

## How Consciousness-Raising Affects Intonation and Facilitates Reading Comprehension

MOHAMMAD SHARIATI  
*Shahid Bahonar University of Kerman, Iran*

### ABSTRACT

*This paper reports on an investigation about the relation between a student's conscious awareness of the structure of a sentence and the degree of his/her intonation accuracy as well as his/her reading comprehension.*

*The research was done based on the hypothesis that: " if the students are made conscious of the infrastructure of lengthy sentences i. e., of subject and predicate division and of the relative and other WH-clauses, they are more likely to read the sentences 'correctly and with greater comprehension.*

*To examine the validity of the hypothesis, different groups of ESP students of different years were observed at Shahid Bahonar university of Kerman. They were, first, taught how to divide a sentence into subject and predicate and also about the form and function of WH-clauses.*

*Next, the application of the student's knowledge of sentence was examined whenever one of them seemed unable to read a sentence correctly. At this point, the student was asked to show the borderline between the subject and the predicate by identifying the verb at the beginning of the predicate. The next thing to do was to ask the student to read the sentence again. If he/she succeeded to read the sentence with the correct intonation, then he/she would be asked to translate it into L<sub>1</sub>. In case there were words that were unfamiliar to the student, they were ignored and the main idea of the sentence would suffice.*

*At last, the cross-tabulations of their immediate response to consciousness-raising with reading comprehension and intonation showed a 100% of improvement. This hypothesis proved the hypothesis.*

**Key words:** Consciousness-Raising, Subject, Predicate, Reading Comprehension, Intonation, Language Awareness