level is rejected. Hence, the alternative hypothesis ( $H_1$ ) of the present study is confirmed.

### **3.6. Recapitulation**

This chapter was devoted to the description of the methodology and the tools adopted along with a detailed analysis and interpretation of the results obtained from the pre-test and the post-test. To diagnose the students' current reading comprehension level, the pre-test results were analyzed. It was revealed that there is deficiency in their reading comprehension

level and a lack of knowledge about lexical reiteration. After the treatment, where students have received instruction about lexical reiteration, the post-test results showed that their text-comprehension level has developed to a great extent. To compare the results of both the pre-test and post-test as well as to ensure that the difference between them is significant or not, a t-test was conducted. It was concluded that the difference between the pre-test and post-test results was significant, which implies that teaching reiteration to second year students of English at ENS, Ouargla has positively affected their reading comprehension ability.

### **3.7. Recommendations**

In the light of the findings of this study, a set of recommendation are strongly emphasized to be taken into consideration. First and for most, including an independent module for teaching reading as a part of the curriculum of the Department of English at Ouargla University is highly required since reading provides a readily available input that directly exposes learners to the target language. In other words, teaching reading helps students to acquire a wide range of vocabulary, makes them strategic readers through emphasizing metacognitive awareness and strategic learning, offers opportunities for students to practice the range of skills needed for effective comprehension and motivates students to read (Grabe & Stoller, 2001).

Second, explicit instruction of lexical cohesion in general and reiteration in particular has to be included in English language curricula where teachers are recommended to raise the students' awareness of the way sentences are linked in the text by means of the different types of lexical reiteration. In fact, these entities have a crucial role in facilitating the reading comprehension process since they provide uniformity to discourse and contribute to shape its overall meaning. Liu (1999) considers lexical cohesion theory as a problem-solving method which helps readers to select the sentence to be processed in speed reading. That is, through lexical cohesion theory, students can find the relevant sentences in the text which have to share some common information (He, 2014).

To conclude, teaching reading does not only develop the different reading skills and strategies but also it influences the other language skills namely, listening, speaking and writing.

### **Conclusion**

Aiming to investigate the extent to which teaching reiteration to second year students of English at ENS, Ouargla would enhance their reading comprehension level, a quasi-experimental study was implemented. In this regard, it has been proved that there is a strong relationship between teaching reiteration and success in comprehending texts. That is, the more they acquire knowledge about the different types of reiteration the better students' comprehension will be.



### General Conclusion

Achieving the intended meaning from a particular text is not an easy task as it seems. Indeed, for a text to be well-comprehended and understood, various textual and non-textual aspects integrate to access the appropriate interpretation that a text may have. Reiteration is among that surface textual feature that has a special importance in providing uniformity to text. Thus, the explicit nature of such devices enables readers to trace the various relationships that link sentences and clauses within a text. Nevertheless, the lack of understanding those language patterns greatly affects comprehension. Therefore, the present study was devoted to investigate the extent to which teaching reiteration to second year students of English at ENS, Ouargla would promote their reading comprehension level.

For better understanding of the surrounding area of the present study, a theoretical background was presented through two main chapters, before testing our hypothesis. The first chapter gave general insights about cohesion and coherence in general and lexical cohesion in particular since one of its major types namely, reiteration is the focus of this study. And to clarify the ambiguous points about the first chapter explanations, several illustrations have been provided.

To provide a context to the teaching of lexical reiteration, the second chapter deeply discussed what is meant by reading and reading comprehension in addition to the three major approaches that have been suggested to explain the reading process. Moreover, it tackled the different reading types and strategies along with the various variables that hinder the understanding of discourse.

The third chapter offered a thorough description of the methodology adopted and the analysis and interpretation of the results obtained from the reading comprehension tests. We have come out with a final conclusion that EFL students' poor knowledge of the different types of reiteration relations and how they function within a text is one major obstacle that affects their text-comprehension level. This result in turn has confirmed that the stated

## General Conclusion

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hypothesis was correct and, therefore teaching reiteration to EFL learners does ameliorate their reading comprehension level.

