Chapter One

Introduction

1.0 Background:

According to Thornbury (2005) language is realized as whole texts, not as sounds or words, or sentences. Language users when dealing with texts have to make sense of them and they have to produce a text is line the ability to interpreted it. He affirms that it as true for second language learners as it is true for first language users.

Miller (1997 p.7) affirms that it has become increasingly obvious that little in language can be understood without taking into consideration the writer picture of communicative purpose, content, context speaker, writer and audience, support for reading textual awareness has also positive effect on learners of EFL reading, writing understanding text production.

Over the past 15 years, research on discourse analysis and language comprehension has increasingly demonstrated that text structure awareness has a strong impact on efforts to improve reading instruction, in early review of the impact of text structure on reading Pearson and Camperell (1981) the use of discourse analysis and text structure in structure as a means for improving reading ability and comprehension.

McCarthy (19) points out that discourse analysis has become of the great interest for both EFL instruction and researches, for its potentiality to display the features which are more appropriate in analysis and evaluation of written and spoken text.

Through many decades, researchers seem to investigate EFL learners' problems which are face in high education when they attends classes M.A students having one of these in discourse analysis as important field which mainly concerns with language as whole beyond sentences.

These features include the metafunctions of language which are mainly ideational, interpersonal, textual.

It is significant to mention the role of meta functions of language in discourse analysis which are helping learners of GFL in linguistic knowledge.

1.1 Focus of the study:

Investigating structure and purposes of whole texts fall within domain of discourse analysis, i.e. the area of the study of the ways written or spoken language is used in a communicative event in a real situation, and in order to do that needs to strike a distinction between discourse and text to identify what text is, its characteristics, how it is classified and described, how it is processed to unpack hidden messages and how to evaluated language users practically learners' text.

An investigation as such would lead researchers to explore grammatical functions of words, the way a word or set of words operates in relation to other words in close and the communicative functions of utterances in given context one the one hand and meta functions the ways humans use language in context on the other hand. Such task will illustrated the distinction between text and no text between one type of text form another how text made cohesive by combination of lexical and grammatical devices how reader or listener activities his scheme knowledge of the world outside the text and these ways a text achieves its sense- making (a text's coherence) and its internal cohesion via a combination of microlevel (sentence by sentences). And here meta function simultaneously worn to create meaning in relation context: ideational interpersonal and textual meta functions which these study seems to find their roles in improving EFL learners' abilities.

1.2 Significance of the study:

This study derives its significance from its topic which deals with how humans, particularly learners becomes capable of inventing meaning on the basis of the filmiest evidence, either as producers or receivers. Also contribution to the knowledge and solving the problem.

1.3 Questions of the study:

This study tries to answer the following questions:

1- To what extent are EFL learners able to describe field form?

2- What is the difference between discourse and text?

3- How could discourse metafunctions improve abilities of EFL learners?

1.4 Hypotheses of the study:

Certain assumptions can reasonably be formulated as being the main outlines of the research hypotheses so as to answer the research questions.

1- The EFL learners' comprehension text content reflects little knowledge of meta function awareness.

2- EFL learners lack to differentiate between discourse aspects and text features.

3- The subjects academic discourse meta functions show poor awareness of discourse features.

1.5 Objectives of the study:

1- This study aims at investigating the role of discourse meta function in improving EFL learner's ability among post-graduate students in languages college at Sudan University of Science and Technology evaluating their performance in discourse analysis as receptive and productive language learners.

2- To raise EFL learners' for understanding the role of meta function in building ability internal structure of text when they producing text and interpret it.

2　To make learners become aware of richness of interaction among ideology writer/reader.

1.6 The Methodology of the study:

The researcher used the descriptive and analytical method. The population of this study is the students of post-graduate studies, college of language at SUST, Sudan. The sample of the study is the whole batch. The tool used is a test including both production and interpretation of meta functional tasks. The test will be evaluated to investigate the role of meta functions in improving learners' abilities.

1.7 The Structure of the study:

Chapter One: Introduction
Chapter Two: Literature Review and Previous studies.
Chapter Three: The methodology of the study
Chapter four: Discussion and Analysis of Results
Chapter Five: Conclusion, Recommendations and suggestions for Further
　　　　　　　Studies
Bibliography
Appendices

1.8 The scope of the study:

This study will be carried out Sudan University of Science and Technology, particularly the purposive sample of batch of M.A students of English. This study will focus on students' performance on receptive and productive of metafunctions understanding, discourse metafunctions.

The study aims to highlight the functions of language.

1.9 Definitions of the terms:

Clear definition is given here for the terms and concepts used as defined in the body of the research report.

Coherence is a kind of a logical connection among the sentences of feat (McCarthy, 1991).

Cohesion is a lexico-grammatical connection among the textual component parts of text (Halliday,1985)

Discourse analysis. Discourse analysis focuses on how people use language in real life situations to do things like argumentation and persuasion using logical persuasive abilities that reflect the knowledge of the world around them which is shared by their discourse communities (Taboddg, 2004)

Field. Defined as the total event in which text functioning together with purposive activity of speaker includes subject Matter. (Halliday 1994,22).

Tenor. Describes the people take a part in an event as well as their relationships and status. (ESSer 2009, 78).

Meta function Hassan (1995:233). Points out refers to contextual factor., represent the three functions of language, ideational, interpersonal and textual which are contributing to build internal structure of language.

Ideational. Is simply the speaker is representing in language his experience of the persons objects.

Experiential. It concerns with content and ideas.

Logical. Understanding and concerns with relationship between ideas.

Interpersonal to take apart in communication acts to take on roles to express feelings attitude and judgment.

Abbreviations:

EFL English as a Foreign Language.

ESL English as Second Language

DA   Discourse Analysis

SFL   Systemic Functional Linguistics.

FAT   Functional Analysis Text

CDA Critical Discourse Analysis

Chapter Two

Literature Review and Previous Studies

2.0 Introduction:

This chapter will point out the metafunctions features which the researcher believes that EFL learners' need to have experience and practice so as to develop and improve their linguistic knowledge, of structure of sentences as well as receptive and production of texts.

