The Role of Discourse Analysis in the Enhancement of Teaching Reading Comprehension in Iraqi EFL Classes

دور استراتيجيات تحليل النص في تطوير مهارة استيعاب القراءة
لدى الطلبة العراقيين متعلمي اللغة الانكليزية كلغة ثانية

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مستخلص:ـ

تهـدف الدراسـة إلى تحليـل دور الاسـتراتيجيات الحديثـة المتبعـة في تحليـل النص وبشكل خاص في قطع القراءة على الطلبة العراقيين/جامعة الكوفة / دراسة ميدانية.

طبق الباحث استراتيجيات تحليل النص الحديثة في احد الصفوف، بينما طبق في الصف الآخر نمطا تقليديا يرتكز أساساً على المنهج السائد في المدارس الحكومية العراقية أي منهج السماع والنطق دون الانغماس في النص فهما وتحليلا ونقدا.في ضـوء التجـربتين توصـل الباحـث إلى نتـائج كـان أهمهـا ان الطلبة الذين (اخضعوا) إلى تطبيق الاستراتيجيات الحديثة في تحليل النص قد حققوا مستوى عاليا بلغ ٨٠٪، مقارنة با لصف الآخر الذي حقق نسبة ٥٠٪ ، ولذا يقترح الباحث اعتمـاد هـذا المنهج في تدريس قطع القراءة في الجامعـات العراقية لاسيما أقسام اللغة الانكليزية.

Abstract

The study aims at investigating the role of discourse analysis on the performance of Iraqi EFL learners' reading comprehension to determine what areas of discourse analysis are

relevant to teaching EFL reading in the Departments of English at the University of Kufa. The researcher selected 100 EFL students at the mentioned departments basing on a preliminary English test and randomly divided them into two classes , each with 50 students .The researcher taught reading comprehension to both classes with the only difference that discourse analysis-based reading instructions was applied in one class, while the audio-lingual method is followed in the other class .All classes have been exhibited to (8) texts selected from the given resource .Thus, they got equal opportunity. Post-test has been conducted to both classes to investigate the effectiveness of applying discourse analysis strategies on the skill of reading in a classroom .The results showed a wide difference between the two, whereby, the one which was exhibited to discourse analysis tools, gained higher fluency in reading than the other class.

1. **Introduction**

Acquiring the reading abilities requires efforts from language teachers. One of the answers to the needs of the participants of the learning process is offered by discourse analysis .Although the theory of discourse analysis has been available since 1950s, there was not much research into how it could work during a language lesson until late 1980s.But starting with Guy Cook's Discourse (1989) discourse analysis has become an increasingly popular subject of research in language teaching (McCarthy, 1991; McCarthy &Ronald, 1994; Wallace etal, 2003)

Nunan (2003:174) states that "discourse is considered with speakers and listeners and normally, with extended stretches of language rather than single sentences''. In this vein , (Celce-Murica&Olshtain,2000:7) , maintain that the field of discourse analysis is very broad , but in regard to language teaching it is possible to define five areas : cohesion , coherence , information structure , turn –taking and critical discourse analysis .Likewise, it can be argued that discourse analysis approach has recently gained more attention , though not only in teaching reading

skills , but also for other aspects of language teaching (McCarthy , 1991;Nunan , 2001) .More importantly , it seems that discourse analysis has become a core fields within linguistics with a significant applied value for language teaching. The reason is that discourse analysis can be used to equip learners with competencies to understand language use in the various communicative contexts in which they will be expected to operate outside the classroom (McCarthy, 1991; Cook, 1989), Therefore, a fluid and fluent language use, including reading, appears in stretches of discourse where sentences are tied together in interrelated and cohesive units.

As such, attention cannot be solely focused on the syntactic and semantic analysis of the single words or sentences, but rather on the communicative function of discourse since desirable comprehension is the objective to be attained by a fluent reader. It can be argued that the full understanding of the authors' intention fails to take place. This is stated to be due to the fact that reading is a process which requires the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another. Accordingly ,it seems justifiable that language teachers should often go beyond simply teaching the meanings of new words, interpreting new sentences , or discussing general ideas expressed in the reading (Car,1967).

