

## Exploring the Effect of Text Type on EFL Readers at University Level: A Psycholinguistic Study with Pedagogical Implication

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### **Abstract**

The present study aims at doing a psycholinguistic study investigating the effect of text types on students' comprehension of English texts at university level and setting the pedagogical implications that help enhancing such a skill. The research deals with the problem of Iraqi EFL students who face lots of difficulties in performing reading comprehension (henceforth RC). This problematic aspect reflects the need to deep investigation of the students' efficient aptitudes in employing the cognitive-critical thinking skills to get higher level of RC and in differentiating between the types of the texts, in addition to other hidden factors on the part of the text itself that might increase the difficulty facing the students in their RC and need to be urgently highlighted.

The sample of this study comprises 185 students of English at the 2<sup>nd</sup> stage, Department of English, College of Education for Human Sciences, University of Basra during the academic year 2015-2016. Two RC tests have been designed according to the cognitive domain of the Bloom's Revised Taxonomy (henceforth BRT) of the behavioural critical thinking levels. Then, the collected data of students' responses are analyzed by using the (SPSS,19.0). The results have shown that having the abilities of understanding, analyzing, applying, evaluating as well as creating altogether will assist students to achieve the highest level of performance in the RC of different text types in addition to other results of other studied factors are also presented in this study.

**Key words:** text types, argumentative text, expository text, cognition, Bloom's Taxonomy, reading comprehension, critical thinking.

### **1.1 Introduction**

Different types of rhetorical/discourse patterns are used to convey various purposes or functions of a text which are consciously or unconsciously activated by text producers, and identified by text receivers during the processes of text production and comprehension (Santini, 2014:2). Studying the psychological factors that enable humans to acquire, use, comprehend, and produce language has been done recently via the psycholinguistic studies (Örmeci, 2013:121).

However, in spite of the given importance of RC, still there is ignorance to the other side of achieving RC via reinforcing and developing the levels of students' cognitive abilities and the cognitive process that occur during reading process which are better characterized by the six intellectual thinking levels of BRT-2001 .

Therefore, this study focuses on showing the levels of the students' cognitive

abilities of the cognitive dimension as it is characterized by Bloom's Taxonomy (Anderson et al., 2001 cited in Dagostino et al., 2014: 2), how these cognitive abilities relate to their performance in RC and how differentiating the text types helps readers arrive at better understanding of the text (Dagostino et al., 2014: 2).

Eventually, it is hoped that this framework will be valuable to university students to get benefit from the proposed way of RC throughout employing the BRT (cognitive domain) and it sheds light on the other studies of the useful role of starting thinking about assessing the correlation of other domains of BRT (i.e., affective and psychomotor) and RC performance of EFL students.

## **1.2 Related Studies**

The following studies have close relationship with the present study. They are presented and discussed chronologically by number of researchers as:

### **- Veeravague et al. (2010)**

This study investigated the use of Bloom's taxonomy in measuring EFL learners' achievement in RC tests. The sample of the study consists of 50 participants. A set of reading comprehension questions (henceforth RCQs) includes 35 Multiple Choice items (henceforth MCI) has been used to test and analyze undergraduates' capabilities in answering RCQs at various levels of cognition. The results have shown that the students' performance in questions with low level is better than that in high level questions and there is a relationship between students' performance and the level of thinking process of Bloom's taxonomy in answering RCQs.

### **Zhou & Siriyothin (2011)**

This study aimed at assessing the effects of narrative and expository texts on advanced EFL students' RC and perception.<sup>133</sup> advanced students at third-year /university in south west China participated in the study. The reading comprehension test (henceforth RCT), a students' self-report questionnaire and individual semi-structured interviews are the instruments used to collect data in this study. The descriptive statistics Multivariate Analysis of Variance (henceforth MANOVA) is employed for an overall picture of the students' performance on the RCT. The findings demonstrate that students' performances are better in the expository than narrative texts. It is also indicated that the students' thought of the text types affects their reading comprehension.

### **-Pourdana & Rajeski (2013)**

The study focused on investigating the effect of difficulty level of texts on EFL learners' reading. 32 students were chosen as a sample in this study. The researchers provided a model of RC assessment through the application of Bloom's 6 levels of cognitive domain which properly examine the EFL readers' achievement on graded RC text of different levels of difficulty. It includes 6 short reading passages followed by 30 multiple-choice items which were analyzed by using the Analysis of Variance (henceforth ANOVA).The researchers concluded that Bloom's taxonomy (cognitive domain) can be used in grading EFL texts difficulty.

## **2. Review of Literature**

The basic psycholinguistic aspect of the text types and BRT can be summarized in the following theoretical part:

## 2.1 Text Types

As it is mentioned to earlier by Santini (2014:2) the term text type refers to rhetorical /discourse patterns which convey the purpose or the function of a text. These organizational features of the text assist readers to recognize the significant information and logical connection between thoughts (Seidenberg, 1989 cited in Yali and Jiliang, 2007: 17).

Text type can be classified in terms of the cognitive and linguistic point of view. Trosborg (1997: 15) finds that text types include a limited number of categories. Cognitively speaking, texts can be classified as:

- **Narration:** It refers to a dynamic view of reality and it focuses on changing.
- **Evaluation:** It asserts the potential of reality to be different.
- **Description:** It denotes a statistic view of reality and it focuses on individual existence.
- **Classification:** It identifies a statistic view of reality and it focuses on grouping reality.

Based on cognitive properties, Werlich (1976 cited in Trosborg, 1997: 15-16) accounts for the following five idealized linguistic text types:

- **Description:** It shows the variation and integration of perception in space.
- **Narration:** It expresses the differentiation and integration of perception in time.
- **Exposition:** It implies an understanding of general concepts.
- **Argumentation:** It depends on extracting of similarities, contrast and transformation in order to examine the relations between and among concepts by analysis or evaluation.
- **Instruction:** It emphasizes planning (giving instructions) for future behavior.

## 2.2 Major Classification of Text Types in Relation to Purpose

A text can be categorized differently. Daghir (2010:140) mentioned that "different kinds of writing texts achieve different purposes". Accordingly, these types of texts are divided into expository, narrative, argumentative and descriptive in relation to the intended purpose of each text type. According to content texts can be classified into scientific, literary, political, historical, religious, etc.