In brief, this study was an attempt to offer a general insight to the teaching of reading comprehension that is purely based on exploiting lexical reiteration, hoping that it will be a starting point to stress the necessity of considering those cohesive entities in the context of reading. Hence, we recommend future researchers to carry out pieces of research that tackle this issue from different perspectives because the results in hand cannot be generalized since they are limited to a restricted population.

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## Appendix A

### The pre-test

#### LOCKED DOORS, OPEN ACCESS

The word, "security", has both positive and negative connotation. Most of us would say that we crave security for all its positive virtues, both physical and psychological- its evocation of the safety of home, of undying love, or of freedom from need. More negatively, the word nowadays conjures up images of that huge industry which has developed to protect individuals and property from invasion by "outsiders", ostensibly malicious and intent on theft or wilful damage.

Increasingly, because they are situated in urban areas of escalating crime, those buildings which used to allow free access to employees and other users (buildings such as officers, schools, colleges or hospitals) now do not. Entry areas which in another age were called "Reception", whose task it was to receive visitors staff. Receptionists, whose task it was to receive visitors and to make them welcome before passing them on to the person they had come to see, have been replaced by those whose task it is to bar entry to the unauthorized, the unwanted or plain unappealing.

Inside, these buildings are divided into "secure zone" which often have all the trappings of combination locks and burglar alarms. These devices bar entry to the uninitiated, hinder circulation, and create parameters of time and space for user access. Within the spaces created by these zones, individual rooms are themselves under lock and key, which is a particular problem when it means that working space becomes compartmentalized.

To combat the consequent difficulty of access to people at a physical level, we have now developed technological access. Computers sit

on every desk and are linked to one another, and in many cases to and are linked to one another, and in many cases to an external universe of other computers, so that messages can be passed to and fro. Here too security plays a part, since we must not be allowed access to messages destined for others. And so the password was invented. Now correspondence between individual goes from desk to desk and cannot be accessed by colleagues. Library catalogues can be search from one's desk. Papers can be delivered to, and received from, other people at the press of a button.

And yet it seems that, just as work is isolating individuals more and more, organizations are recognizing the advantages of "team-work"; perhaps in order to encourage employees to talk to one another again. Yet, how can groups work in teams if the possibilities for communication are reduced? How can they work together if e-mail provides a convenient electronic shield behind which the blurring of public and private can be exploited by the less scrupulous? If voice-mail walls up messages behind a password? If I can't leave a message on my colleagues' desk because his office is locked?

Team-work conceals the fact that another kind of security, "job security", is almost always not on offer. Just as organization now recognize three kinds of physical recourses: those they buy, those they lease long-term and those they rent short-term-so it is with their human recourses. Some employees have permanent human contracts, some have short-term contracts, and some are regarded simply as casual labour

## Questions:

### Section 1:(8 points)

A. Select the appropriate answer by putting a cross (x) next to it.

1. The word “ Receptionists” refers to those who
  - a) do not allow visitors to enter unless they have permission.
  - b) are responsible of the entry areas.
  - c) welcome guest and guide them to the person they want to visit.
2. The word “compartmentalized” is closet in meaning to
  - a) crowded
  - b) divided
  - c) locked
3. The word “access” in paragraph 4, line1 is closet in meaning to
  - a) entrance
  - b) connection
  - c) reach
4. the word “wilful” could be replaced by
  - a) unwitting
  - b) deliberate
  - c) painful

B- Answer the following questions by referring to the text.

1. Pick out the GENERAL WORDS in paragraph 3§ and determine what do they refer to,

.....  
.....

2. Which item has replaced the word “security” in paragraph 1§?

.....

3. In paragraph 1§, there are two words which are closest in meaning, identify them.

.....

4. Identify the different types of reiteration relations used in paragraph 2§?

(Words that represent whole-part relationship and words that are closest in meaning)

.....  
.....