Besides, Wenquan (2009) elaborates that past studies suggest that most EFL learners are able to understand the formal structures and logical meaning of the material they read with an average degree of difficulty and within general and familiar topics, but cannot understand the rhetorical and functional meaning of sentences, or sentences with specific topics or involving cultural differences. It can be argued that the main reason behind this shortage lies in the lack of training in discourse analysis techniques.

1.1 Aim of the Study

The present study intends to examine whether discourse analysis-based approach compared to the reading comprehension-based approach would result in better reading comprehension .Owing to this premise, the study attempts to answer the following questions:

1. What areas of discourse analysis are relevant to teaching EFL reading comprehension at universities and how have they improved over time?

2. Does discourse analysis-based instruction have a significant effect on EFL learners' reading comprehension?

1.2 Definitions

It is convenient to trace the definitions of '' discourse'' and '' reading comprehension'' so as to be as a framework for the reader.

1.2.1 Discourse Analysis

Discourse analysis focuses on exploring the communicative value of stretches of sentences in a given text .It is fulfilled by manifesting the relations that make connectivity and unity in texts as various levels: such as syntactic, semantic, phonological, pragmatic and the like (see Crystal, 2003, Mathews, 2007).

The term '' discourse '' is used in different senses depending on what school of discourse analysis to adopt. Harris (1952a) treats discourse as language above the sentence and above the clause. Brown and Yule (1983:24) draw a distinction between discourse and text as process and product respectively. Thus, ibid (1-6) regard text as ''the verbal record of a communicative act 'and discourse as '' language in use ''.This stems from the view to understand discourse as spoken interaction.

However , modern theories of discourse analysis concentrates on the hidden ideas at various cultural and mental levels as social, political, economical , religious and so on.

Cook (1992) maintains that the role of context is central to the notion of discourse. Context is understood in the broadest sense to include both the reader and the writer, the situation, the function, the multimodality and background knowledge .The researcher tends to adhere to the use of the term '' discourse '' proposed by (ibid: 2) who defines it as '' text and context together, interacting in a way which is perceived as meaningful and unified by the participants.''

1.2.2 Reading Comprehension

It is known that there is a distinction between the process of reading and the product of reading. In this regard, Urquhart and Weir (1998:22) define reading as ''the process of receiving and interpreting information encoded in language form via the medium of print. 'Tierney (1983) maintains that reading comprehension is regarded as a function of a writer-reader contact. In the same vein , Nystrand (2006:397) points out that reading comprehension is ''a dialogic exchange of meaning or transformation of mutual knowledge between writer and reader by the text.'' .Likewise , Lunhal defines reading as '' an active process that involves giving or constructing meaning provided that the text seems meaningful and we can relate the content to our previous experience and knowledge.'' .Similarly ,Wallace (2003:7-25) points out in his defence for the social nature of reading that we read not only as private individuals but also as members of discourse communities.

Viewed differently, Nunan (2003) considers meaning to reside in the text and reading consequently, becomes the attempt to extract and comprehend the already existing meaning. Moreover, it seems that Nunan , explicitly excludes all extra-linguistic information surrounding the text ,which in some cases can be

crucial to interpreting a certain text. Similarly, Hedge (2000) highlights that reading is the interaction of two types: the reader and the text, and the reader and the writer. In the former type, the reader rebuilds personal interpretation of the text, and in the latter he tries to get the author's intended meaning.

2. Methodology

Owing to the fact that the term '' discourse analysis '' is used in a range of disciplines, it is urgently needed to limit the scope of the study. That is, how the discourse analysis techniques are effectively utilized in approaching reading comprehension for EFL learners.

The paper is based on two applications of discourse analysis : pedagogy and class content; and its target group is advanced EFL students .The researcher tends to take in his consideration the situational context not only in theory but also in practice.

Amy Lezberg and Ann Hilferty (1978:50) maintain that discourse analysis as inducing students to consider introducing and finishing –off the topic, unfolding of the topic, turn-taking, and domination or subordination of the participants in the given discourse .Thus, the application of discourse analysis in a classroom results in valuable recommendations to teachers on how to carry out a practical work with reading as discourse in the class. These comprise skimming and scanning tasks, before-reading activities, after-reading activities, and reading skill builders, prediction, brain storm, analysis, synthesis and finally critique. Skimming tasks include skimming for summary and key words as well as skimming the whole reading given. While, scanning tasks are intended to the information about the context, the writing style, and cohesive devices, brainstorming, generating questions about the text, word association activities. Among after-reading activities they differentiate summarizing before discussion-comprehension, distinguishing between an author's statement and opinions and readers 'opinions,

paraphrasing , comprehension exercises, distinguishing between general topic and facts noticing language features and forms , matching , discussing author's intentions.