### 2.2.1 Text Type in Terms of Purpose

In relation to the main purpose of this study, two types are concerned with:

#### 2.2.1.1 Expository Text

Daghir (2010: 141) states that the expository text is composed of assertion and some proofs or instances to support. Yali and Jiliang (2007: 17) add that it can be used to tell information, illustrate or persuade. Besides, Cavanagh (1998: 35-36) says that it is used to show the author's position regarding an object i.e., with or against. Its language has distinguished English as having emotive words, words that qualify statements and words that link arguments together. There are five major expository text structures and they are descriptive, sequential, causation, problem & solution and Comparison (Heydari and Mustpha, 2009: 255).

### **2.2.1.2 Argumentative Text**

It is the second text type that is given importance in this study since it assists readers how to cope with arguments in real life situations. Such type discusses thoughts (Alexander, 1971 cited in Daghir, 2010: 141). Weston (2000: xi) defines the arguments as fundamental attempts to assist certain ideas with reasons and the way of discovering which notion is better than others. Ramage, Bean and Johnson (2004: 4, 7-10) indicate that arguments can be either explicit which denotes the conversational claim directly and support it with reasons, or implicit (underlying or implied) arguments. Furthermore, the basic features that define an argument are:

- The argument requires justification of its claims.
- The argument is both a process and a product
- The argument combines truth seeking and persuasion.

Moreover, different strategies should be followed while reading the argumentative text such as reading as a believer, a doubter, considering the alternative views and analyzing sources of disagreement and using a disagreement productively to promote further investigation (Ramage, Bean and Johnson, 2004: 23-45). Finally, Alexander (1965: 103-104); Ramage, Bean and Johnson (2004: 89) demonstrate that the logical structure of argumentative text includes: aims, defining an attitude, subject matter, treatment, devices and functions.

### **2.3 Approaching the Text Cognitively**

Williams (2001:1) defines psycholinguistics as a branch in which the insights of linguistics and psychology are brought to bear on the study of the cognitive aspects of language comprehensions and production. This definition has assisted Brandimonte, Bruno and Collina (2006:3) to define cognition as it is not only a process, but it is a "mental" process by which external or internal input is converted, reduced, illustrated, stored, recovered, and used. Moreover, it consists of different functions such as perception, attention, and memory coding, retention and recall, decision making and reasoning, problem-solving, planning and executing actions.

Furthermore, in order to describe the nature and function of units within the human perceptual and cognitive systems, and how they interact, there are models for information processing such as Atkinson and Shiffrin's (1968) model of memory, which is the first to propose that memory consists of a sensory register which is the kind of memory that is capable of storing the limited amount of knowledge for very short period, a short-term memory demonstrates the capability of storing information for somewhat longer periods and finally a long-term memory store of very large capacity, capable of storing data for very long duration, may be even indefinitely (Sternberg, Sternberg and Mio, 2012:193).

Bransford and Franks (1971) and Bransford and Johnson (1972) (cited in Winn, n.d.:96) explain how memory works for the text. It is illustrated that people recall the ideas of passages rather than the text itself and this suggests that what is moved from working memory to long-term memory is not a direct representation of the information in short-term memory but a more abstract representation of its meaning. These abstract representations are schemata.

Seifert and Sutton (2009: 185-187) argue that there is another issue related to the

idea of cognition which is creativity. Creativity is based to a limited extent on having already acquired knowledge about the objects. The critical thinker inquires, evaluates the evidence for thoughts, reasons for problems both logically and objectively, and illustrates the ideas and results clearly, briefly and apply these habits of mind in more than one domain of life or knowledge.

## **2.4 An Over View of the Model of the Study**

All what has been presented previously is an introduction to the model of the study; this model helps to construct the questions as well as to show the effect of text type on readers' ways of thinking at university level. The model is called "Anderson and Krathwohl (2001) – RBT". The selected BRT (2001) by Lorin Anderson and David R. Krathwohls serves the objectives of the present study.

This model is devoted to measure the cognitive psychological behaviors concerned with the linguistic aspect (i.e., Psycholinguistics). Therefore, the taxonomy will assist in designing the two tests of the study which contain items that measure the cognitive mental processes as they are referred to in BRT and the effect of text type through measuring reader's achievement concerned with the linguistic elements such as the semantic meaning, syntactic structure,...etc. Then, text type effect will be extracted.

### **2.4.1 Bloom's Taxonomy**

Hess (2006:6) states that over the past decades, educators and psycholinguists have tried to develop a model for comprehending the cognitive complexity. Therefore, in 1956, Benjamin Bloom was in the leading position of a group of educational psycholinguists who developed a classification of levels of intellectual behavior which has significance in learning. Consequently, Forehand (2012:2) demonstrates that, this framework has become a taxonomy of three domains:

- 1- The cognitive.**
- 2- The affective.**
- 3- The psychomotor.**

Luebke and Lorie (2013:4) describe Bloom's taxonomy as "a classification of levels of intellectual behaviors ". Forehand (2012:3) adds that Bloom's Taxonomy is a model of classifying thinking into six cognitive multi –tiered levels of complexity. Munzenmaier and Rubin (2013:6-7) explain that the bottom of the hierarchy is the level of the knowledge which is identified as remembering or recalling back the previously learned material whereas, the comprehension demonstrates the processing of new information and it implies the largest category of cognitive skills and abilities. At the application level, a learner should have the ability to solve a new problem by applying knowledge. Analysis demands the learners to distinguish the relationships among parts. Synthesis refers to creative behavior since the learners make new and unique products. Eventually, evaluation includes judgment about the value.

Munzenmaier and Rubin (2013:9) explain that the most basic tools to be used and to develop the original taxonomy (henceforth OT) are tables that propose verbs corresponding to each level of cognition (see table 2.1).Therefore, to make use of such tables, certain steps are recommended:

**Step (1)** Clarify the cognitive level of the target.

**Step (2)** Select a verb form.

**Step (3)** Use them to start the objective.

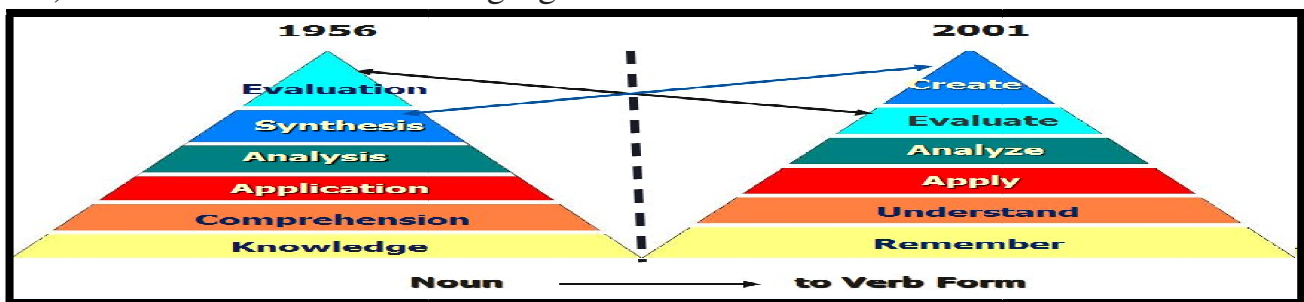
Level	Skill	Definition	Verbs
<b>Level 1</b>	Knowledge	Recall information	Identify, describe ,name, labels, recognize, reproduce, follow.
<b>Level 2</b>	Comprehension	Understanding the meaning. Paraphrase a concept.	Summarize, convert, defends, paraphrase, interpret, and give examples.
<b>Level 3</b>	Application	Use the information or concept in a new situation.	Build, make, construct, model, predict, prepare.
<b>Level 4</b>	Analysis	Break information or concepts into parts to understand it more fully.	Compare/contrast, break down, distinguish, select, and separate.
<b>Level 5</b>	Synthesis	Put ideas together to form something new.	Categorize, generalize and reconstruct.
<b>Level 6</b>	Evaluation	Make judgments about values.	Appraise, critique, judge, justify, argue and support.

**Table (2.1): The Definitions of Skills and Verbs Used in Bloom's Cognitive Levels Taken from (Munzenmaier and Rubin, 2013:10)**

Finally, Amer (2006:216) states that since the cognitive processes are arranged in one single dimension of simple –to- complex behavior and the levels do not overlap; the OT taxonomy is classified as weak and need improvement.

#### **2.4.2 Anderson and Krathwohl (2001) -The Revised Bloom's Taxonomy (RBT)**

During the 1990's an update of the OT was done by Lorin Anderson . The published RBT in 2001 contains many minor but actually and exactly important changes (Forehand, 2012:3). Besides, Munzenmaier & Rubin (2013:17) illustrate that Anderson and David Krathwohl evaluate their work as being a completion of the original framework rather than a replacement. The most obvious differences between the 1956 and 2001 versions of Bloom's OT and the Revised Taxonomy (henceforth RT) are clarified in the following figure:



**Figure (2.1): Bloom vs. Anderson/Krathwohl Versions (Taken from Wilson, 2013:4)**

Munzenmaier and Rubin (2013:18) mention that "the hierarchy is no longer considered accumulative" because skills such as understanding can be exercised on many levels. This allows the categories to overlap. Forehand (2012:3) comments that these two versions differ from each other and the clearest changes occur in the terminology. Essentially, Bloom's six basic categories have been changed from noun

to verb forms. Moreover, the new version contains two dimensions— knowledge and cognitive processes—with their subcategories embodied within each dimension. The first dimension, knowledge, now consists of four categories of knowledge arranged from the most concrete to the most abstract.

#### **a)The Knowledge Dimension:**

Kratwohl (2002:214) explains that the new knowledge dimension includes four instead of three main categories. Amer (2006:7) states the new names of the knowledge categories are factual, conceptual, procedural and the fourth new category, i.e., metacognitive knowledge, (see table 2.2) .The various kinds of knowledge are presented and summarized with their sub-categories in the following table:

**Table (2.2): Structure of the Knowledge Dimension of the RBT  
(Taken from Kratwohl, 2002: 214)**

Knowledge hierarchy	Subcategories
<b>1.0 Factual Knowledge</b> - The basic elements that students must know to be acquainted with a discipline or solve problems in it.	<b>1.1</b> Knowledge of terminology <b>1.2</b> Knowledge of specific details and elements
<b>2.0. Conceptual Knowledge</b> – The inter-relationships among the basic elements within a larger structure that enable them to function together.	<b>2.1</b> Knowledge of classifications and categories <b>2.2.</b> Knowledge of principles and generalizations <b>2.3</b> Knowledge of theories, models, and structures
<b>3.0 Procedural Knowledge</b> – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	<b>3.1</b> Knowledge of subject-specific skills and algorithms <b>3.2</b> Knowledge of subject-specific techniques and methods <b>3.3</b> Knowledge of criteria for determining when to use appropriate procedures
<b>4.0 Metacognitive Knowledge</b> –Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.	<b>4.1</b> Strategic knowledge <b>4.2</b> Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge <b>4.3</b> Self-knowledge

#### **b) Cognitive processes :**

Munzenmaier and Rubin (2013:19) show that the cognitive processes are 19 and they are organized from the most essential to the most complex. Anderson and Krathwohl (2001, cited in Forehand, 2012:4) define the new terms in the RBT as follows (see table 2.3):

**1) Remembering:** "Retrieving, recognizing, and recalling relevant knowledge from long term memory".

**2) Understanding:** "Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining".



**3) Applying:** "Carrying out or using a procedure through executing, or implementing".

**4) Analyzing:** "Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing".

**5) Evaluating:** "Making judgments based on criteria and standards through checking and critiquing".

**6) Creating:** "Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing".

**Table (2.3): Structure of the Cognitive Process Dimension of the RT (Anderson and Krathwohl, 2001 cited in Munzenmaier and Rubin, 2013:19)**

Lower Order Thinking Skills			Higher Order Thinking Skills		
Remember	Understand	Apply	Analyze	Evaluate	Create
<b>1)Recognizing</b> Identifying  <b>2)Recalling</b> Retrieving	<b>1)Interpreting</b> Clarifying Paraphrasing Representing <b>2)Exemplifying</b> Translating Illustrating Instantiating <b>3)Classifying</b> Categorizing Subsuming <b>4)Summarizing</b> Abstracting Generalizing <b>5)Inferring</b> Concluding Extrapolating Interpolating Interpreting <b>6)Comparing</b> Contrasting Mapping Matching <b>7)Explaining</b> Constructing models	<b>1)Executing</b> Carrying out  <b>2)Implementing</b> Using	<b>1)Differentiating</b> Discriminating Distinguishing Focusing Selecting  <b>2)Organizing</b> Finding coherence Integrating Outlining Parsing Structuring  <b>3)Attributing</b> Deconstructing	<b>1)Checking</b> Coordinating Detecting Monitoring testing  <b>2)Critiquing</b> Judging	<b>1)Generating</b> Hypnotizing  <b>2)Planning</b> Designing  <b>3)Producing</b> Constructing

### **3. Research Methodology**

This study is conducted to find out the extent to which text types have influenced the EFL students' comprehension to gain the linguistic knowledge. Therefore, in order to test the effect of two text types (i.e., argumentative and expository texts) on the EFL students at University of Basra, two RC tests of 14 points in each have been designed according to the BRT of the behavioural critical thinking levels and have been conducted and completed by the sample. The gathered data of students'



responses are analyzed by the statistical software the SPSS (0.19) as it will show in this part.