The researcher generally attempts to trace back the concept metafunctions and its development across linguistics and investigating the current approaches to discourse analysis and metafunctions. Thornburg (2005) asserts that the function of language enables learner to understand the whole texts because he sees that through realizing metafunctions which lead to realize the whole texts.

Halliday (1994) points out metafunctions is develop linguistic knowledge, he sees these three functions operate together to build a text. Halliday argues that learners should know the content of text and the message through ideational function, moreover the attitudes of writer and his feeling through interpersonal.

Finally, he affirms that the realization sequential of texts is necessary. This can be seen in textual function.

2.1 A brief Historical Overview to Discourse:

Discourse analysis is concerned with the study of the relationship between language and the contexts in which its used. It grew out of work indifferent disciplines in the 19605 and early, including linguistics, semiotics, psychology, anthropology and sociology. Discourse analysts study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.

At a time when linguistics was largely concerned with the analysis of single sentences, Zelling Harris published a paper with the title 'Discourse analysis' Harris, (1952). Harris was interested in the distribution of linguistic elements- extended texts, and the links between the text and its social situation, through his paper is a far cry from the discourse analysis we aroused to nowadays. Also important in the early years was the emergence of semiotics and the French structuralism approach to the study of narrative. In the 1960, Dell, ILymes provided a sociological perspective with the study of speech in its social setting e.g. Hyems, (1964). The linguistic philosophers such as Austin, (1962), Searle, (1969) and Grice, (1975) were also influential in the study of language as social action, reflected in speech-act theory and the information of conversational maxims, alongside the emergence of what is discourse analysis? Pragmatics, which is the study of meaning in context see Levinson, (1983); Leech (1983).

British discourse analysis was greatly influenced by M.A.K Halliday's functional approach to language e.g. Halliday, (1973), which in turn has connexions with the Prague School of Linguistics. Halliday's framework emphasizes the social functions of language and the thematic and informational structure of speech and writing. Also important in Britain were Sinclair and Coulthard, (1975) at the University of Birmingham, who developed a model for the description of teacher-pupil talk, based on a hierarchy of discourse units, other similar work has dealt with doctor patient interaction, service encounters, interviews, debates and business negotiations, as well as monologues. Novel work in the British tradition has also been done on intonation in discourse. The British work has principally followed structural linguistic criteria, on the basis of the isolation of units, and sets of rules defining welcomed sequences of discourse.

American discourse analysis has been dominated by work within the ethno methodologically tradition, which emphasizes the research method of close observation of groups of people communicating in natural settings. It examines types of speech event such as storytelling, greeting rituals and verbal duels in different cultural and social settings, e.g. Gumperz and Hymes, (1972). What is often called conversation analysis within the American tradition can also be included under the

2.2 Discourse Analysis:

Going beyond the sentence level to explore the textual structure of stretch of language has led to what is currently referred to in applied linguistics as text linguistics and discourse analysis. Discourse analysis has been approached by some linguists from different perspectives: formally, functionally and socially. The formal approach investigates how componential parts of text are connected, whereas function approach analyzes how language use in real life situation. The social approach focuses on the use of language to build social relations Halliday, (1985) and Gggins, (2004). For example, McCarthy, (1991) views discourse analysis as one kind of analysis which concerned more with the study of relationship between language and context in which language is used.

Moreover, Brown and Yule, (1983) assert that tendency of discourse analysis for being simply the type of analysis of language in real life. Furthermore, Bhatia, (1993) say: that discourse analysis is the study of language in use which extends beyond the sentences boundaries and which could viewed theoretically within linguistics as an extension of grammatical formalism. However, the notion of text linguistics and discourse analysis seems to be compatible with the analysis of language in use than that at sentences levels from another point of view Thornburg (2005) argue that the

analysis of the features of a text is actually considered to be integral part of discourse analysis its broader sense. According to Martin & Rose, (2003) and Eggins, (2004), discourse analysis is a branch of linguistics that has been developed as result of intensive research in the field of systemic functional linguistics. They continue to say that discourse analysis focuses on how people use language in real life situation to do things like argumentation and reseaution using logical persuasive abilities that reflect the knowledge of the world around them. Discourse analysis provides information that shows who are those people taking apart and to what social group they belong, (Ibid).

To these discourse analysis, who elaborate on discourse analysis and systemic analysts, who elaborate on discourse analysis and systemic functional linguistics, discourse analysis is based on the knowledge functional and conceptual contexts that shape the language. Actually, there are many discoursal features which are essential to the quality of well written text.

2.3 The development of Discourse Analysis and Text Linguistics:

Many applied linguistics like Coulthrad, (1985) Cook, (1989) and McCarthy, (1991) argue that the first modern linguist who drew attention to the study or sentence in combination and to coin the name discourse analysis was selling harries when he published an article entitled discourse analysis in 1952 nevertheless some other linguistics consider the earlier can of harries to discourse analysis has little to do in common with the current issues in the field for example, Widdowson, (1973) argues that what harries call discourse analysis has been refereed to as text analysis to describe, since harries adopted a formal method to describes, since harries adopted a formal

method to describe the sequencing of linguistics elements beyond limits of sentence.

This view point of Widdowson is compatible with Olhov views adopted by functional linguistics like Halliday, (1994) and Wilkins, (1972) who have followed functional semantic method to discourse analysis rather than previous one which focused on sentence structure.

However, Conner, (1996, P:80) in her attempt to review the history of text linguistics says that in the 1970s and 1980s many linguistics began to full the need for new discourse tools other than those of structural and traditional ones which were no longer adequate to explain text in effect discourse analysis was developed method of language analysis and new field or study with numerous treatment many countries among these treatment are: invests introduction to text linguistics in Finish language, (1974); dresslers introduction to text linguistics Germany, (19782) Vandijhs books in text grammar in the Netherland, (1972).

