



**Sudan University of Science and
Technology College of Graduate Studies**



**The Role of Contextual Factors on Understanding the
Intended Meaning of Written Discourse
(A Case Study of the Third Year, EFL Students, English
Department, College of Education at International
University of Africa)**

دور العوامل السياقية في فهم المعنى المراد للنص المكتوب
(دراسة حالة لطلاب الصف الثالث للغة الانجليزية كلغة أجنبية بقسم اللغة
الانجليزية بكلية التربية جامعة أفريقيا العالمية)

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Submitted by:

Seham Azebeir Eltayeb Ibrahim

Supervised by:

Dr. Nada Sid Ahmed Eljack

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الآية

قال تعالى (واتقوا يوما ترجعون فيه الى الله ثم توفى كل
نفس ماكسبت وهم لا يظلمون)

سورة البقرة ٢٨١

Dedication

To the souls of my parents and my husband, to my small family, earmarked to my daughter **Solara** for her support through the duration of the study.

Acknowledgements

Praise is to Allah, (the Almighty) who has granted and given me strength and confidence to complete this study. My deep thanks to my respected supervisor Dr. Nada Sid Ahmed El-jack for her support professional supervision and her many insightful commentaries throughout the progress of this study. Also I would like to deliver my most sincere thanks to the respected doctors and colleagues who gave me a hand to complete this thesis. Furthermore, I would like to express my gratitude to the international university of Africa for their support to conduct my experimental process. I do appreciate and thank Sudan University of science and technology, faculty of education, for offering me the opportunity to conduct this study.

Abstract

This study is about the role of contextual factors in understanding the intended meaning of written discourse. Therefore, what is written should be understood to know why it is written? Through the experience of teaching English language, it is noticed that, the students face many problems to understand the meaning of any written text. No doubt their weak knowledge of the factors as cohesive devices, punctuation marks grammatical elements and spelling rules have negative impact on comprehending the meaning. In this study the researcher adopted an experimental analytical method using two tools: tests for the students and a questionnaire for teachers of English language. The findings showed that, those factors positively affect the meaning of written discourse. Based on those findings the researcher recommended that, the teachers of English language should provide their students with extensive practice in using these factors and raise their awareness towards them. The researcher also suggested that, there is a need to explore the effect of cultural background of the students and many other factors such as morphological, semantic and rhetorical factors of other English language skills.

الخلاصة

هذه الدراسة عن دور سياق الكلام في فهم المعني المراد للنص المكتوب. لذلك كل ما يكتب يجب ان يفهم لمعرفة لماذا كتب. ومن خلال التجربة في تدريس اللغة الانجليزية لوحظ أن الطلاب يواجهون مصاعب في فهم المعني المراد للنص المكتوب. مما لاشك فيه أن ضعف المعرفة بعوامل سياق الكلام مثل أدوات التناغم وعلامات الترقيم وأساسيات النحو ثم قواعد الهجاء لها دور رئيسي في فهم المعني المقصود . في هذه الدراسة تبنت الباحثة الطريقة التحليلية التجريبية من خلال أداتين وهما الإمتحان والإستبيان . وقد أظهرت النتائج ان هذه العوامل تؤثر ايجابياً في فهم المعني المراد . استناداً علي هذه النتائج أوصت الباحثة بأن يمد معلمو اللغة الانجليزية الطلاب بتمارين مكثفة في إستخدام هذه العوامل لرفع مستوي الوعي بها , ايضاً إقترحت الباحثة ان هنالك حاجة لتفعيل تأثير الخلفيات الثقافية للطلاب وعدة عوامل اخرى لتعلم ملحقات الصرف والمعاني والبلاغة في مهارات اللغة الانجليزية الأخرى.

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CHAPTER ONE

Introduction

1.0 Background of the study:

Reading and writing are essential skills in any language. What is written should be understood by a reader, or it would be nonsense or vague therefore, it is very important to comprehend the meaning of the text that is read.

Understanding of a written discourse cannot be achieved if the writer of a text does not appropriately use a variety of well-placed factors that the text requires. This opinion seems to be keeping with the notion; that these factors play the role of the glue, which holds the different parts of a text together. Increasing the cohesion of the text facilitates and improves text comprehension for many readers. Joining of ideas, letters, sentences, and phrases in the text usually create well understandable and complete text. This makes it easy to the readers to comprehend meaning particularly low-knowledge readers.