### **3.1 Participants**

The population of the present study covers all the 2<sup>nd</sup> stage students at the Department of English / College of Education for Human Sciences/ University of Basra during the academic year 2015-2016 who are 221 students. The sample has been chosen carefully so as to be representative of the population. All the failure students in the second-year for the preceding year and those who are transferring to the other colleges (N=36) are excluded from being calculated statistically. 20<sup>1</sup> students are employed to conduct the pilot .75 students are chosen as participants for measuring the ease –difficulty and discrimination coefficient items of the tests. The rest of the sample i.e., 90 students are devoted for the final administration of RC tests.

### **3.2 The Research Tools (Instruments)**

The main instruments used in this study are two RC tests:

#### **3.2.1 RC Tests Construction**

Based on Anderson and Krathwohl –RBT (2001), the tests of this study are designed with the average of 3 times of modifications before conducting the pilot test. The process of preparing the two tests depends on the selection of two appropriate passages<sup>2</sup> which have obtained agreement of 12 out of 13 members of the jury i.e., 92% about their suitability to the level of the students. Then, 15 behavioral purposes or in other words "Behavioral objectives" items following RBT levels in each text are designed and divided equally in each into 4 understanding, 1 applying, 4 analyzing, 4 evaluating and 2 creating items which also have got the agreement of all jury's members about their validity. After that, the RC tests items are set. That is, MC items and their distracters which have based on the behavioral purposes are constructed.

**The following are the main objectives assigned to the RC tests:**

- 1) Assessing EFL readers' ability in differentiating between the argumentative and expository texts.
- 2) Exploring the effect of texts type on EFL readers' critical and creative thinking.
- 3) Measuring the effect of the two texts types and contents on EFL readers' comprehension and performances (i.e. achievements).
- 4) Measuring the level of text difficulty for EFL readers.
- 5) Exploring whether the texts structures have affected the readers' knowledge of the two texts types and their achievements.

Eventually, the tests are completed and they are appropriate for doing the pilot tests before conducting the final formal administration.

#### **3.2.2 The Scoring of the Tests**

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<sup>1</sup> Also see, Johanson and Brooks (2010:339-400) in their article "*Educational and Psychological Measurement*". They have estimated the minimum number of pilot representative sample as from 12 to the maximum of 36 participants .

<sup>2</sup> **Test1** stands for the expository text "Electricity from the Wind" and **Test 2** stands for the argumentative text "Health and Healing at Your Fingerprints".

The RC tests are scored. Since the tests are MC, then the mark will be either 0 or 1 (correct or in correct) and there is no probability for other choice i.e., each item gets 1 mark.

### **3.2.3 Validity**

There are several considerations that should be taken into account while evaluating the measurement tools. Any test should have at least content and face validity (Jabir, 2015:55; Al-Juboury, 2014:39). In this study, the content validity is extracted by a panel of 13 referees who all agreed on the content validity of the RC tests. They have stated that the passages achieve the aims of the research and measure the comprehension, the critical thinking and assess the effectiveness of the RC tests and cover all what is intended to measure. On the other hand, the face validity of the two RC tests are evaluated depending essentially on the non experts (i.e., students) in which the test appearance, the difficulty level of RC tests, a property of tests and time needed to accomplish them are checked depending on the students' judgments.

After the RC tests validity has been ascertained by experts and before doing the final administration of the tests, a pilot administration was carried out. The sample of 20 students has been randomly chosen from the 2<sup>nd</sup> stage. The pilot tests have been carried out by following tests and the re-tests after two weeks on the same group. Then, the data are collected and on the basis of the results obtained from the pilot test, slight changes and modifications have been done for the RC tests.

### **3.2.4 Reliability**

The reliability of the measuring tools has been achieved by using the Alpha Cronbach Formula and the test –retest reliability. Consequently, the reliability gained from the results of randomly selected 20 students at the second stage has shown that the highest and systematic reliability of internal consistency for the Test 1 is (0.74) and Test 2 is (0.77).

Secondly, in order to obtain the congruence and the inter-items correlation among the items of the RC tests, they were computed and analyzed using Karl Pearson's coefficient of correlation. The findings demonstrate that the achieved correlation of the 15 items of test 1 is ( $r = .771^{**}$ ,  $P < 0.01$ ), whereas the correlation of test 2 is ( $r = .753^{**}$ ,  $P < 0.01$ ). The results indicate that tests have high external consistency reliability, objectivity and measure what is intended to during two different times.

### **3.2.5 Ease-Difficulty and Discrimination Coefficients of Items**

The other basic and completed features which should be taken into account while constructing the test items are the ease –difficulty and the discrimination coefficient of items in order to determine those items that are good and those that need modifications or deletion.

In this study, the ease –difficulty coefficient and the discrimination coefficient of items of the measuring tools are calculated according to the results of the sample that consists of 75 students for the RC tests. Mitra et al. (2009:3) mention that an item is regarded as a difficult one when the difficulty index value is less than 30% and it is easy when the index value is greater than 80% whereas, the discrimination of items of

Test 1 and Test 2 has been classified according to Ebel's (1972) guidelines<sup>3</sup> of the classical test theory item analysis.

The level of difficulty and the discrimination coefficient of items of the RC test 1 are acceptable and satisfactory, since the P index of the Test 1 ranges between (0.30-0.77) whereas the D index ranges between (0.30-0.60) except for item 7 which is deleted in the final version of the Test. It has got 0.92 ease-difficulty which is regarded as too easy point and 0.15 which is considered as weak discrimination because it is less than the acceptable norm which must range between (0.20-0.80).

Following the same procedures in calculating the level of difficulty and discrimination coefficient items of Test 2 has resulted the ease –difficulty level ranged between (0.30-0.73). The discrimination items are (0.30-0.65) which demonstrate that the items are acceptable and they also have high value for achieving the intended purpose except item (4) which is deleted from the final version of the tests because its computed value shows that this item is too easy since it obtained (0.85) and it also has a weak discrimination of (0.18).