2.4 The Concept of Metafunctions Across Linguistics:

The term metafunctions originates in systemic functional linguistics and is considered to be a property of all language systemic functional linguistics is function rather than formal and syntactic it its orientation. As functional linguistic theory, it claims that both the emergence of grammatical and the particular forms that grammars take should be explained in terms of functions that language evolved to serve while languages vary in how and what they do and what humans do with them in contexts of human cultural practice, all languages are considered to be shaped and organized in the relation to the three functions or metafucntions. Halliday, (1995 p.22) calls these three functions ideational, interpersonal and textual.

Halliday points out about term ideational as is used to organize, understand and express our perceptions of the world. And of our own consciousness.

The ideational Metafunctions is classified into two sub functions or modes:

1. The experiential is largely concerned with content or ideas.

2. Logical is concerned with the relationship between ideas.

The interpersonal metafunctions language is used to enable us to take a part in communicative acts and explain feelings, attitudes and judgment.

3. The textual metafunctions: this involves the use of language to organize the text itself.

Again Halliday points out the concept of metafunctions is one of small set of principles that are necessary to explain how language works. This concept of function in language necessary to explain the organization of semantic system of language, function is considered to be fundamental property of language itself.

According to Hassan cited by Halliday she explains that the three functions important task for grammatical is to describe how the three metafucntions are woven together into the same linguistic unit.

2.5 The Concept of Field, Tenor, Mode from Perspective of Linguists:

According to Halliday, (1990, p. 22) .

According to Dull Hyems, (1972, p.50) provides a sociological perspective in mode of interaction of language and social setting. Hymes categorizes the speech situation in terms of eight components. From and content of the text, setting, participants, ends (intend and effect, key, medium, genre and interaction) norms. It will be noted in this view of the matter, the text itself forms part of speech situation.

According to, McIntosh and Strevens, (1978, p30) take about three components:

First, field, the total event including subject matter. Second mode channel (spoken/written).

Third, tenor set of social relations among participants e.g. teacher and student, child parents, boss, employees. The linguistic features on base of three components above constitute a register such as the legal register e.g. marine biology register.

According to Halliday and Hasan register is the set of meanings the configuration of semantic patterns, that are typically drawn upon under the specified conditions, along with the words and structures that are used in the realizations of these meanings.

Example of thee categories of register:

1. Field: Personal interaction between a mother and her young child.

2. Mode: Spoken monologue, imaginative narrator: example not prepared.

Tenor: Intimate relation between a mother and her child. So a text should be considered in terms of both cohesion and register because it can be coherent with regard to context of situation (register and with regard to itself and thus its cohesive.

2.6 The role of metafunctions in developing Meaning in Relation to text:

It is via the analysis of text that we are able to increase our understanding of the linguistic system and of how it enables speakers and writers to produce and process coherent meaning. Since the grammar of any language has developed through the ages to serve people communicative needs, Halliday, (1978:22) argues that it is the demands people by the service of these functions which have molded the shape of language and field the course of its evolution. This very strong claim is the basis of the theory of functional grammar.

Halliday strongly points out for newcomers to functional grammar are sometimes confused by metafunctions because they expect them to operate independently and discretely. This mistaken exception. In almost any instance of language use, all three metafunctions operate simultaneously in the creation of meaning in relation to context.

The understanding of three metafunctions in realtion to the text are enable learners' of EFL improving deep knowledge of the text and hidden meaning and structures of the language by grasping metafunctions aspects which are lead to realized ;language is used to organize, understand and express our perceptions of the world and our own consciousness this know as (Ideational) metafunctions.

By understanding ideational function help to cope with the relationship between content and ideas (experiential and logical). By understanding interpersonal metafunctions EFL students are enables to communicate and acts with other people to take on roles and express and understanding feelings and attitudes of speaker writes (interpersonal metafunctions. Language is used to organize through order of rest of the text this know as (textual metafunctions).

2.7 Text and Interpretation:

According to Thornbury, (2005) language is realized as whole text, not as sounds or words, or sentences. Language users when dealing with texts have to make sense of them. Moreover, Thornbury suggests that the ability of producing a text is like the ability to interpret it. He affirms that it as true for second language learners as it is true for first language users.

Miller, (1997, p.1) affirms that it has become increasingly obvious that little in language can be understood without, taking into consideration the wide picture of communicative purpose, content, context speakers, speaker, writer

and audience support for reading textual awareness has also positive effect on learners of EFL reading, writing understanding text production.

Over the past 15 year, research on discourse analysis and language comprehension has increasingly demonstrated that text structure awareness has strong impact on efforts to improve reading instruction, in early review of the impact of text structure on reading Pearson and Comperell (1981). The use of discourse analysis and text structure instruction as Means for improving reading ability and complex comprehension.

McCarthy, (1991) points out that discourse analysis has become of the great interest for both EFL instruction and researchers, for its potentially to display to the features which are more appropriate in analysis and evaluation of written and spoken text.

According to McCarthy, (1991. P.26. 27) points out reading a text is more is far more complex than that, to interpret the fig and make sense of them. Making sense of text is an act of interpretation that depends on such what we as readers bring to a text as what the author puts into it. Interpretation can be seen as process and the approach to analysis of texts that emphasizes the mental activities involved interpretation. The readers has to activate such knowledge, make inferences and constantly assess his/her interpretation in the light of situation and the aims and goals of text as reader perceive them. (De Beaugrande and Dressler, 1981: 6- 12, 31- 47). As this area of text analysis is clearly crucial in any discourse-based approach to reading and writing.

Another levels of interpretation which we are involved in as we process teats is recognizing textual patterns. Certain patterns in text reoccur time and time again and become deeply ingrained as, part of our cultural knowledge.

These patterns are manifested in regularly occurring functional relationships between a bits of text. This may be phrases, clauses, sentences or groups of sentences we shall refer to them as textual segments to avoid confusion with grammatical elements and syntactic relations within clauses and sentences.

A segment may sometimes be a clause, sometimes a sentences, sometimes a whole paragraph. The interpretation that makes most sense is that the relation between the second sentence and the first is that the second provides a reason for the first.

The interpretation of relations between textual segments is a cognitive action the part of the reader.