# Appendices

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## **Section 2:**(Reading comprehension, 8 points)

A- Say whether the following statements are true or false.

1. According to the author, one thing we long for is the safety of the home. (.....)
2. Access to many buildings is unauthorized. (.....)
3. Buildings are used to permit access to any users but now they do not. (.....)
4. Secure zones refer to the zones which don't allow access to the user. (.....)

B- Read the passage carefully then answer the following questions

1. According to the author, security has a negative connotation. Why?

.....  
.....

2. What is the role of security in the technological access? Explain by providing examples from the text.

.....  
.....

3. What is the author's attitude towards technological access?

.....  
.....

4. Suggest another title to the text?

.....  
.....

## **Section 3:**

Use the following items to fill the gaps. (Words are more than gaps)

Information security - concept– process – security - information – data – information  
access – demand

Security is a basic human ..... that has become more difficult to define and enforce in the Information Age. In primitive societies, ..... was limited to ensuring the safety of group member and protecting physical resources, like food and water. As society has grown more complex, the significance of sharing and securing the important resource of information has increased. Before the proliferation of modern communications, information security was limited to controlling physical access to oral or written communications. The importance of ..... led societies to develop innovation ways of protecting their information.

Information technology security is a controlling access to sensitive electronic information so only those with legitimate need to access it are allowed to do so. This seemingly simple task has become complex ..... with systems that need to be continually updated and processes that need to constantly be reviewed. There are three main objectives for information technology security: confidentiality, integrity, and availability of data. Confidentiality is protecting access to sensitive data from those who don't have legitimate need to use it. Integrity insuring that information is accurate and reliable and cannot be modified in accepted ways. The availability of data ensures that it is readily available to use it.

## Appendix B

### Lesson: Lexical cohesion (Reiteration)

**Objective:** By the end of the lesson, students will be able to identify and distinguish between the different types of reiteration

### Cohesion

Cohesion refers to the different kinds of markers and linguistic signals that are concerned with the surface structure of the text, and which is used to establish links within sentences.

Cohesion is the outcome of the integration between grammar and vocabulary. Therefore, Halliday and Hasan (1976) have divided it into two main types, namely, grammatical and lexical cohesion.

#### 1. What is Reiteration?

Reiteration is a kind of lexical cohesion which indicates the act of referring an item to another that has been previously mentioned in the text either through the repetition of the same words or the use of general nouns, synonym, near-synonym or superordinate.

#### 2. Types of Reiteration:

##### a) General Noun :

General words, according to Halliday and Hasan (1976), are a small set of nouns that have a very general meaning such as human nouns (*people, man, person, child*), *place noun (place)*, *fact noun (question, idea)*. Their interpretation depends on referring to some items other than themselves and they anaphorically act as a kind of synonyms.

### Examples:

- A: Did you try the **steamed buns**?
- B: Yes, I didn't like the **things** much.
- Can you tell me where to stay in **Geneva**? I've never been to that **place**.

- Survey show that one of the most common causes of absence from work is *backpain*. Four out of five people will suffer from server and incapacitating back pain at some stage in their life. How does *the problem* first arise?

- Dear Mrs. Roberts.

I thank you for your letter of recent date.

*I was most concerned to read of the poor service you received from the RAC and I wish to apologise unreservedly for the inconvenience you suffered and which has caused you to write to me.*

It is certainly the RAC's intention that your expectations of service would be fully matched in every sense and accordingly, your letter has been passed to the appropriate Operating Division of the RAC so that they may investigate the causes of *the problem*.

### b) Repetition

One way to create a cohesive relation within a text is by the simple repetition of the same word. Lexical repetition refers to the words that occur in a text more than once (Selkies, 1995).

#### Example1:

- What we lack in a *newspaper* is what we should get. In a word, a popular '*newspaper* may be the winning ticket.

### c) Synonym:

This type of cohesive relation refers to reiterating a lexical item by another which carries the same meaning as the preceding one. (Abdul Aziz Ahmed, 2013).It is used mainly to avoid repeating the same word.