Many researchers have proved that EFL students face some problems in understanding written context due to insufficient amount of contextual factors such as grammatical knowledge, cohesive devices and writing mechanics due to pronunciation and unfamiliarity with appropriate styles in English language. Not knowing about contextual factors contributes to the problem and hinders comprehension of any written texts or to the failure to activate or transfer appropriate knowledge and how knowledge is constructed and evaluated. Some of these problems are classrooms factors, such as community, school district, classroom setting and student's characteristics within these factors. However most contents cannot be directly conveyed by words, but are implied by what the writer intend to

transfer. In some occasions particular contextual factors help the reader understand these written communicative discourse intention.

Thus, this study assumes these factors are so important for the readers to grasp the exact points in comprehending the intended meaning of any written discourse they may encounter, but students do not put into account these factors or use them perfectly and effectively as it is noticed by the teachers. Therefore, these factors require more investigation, viz the core of the current study is about understanding written discourse, which involves perception, thoughts and consistent related processes as word recognition, written symbols, cohesive ties and grammatical features. (Hoey, M, 1991).

The study sheds light on factors that affect the meaning of any written discourse. These factors are: cohesive devices, punctuation marks, grammatical elements and spelling rules.

The researcher confirms that context and discourse have interchangeable relation between each other, context cannot occur without discourse and so discourse cannot happen without context.

The importance of tackling this topic relaying on English as an international language, which is used around the world because it is the language of science and technology, the study focuses on exploring these factors, which have important roles in clarifying the meanings. Despite the fact that there are many relevant local and global studies about this issue, there are still many gaps which need to be filled, accordingly this modest study is introduced.

1.1 Statement of the Problem:

Written discourse is a crucial language skill which enables people to express their feelings and thoughts. They use it to introduce these feelings and thought, clarify their knowledge and ideas, and exchange information to understand problems that might face them, as well as to find solutions for such problems. Writing is a means of self-actualization and what people learn about themselves and develop within them through writing. This will help them realize their individual potential needs to achieve potential goals. So the researcher sees that, the ability to understand what is written is one of the most important elements that determine student's success in any written discourse setting.

Through the experience of teaching students at university level (El-Mogthrebeen University in Khartoum and Sudan University of science &technology) second and third level the researcher has noticed that, the EFL learners face various difficulties in the domain of comprehending written discourse. The researcher assumes that, lack of learning vocabulary or how to spell properly, use appropriate grammar and convention in cohesive way lead to misunderstanding the written discourse. Moreover it is also noticed that the students lack of awareness of the main factors which result in such situation and makes the problem extremely worse. The researcher also has seen that misunderstanding written discourse hinders supporting students in learning the rules of usage or to communicate their ideas effectively. Therefore, it is worth mentioning that the researcher is deeply content that the students' defective understanding forms a problematic area which requires sufficient investigations.

1.2 Objectives of the study:

This study aims at investigating the role of contextual factors in understanding the intended meaning of written discourse, accordingly the study tried to realize the following research objectives:

1. To find out the effect of cohesive devices in understanding the meaning of written discourse.
2. To explore the role of punctuation marks in understanding the intended meaning of written discourse.
3. To identify the impact of grammar in understanding the meaning of written discourse.
4. To examine the role of spelling in understanding the intended meaning of written discourse,

1.3 Research Questions:

The study will give answers for the following questions:

1. To what extent are the cohesive devices essential in understanding the meaning of written discourse?
2. What are the punctuation marks that help EFL students understand the meaning of written discourse?
3. How do grammatical elements affect understanding the intended meaning of a written discourse?
4. To what extent do spelling rules influence EFL students' understanding the meaning of written discourse?

1.4 Research Hypotheses:

The general hypotheses on which the present runs thesis is based on, as there are contextual factors, which play a great role in understanding the intended meaning of written discourse, especially for university students.