Halliday, (1978) looking at types of meaning in discourse and their relationship with notion of register, the linguistic features of text that reflect the social context in which its produced.

2.8 Experiential, interpersonal and textual Metafunctions in relation to the text:

According to White, (2000:4) refers to experiential corideation as the way the language constructs a representation of reality. Both texts are about happenings that occur in real world situations. While also mentions how declarative are offers of information'. While interrogatives act interpersonally not to offer information but demand it interrogatives and declaratives are effective in determining the stylistic and communicative consequences. While points out the metafunctions in relation to text all the three are operate to build structures of texts spoken or written.

Halliday, (1994, p. 10) points out the metafunctions as the way in which human begins use language . he sees the ideational is used to organize, understand and express sour perceptions of the world and our

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consciousness, it enables reader to know the content about texts. Since the grammar of any language has developed through the ages to serve peoples, communicative needs.

Again Halliday affirms that it is the demands posed by the service of these functions which have molded the shape of language and fixed the course of its evaluation. He points out all three metafunctions work together to build a texts and creation of meaning in relation to context.

This because certain aspects of the grammar support the Ideational Metafunctions, other aspects realize the interpersonal metafunction, amnd yet others realize the textual metafunctions.

According to Thornbury, (2005). He sees language is realized as whole texts, not as sounds or words or sentences clearly he points out to metafunctions operate to build all texts in any language. Moreover, language users when dealing with texts have to make sense of them and they have to produce them.

2.9 What is functional grammar? How does functional grammar relate to texts?

Analyzing to texts, to describe their structures in and how they relate grammatically and textually, following principles of functional grammar, define have as any approach to grammatical description that attempts to describe the ways in which meanings and functions are realized in language" Richards & Schmidt, (2002: 215). They attempt to clarify the differences in the texts reading their stylistic and communicative consequences. Language has three primary functions or meanings as Thompson mentions: first, talks about experiences of one's surrounding world, or experiential. Second, how language is used to interact with other people as interpersonal. Third, language is also used to organize messages so

that they fit with other messages around them as textual Richards (2004:30). All texts contain these three interrelated aspects of language. Schmidt uses Hymes' model of language as he writes about "communicative competence" which emphasizes language as meaningful communication". (2002:22).

Butt defines field as the "long and short terms goals of text" (2005: 5) or what exactly is being written about.

The tenor is the relationship between" The writer and reader" (Ibid) while the mode is "The kind of text that is being made" (Ibid). the mode also includes how the language is functioning in the interaction", Thompson, (2004: 40).

Keep in mind that the field is reflected in the experiential meanings that reflected interpersonal meanings" (Ibid) and the mode is connected to the textual meanings.

The metafunctions it enables reader to evaluate the realizing the words for example academic texts are usually written in a detached and formal style (2005: 58). Schmidt also explains that academic texts distance themselves from the reader by using passive voice" and absence of the pronoun you".

2.10 Lexical cohesion and lexical lexico-grammar, what it means to the reader of the text:

Butt, D. (2000) lexical cohesion and lexical grammar as well as systemic framework, Hymes mentions of communicative competence as "The capabilities of person, a competence in which is dependent upon both (tacit) knowledge and ability for us (cited in Schmidt: 2002: 22).

The authors in both texts have knowledge about the subject matters that they write; furthers move, their intentions on how they direct their texts to a specific audience are due to their lexical choices. Marcia suggests that "The

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vast majority of grammatical choices that writers make discourse sensitive" (cited in Schmidt 2002: p.25). it is important to realize that writer "make grammatical choices that depend on contextual features (Ibid: 24). The reader is forced to interpret the meanings of texts. Moreover, Schmidt further mentions that there is an absence of affective/emotional vocabulary (2002: p. 58). In academic texts.

2.11 Discourse Analysis and Reading Instruction:

According to Bill, (1997 p.2) he affirms that connections between written discourse analysis and reading instruction with particular emphasis on text organization and its impact on comprehension in structure awareness. He argues that discourse analysis and language compare cohesion has increasingly demonstrated that text structure awareness has strong impact on efforts to improve reading instruction.

Moreover, Pearson and Campered, (1981) they pints out understanding text lead to interpret it. Bill supports that the use of discourse analysis and text structure instruction as means for improving reading comprehension. Many linguists support the ideas of reading text overlaps to linguistics features content, ideational, interpersonal by awareness of text comprehension. (Pearson, et al., 1992; Pressly, et al; 1989; Readance, et al; 1992; Slater and Graves, (1989).

This overlaps points again to the influence of text structure awareness on comprehension process in reading

(Oakhill and Carnham, 1988; Singer, 1991). Allows students to recognized difference between prior knowledge and textual knowledge. For textual organization as a way to improve reading text has shown to improve students' content learning in many academic subjects. Thus is serves both language skills and academic content learning.

2.12 Critical Discourse Analysis and Metafunctions:

According Thomas, L (1974 p. 5- 10). He affirms that Critical Discourse Analysis (CDA) is a relatively new addition to variety of text analysis he supports that it could best be characterized as an approach or attitude towards textual analysis rather than step by step method. CDA differs from other forms of textual analysis in six major respects. First, it tries to acknowledge the fact that authentic text texts are produced and read (or heard) not in isolation but in some real-world context will all of its complexity. It tries to take into account the most relevant textual and contextual factors, including historical ones, that contribute to the production and interpretation of a given text.

Second, although critical discourse analysis casts a broad net its highly integrated form of discourse analysis in that it tries to unite at least three different levels of analysis: the text; the discoursive practices that the processes of writing, speaking and reading and hearing create and interpret that text and larger social context that bears upon it. CDA aims to show these levels are an interrelated. It significant to mention that Critical Discourse Analysis is not linguistic theory and therefore does not provide a complete grammar of syntactic, phonological or CDA theory provides EFL learners' a certain roles to do critical discourse analysis. First text as whole, it makes sense to start by considering the text as whole. Second, reading sentence by sentence for understanding the meaning of text. Forming of genre.