It is apt, for teachers, to adopt those strategies while reading a text-that is, it ultimately leads to success on the level of reading fluently and comprehending efficiently .The goals are fulfilled unconsciously (see Hudson, 2007:105-107) .Accordingly, teachers are expected to include tasks that are listed above and to develop strategies that suit the situation of the students as far as possible.

2.1 Discourse Analysis in Teaching

In language teaching one of the longer works on discourse analysis fully dedicated to language teaching is Guy Cook's Discourse (1989).This book is designed to important insights for language teachers and to explain how discourse analysis could be applied in various teaching situations. He (ibid, 1989: ix) defines discourse analysis as examination of '' how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users.''. Actually, the book does not explicitly treat applying discourse analysis in teaching EFL reading but outlined some significant trends. He elaborates that language learners are 'social outsiders' because they lack the social knowledge that is essential to making text into discourse. Accordingly, he affirms that the formal approach to language alone (i.e. teaching facts inside the language) is not enough for learners to become members of a discourse community.

Similarly, Celce-Murcia and Olshtain (2000:5) emphasize that discourse analysis studies have led to a transition from a grammar-oriented approach of language teaching to a discourse-oriented one, and, consequently to the goal of teaching language for communication.

They, (ibid: 124) add a feature to discourse –oriented approach of teaching EFL reading-that is a metacognitive awareness that refines the interpretation process. This feature is meant to connect top-down and bottom-up processing and, spontaneously, can be seen as an essential part of the interactive nature of reading. They continue to include prior knowledge in a reading course instead of language awareness.

2.2 Participants

There were (100) students selected from two departments of the University of Kufa based on their performance on a sample preliminary English test. Those students are of similar characteristics i.e., they are of the same grade and roughly of the same age. This test was conducted so as to ascertain their homogeneity in term of reading comprehension proficiency.

The students were both males and females and their age ranged from (19-20). Neither of the students had exposure to English other than the courses at the department. In this regard, it should be noted that those students had passed the public schooling system, which primarily focuses on grammar and vocabulary without any communicative objectives.

2.3 Tools

A sample pre-test of reading comprehension which consisted of 5 questions quoted from Deborah Philips (2004:158-185) was given to both classes to measure and compare their reading comprehension proficiency. The post-test also consists of 5 questions quoted from (ibid). It was designed to investigate the efficiency and proficiency of both classes on the level of reading comprehension classes. It can be observed that after conducting the post –test, there arise significant statistical difference between both classes, whereby the experimental class scores 80% out of the questions given, while the other class scores 50% out of the same questions.

It is worth mentioning that eight reading texts were selected from ''Developing Skills'' by L.G. Alexander (1967) taught in both classes; however the techniques used are greatly different. The instruction period for both classes lasts for two months with classes meeting thrice a week. Each class received 24 sessions of instruction. In this regard, the researcher devoted only 30 minutes of each session for the reading instruction in each class. The two classes has received the same hours of instruction and practiced the reading passages for the same amount of time, nevertheless, the techniques used are different.

The instructions used for class (1) followed the audio-lingual approach in which the role of the participants is nearly passive. The students were assigned to read the text before the class and find all the new words. Then, in class the teacher (who is the researcher) checked all new vocabularies, asked some general questions about the topic. The teacher would then go through the text and explain the ideas and any difficult structure. The post-reading activity mainly consisted of comprehension questions to check the comprehension of the students. During this stage, the teacher dominates the whole situation and the students are marginalized .As such, the class is highly guided by the power of the teacher. Consequently, he abuses this power.

As far as the experimental class is concerned, the approach which was applied is based on Cook (1989), Asher and Simpson (1994), McCarthy and Carter (1994) and Wenquan (2009).For this purpose, the researcher had prepared a plan used for teaching different steps of analyzing discourse. The plan consisted of three

Steps: Macro level, Micro level, and overall comprehension of discourse. Macro level included three sub- components: brainstorming, predicting, and initial skimming. Micro level

focused on two aspects of cohesion: grammatical cohesion and lexical cohesion. Grammatical cohesion consisted of reference, ellipsis-substitution and conjunction. Lexical cohesion included repetition and thematically related words. And finally, overall comprehension of discourse focused mainly on cohesion and coherence between paragraphs.