#### Example:

- *There's a boy climbing that tree.*

*The lad's going to fall if he doesn't take care.*

### d) Near synonyms:

They are words which do *not always have exactly the same meaning though they are very close in meaning and they can be used to refer to the same person or thing.*

## **Example:**

- As it is noticed in the following example, *sword* and *brand* are near-synonyms.

➤ *Then quickly rose sir believer, and ran,*

a. *And leaping down the ridges lightly, plung'd*

b. *Among the bulrush, and clutch'd the sword*

c. *And lightly wheel'd and threw it. The great brand....*

## **e) Superordinate:**

This type of reiteration refers to “any item whose meaning includes that of the earlier one; in technical term, any item that dominates the earlier one in the lexical taxonomy” (Halliday and Hasan, 1976).

## **Example 1:**

➤ *Brazil*, with her two-cop economy, was even more seventy hit by the depression than other Latin American states and the *country* was on the verge of complete collapse.

## **Example 2:**

➤ *Pneumonia* has arrived with the cold and wet conditions. *The illness* is striking everyone from infants to elderly.

---

## **Activity one:**

- **Pick out the general words in the following passage and identify the words they refer to?**

Poor old chap, he's on his last pins, thought the boss. And feeling kindly, he winked at the old man and said jokingly, 'I tell you what. I've got some medicine here that'll do you good before you go out in the clod again. It's beautiful stuff. It wouldn't hurt a child.'

.....

‘And what about interviewing, because you interview a number of politicians like, well, the Prime Minister or the Chancellor of the Exchequer. Is that an easy thing to do, and how difficult is it when you’re interviewing people that you don’t particularly agree with or who get difficult with you during an interview?’

.....

**Pick out the repeated words in this passage?**

There was a large mushroom growing near her, about the same height as herself; and, when she had looked under it, it occurred to her that she might as well look and see what was on the top of it.

She stretched herself up on tiptoe, and prepared over the edge of the mushroom.

.....

▪ **Identify the synonyms and near synonyms in the following passages?**

1. I kept turning, my rigid index finger extended, to catch his corpulent colleague just behind the jawbone with this deadly digit.
- .....

2. ‘The doctor told me I’d been working too hard and I needed at least six weeks off work to get my strength back.’

Amanda’s employer, however, was less sympathetic. ‘My boss gave me an envelope and told me it was redundancy money – two week’s pay - £280. I was shocked.’

.....

.....

▪ **Find the link between hyponyms and superordinate in the following passage:**

Students 'experience of French is broadened using state-of the –art language learning technology in addition to advanced work on French structures and usages, students learn how to handle different registers of French and to recognize non-standard varieties of the language, both spoken and written.

.....

# Appendices

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## Activity two:

### **Text:**

The life span of an elephant that dies from natural causes is about sixty-five years. Of course, an elephant can perish from a number of "unnatural causes"; e.g., it can be killed by hunters, most probably for the valuable ivory in its tusks; it can die from diseases that spread throughout an elephant herd; or it can die from drought or from the lack of food that almost certainly accompanies the inadequate supply of water.

If, however, an elephant survives these disasters, it falls prey to old age in its mid-sixties. Around this age, the cause of death is attributed to the loss of the final set of molars. When this last set of teeth is gone, the elephant dies from malnutrition because it is unable to obtain adequate nourishment. In the old age, elephants tend to search out a final home where there is shade for comfort from the sun and soft vegetation for cushioning the bones of many old elephants have found in such places.

## Questions:

### Part one:

1- Circle the appropriate answer.

A. The word "perish" in line two means

1. fall ill
2. shoot
3. die
4. get rich

B. The word "drought" in line 4 means

1. Drowning
2. A lack of food
3. An inadequate supply of water
4. An overabundance of animals

C. Which of the following could be used to replace the word "survives" in line 6?

1. rises to
2. succumbs to

- 3. denies
- 4. lives through

D. The word “shade” in line 9 is closest in meaning to

- 1. color
- 2. heat
- 3. diminished light
- 4. a front porch

2-Answer the following questions by referring to the text.

