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IN THE NAME OF GOD

EXPLICIT AND IMPLICIT REFERENCING IN ENGLISH AND PERSIAN TEXTS IN CONTRAST AND THE EFFECT OF SUCH CONTRASTS ON READING COMPREHENSION

BY:

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DISSERTATION

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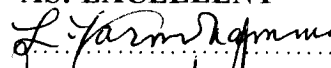
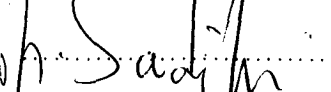
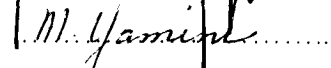
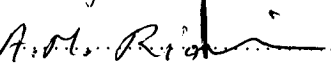

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my dissertation advisor,
Whose guidance, supervisions,
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ABSTRACT

Explicit and Implicit Referencing in English and Persian Texts in Contrast and the Effect of Such Textual Contrasts on Reading Comprehension

By

Nasser Rashidi

This study sought three objectives: (1) to elaborate on the contrasts between Persian and English in their use of explicit-implicit referencing, particularly in literary and scientific texts, (2) to try to find out how the contrast in the degree of explicitness affects Iranian EFL learners' comprehension of English written texts, and (3) to verify the significance attributed to the contrastive rhetoric both in the areas of textual analysis and discourse comprehension. For the first aim, some English literary and scientific texts were compared and contrasted with their Persian translations. The analytic framework for this comparison and contrast was adapted from Aziz (1993) and Yarmohammadi (1376/1997). In terms of these frameworks, references are divided into sections and subsections. The texts were analyzed with reference to these categories and subcategories. The results of the analysis of the data were subjected to Chi-square and it

was found that in both scientific and literary texts, English made use of much more implicit references than Persian. For the second aim of the study, based on the results of the previous part, two English reading comprehension tests, one with the rhetorical structures of English and the other with Persian rhetorical characteristics were constructed. They were validated and their reliability was computed. They were administered to 30 students in two separate sessions. The matched t-test was employed to show any differences between the participants' performance on the two tests. The results showed that there was a significant difference between the test takers' performance. The participants performed much well on the test which had the rhetorical characteristics of Persian in the use of explicit patterns. As for the third aim, the study showed the significance of contrastive rhetoric which is related to the attitudes towards language. A change in the rhetorical structure of texts in a test would lead to changes in the performance of the test takers on the test. As the texts differ, the attitudes of the readers also change. Thus, the writer can affect the attitude of the reader by using appropriate texts. The results of the study would be of much help to teachers, learners, and material developers to use texts appropriate to the level of the readers. They would help the translators not to impose the characteristics of the source texts on the target ones.

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LIST OF ABBREVIATIONS

Abbreviations	Referents
ACTFL	American Council on the Teaching of Foreign Languages
Art.	Article
Comm.	Common
Def.	Definite
DF	Degree of Freedom
Dr.	Doctor
Ed.	Edition
EFL	English as a Foreign Language
Ellipt.	Elliptical
EST	English for Science and Technology
H.	Head
Indef.	Indefinite
KR	Kuder Richardson
L1	First Language
L2	Second Language
M.A.	Master of Art
M.S.	Master of Science
NP	Noun Phrase
N.	Noun
NO.	Number
P.	Page
Ph.D.	Doctor of Philosophy
Poss.	Possessive
Pro.	Pronoun
Prop.	Proper
SC	Sentence Combining
SD	Standard Deviation
Sig.	Significant
T.	T-test
TOEFL	Tests of English as a Foreign Language
Vol.	Volume
WST	Writing for Science and Technology
2	Chi-square
X	

\bar{X}

Mean

LIST OF PHONETIC TRASCRIPTION

Phonetic Symbol		Example	
/a/	as	“har”	هر
/aa/	as	“raa”	را
/ʔ/	as	“ʔamal”	عمل
/e/	as	“lahje”	لهجه
/i/	as	“in”	این
/o/	as	“khod”	خود
/ow/	as	“towlid”	تولید
/u/	as	“kuse”	کوسه
/-ye/	as	“lahje-ye”	لهجهء
/e/	as	“daanesh”	دانش
/b/	as	“barrasi”	بررسی
/z/	as	“goraaz”	گراز
/r/	as	“bar”	بر
/d/	as	“dar”	در
/l/	as	“vali”	ولی

Phonetic Symbol	Example
/t/	as "tavassot" توسط
/j/	as "jomle" جمله
/v/	as "nahvi" نحوی
/h/	as "behtar" بہتر
/m/	as "man" من
/n/	as "bandar" بندر
/f/	as "fasl" فصل
/s/	as "kise" کیسہ
/p/	as "parishi" پریشی
/k/	as "dark" درک
/g/	as "gush" گوش
/gh/	as "rowghan" روغن
/kh/	as "khub" خوب
/sh/	as "cheshm" چشم
/zh/	as "vaazhe" واژه
/ch/	as "chegune" چگونہ

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The present chapter first introduces reference as a rhetorical element. Then, the theoretical and conceptual framework of the study is presented. The last two sections put forward the objectives as well as the significance of the study.

1.1. Reference

Analyzing a text with respect to the way referencing is accomplished within the text is one aspect of discourse analysis. Discourse is defined by Salkie (1997) as “a stretch of language that may be longer than one sentence” (p. ix) and Chapman (1973) as “a unit of linguistic performance which stands complete in itself, or an operational unit of language” (p.100). The analysis of this unit which is referred to as discourse analysis is defined by Crystal (1992) as “the study of continuous stretches of language longer than a single sentence” (p. 106) and Harris (1963) as

a method of seeking in any connected discrete linear material, whether language or language-like, which contains more than one elementary sentence, some global

structure characterizing the whole discourse (the linear material), or large sections of it (p. 7).

The structure which characterizes the whole discourse or large sections of it and found through discourse analysis in a text in one language can be compared and contrasted with the equivalent text in another language. This is referred to as contrastive discourse, or even textual contrastive analysis.

Reference as a discursal notion has been discussed, studied and analyzed by different researchers under different titles and they have had different approaches towards it. Hatch and Brown (1995) define one major category of the elements through which referencing is accomplished as pronouns referring to nouns already mentioned in the discourse or point ahead to a noun that is about to be mentioned. They then discuss two main categories of reference: anaphoric and cataphoric. Anaphoric reference points back in the discourse to a noun that has already been established and cataphoric reference points forward to its antecedent. In 'John is a famous writer; *he* writes interesting novels.' the pronoun is anaphoric. In 'Since, *it* is a complicated subject, philosophy is yet of interest to few people.' The pronoun is cataphoric because it points ahead to a referent in the discourse.

Martin (1992) identifies reference as a semantic choice. He divides reference into two main categories: (1) generic and (2) specific. The former is selected when the whole of some experiential class of participants is at stake rather than a specific manifestation of