Third, words and phrases, at a more detail level of reading one can take additional/special meanings (connections). Another aspects of textuality based on largely on lexis register of text, text of formality or informality.

Modality is another feature of discourse worth attending to for critical purposes which represent the feelings and attitude of writer indicative interpersonal.

2.13 Grammatical Characteristics of Texts and their Communicative Consequences:

According to Richards and Schmidt, (2002: p. 307). In order to clarify the participants, processes and circumstances from the texts from lexico-grammar as "The linguistic resources which learners draw on in, expressing meaning and communicative consequences depends on how the reader views want written for both English speakers and second language learners. But claims that a thematic patterns in a text "is very useful for readers" (2000: 155) and that it can guide note taking and summarizing. A native English speaker reading text may have different views in formulating the communicative consequences. But furthermore mentions that the ability to have control over expression through textual grammar greatly enhance students' ability to organize languages (200: 156). Moreover, Butt writes that English speakers are more likely to link independent clauses together using the conjunctions and, then, so and but. Both native speakers of English and second language learners need to have an awareness of the order of the grammar within texts in order to develop communicative meanings from them.

2.14 Theme Identification and Clauses with relation to Metafunctions:

According to McCarthy, (1991, p.p. 515, 52,53) points out the relation between theme and metafunctions in light of structures boundaries, since theme in discourse analysis concerns with structures of clauses places in relation to the verbs and what options are available for rearranging the most typical sequences.

The fronting clauses in English or items know as theme (topics) and the relation of theme to the reset of sequences is viewed as a part of communicative dynamism, that is the assessment contributes to the development of the communication. Clearly theme concerns within structures sand nominal and fronting and what comes next with relation to first theme.

In light of these clauses and boundaries and other element in sentences clearly shows metafunctions relationship to the theme i.e. are link together within clauses. First fronting elements like first organizes the text sequentially and tells you the opening of topic this realized as (textual functions) ideally signals may attitude towards has interpersonal functions i.e. frankly, obviously personally.

The next element, we, is a part of the content or ideational meaning of the message i.e. moreover, likewise for instance. Butt mentions that the writers choose their themes and their new information to guide their audience effectively through texts (2002: 146). Butt define the theme as "beginning of the journey (2002: 151) and that the theme is the destination of the journey" (Ibid).

2.15 The role of Metafunctions on Developing Skills of EFL Learners:

The role of metafunctions on developing the metafunctions revealed: EFL learners ' experience in making sense of the text of recognizing the features of texts, and of introduce for instance we develop our reading strategies in order enrich our textual experiences.

Developing dimensions of the educational linguistics: as such, it has interests in the nature of the linguistic system and its role in learning… they included development of a language based theory of learning and writing in

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which the metafunctions (ideational, interpersonal and textual) emerge (1999) were also to show.

The significance of the three functions are represent the varied nature of demands that we make on language and its internal structure.

2.16 Realization of structures of languages and metafunctions roles in discourse.

Halliday, argues that the functional value of particular segment, such as a word or phrases, derives from structural relations into which it enters, and the various structural roles that occupies as result.

Again Halliday, points out these three functions it enables learners of EFL to understand structure of the discourse and learner will have ability to point out part of conversation, however how previous pharses refer to or point to.

It is worth insisting on the point that all these choices are choices sin meaning. Meaning is not limited to experiential component, and we shall maintain throughout that an components are concerned with meaning- that the interpersonal and textual functions of language are no less meaningful than ideational.

To put this another way: we can construct pairs of sentences that differ only in respect of one component. There will be a different kind of difference between the members of each pair, we express this by referring to 'experiential meaning' interpersonal meaning and textual meaning. But in each case the difference is a difference in meaning. Given for example, Mary's decided to marry Stephen.

The explanation of the example:

(a) It must be Stephen she loves, after all.

(b) We could replace the second sentence by any of the following: of which

(a) differs from it only ideational, (b) only interpersonally (c) only textually.

It must be Stephen she wants, after all.

Could it be Stephen she loves after all.

It must be Mary who loves him after all.

Halliday, (1994 p. 50, 60, 70)

2.17 Text Structure Awareness and Content-based Instruction:

An important approach to the development of text structures knowledge is Mohan's pedagogical use of knowledge structures in content-based instruction. A major theme of this approach has been the use of graphic organizers- to both support content learning and focus on language learning. The basic ideas underlying this approach is that there are relatively small number of basic knowledge structures which in combination underline an academic texts, when students are made aware that texts are compared of these organizational formats and patterns. They will be able to understand butter the coherence and logic information being presented and will be able to locate the main ideas and distinguish them from intent of the authors and the purposes of the text. The notion of knowledge structures as presented by Mohan (1986 – 1990) is based on six types. Three each for specially presented and for generalizable information and the other general and theoretical. This distinction suggests that there are texts structures which are organize in particular objectives, events and problem situations. Mohun, 1990: 123 , 124).

The argument that there are textual structures which underline the information which students encounter is a fairly common.

This emphasis on graphic resources allows for a natural integration of content and language instruction as students learn to see the graphic representations in texts and learn to produce their own graphic models of underlying structures. A major problem for students who read difficult texts

they feel that often do not comprehend well the text as a whole even though they feel that the vocabulary and sentence structure have not been major obstacles to understanding. The attention to graphic representations and effort to teach students how to make their own graphic representations provides well-supported means for developing comprehension strategies.

In this approach the notion of textual genre is adopted from Halliday's systematic linguistics theory and is elaborated as a set of discourse structures which guide the use of written discourse and especially academic discourse in particular, the function of academic writing are realized in good part by their genre structures.

Functions and Components of Language across Discourse

The function of language is communication according to David Abercrombie: language is a means of social control this emphasizes communication as means influencing people and getting things done but Abercrombie is really points out that the elements of social control is present in all interpersonal communication.

According Karl Biher (1930) he argues that language has the function cognitive, expressive and representational, he points out these functions play role language as social control language as expression of speaker feeling and language as communication of ideas.

Again Karl points out this function developing learners abilities in communication at social points of view.