At macro level, an opportunity was given to students to grasp the main content and rhetorical organization of discourse before reading the text. It is worth mentioning that the researcher used this mark''* '' to indicate the incorrectness of the answers in both tests.

3. Results and Discussions

As noticed in Table 1 below, both males and female attending uninstructed discourse classes score about 50% as correct answers, and same as incorrect ones. However, males score higher ability in implied questions (55%), than females. Moreover, females score higher ability in all other activities. They have been equivalent in unstated detail questions. All participants, males and females show weakness while answering the questions of topical sentences and implied detail questions. This defect can be ascribed to the inclination of students to identify the topic of the passage in the middle rather than in the beginning of the passage. They are not approaching the text under consideration in the light of the principles and the strategies of discourse analysis .Moreover, it sounds that they have no definite tools to identify the topical sentences. As far as implied detail questions are concerned, it seems that they primarily base their identification on guessing. They are not trained enough to predict, deconstruct, reconstruct and ultimately explore the implicit meaning by themselves. It is inconvenient to approach a text like guessing .Let's consider the following answers as seen in Table 1

Table (1): The Pre-test Results.

Test	Males	Females
1. Topical sentence	40%	60%
2. Detailed questions	45%	55%
3. Unstated detail questions	50%	50%
4. Implied questions	55%	45%
5. Vocabulary in context	35%	65%

1. What is the topical sentence in the passage?

*The earth is a cold planet.

Actually, this answer is incorrect .Simply; the students haven't examined carefully the given passage. They based their identification of the topical sentence on the words 'ice 'and 'earth', however the sentence hasn't finished yet. Therefore, their answers sound incorrect. The correct answer is:

-Most of the Earth's ice is found in Antarctica.

4. It is implied in the passage that the upper-level doors in the Sears Tower open and close because

*people go in and out so often.

Again, the students mistook the correct answer. They were not sticking to the text itself. Ideally, they are required to examine the cohesive devices among which anaphoric and cataphoric reference before deciding the suitable answer. (See Halliday & Hasan, 1976).

Thus, digesting and absorbing a text, especially reading comprehension entails relying highly on discourse analysis strategies. So, the correct answer for the above implied question would be:

-The building moves in the wind.

As demonstrated in Table 2 below, there was a significant difference between the instructed and the uninstructed class. The instructed class scored 80% out of the correct answers .That is, the participants showed more fluency and proficiency while answering the questions given. On the other hand, the uninstructed class demonstrated a clear weakness in responding to the same questions compared to the experimental class. The uninstructed class scores 50%.Their answers indicated lack of training and practising English fluently. They seem unable to identify the topical sentences, the implied questions and even the vocabulary in context. This can be attributed to the audio-lingual approach, which is highly adopted in Iraqi schools .It is teacher's –based method .It is not unclear that most of the fail is due to the negligence of the modern strategies of discourse analysis in approaching reading texts . As such, it is expected of students to involve in the text itself rather than, wholly, depending on the teacher so as to gain higher proficiency on the level of reading comprehension. One of the findings that can be observed in this paper   exhibits that females showed more faculties than males on both tests. (See table 1 & 2).

Table (2): Post-test Results (in percentages).

Gender	Males		Females	
Test	Instructed	uninstructed	instructed	uninstructed
1.Topical sentence	75%	25%	72%	28%
2.Detailed questions	70%	30%	80%	20%
3.Unstated detail questions	65%	35%	75%	25%
4.Implied questions	80%	28%	83%	17%
5.Vocabulary in context	85%	15%	65%	35%

In addition, instructed males score higher ability in vocabulary in context and topical sentences questions than instructed females do. Anyway, females score higher ability in all other activities.

The findings indicated that using discourse analysis directions in a classroom results in a significant effect on the performance of EFL learners' reading comprehension.

The following answers of the instructed class show proficiency, nearly, in all activities given:

1. It can be inferred from the passage that family names

- .could be taken from jobs (see appendix 2)

It is evidently that modern strategies of discourse analysis train students to be producers than negative listeners .Through practicing, they improve rapidly to infer things; they are progressing towards writing critiques.