The study considers the followings as its hypotheses:

1. Cohesive devices are very essential in understanding the meaning of written discourse.
2. Punctuation marks help EFL students understand the intended meaning of written discourse.
3. Grammatical elements positively affect understanding the meaning of written discourse.
4. Spelling rules positively influence EFL students on understanding the intended meaning of written discourse.

1.5 The significance of the study:

The significance of this study stems from the fact that writing is a major skill for achieving fluency and accuracy in any language. There are many factors such as linguistic, cultural, situational and academic affect the students understanding the target language.

The study has a potential through the outcomes, to help Students make use of some contextual factors in understanding the intended meaning of any written discourse by telling them how to use cohesive devices, punctuation marks, and grammar and spelling rules.

Understanding and knowing such factors, has positive impact on acquisition and awareness of the students at university level and enhance both lecturers and students' motivation.

The findings can be used as guide lines for teachers to focus on factors such as linguistic, coherent, and cultural in their writing skill and promote the way of teaching. Also the passages can work as an information source for the reader and the writer.

Moreover, ignoring knowledge about contextual factors lets the text hang as something vigorous, because understanding is achieved via these factors only.

1.6 Research Methodology:

Concerning the present study, it adopts a mixed methodology, experimental, descriptive, and analytical one. Where the analysis is quantitative and qualitative such experimental, descriptive, and analytical methodology is conducted in this research because it is suitable for the objectives of the study. Firstly, it allows the researcher statistically compares the performance of the group of EFL students through the pre-test and the post-test. Secondly, it allows the researcher to investigate teachers' attitudes towards the effectiveness of contextual factors by responding to a questionnaire. Moreover, it helps obtain the objectives of the study. SPSS programme was used for data analysis. The two tests were used to compare the results of the experimental and controlled group in the study. Tests were given to the students in order to assess their performance and describe the current state of the students and to find out the real level of their awareness toward these factors. Furthermore, the questionnaire was constructed as a tool of data collection to reflect the university teachers' attitudes towards the role of contextual factors in understanding the intended meaning of written discourse and examine their views, concerning these factors.

The first population of this study was university students at university level. The research used random sample from the population of the students which represented the entire population, and they were 40 students. The chosen university was the international university of Africa third level at colleges of education

The second population of the study was English language teachers. They were 104 teachers, who were asked to respond to the given questionnaire which was designed for them as a tool of data collection. The questionnaire examined the teacher's views concerning the role of contextual factors in understanding the intended meaning of written discourse

1.7 Limitation of the study:

The condition of the study was inevitably affected by the following limits, The implementation of this study was in the period of the time for the academic year (2018-2019). The study was limited to the role of these contextual factors (cohesion, coherence, punctuation, grammar and spelling) while the focus of the study was mainly on the written discourse at university level.

All the subjects of the study were students at University; College of education at international university of Africa. The results of the study could not be generalized out of the boundary of these limits. The study was limited to the third year students in their first semester at colleges of education 20 students are chosen for each group.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction:

This is an introduction of the second chapter which displays the relevant literature review on the role of contextual factors in understanding the intended meaning of the written discourse that is depicted by others. Contextual factors are those factors which, reflect a particular context characteristics unique to a particular group, community, society and individual or, those factors which influence the context which they used in and, through them the writer and the reader can identify what is meant by what is written or read . In addition to this, theoretical part, previous study relevant to this study reviewed on the second part of this chapter.

Part (1) Theoretical Background:

2.1 Context and Discourse:

This study is concerned with the role of context in written discourse to understand the intended meaning of it, so we deal with context and discourse to define each one and how they are related and shared in comprehending the meaning.

Many linguists seek to define context from different points of view in order to answer questions encounter them in their own field, and to support their own ideas and theories. H.Widdowson, (2000, p.142) focuses his study on language meaning "context "as "those aspects of the circumstances of actual language use which are used as concerned to

meaning ". He further points out in other words "context is a schematic form the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of context". When Guy cook (1999, p.93) studies the relationship between discourse and literature, he takes "context" into account, and defines it as" just a construction of knowledge of the world" and the term "context" can be utilized in a broad and narrow sense.