According to Halliday (1985:67):

The ideational components profiles the recourse for expression content including on the one hand the persons objects abstractions Halliday points out ideational reveals expressive and language structure. The process

consists of their components a- the process itself, participants and circumstances.

The interpersonal and textual components involve the hearer as an essential participant in the speaker set the textual component has often thought and concerned with anaphoric and other relation between sentences its something refereed to in facts structures of discourse or grammar above the sentences (Halliday, 1985:57).

Sociology as well as general linguistics , he goes on to say the main object or all these research studies is to understanding the structure and function of language in use so as to communicate meaningfully.

It is or great relevancy to this study to point out that the notion or discourse analysis is not only limited to the analysis of spoken form or language as it can be understood from the works or Birmingham school or discourse supervised by Sim Clair and Coulthard.

The scope of discourse analysis as McCarthy (1991) presents extends to comprise types will be used interchangeably.

Yet, there is one point which is worth mentioning when contrasting a written discourse with spoken one according to Hatch (1992, P: 235), the spoken discourse is said to be highly contextualization viewed theoretically with in linguistics as an extension of grammatical formalism. However, the notions of text linguistics and discourse analysis seem to be more compatible with the analysis of the language is use than that at sentences level one.

From another point or view Thornbury (2005) argues that the analysis of the features of a text is actually considered to be an integral part of discourse analysis in the broader sense , he suggest that one way to look at the distinction as a process and the text as product this last point of Thornbury has already been explained by Coulthard (1985) when he says

that discourse analysis is a process that grew out of work in various fields or research.

These fields he adds, include pragmatics, psychology whereas the written discourse is described as being de contextualization, this means that certain discourse elements or content are commonly.

2.18 Function Text Analysis:

Analyzing English texts for field, mode, tenor and Communicative effectiveness:

According to Halliday (1994:30,31) This document provides a scheme for analyzing English texts from functional perspective. As is common in functional linguistics, the document analyzes texts from **three view points:**

- From the experiential view point analyze the field of a text (what is the text about?".

- From the textual view point we analyze the mode of text how text appear and produce spoken or written.

- Form the interpersonal aspects use analyze tenor of text tenor provides the reader what kind of person the author pretending to be.

Field: The field of a text tells you which domain of experience the text is abut: Family life religious observance, law enforcement medicine.

Field is an element of the **experiential** Metafunctions of a text.

When we want to analyze a text for its field we want to examine some factors:

- **The lexical items:**

    The field of a text can easily be determined by examining the lexical words in the text or even just the nouns.

- Specialization: this provides the reader lexical words differ from audience to audience.
- The process and circumstance types:

    This provides readers' in a news text about a terrorist attach a large proportion of the participants will refer to terrorists and a large proportion of the processes will refer terrorism. This process points out the different concepts of audience.

    Tenor: the tenor a text tells us as follow:

- What kind of person the author is or is presenting himself/herself to be.
- What kind of people that expected audience are.
- What the relation between them.

    Tenor is easiest to analyze in spoken conversation when all speakers are present and participating. Tenor is more difficult to analyze in written texts when author is anonymous. Tenor is component of the interpersonal Metafucntions of a text.

- **Map of Tenor:**

    In interactive texts tenor is typically spoken we analyze tenor into.

- Relatives status (equality, in equality) for example we look the terms of address who gets to choose the topic of conversations who gets to choose who speaks.
- Social distance familiarity, friendliness expressed for example by the presence of formal and informal of vocabulary.

    In non-interactive texts this typically written we analyze into:

- Personalization this points out how much attention is draw to the writer to the reader and also the related technical of deliberate in personalization.

- Standing it shows how much the author comes a cross as possessing expertise and authority on the subject.

- Stance, how much the author allows the reader to disagree with content.

- Attitude, revealing whether the meanings communicated come a cross as negative or positive.

- **Mode:**

  The mode of a text tells about the method the text appears to have been produced in mode is an elements of **textual** Metafunctions of a text.

Axes of the Mode Continuum:

- The spoke/written axis some texts are prototypical spoken texts such as face to face conversation, display signs of high interactivity.

- Written texts (such as a scientific journal article) display no sign of interactivity.

- The action/reflection axis: depending on how close in time a text is to events it describes it may display sings of spontaneity. For example dialogue during sports match interactivity. This points out the text is constructed in an interactive process as the follow the text will be produce.

- The presence of terms of address.

- The presence of attention attracting words such as "look".

- The presence of questions and answers.

  Further indicators may help determine the precise nature of interaction:

- Turn-taking

- Interruptions.

- Overlaps.

- Hesitators.

- Supportive feedback ("right" ok" "yap?").

- Deictic references to the shared physical environment (could we move that into this corner here?).

- Discourse markers. For example:

- "Ana way to indicate that the speaker wishes to return to another topic".

- "Right" to indicate that the speaker is reading to move to another topic.

The thematic organization of the text is such that:

- The experiential themes are often pronouns ("I" "you").

- The interpersonal themes are often interrogative words ("how" "when").

Spontaneity, as part analyzing a text for its mode whether the text seems to have been produce on the spot/on the fly/in veal time/ on line that is without an opportunity to edit it or correct it.

Communicative effectiveness:

A text is effective if it succeeds in achieving its purpose. The purpose of a text can be anything from the communication of factual information to convincing the audience of the validity of certain opinions. In all cases, the communicative effectiveness can be judged in two broad areas:

- Whether the text lays out its experiential content in the best possible way for the receiver to follow easily. This is dealt with under "Thematic organization" and "Cohesion" further below.

- Whether the text satisfies the expectations of its register in terms of its Filed, Mode and Tenor.

This document deals with the communicative effectiveness of more or less prototypical written texts, such as newspaper articles and scientific and scientific texts.

Suitability to register:

A text is effective if it is suitable to the register of which it claims to be an instance. This includes:

- Filed: A text is effective if the field as constructed by the text is identical to the field intended for the text. In other words, a text is effective if it appears to be "about" what it is meant to be "about".