#### **4. Analysis and Discussion of the RC Tests Results**

The RC tests are conducted and the results gained are analyzed using SPSS statistics as indicated in the following sub-sections:

##### **4.1 The Differences of the Respondents' Abilities in Differentiating Between the Two RC Texts Types**

In order to have a clear understanding of students' abilities in differentiating between the two text types and test the null hypothesis which is "there are no statistical differences in students' abilities to differentiate between the two text types", the statistical t-test of the two independent samples is employed to test the null hypothesis at the significant level (0.05) under the degree of freedom (D.F=178) as illustrated in the following table (See: 4.1):

**Table (4.1) T-Test of two Independent Samples Indicating the Differences among Students' Abilities in Differentiating between the Text Types**

	Levene's Test for Equality of Variances		T-Test for Equality of Means						95% Confidence Interval of the Differences	
	F	Sig.	Critical t-value	t-ratio	df.	2-tailed Sig.	Mean Differences	Std. Error Differences	Lower	Upper
Equal variances assumed	.013	.909	1.97	6.768	178	.000	.63333	.09358	.81800	.44867
Equal variance not assumed				6.768	171.942	.000	.63333	.09358	.81805	.44862

<sup>3</sup> The item with negative discrimination index (D) was considered to be discarded; D: 0.0 – 0.19 – poor item – to be revised; D: 0.2 – 0.29 – acceptable; D: 0.3 – 0.39 – good; D: >0.4 – excellent (Mitra N K el al. ,2004:3).

As table (4.1) reveals, it is obvious that the t-value which is ( $t = 6.768$ ) is higher than the critical value (1.97) which indicates that students' ability in differentiating between the two texts types is statistically significant. Furthermore, the table (4.2) demonstrates that the achieved mean of the test 2 ( $M = 1.222$ ) with the Std. Deviation (.6841) is higher than the mean score of the test 1 ( $M = .4889$ , Std. Deviation = .56577) at the significant level (0.05) under the degree of freedom (D.F. = 178). Therefore, the alternative hypothesis which is proved statistically shows that there are significant differences in students' abilities in differentiating between the texts types under study is accepted.

**Table (4.2) Group Statistics Indicate the Differences among Students' Abilities in Differentiating between the Text Types (1 & 2)**

	N	Mean	Std. Deviation	Std. Error Mean
Test 1	90	.4889	.56577	.05964
Test 2	90	1.222	.68413	.07211

#### **4.2 The Effect of the RC Text Types on EFL Readers' Behavioral (Critical - Creative) Thinking Levels**

The main goal in this sub-section is to test the null hypothesis which states that "there are no statistical significant differences in the effect of the text types on students' behavioral (critical-creative) thinking levels for comprehending the texts". Therefore, students' abilities in employing the behavioural thinking levels for gaining the linguistic knowledge in the two text types and determining which one of the two types is more comprehensible and recognizable for students are also examined statistically.

The Levene's T-test of two equals and independent samples is used and the results indicate that the overall t-test value that is ( $t = 3.0178$ ) is higher than the critical value (1.97) at the degree of freedom (D.F. = 178). The results assure the significant differences of the effect of the text type on students' behavioral (critical- creative thinking), therefore, the null hypothesis is rejected and the alternative one which states that there are significant differences in the effect of the text types on students behavioral thinking levels is accepted (the table 4.3).

	Levene's Test for Equality of Variances		T-Test for Equality of Means						95% Confidence Interval of the Differences	
	F	Sig.	Critical t- value	t-ratio	df.	Sig. 2-tailed	Mean Differences	Std. Error Differences	Lower	Upper
Equal variances assumed	2.1392	.0376	1.97	3.0178	178	.337	.502244	.27778	.43212	.36610
Equal variance not assumed				3.0178	177.1924	.337	.502244	.27778	.43212	.36610

**Table (4.3): The Overall T-Test Value Assessing the Effect of the Text Type on Respondents' Behavioral Thinking Level**

Now, the comparisons are made between the two groups (each of 90 respondents) for each variable of the 5 that is (understanding, applying, analyzing, evaluating and creating), see the table (4.4):

**Table (4.4): Levene's T-test of Two Equal Independent Samples Assessing the Effect of**

## the Texts Types on Respondents' Behavioral (Critical and Creative) Thinking

Behavioral Purposes		Levene's Test for Equality of Variances		T-Test for Equality of Means						95% Confidence Interval of the Differences	
		F	Sig.	Critical t-Value	t-ratio	df.	Sig. 2-tailed	Mean Differences	Std. Error Differences	Lower	Upper
Understanding	Equal variances assumed	1.050	.307	1.97	2.277	178	.024	.35556	.15614	.66369	.04743
	Equal variances not assumed			1.97	2.277	176.706	.024	.35556	.15614	.66370	.04741
Applying	Equal variances assumed	.837	.361	1.97	3.529	178	.001	.25556	.07242	.11264	.39847
	Equal variances not assumed			1.97	3.529	177.941	.001	.25556	.07242	.11264	.39847
Analyzing	Equal variances assumed	4.018	.047	1.97	1.673	178	.096	.31111	.18591	.05576	.67798
	Equal variances not assumed			1.97	1.673	149.160	.096	.31111	.18591	.05625	.67847
Evaluating	Equal variances assumed	3.045	.083	1.97	6.866	178	.000	.81111	.11814	1.04424	.57798
	Equal variances not assumed			1.97	6.866	174.856	.000	.81111	.11814	1.04427	.57795
Creating	Equal variances assumed	1.746	.188	1.97	.744	178	.458	.07778	.10450	.28400	.12845
	Equal variances not assumed			1.97	.744	177.299	.458	.07778	.10450	.28401	.12845

As a result, it is proved that the highest significant computed t-value has gone to the level of students' behavioral and critical abilities of **evaluating** the texts. In which the achieved t-value is ( $t = 6.866$ ) which is higher than the critical t-value ( $t = 1.97$ ) at the significant level (0.05) under the degree of freedom (D.F. = 178).

The comparison between the means of the evaluation variable of the two tests has revealed that the mean of the test 2 (argumentative text) which is ( $M = 1.6111$ ) with the std. deviation (0.84394) is higher than test 1 (expository text) which is ( $M = 0.8000$ ) with the std. deviation (0.73744) which means that students' abilities to evaluate the argumentative text type is higher than in the expository text (the table 4.5).

Table (4.5) Group Statistics Indicate the Differences among Students' Abilities to Evaluate the Text Types (1 &amp;2)

Behavioral Purpose	Test	N	Mean	Std. Deviation	Std. Error Mean
Evaluating	Test 1	90	.8000	.73744	.07773
	Test 2	90	1.6111	.84394	.08896

The level of **applying** has come in the second place after students' thinking abilities of evaluating. The significant obtained t-test value is ( $t=3.529$ ) greater than the critical value that is (1.97) at the significant level (0.05) and the degree of freedom (D.F.=178). It is also clear from the table (4.6) that the higher mean scores are achieved in test 1 that is ( $M=.6444$ ) with the Std. deviation ( $=.48135$ ) than the mean scores of test 2 ( $M=.3889$ ) and the Std. deviation (0.49023). This means students' abilities concerning applying rules, methods and concepts in new situation have been employed more effectively within the test 1 (expository texts) than test 2 (argumentative text).