In the narrow sense, it refers to (knowledge) of factors outside the text. In the broad sense, it refers to knowledge of these factors and to knowledge of other parts of the text under consideration. George Yule (2000,p.20) also takes "context" into consideration and he provides a somewhat general definition: "context is the natural place or environment in which a word is used. "Although they are viewed from different perspectives for different purposes, these definitions have an important point in common ;one main point of the context is the environment (circumstances or factors by some other scholars) in which a discourse occurs, and the relationship between language and the context in which it is utilized, then analyzing the discourse.

According to LichaoSong (2010),the study of context has been gaining popularity in recent years, either in linguistics itself, or in many other interdisciplinary subjects such as semantics, pragmatics, and discourse analysis as well. However, context theories are not formed overnight. They are composed of a long process of development, during which comparative linguistics, structural linguistics and transformational-generative linguistics. All of these processes have contributed to the theoretical foundations of context theories. When the context theories are introduced

to the field of discourse analysis we must think not only on the discourse itself, but also the context in which the discourse takes place. Just like what Fillmore (1977, p. 119) states, "The job here is to determine what we can know about the meaning and context of an utterance or written text, which have given only the knowledge that the utterance or writing has occurred in". Brown & Yule (2000, p.35) point that, " Whenever we notice some sentences in a context, immediately we ask what the effect would have been liked, if the context has been slightly different", As well Guy Cook (1999, p.15) states.

(systematic description of context is also notoriously difficult to introduce enormous amounts of new materials and categories which, inherently vague, these are reasons for caution but not for retreat, it is not the case ,as some linguists have claimed ,that the meaning of a language in context is so messy and subjective)

It is to be noted that; they all agree with the same idea of meaning in context, would be obviously clear even the new materials are so much.

Context is so much more than professional social network. It is a way to make meaningful connection while, context also means the parts of written or spoken statement that precede or follow a specific word, or the parts of text around specific words to determine its meaning and usually influencing this meaning, or a set of circumstances or facts that surround a particular events or situation. At the same time it refers to background, climate, framework, condition, connection frame of reference, lexicon, relations, situation, substance, text, or vocabulary of a particular environment. For example (if you prefer a small town, Khartoum is a bad place to live in) now we can imagine quoting only the part that says

(Khartoum is a bad place to live in) strictly speaking this is an accurate quote, because the quoted part is taken directly from the original sentence, but it is very misleading, because the quote points information is important in that, we need to understand what the speaker is really saying.

The omitted information here is the context. So context is the necessary information which correctly interprets a word or phrase. Otherwise interpreted a number of different ways without context, the speaker or the writer appears to be simply saying that Khartoum, is a bad place to live in for everybody, when the context is supplied it is clear that the speaker or a writer is only saying that Khartoum, is a bad choice for people who prefer small towns, that is why it is unfair to quote someone out of context to repeat something that a person says without enough information to prevent readers or listeners from misunderstanding the true meaning of quote.

In addition, context is anything that goes along with the text that could change its meaning. It may mean other text in the same work or it may mean where you find the text, or who is reading it. It can be extended to non-text situation such as in (can you me more context?)We can guess what this object is without knowing where it is from. So we have to know the setting to give meaning to the word or event, for example (the word Trunk) it could mean the trunk of an elephant, or a branch of a tree or a big container. Unless it is used in setting or stage we could not know what it means. Therefore when we say something out of context we basically mean it is out of place for example, (let us say I'm talking about a book, and suddenly one suggest a movie that is not relevant).

According to Richard Nordiques, (2017) in communication and composition, (context) refers to the words and sentences that surround any part of a discourse and help to give its meaning. Sometime it is called

linguistic context adjective. In a broader sense, context may refer to any features of an occasion in which a speech-act takes place, including the social setting and the status of both the speaker, or the writer and the person who is addressed to. Karmic (1993:65) points that, "our choice of words is constrained by context in which we use the language, and our personal thoughts are shaped by those of others."

Crystal (2008) describes "context" in Linguistics as "The whole non-linguistic background to the text or utterance including, the immediate situation, where the text is used and, the awareness of the writer and the reader of what has been written earlier and of any relevant external beliefs". It is clearly obvious, in this point; the two have the same ideas, for context can't be shaped, without any background about the events or situation, in which language is used.