- Mode: a text is effective if it displays the characteristics of its intended mode. For example, a scientific journal is deemed effective if it constructs its mode in accordance with the customs of scientific articles, namely with low interactivity and low spontaneity.

Tenor: a text is effective if it constructs the expected tenor for the participants. For example a political speech is deemed effective if tenor is such that the speaker appears confident about the information presented. A speech where the speaker comes across as uncertain would be judged as ineffective.

2.19 Relevant Previous Studies:

It worth mentioning that there are similar studies to this research. Among Sudanese studies which has adopted.

Impact of grammatical aspects and discoursal features overall quality of EFL Academic writing Eltayeb (2009). The case of Sudanese students in five national universities. It is clear that the study focused only to examine the major discourse features of cohesion and coherence in the academic writings of these students, and investigating of the grammatical aspects. The study aimed to investigate the impact of grammatical aspects and discourse feature.

1. This study points out this result, indicates poor quality that the poor control over the understanding features of written discourse and little knowledge of EFL students.

2. Unawareness of the basic discourse features that characterize a well written text.

The study was recommended it seems necessary to examine the grammatical aspects and discourse features of students writing at different stages. The relation between previous and current study. The previous study was focused on writing and ignored reading aspects. This study is focus on reading on reading and perception texts both. The similarity of theme both studies focus on improving learners' ability.

Another study was conducted by Abdalla (2010).

His research at Khartoum University students' knowledge of expository writing Problem Encountered by Sudanese EFL Graduate students.

The study aims was investigating the relationship between EFL reading Competence and EFL writing ability in terms of rhetorical techniques

improvement, and shed light on the cohesion and coherence problems in Sudanese EFL writing.

The study points out the findings in this way shows awareness as of G.FL learners about discourse features aspects in expressions and writing rhetoric and coherences, cohesion problems and grammatical problems.

The study recommends Sudanese GFL graduate students seem to be have serious problems in English writing at basic level i.e. poor vocabulary in correct punctuation bad syntax fragments sentences.

Rhetorical techniques problems:

It recommends that English writing should be taught in all academic disciplines of the Sudanese his/her education.

Another study was conducted by Ayman (2010) on the Quality of EFL students' Performance

The impact of grammatical Accuracy and discoursal features. His research was on M.A students written performance of Sudan University of Science and Technology. The study aims to focus on the major discourse features of cohesion misuses in academic written performance of students.

The study aims to examine the major discourse features of coherence misuse in academic written performance. The findings of the study M.A students seem to have real problems in some grammatical aspects.

Comparison of the Previous Study's:

In the light of present study's findings some studies carried inside Sudan reviewed and their findings will be compared to present study's to show if attempts made by this research can fill in the gaps and shortcomings of these previous investigations.

Altayeb, (2009) Impact of Grammatical Aspects and Discourse Features Overall Quality of EFL Academic Writing.

Similarity of this study, it is similar in terms of grammatical and discoursal features. It shows the importance of discourse features.

The differences

This present study concerns with importance of discoursal features of texts and elements of language.

Abdala, (2010) investigates knowledge of expository writing problem. The previous study focused on writing with relation to rhetorical expressions, but it focuses on cohesion aspects. The present study focuses on text features and functions of language , how to build structure of texts.

Chapter Three
Methodology

3.1 Introduction:

This chapter covers the methodology used in this study to realize the objectives set by researcher. As this study investigates some discoursal features which mainly metafunctions as reflected in M.A students Metafunctions performances. The descriptive analytical method has been followed. The descriptive method is described by scholars as a method which aims at collecting data objectively through either a test, a questionnaire or an interview. The researcher of the current study has used test as tools of data collection.

3.2 Population of the Study:

The population of the study represent M.A students of English at Sudan University of Science and Technology. and some of them teaching at universities part-time job. They were thirty male and female students.

3.3 The Sample of the Study:

The sample of this research is regarded as a purposive convenient sample as it focus on the four batch of M.A students of English at Sudan University of Science and Technology- College of Language. It is regarded as convenient sample because those students come from different academic batch grounds. It is important to mention that they are males and females. The total number of these students was 30 ones.

1- Some of the graduated from Sudan University of Science and Technology College of Languages and Education.

2- Some of them graduated from Omdurman Elneilein University.

3- Some of them graduated from Omdurman Islamic University.

4- Some of them graduated from Khartoum University.

1 Some of the them graduated from different Sudanese regional universities such as Kordufan and Gezira.

Accordingly, those students do not represent Sudan University of Science & Technology. But also other state and regional Sudanese university for this reason the sample is considered as purposive convenient representative sample.

From an occupation points of view, over 50% of the total number of the test subjects are school teachers with experiences ranging from 3to 27 years- some of them are doing their jobs as University Part- Time teachers.

Accordingly, the researcher has intentionally decided to ashe them to do/or answer the test that will help to measure their meta function in discourse analysis.

3.4 Data Collecting Tools

The data of this research have been obtained through a test receptive and productive reading comprehension test. The objectives of the test is to collect information that could used in testing hypotheses of the study, and also qualitative interview of expert teachers.

3.5Procedures:

The test of this study was designed after a wide reading of related literature. The test was given to the M.A students in order to identify metafunctions from text they had already learnt during the previous period of learning English.

The researcher procedures used:

1. Test a written was administered to (30) male and female students as purposive

3.6 Validity and Reliability

Refers to the degree to which a study accurately measures what the researcher is trying to measure. According to Else et al. (1993: 319 cited in Suliman 2006), a test is valid if it measures what is supposed to measure. Validity can be categorized into three main types:

1- Face validity which refers to whether a general look of a test can determine if its valid or not.

2- Content validity which can be achieved through making a test as representative of the subject matter as possible.

3- Concurrent validity in which subjects, scores on a certain test are compared to their scores on a wider one.

to ensure the validity in which the researcher has shown the prepared version to experts who have made some valuable modifications concerning the items of the test and final approval given by supervisor.

A test can reliable if it gives nearly the same result on different trails. Concerning the reliability of the test. After being revised and modified by the judges, it was distributed to M.A students who were chosen as purposive sample and willing to do the text.