2. The word '' permanent '' in line 6 could best be replaced by -lasting

This choice sounds correct, it seems that they base their choice on careful reading rather than guessing .They examined the cohesive devices within the texts in order to arrive at the coherence of the text. They are not acting at the spur of the moment. Rather, they investigate the text right from the beginning up to arrive at the convenient option for the given question.

On the other hand, the uninstructed students tend to approach a text in a way like individual words out of contexts. Thus, they cannot master the whole meaning of a given text .Of course, this can, partly, be attributed to the general look of students that '' reading comprehension '' is merely words and grammatical points. It is observed that they broadly investigate the denotative meaning of words rather than the connotative meaning; therefore, they miss part of the gist of the text. This results in

lacking and deficiency while responding to implied and topical questions and even vocabulary in context.

Part of the defect is ascribed to the negligence of the macro level. Teachers need to integrate both micro and macro tools within a text. In the light of this premise, students gain higher proficiency and fluency once considering a text.

4. **Conclusion**

In this study, the researcher traced the development of discourse analysis in the areas that are relevant to teaching EFL reading and have managed to prove that discourse analysis has played and is still playing a significant role in how teachers are supposed to teach EFL reading. The focus has been on the ''how'' rather than the ''what''. Language teachers are required to exhibit their students to the whole strategies found in discourse analysis and utilized them effectively in a classroom. It can be argued that discourse analysis has contributed to the paradigm shift in teaching EFL reading several times: from pure linguistic study of text to the study of language in use, from bottom-up via top-down to interactive approach, from prior knowledge-oriented approach to awareness oriented approach.

Furthermore, this study has shown that discourse analysis can be used not only to demonstrate a commitment to social justice and critical reading but also to place texts in their social, cultural and intertextual contexts in order to become a more effective language user and an autonomous learner. To develop such a method that would incorporate both aspects is a promising area in teaching EFL reading and a natural continuation of this study .Finally, the researcher suggests adopting this approach, especially, in the departments of English.

Appendix 1 The Pre-test

Passage 1 :

Read the following passage carefully, and then choose the topical sentence:

Most of the ice on the earth, close to 90 percent of it, it is covering the surface of the continent Antarctica. It does not snow very much in Antarctica, but whatever snow does fall remains and grows deeper and deeper. In some areas of Antarctica, the ice has perhaps been around for as much as a million years and now is more than two miles deep.

1. A .The earth is a cold planet

   B. Most of the Earth's ice is found in Antarctica

   C. It snows more in Antarctica than in any other place on Earth

   D. Antarctica is only two miles wide but is 90 percent ice

Passage 2

Study the following passage carefully, and then choose the best answer to the question:

Many parts of the Southwestern United States would become deserts again without the waters of the Colorado River. A system of thousands of miles of canals, hundreds of miles of tunnels and aqueducts, and numerous dams and reservoirs bring Colorado River water to the area. The Imperial Valley in Southern California is an example of such a place; it is a vast and productive agricultural area that was once a desert. Today, 2,000 miles of canals irrigate the fertile land and keep it productive.

2. Which of the following is mentioned in the passage as a way that Colorado River water gets to the Southwest?

   A .By truck

   B .In bottles

C .In wells

D. Through canals

Passage 3

Study the passage carefully, and choose the best answer:

Blood pressure measurement has two components: systolic and diastolic. Systolic pressure is taken when the heart is contracting to pump blood; diastolic pressure is taken when the heart is resting between beats. In the usual blood pressure reading, the systolic measurement is given first and is the higher of the two.

Normal blood pressure is a systolic measurement of 120-140, and when the systolic pressure is 160 or higher; then hypertension exists. Systolic pressure between 140 and 160 indicates borderline hypertension.

3. Which of the following is NOT true about systolic blood pressure?

a. It is taken during the contraction of the heart.

B .It is usually given first in a blood pressure reading.

c. A normal systolic measurement is 120-140.

D .Hypertension exists when the systolic pressure is below 140.

Passage 4

Study the following passage carefully, and choose the best answer to the question that follow:

Until 1996 the Sears Tower was the tallest building in the world, with more than a hundred stories. It is located in Chicago, whose nickname is the Windy City. The combination of a very tall building in a city with such weather conditions leads to a lot of swaying in the breeze.

On a windy day, the top of the building can move back and forth as much as three feet every few seconds. The inside doors at the top of the building open and close and water in sinks sloshes back and forth.