Behavioral Purpose	Test	N	Mean	Std. Deviation	Std. Error Mean
Applying	Test 1	90	.6444	.48135	0.5074
	Test 2	90	.3889	.49023	.05167

Table (4.6) Group Statistics Indicate the Differences among Students' Abilities to Apply the Knowledge Presented in the Text Types (1 &amp;2)

In the light of statistical results, it is noticed that the significant computed value of the behavioral (critical - creative) thinking which is **understanding** has got the greater t-value that is ( $t=2.227$ ) than the critical t-value (1.97) at the significant level (0.05) and the degree of freedom (D.F.=178). The results also show that the mean score of test 2 which is ( $M=2.6667$ ) and the Std. deviation (1.09133) are significantly better gains for the RC of argumentative which have achieved higher scores than the test 1 which has perceived the mean scores ( $M=2.3111$ ) and the Std. deviation (1.00162). This is another sign of students' abilities in understanding the argumentative text is more than their thinking abilities to understand the expository text type, see the following table (4.7).

Behavioral Purpose	Test	N	Mean	Std. Deviation	Std. Error Mean
Understanding	Test 1	90	2.3111	1.00162	.10558
	Test 2	90	2.6667	1.09133	.11504

Table (4.7) Group Statistics Indicate the Differences among Students' Abilities to Understand the Text Types (1 &amp;2)

On the other hand, **analyzing and creating levels** have obtained non-significant t-test value since they are less than the critical value (1.97). The t-test value for analyzing variables is ( $t=1.673$ ) whereas the t-value of the creating variables is ( $t=.744$ ). The results indicate that there are no statistical differences in the effect of the

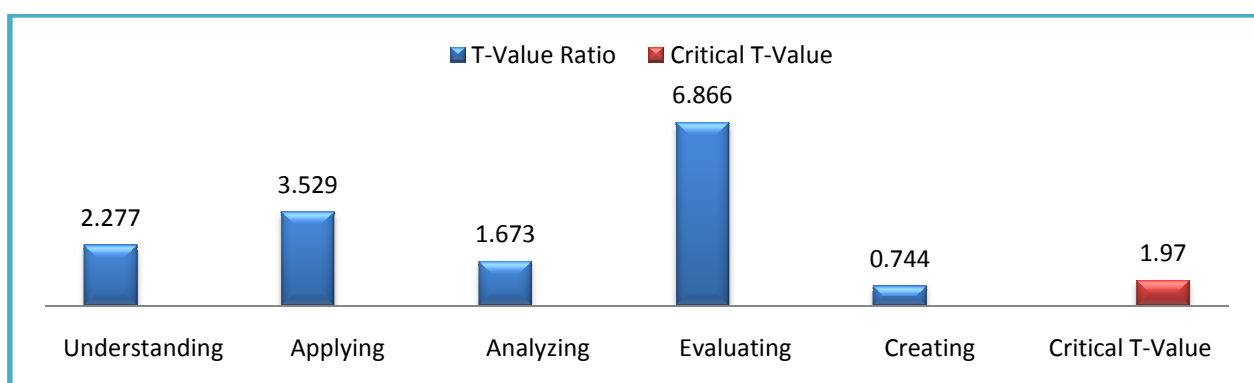


texts types between the two groups neither in their abilities of analyzing the two types of texts nor their abilities of creating new patterns, structures, etc. Nevertheless, slight differences have been recognized throughout comparing the arithmetic means.

As far as the level of analyzing, students' abilities of analyzing texts are greater with test 1 which has ( $M=2.2222$ ) and the Std. deviation ( $0.93349$ ) than test 2 which has less mean score ( $M=1.9111$ ) and the Std. deviation ( $1.49640$ ). Whereas the mean score of students' abilities concerning the creating level has received greater mean for test 2 that is ( $M=1.2889$ ) and the Std. deviation ( $0.72274$ ), however, less score mean is perceived in test 1 that is ( $M= 1.2111$ ) and the Std. deviation ( $0.67864$ ), see (table 4.8) and (figure 4.1).

**Table (4.7) Group Statistics Indicate the Differences among Students' Abilities to Analyze and Create the Text Types (1 &2)**

Behavioral Purposes	Test	N	Mean	Std. Deviation	Std. Error Mean
Analyzing	Test 1	90	2.2222	.93349	.09840
	Test 2	90	1.9111	1.49640	.15773
Creating	Test 1	90	1.2111	.67864	.7153
	Test 2	90	1.2889	.72274	.07618



**Figure (4.1): The T- Values Ratio and the Critical T-Value Testing the Effect of Text Types on Respondents' Behavioral Thinking levels**

Eventually, it has been proved that argumentative text type is more comprehensible and recognizable for students than the expository text type.

By evidence and for the purposes of more certainty, the T-Test of two independent samples is repeatedly used again and the results show that the statistical t-value which is ( $t=2.237$ ) is higher than the critical t-value which is ( $t=1.97$ ) at the significant level ( $0.05$ ) and under the degree of freedom ( $D.F.=178$ ). This results have affirmed that there are significant differences effects of the behavioral thinking levels as well as text types and content on students' performance (see the table 4.8).



**Table (4.8): The Effect of the Employed Behavioral Thinking Levels, the Text Types and Contents on the EFL Readers' Performance and Achievements**

	Levene's Test for Equality of Variances		T-Test for Equality of Means					95% Confidence Interval of the Differences	
	F	Sig.	t	df.	Sig. (2-tailed)	Mean Differences	Std. Error Differences	Lower	Upper
Equal variances assumed	26.753	.000	2.237	178	.027	.68889	.30794	1.29657	.08121
Equal variances not assumed			2.237	149.396	.027	.68889	.30794	1.29737	.08041

In order to justify what is stated, a comparison between the mean scores of the two tests (1&2) has proved that the effect of the stated variables is clear on the students' RC progress in test 2 in which the perceived mean which is ( $M=7.4222$ ) is higher than the received mean in test 1 which is ( $M=6.7333$ ). Finally, it is revealed that there are associations between students' behavioral thinking levels, texts types and students' performance and the highest proved association has appeared with students' achievement in test 2 (i.e., argumentative test type), (See table 4.9).

