

On the Impact of Discoursal Awareness of Cohesion and Coherence on the Improvement of Secondary High School Students Reading Comprehension Ability

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cohesion and coherence on the Iranian secondary intermediate students' reading comprehension ability. To this end, 60 students out of 120 at Dr. Hashthroordi Boys School Haviq village and Imam Reza Boys High School Choobbar village in The present study attempts to investigate the impact of teaching discoursal awareness of Astara, Guilan, Iran, were ed based on their scores of Solutions Placement Test (SPT). The participants were 15-16 years old and were randomly assigned in the experimental (N = 30) and the control (N = 30) groups. A reading comprehension test as the pretest was administered to all participants. Next, the experimental group received an eight-week training program of reading comprehension via discourse features of cohesion and coherence (including temporal, inferential, contrastive, elaborative, and logical coherence), and the modelling instruction for the control group was based on Iran regular educational system. The data were analyzed using the SPSS software, and the results were scrutinized through descriptive statistics, paired-samples t-test, independent-samples t-test, eta squared and the Levene's test. The results showed a significant difference between two groups' means which highlighted the significant effect of teaching discourse features of cohesion and coherence on the experimental group's reading comprehension ability compared to that of the control group. Therefore, it is helpful to teach discourse of cohesion and coherence as a scaffolding tool not only to raise the students' reading comprehension ability but also to provide them opportunities for getting the reading comprehension strategies.

Keywords : Discourse awareness and the ability to read and understand concepts