4. It is implied in the passage that the upper level doors in the Sears Tower open and close because

A. The building was poorly constructed

B. People go in and out so often

C. The building moves in the wind

D. There is water in the sinks.

Passage 5

Read the following passage, and choose the best answer to the question that follow:

The chili pepper is native to the Americas, but nowadays it is found all over the world. It is an extremely popular spice in many cultures and is , in fact , the world's second favourite spice , after salt. There are more than a hundred species of chili peppers, some which are quite mild and others which are incredibly hot and spicy.

Today chili peppers are used to spice a variety of foods, e.g., salsa, meat and rice dishes an d even jam and jelly. In the past, chili peppers had some other, more unusual useses . In ancient Mexico, for example, chilies could be used to pay taxes. In addition, in Panama, these peppers were used to protect against sharks.

5. The word '' favourite '' in line 3 is closest in meaning to

A. most popular

B. most delicious

C .best known

D. most recognized

APPENDIX 2 / Post - test

Passage 1

Read the passage carefully, and choose the best answer:

The extremely hot and humid weather that occurs in the United States in July and August is commonly called the '' dog days '' of summer. This name come from the star Sirius, which is known as the Dog Star . Sirius is the brightest visible star, and in the hot summer months it rises in the east at approximately the same time as the Sun. As ancient people saw this star rising with the Sun when the weather was at its hottest, they believed that Sirius was the cause of the additional heat; they believed that this bright star added its heat to the heat of the sun, and these two together made summer weather so unbearably hot.

1. The topic of this passage is

A. how dogs like to play during the summer

B. the causes of hot and humid weather

C. why the hot summer days are known as the '' dogs days ''

D. the days that dogs prefer

Passage 2

Study the following passage carefully, and choose the best answer:

The ancestors of human had a lot more hair than the humans of today; in fact ,they had thick hair all over their bodies. This thick hair was necessary for protection against the cold of the Ice Ages.

As the earth got warmer. The hair began to thin out, except for on the head. The head hair has remained through evolutionary process, both as a sort of pillow to cushion the sensitive head

when it gets banged around and as a sort of hat to keep the head warm and prevent so much heat from escaping through the scalp.

2. According to the passage, what happened as the temperature on the Earth increased?

A. The hair on the head began to thin out.

B. The hair on the body remained the same.

C. The hair on the body got thicker.

D. The hair on the body began to thin out.

Passage 3

Read the following passage, and choose the best answer:

In the 1960s, as space travel was becoming a subject of much discussion ,pan American Airlines began receiving some fairly unusual requests for flight information .people began making requests to be on the first flight that pan Am made to the Moon.

On a whim ,pan Am started a waiting list for the first flight to the Moon .Similar requests have come to pan Am over the years ,and pan Am has responded by the adding the names of the requesters to the list.

Unfortunately for pan Am, the original company is no longer in business, and it never got to the Moon .However, when it went out of business, it had a waiting list of more than 90,000 names for its first lunar flight.

3. Which of the following is NOT true about pan Am's Moon flights?

A. people asked pan Am about it's flights to the Moon.

B. Pan Am kept a waiting list for its Moon flights.

C. pan Am never really made any Moon flights.

D. pan Am's waiting list had only a few names on it.

Passage 4

Read the passage, and choose the best answer:

The most common last name in the English-speaking world is Smith. Which was taken from the job of working with metals. A silversmith, for example, is someone who works with the metal silver .Historical records indicate that the use of the last name is at least 700 years old. Today, there are more than 3.3 million Smiths living in the United States and perhaps another million Smiths living in other English-speaking countries worldwide.

4. It can be inferred from the passage that family names

A. were always taken from the area where a family lived

B. were short names

C. had little or no meaning

D. could be taken from jobs

Passage 5

Study the following passage, and choose the best answer to the question that follows:

When babies are born, they always have blue eyes. This is because the melanin, the pigment that colors the eyes, is not on the surface of the iris. Instead, it is within the creases of the iris. Because there is little melanin on the surface of the iris, the eyes appear blue.

After a few months, the melanin moves to the surface of the iris. It is the amount of melanin on the surface that determines a person's permanent eye color, so it is at this point that a baby's eyes develop the colour they will have for a lifetime.

5. The word '' permanent '' in line 6 could best be replaced by

A. Changeable   B. lasting   C. dark   D. possible

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