**Table (4.9) Comparing Group Statistics Means to Show the Effect of the Employed Thinking Levels, the Text Types and Contents on the EFL Readers' Achievements (Test 1 & 2)**

	N	Mean	Std. Deviation	Std. Error Mean
Test 1	90	6.7333	1.54919	.16330
Test 2	90	7.4222	2.47676	.26107

However, another factor that may have been tested using the statistical measurement which is the Chi-square test to test whether there are significant differences faced students concerning the levels of the two text types difficulty and their comprehension as well as to prove that students' progress is affected by certain factors as for instance; the employed behavioral thinking levels and the text types and doesn't occur by chance or accidentally (See table 4.10).

**Table (4.10): Chi-Square Test for Examining the Differences in the Level of Texts Difficulty and Students' RC**

	Value	df	Asymp Sig. (2-Sided)	Exact Sig. (2- Sided)	Exact Sig. (1- Sided)
Pearson Chi-Square	1.423 <sup>a</sup>	1	.233		
Continuity Correction <sup>b</sup>	1.089	1	.297		
Likelihood Ratio	1.425	1	.233		
Fisher's Exact Test				.297	.148
N of Valid Cases	180				

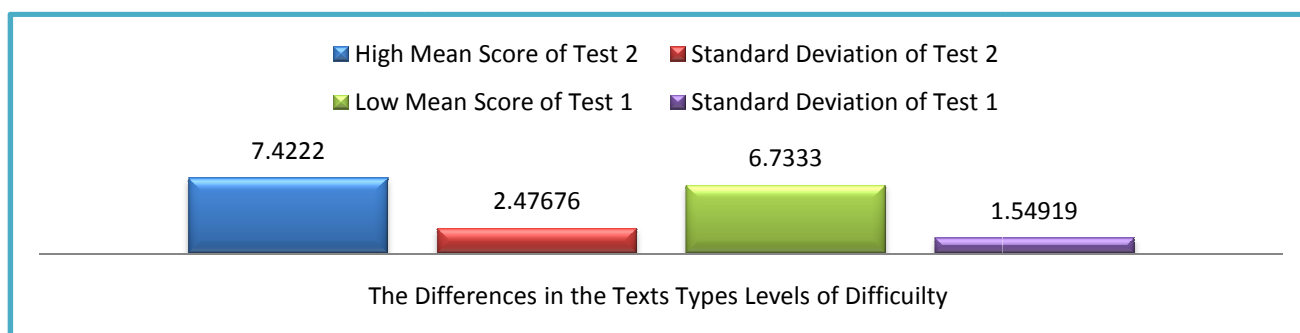
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 44.00.

b. Computed only for a 2x2 table

The result of the Chi-Square test in the above table (4.10) has shown that the Pearson chi-square value ( $\chi^2=1.423^a$ ) is lower than the standard critical value which is ( $\chi^2=3.84$ ) at the significance level (0.05) and the degree of freedom (D.F.=1), therefore, the difference between the two types concerning the level of difficulty is not significant but there are slight differences regarding the texts level of difficulty as it is illustrated by the mean which shows that test 2 has achieved higher mean that is (M=7.4222) more than that achieved mean score in test 1 that is (M=6.7333). The differences in the mean scores refer to the higher comprehending level achieved in test 2 rather than test 1 which has proved to be the difficult one. Therefore, the level of the text types difficulty is proved to be another factor that has affected students' comprehension (See table 4.11) and figure (4.2).

**Table (4.11): Descriptive Statistics Means Clarify the Differences in the Level of Texts Difficulty and Students' RC**

	N	Minimum	Maximum	Mean	Std. Deviation
Test 1	90	1.00	9.00	6.7333	1.54919
Test 2	90	3.00	13.00	7.4222	2.47676



**Figure (4.2): The Range of Differences in the Mean Scores and the Std. Deviations of the Difficult Text Type (Test 1) and the Less Difficulty Text type Distance (Text 2)**

Eventually, it becomes easier now to account for the average of those succeeded from the non-succeeded students as a last step in showing the differences in the effect of the text type difficulty level on students' comprehension as it is clarified in the following table (see table 4.12).

**Table (4.12) Test 1 \* Test 2 Cross Tabulation Count of the succeeded and the non- succeeded Students**

VAR00001		VAR00002		Total
		Test 1	Test 2	
not succeeded	Count	50	42	92
	Expected Count	46.0	46.0	92.0
	% within VAR00001	54.3%	45.7%	100.0%
	% within VAR00002	55.6%	46.7%	51.1%
succeeded	Count	40	48	88
	Expected Count	44.0	44.0	88.0
	% within VAR00001	45.5%	54.5%	100.0%
	% within VAR00002	44.4%	53.3%	48.9%

Total	Count	90	90	180
	Expected Count	90.0	90.0	180.0
	% within VAR00001	50.0%	50.0%	100.0%
	% within VAR00002	100.0%	100.0%	100.0%

It is clear from the cross tabulation table (4.12) that less percentage of the succeeded students is perceived with test 1, in which 40 out of 90 students (44.4%) have passed expository RC test, whereas, few differences are received in test 2 in which a higher percentage of those students have passed the exam, that is 48 students out 90 which represents (53.3 %).

In an attempt of accounting for nearly all the domains concerning the effect of texts types on EFL readers, it is necessary to shed a light on whether students' realization of the structures of the two text types has affected their knowledge of the two text types and their achievements as a result. Therefore, Levene's T-Test of two equal independent samples has been conducted and resulted that the t-value which is ( $t=7.820$ ) is higher than the critical t-value which is (1.97) at the significance level (0.05) and the degree of freedom (D.F.=178), (see the table 4.13).

	Levene's Test for Equality of Variances		T-Test for Equality of Means						95% Confidence Interval of the Differences	
	F	Sig.	Critical t- value	t-ratio	df.	Sig. 2-tailed	Mean Differences	Std. Error Differences	Lower	Upper
Equal variances assumed	2.172	.142	1.97	7.820	178	.000	.74444	.09520	.93230	.55659
Equal variance not assumed				7.820						

**Table (4.13) Comparing Students' Realization of the Text Structure in the Two Texts and its Effect on Students' Knowledge the Type of the Texts and Achievements**

The significant t-value (the table 4.13) asserts that students' realization for the two – text structures is significantly different in test 2 from test 1 as well as it is more significant for the sake of text 2 in which the mean ( $M=1.2333$ ) with the Std. deviation (.70392) has shown higher realization of the text structure of the test 2 than that achieved for test 1 which has obtained less mean score ( $M=0.4889$ ) with the Std. deviation (0.56577) , also see table (4.14).