A. What kind of lexical reiteration is there between the two items “molars” and “teeth?”

.....  
.....

B. Pick out the repeated words from the text?

.....

C. Pick out the general word from the following sentence and indentify what does it refer to?

“In old ages, elephants tend to search out a final home where there is shade for comfort from the sun and soft vegetation for cushioning; the bones of many old elephants have been found in such places”

D. What kind of lexical reiteration does the word “disasters” represent and what does it replace?

.....



## **Part Two:**

1. Say whether the following statements are true or false? Correct the wrong answers
  - a. According to the text, “a final home” is the only remaining place to live.  
.....
  - b. According to the text, “malnutrition” refers to the state of experiencing dental problems.  
.....
2. Answer the following questions:
  - a. Suggest an appropriate title to the text?  
.....
  - b. What are the main causes behind elephants’ death? Explain from the text.  
.....  
.....  
.....

## Appendix C

### The post-test

#### **The Change of Emphasis in the Doctor/Patient Relationship**

The medical profession is currently under siege as never before with a spate of high profile malpractice cases. This attack is taking place at time when the National Health Service is undergoing a 'culture change' brought about by shift in the public's attitudes to authority, in a general, and, more specifically, by the demystification of medicine. The perception that doctors are a race apart is finally beginning to wane.

These forces have, fortunately, already led to a number of radical developments in the last five or six years in the way doctors are being trained with great emphasis now being laid on a more patient-oriented approach. Whilst, in the past communicating effectively with patients was left basically to chance, this is no longer the case. As part of their final assessment, doctors now have to take a practical examination where their communication as well as clinical skills are carefully scrutinised.

If you ask most people what makes a good doctor, they will not say someone with sound medical knowledge. The first thing that will spring to mind is a good bedside manner; in other words, good communication skills. But what does a good bedside manner, or communication skills, entail.

All too often people complain about the lack of sensitivity of the doctors they encounter whether they generalists or specialists. Some other frequently voiced criticisms are that doctors sound as if they are delivering a lecture when talking to patients; pointing from a high. Or that they lack basic social skills; or indeed that they are bad listeners, concerned only with delivering their message rather than becoming involved with any kind of negotiation with the patient. So it would be safe to say that the most important aspect of bedside manner is good interpersonal skills.

From the patient's point of view, interaction they have during their consultation with a doctor is

very personal and hence emotional, while for the doctor it is merely logic and objective process and so, the chance of the doctor/patient communication breaking down are high if the doctor is not sufficiently skilled in handling the patient's emotional needs. A doctor must be able to deal with the full range of a patients feeling, showing sympathy and empathy especially when handling difficult situations, like breaking bad news etc.

Another aspect of the good bedside manner, which is more often than not overlooked, is having the ability to talk to patient using lay language that they understand, while, at the same time, avoiding any hint of condescension, or being patronising. The inability to do this has a number of effects. When doctors use medical, patients feel that they are trying to hide something. Doctors can also give the impression that they do not know what they are talking about; or even that they do not know the solution to a problem.

It is also essential that the doctor at all times is able to maintain authority. For example, doctors need to deal with some patients' belief that medicine is infallible, i.e. that the doctor has the panacea for ever woe! This is certainly no easy task, as most people's expectations are raised by the daily diet of wondrous developments in medicine.

The other side of the coin is that, as people's awareness and knowledge have increased, albeit often misinformed by the internet etc, the stronger their doubts about the medical profession have become. And coupled with the rise in general educational awareness, the public have consequently a lower regard for doctors. This, in turn, has affected doctors' ability to communicate. They are not able to hide behind the veneer that technical jargon created.

At last, the pendulum has swung in the patient's direction. The onus is now upon doctor to adapt themselves to the patient's needs rather than the patient approaching some awesome god-like figure. The veil has lifted and the temple violated.

## Questions:

### Section One: (Lexical reiteration, 8 points)

A- Select the appropriate answer.