3.7 Summary:

This chapter has been concerned with methodology of the research. It has described the subjects, test, data collecting and procedures and analyzing them.

Chapter Four

Data Analysis and Discussion of Results

4.1 Introduction:

This chapter deals with the presentation and discussion of findings obtain through an achievement test. The presentation and discussion will be three parts. Table of frequency and percentages, tables of productive and respective students responses.

4.2 Tables of Frequency and Percentages

It is important to note that, the frequency and percentages of the students will be also divided into sections (8) represents to frequencies and percentage of the students in receptive and productive responses.

4.5 Summary

This chapter is concerned with the analysis and discussion of data. For this end , it has been divided into sections: Table of frequencies and percentages, and responses of two students.

Table (5.1)

Respective responses

Option	Frequency	Percentage
Ideational	5	50%
Interpersonal	3	30%
Textual	2	20%
Total	10	100%

From the above table shows that about half a number of M.A students are understand ideational and able to identify the discourse term from sits original texts. However, about s30% of participants are understand the discourse term interpersonal, this indicate weak response. Only about 20% are understand to cope with term textual from original text and this very low percentage, and this indicate that there is real problem in this area of discourse.

Table (4.2)

Productive responses

Option	Frequency	Percentage
Field	5	50%
Tenor	3	30%
Mode	2	20%
Total	10	100%

The table is about productive responses of M.A students. About 50% of M.A students are able to point out the term field as productive process. 30% of M.A students give response to this term and indicate that there is lack and unawareness. And only 20% of M.A students give response in linguistic term mode this shows that there is a real problem.

Table (4.3)

Receptive responses

Option	Frequency	Percentage
Ideational	6	60%
Interpersonal	2	20%
Interpersonal	2	20%
Total	10	100%

The table above shows that more half number of participants are supported the researcher on understanding the linguistic term ideational to identify it from the text with compared 60% and this is possible percentage for understanding 70% of participants are comprehend the interpersonal function and this indicate a real lacks of understanding. 20% of M.A students get response to textual function and this percentage points out weak awareness.

Table (4.4)

Productive responses

Option	Frequency	Percentage
Field	6	60%
Tenor	2	20%
Mode	2	20%
Total	10	100%

The table above shows that more half number of participants are supported the researcher in understanding the linguistic term field as productive respond. 20% of M.A students are comprehend the tenor function in production responded. This points out weakness in production. 20% of participants able to grasp the function mode as production. This indicates very low understanding.

Table (4.5)

Receptive responses

Option	Frequency	Percentage
Ideational	4	40%
Interpersonal	2	20%
Textual	4	40%
Total	10	100%

The table above shows that about 40% of the M.A students are comprehend the ideational term the text as receptive responses, this indicates that there is clear problem 20% of the participates are understand the interpersonal function in text. And 40% of participants are able to identify the term to from the text and this indicates that there is lack and unawareness in this area.

Table (4.6)

Productive response

Option	Frequency	Percentage
Field	4	40%
Tenor	2	20%
Mode	4	40%
Total	10	100%

The table above shows that about 40% of M.A students are able to identify field as production. 20% of participants are understand the tenor function in production process. And 40% of participants deal with term mode as production response.

Table (4.7)

Final table receptive responses

Option	Frequency	Percentage
Ideational	15	50%
Interpersonal	7	23,4%
Textual	8	26,6%
Total	30	100%

Table (4.8)

Productive responses

Option	Frequency	Percentage
Field	15	50%
Tenor	7	23,3%
Mode	8	26,6%
Total	10	100%

The above table shows that about half number of M.A students are understand ideational and able to identify the ideational function from its original. However about 30% of participants are understand the term interpersonal function, this indicates weak responses. Only about ;20% understand to cope with functional term textual from original text and this is very low percentage and indicate that there is real problem.

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction:

In this chapter, the researcher summarizes his study which entitled "The Role of Discourse Metafunctions in Improving EFL learners' Abilities in Realization of Text Content

Implication of the study will be reviewed as well. Then the results of the questions of the study as well as the hypotheses will be summarized. The researcher will state the most suitable recommendations; finally, future studies related to this study will be suggested.

5.1 Summary, Results, and Recommendations

Performance in discourse analysis:

The present study aims to analyzing and evaluation of EFL. What is the purpose of this research is to study the role of discourse metafunctions on EFL learners' abilities at Sudan University M.A students, researcher aims to make learners fully aware with understanding text with relation to discourse metafunctions. Also aims learners need to become aware of richness of interaction among ideology writer/reader.

The following conclusions are drawn from the results of data analysis: Question (1) to what extent are EFL learners able to describe ideational (field) from reading text? The result is positive half of M.A students response and understand to identify the ideational in relations to text reading as receptive task as well as the some result as productive responses.

Question (2) What is difference between tenor and mode?

The result is negative (30%) understand the interpersonal functions, this points out lack of ability and able to get the meaning from context, this result shows the ignorance of this discourse metafunctions.

Question (3) Why do EFL learners are unable to deal with discourse metafunctions? The result is negative shows (20%) this indicate that lack of awareness of understanding textual and discourse metafucntions and weakness as well poor quality for recognizing discourse metafunctions. And text unawareness. The awareness of basic discourse features that characterized weak responses.

According to the results of the study which have shown an urgent need to practice discourse metafunctions in terms of developing learners' linguistic abilities.

1- The researcher recommends the necessity of the role of discourse metafucntions in building learners and linguistic abilities and text awareness.

2- There ought to be an effort in teaching discourse analysis.

3- The researcher recommends greatly holding seminars, discussions in field of discourse analysis.

4- The researcher recommends for drawing great attention to this area in discourse analysis.

5.2 Suggestions for Further Studies:

Based on the findings of this study and its limitations, the following are recommendations for further research.

1. It seems necessary to examine to role of critical discourse analysis with relations to text.

2- Further research on the relationship among discourse a feature of text and interpretation.

3- Further research on the role of discourse on improving reading abilities from texts.

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