#### **(4.14) Group Statistics Means of Students' Realization of the Text Structure in the Two Texts and its Impacts on Students' Knowledge and Achievements**

	N	Mean	Std. Deviation	Std. Error Mean
Test 1	90	.4889	.56577	.05964
Test 2	90	1.2333	.70392	.07420

Finally, a Pearson's Correlation coefficient  $r$  has been employed to test the 90 respondents' knowledge of the text structure and its relations to students' RC achievement in the two test types. The results reflect that there are highly significant

correlations between the subjects' knowledge of the text structures and their RC achievement in test 1 that is ( $r=0.317^{**}$ ,  $P<0.01$ ) and test 2 which is ( $r=0.453^{**}$ ,  $P<0.01$ ) at the level of significance ( $**p<0.01$ , 2-tailed) as clarified in the following tables (See table 4.15 and 4.16).

**Table (4.15): Pearson's Correlation Coefficient between Students' Knowledge of the Text structure and their RC Achievements (test 1)**

Inter-Items Correlations Matrix			
		Students' Knowledge of the Text Structure(1)	Students' RC Achievements (1)
Students' Knowledge of the Text Structure	Pearson Correlation Sig. (2-tailed) N	1	.317**
			.000
		90	90
Students' RC Achievements	Pearson Correlation Sig. (2-tailed) N	.317**	1
		.000	
		90	90
** Correlation is significant at the 0.01 level (2-tailed).			

**Table (4.16): Pearson's Correlation Coefficient between Students' Knowledge of the Text Structure and their RC Achievements (test 2)**

Inter-Items Correlations Matrix			
		Students' Knowledge of the Text Structure (2)	Students' RC Achievements (2)
Students' Knowledge of the Text Structure	Pearson Correlation Sig. (2-tailed) N	1	.453**
			.000
		90	90
Students' RC Achievements	Pearson Correlation Sig. (2-tailed) N	.453**	1
		.000	
		90	90
** Correlation is significant at the 0.01 level (2-tailed).			

Both correlations are significant and have demonstrated positive and strong relationships between students' knowledge of the texts structure and students' RC achievement .Therefore, the alternative hypothesis which emphasizes that there is a strong relationship between students' knowledge of the text structure, text types and gaining a well RC achievement is accepted. Moreover, higher correlation is obtained in test 2 and then test 1 comes. The results reflect that one reason for good performance in argumentative texts can be attributed to the students' knowledge of the text structure.

## **5.1 Conclusions:**

In the light of the statistical results presented, the following conclusions can be drawn:

- 1) It is obvious that through the analysis of the RC T-tests results that the students have obtained lower level of performance in distinguishing and understanding the expository text type than the argumentative text type as the mean value has shown ( $M=0.4889$ ).
- 2) There are statistical significant effects of the text types on students' critical and creative thinking while doing their RC. The T-test results have asserted that though students have the ability to analyze and gain the linguistic knowledge in expository texts, they lack the abilities to understand, apply, evaluate or make judgments and create coherent material. As a result, this has led them to achieve low performance. In contrast, having these abilities assist their performance in the argumentative text.
- 3) There are significant effect of the text type and content and the employed behavioural thinking levels on students' progresses in test 2 as indicated by the mean ( $M=7.4222$ ) of the argumentative text type which is higher than that of the expository ( $M=6.7333$ ).
- 4) It can be seen from the statistical finding that slight differences in the level of text difficulty has influenced the students' RC and their success in test 1. Therefore, 44.4% have passed the test 1 and 53.3% have passed test 2 successfully (the table 4.12).
- 5) It is concluded that there are statistical significant differences in students' cognitive abilities to distinguish and differentiate the structure of the two texts. Persons' Correlation in test 2 has demonstrated higher correlation between students' knowledge of the text structure and their performance in the RC that is ( $r=.453^{**}$ ) which in turn, is higher than that in test 1 ( $r=.317^{**}$ ).

## **5.2 Recommendations**

Due to the research results, some useful recommendations are proposed and summarized in the following points:

- 1) Resolving students' needs to distinguish the text types could be done more effectively when teaching RC courses depends on enhancing and improving their thinking levels by basing such teaching on the RBT (the cognitive level) to arrive at the highest level of RC and powerful critical –creative thinking.
- 2) Training students to be acquainted with different types of knowledge and implementing this knowledge in different types of linguistic discourse and texts will be helpful to assist their abilities to differentiate, recognize, being open-minded and overcome difficulties of the RC texts.

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**إستقصاء تأثير نوع النص على متعلمي اللغة الإنجليزية كلغة أجنبية على المستوى**

**الجامعي:دراسة لغوية-نفسية ذات مضامين تعليمية**

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### **المستخلص**

يهدف البحث الحالي إلى عمل دراسة لغوية - نفسية لمعرفة مدى تأثير نوع النص المستعمل على أداء القراءة الاستيعابية لطلبة اللغة الانجليزية كلغة أجنبية على المستوى الجامعي وتحديد المضامين التعليمية لتعزيز تلك المهارة. يتناول البحث مشكلة متعلمي اللغة الانجليزية كلغة أجنبية متمثلة في الصعوبات التي يواجهونها في أداء القراءة الاستيعابية. عكست هذه الصعوبة الحاجة الى التحقق الدقيق لكفايات قابليتهم في توظيف مهارات التفكير الادراكي-النقدي لتحقيق أعلى مستوى في القراءة الاستيعابية، التفريق بين انواع النصوص فضلا عن بعض العوامل الخفية داخل النص نفسه والتي ربما تساهم بزيادة صعوبة ألقراءة الأستيعاب لدى الطلبة وتحتاج إلى الأظهار و بشكل عاجل.

إشتملت عينة البحث على ١٨٥ طالبا من المرحلة الثانية في قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية في جامعة البصرة للعام الدراسي ٢٠١٥-٢٠١٦م. أعد الباحثان اختبارين تحصيليين في الإستيعاب القرائي بالإعتماد على مستويات RBT ذات السلوك التفكير النقدي. واستعمل الباحثان البرنامج الأحصائي (SPSS, 19.0) في تحليل إجابات الطلاب للتوصل الى النتائج. أظهرت أأأأأأ ان امتلاك الطلبة لقدرات الفهم، التحليل، التطبيق، التقييم والابتكار له دور مهم في تحسين وانجاز أعلى مستويات الفهم القرائي لمختلف أنواع النصوص. كما وبينت الدراسة نتائج أخرى لعوامل درست وعُرضت في هذه الدراسة.