1. The word “wane” is closest in meaning to:  
a) appear     b) decline     c) disesteem
2. the “entail” can be best replaced by:  
a) provide     b) necessitate     c) result
3. the word “onus” can be best replaced by:  
a) change                      b) duty     c) responsibility
4. The word “infallible ” is closest in meaning to:  
a) reliable     b) perfect     c) deficient

B- Answer the following questions by referring to the text.

1. Find the link between superordinate and hyponymys in the following passage:  
- “All too often people complain about the lack of sensitivity of the doctors they encounter whether they are generalists or specialists”

.....  
.....

2. Pick out the general word in paragraph 7§ and determine what does it refer to?

.....  
.....

In paragraph 8§, what kind of reiteration is there between the words “people” and “public”?

.....  
.....

3. Pick out the reiteration relations in paragraph 5§ and identify their types?

.....  
.....

**Section Two:**(8 points)

A- Say whether the following statements are true or false.

- a. The change in people’s attitude to authority has, in part, improved people’s feeling about authority. (.....)
- b. Doctors need to be able to use lay language with patients and, in the same time, to avoid talking down the patients. (.....)
- c. The increase in people’s knowledge and awareness has lowered doctors’ status. (.....)
- d. According to the author, medicine is a panacea for all ills. (.....)

B- Read the passage carefully then answer the following questions.

1. How would you describe the writer’s attitude to the changes in medical training?

.....  
.....

2. According to the text, what makes a good doctor?

3. Why did the author write the passage?

.....

4. Suggest another title to the text?

.....

**Section Three:**

- Use the following items to fill the gaps. (Words are more than gaps)

(feature - courses - physician - bedside manner- doctor - lectures - term - patient care)

A bedside manner refers most often to the way a medical professional interacts and communicates with patients. Sometimes the ..... is used in a positive way only. A doctor with a ..... is a good communicator, while one without one may offend or may be overly abrupt with patients. The term can also be described as good or bad.

A good bedside manner might include showing empathy, being open to communication, involving the patient in health decisions, and helping the patient feel at ease. A poor one can manifest as arrogance, failure to listen to a patient, abruptness, dismissal of a patient's fears, and rudeness.

Concern about how medical professionals interact with their patients has increased in the past few years. Many medical schools for nurses and doctors now offer specific courses in practicing an empathetic approach to patients. In some hospitals, doctors are tested with mock patients who are meant to test their tolerance. These ..... and tests hope to improve the behavior of doctors who are not good communicators and who have little sympathy for patients.

Another issue that reflects on bedside manner is the time crunch of the modern ..... Doctors now regularly see far more patients per day than most did in the past. Therefore, some are curt and abrupt because they do not have time to listen. This remains a problem because crucial information can be missed when a patient is not given enough time.

## Appendix D

number	PRE-TEST							
	section 1 8pt			section 2 8pt			section 3 4pt	scores /20
	A	B	total	A	B	total		
1	2	0	2	2	3	5	4	11
2	1	0	1	3	0.5	3.5	2	6.5
3	0	0.5	0.5	1	0	1	3	4.5
4	0	1	1	1	1.5	2.5	3	6.5
5	0	0	0	2	2.5	4.5	4	8.5
6	1	0	1	2	3	5	2	8
7	2	0.5	2.5	1	2	3	3	8.5
8	1	1.5	2.5	1	1.8	2.8	3	8.25
9	3	0	3	3	3	6	3	12
10	0	2.3	2.25	1	1	2	4	8.25
11	0	0	0	3	3	6	3	9
12	1	1.5	2.5	2	2	4	2	8.5
13	2	0	2	4	2	6	4	12
14	2	0.5	2.5	1	1	2	3	7.5
15	2	1	3	3	1	4	3	10
16	0	1	1	1	1.3	2.3	1	4.25
17	0	1	1	3	1.5	4.5	3	8.5
18	2	0	2	1	2	3	3	8
19	0	2.5	2.5	1	2.5	3.5	3	9
20	0	0	0	2	1.5	3.5	3	6.5

