

f THE EFFECT OF TEXT STRUCTURE AND SIGNALING DEVICES  
ON RECALL OF FRESHMAN ARAB STUDENTS

THE EFFECT OF TEXT STRUCTURE AND SIGNALING DEVICES  
ON RECALL OF FRESHMAN ARAB STUDENTS

CVR

DISSERTATION

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

RECEIVED

For the Degree of

DOCTOR OF PHILOSOPHY

PHILADELPHIA UNIVERSITY  
LIBRARY  
By  
Class No.  
Date

Mahmoud Ahmed Qandil, B.A., M.A.

Denton, Texas

May, 1986

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the effect of text structure and certain signaling devices on recall of freshman Arabic-speaking students of varying reading abilities.

Subjects for this study were forty-five freshman Arabic-speaking students enrolled in ENGL 1000, ENGL 1312, and ENGL 1322 courses at North Texas State University during the Fall 1985 semester.

The instruments used in this study were as follows:

(1) the Reading Comprehension Section of the TOEFL, which was given to determine the reading levels of the subjects, and (2) two well-organized passages, adapted for this study, with clearly identifiable text structures. Two versions of each passage were written— one with the signaling devices included in the passage, and the other with the signaling devices deleted.

Three hypotheses were tested in this study. Hypothesis I, which predicted that good readers would be able to recognize and utilize the original text structure at a significantly higher level than the average and poor readers, was supported. Good readers utilized the original organization of the passage at a significantly higher level than the average and poor readers. The difference between groups was significant

at the .03 level for the immediate recall and at the .01 level for the delayed recall.

Hypothesis II, which predicted that students who followed the original text structure would recall more information in their immediate and delayed recalls than those who failed to do so, was supported. The students in all three groups who utilized the original structure of the passage in their immediate and delayed recalls were able to recall significantly more information than those who did not. The difference was significant at the .01 level for both immediate and delayed recalls.

Hypothesis III, which predicted that the subjects in all three groups would remember significantly more information from the passage with the signaling devices than from the passage without the signaling devices, was not supported. Signaling devices helped only the good and average readers to recall more information both in immediate and delayed recalls, while the group of poor readers was not affected by the presence of the signaling devices both in immediate and delayed recalls.