<b>Above Av.</b>	7	2	0	11	10	9	19	4
Percentage	35	10	0	55	50	45	95	20
<b>Below Av.</b>	13	18	20	9	10	11	1	16
Percentage	65	90	100	45	50	55	5	80

# Appendices

Number	POST-TEST							
			section 1 8pt			section 2 8pt	section 3 4pt	scores /20
	A	B	total	A	B	total		
1	1	1.5	2.5	1	1.5	2.5	1	6
2	3	2	5	2	3	5	2	12
3	2	1.3	3.25	2	3	5	3	11.25
4	1	2.5	3.5	1	3	4	3	10.5
5	2	2.3	4.25	4	3	7	1	12.25
6	1	2.5	3.5	4	4	8	1	12.5
7	2	4	6	3	4	7	3	16
8	2	1.5	3.5	2	3	5	3	11.5
9	3	3	6	3	3	6	3	15
10	1	2.5	3.5	1	3	4	3	10.5
11	2	1.5	3.5	4	3	7	2	12.5
12	2	2.5	4.5	4	2	6	2	12.5
13	3	1.5	4.5	4	4	8	3	15.5
14	1	1.3	2.25	2	3	5	2	9.25
15	2	0	2	3	1	4	4	10
16	2	2.5	4.5	2	2.5	4.5	0	9
17	2	2	4	4	4	8	2	14
18	3	2	5	2	3	5	2	12
19	3	2	5	3	4	7	3	15
20	2	0	2	2	1	3	1	6

Above Av.	15	12	10	17	17	18	15	16
Percentage	75	60	50	85	85	90	75	80
Below Av.	5	8	10	3	3	2	5	4
Percentage	25	40	50	15	15	10	25	20

### **Résumé**

L'objectif principal de cette recherche est de déterminer l'effet de l'enseignement de réitération lexical sur la capacité de compréhension des textes qui concerne les étudiants de la 2<sup>ème</sup> année anglais à l'ENS (Ecole Normale Supérieure). Dans ce cas, nous avons appliqué cette expérience sur un group de 20 étudiants. Après une correction de deux contrôles sur la compréhension de texte, nous avons constaté que les étudiants ont très bien répondu au contrôle final par apport au premier, qui explique que le niveau de compréhension est élevé de façon remarquable et ça revient au traitement malgré la courte durée. Le t-test nous confirme que les résultats n'étaient pas au hasard. A partir de ce test on peut dire que l'hypothèse qui dit : « l'enseignement de la réitération lexical améliore le niveau des étudiants à comprendre les textes » est correcte.

**Mots-clés** : lecture, compréhension, texte, cohésion lexicale, réitération lexical.



## ملخص

تهدف هذه الدراسة الشبه التجريبية الى التحقق من مدى تأثير تدريس التكرار المعجمي على تطوير قدرة فهم النصوص لطلبة سنة ثانية اختصاص لغة الانجليزية في المدرسة العليا للأساتذة. تم تطبيق هذه التجربة على مجموعة واحدة فقط تتكون من 20 طالب حيث جمعت البيانات عن طريق اختبارين حول فهم النص. اظهرت النتائج المتحصل عليها ان العلامات في الاختبار النهائي كانت افضل بكثير مقارنة بعلامات الاختبار الاولي. بعبارة اخرى يمكن القول ان مستوى فهم النص عند الطلبة ارتفع بشكل ملحوظ بعد التدريب. هذه النتائج عكست فعالية الدرس الذي تم تقديمه رغم ان مدة التدريب كانت قصيرة. اكد الاختبار الاحصائي ان هذه النتائج لم تظهر بالصدفة و بناءا على هذا تم التحقق من صحة الفرضية القائلة ان تدريس التكرار المعجمي يحسن مستوى الطلبة في فهم النصوص.

**الكلمات المفتاحية:** القراءة، الفهم، النص، التماسك المعجمي، التكرار.