2.2 Context and Meaning:

According to Guy Cook (2017) context affects meaning. Sometime we can determine the object of a verb from the sentence in which it is imbedded as in, "*He got out of his car, turned around and kicked it.*" where it is clear that it is referring to the car, and a word can mean something different when it occurs in various sentences. For example "Take" means one thing in the sentence "*Take one, they're free*", another thing in "*Take a bath*," and something altogether different when "*Take me, I'm yours!*" when is shouted on a movie set.

So the meaning of a word such as "*takes*" appears to rely on the context of the sentence in which it occurs. For even the same sentence can mean something quite different depending on the context in which it is used. "*There is a great deal of energy stored here*" might mean one thing when

uttered by the guide during a tour of a hydroelectric dam, and something else again when uttered or used by a healer choosing a particular crystal for its curative powers.

Right away we should notice that the word context seems to be referring to different sorts of things in some of our examples. In much of the literature thus far available on context there is a tendency to distinguish between, the so-called situational and propositional 'aspects of a context. That means syntactic and functional meaning; these will be dependent on context for their understanding. We understand aspect of meaning, that can't be captured with a propositional aspect.

Proposition meanings are focused on semantic role, however understanding language involves processing propositional aspect of meaning such as, factuality, uncertainty or subjectivity. Since the same propositional meaning can be introduced in various states. This amount is also to draw a distinction between the outward or extra-linguistic circumstances. These include a broad range of extra-linguistic factors, that make the writer to do but under certain circumstances. It would even permit him to ignore certain linguistic means, which surround an utterance or a text (such as where and when it was made or who did) and the so-called inner aspects by which they can be meant, for instance simple grammatical mechanisms such as the anaphoric reference which means that a word in a text refers back to other ideas in the text for its meaning. Gawker C, (1998) argues for a distinction, that we will encounter it again in other guises, but some would include among the inner contextual factors of a statement the presuppositions upon which it rests. For example (presuppositions) of a context, are only those things to which the writer

(and only the writer) has immediate access, but what then of the reader? For surely he or she comes equipped with a set of presuppositions too.

The notion might be extended so as to include information generally available to the community. Information to which the writer ought to have access, but how do things like the availability and relevance of information to the community and the responsibility of the agent within the community, affect the determination of context? Here we seem to be going beyond the traditional propositional/situational split to include, a social aspect of context.

Socially construed context which might be, synonymous with any of the different ways in which, we order social relations from family and work. This can circle on up to language communities, or to religions and cultures.

2.2.1 Language in and out context:

When we receive a linguistic message, we pay attention to many other factors apart from the language itself. If we are face to face with the person who sending the message in written message, where we may be influenced by handwriting or typography, also by whether the message is in an expensive book or on scrap of paper.

We are also influenced by the situation in which we receive message, by our cultural and social relationship with the participations, by what we know and what we assume the senders know. These factors take us beyond the study of language. In a narrow sense, factors are used to look at other areas of inquiring the mind, the body, the society, and the physical world. In fact at everything but it is also true that the answer to the

question of what gives discourse its unity? This may be impossible to give without considering the world at large, the context. (Ricard. 1990)

2.2.2 Classifications of Context:

Opinions on how to classify context vary from one to another. Some linguists divide context into two groups, while some insist on discussing context from three, four, or even six dimensions. According to different circumstances mentioned in the above definitions, in this research context will be divided into linguistic context, situational context, cultural context and educational context.

2.2.2.1 Linguistic Context:

Linguistic context refers to the context within the discourse or, the relationship between the words, phrases, sentences and even paragraphs. Linguistic context also means the discourse that surrounds language unit and helps determine its interpretation and how meaning is understood without depending on assumption meaning, which is constructed by sensory experience. According to Turgayamac (1997) meaning in linguistics, is the information or a connect that a sender intends to convey even when words used are not known by the reader or the listener. This is because words can be connected with meaning. For example to know the "amount" of something, linguistic terms like plenty, much, great deal of or less could be preferred by the experts, or a lot and enormous is evidence for the rapid and nearly integration. Also linguistic context can refer to synonyms, which mean a word, or a phrase that means exactly or the same as another word or phrase in the same language. For example the words finish/complete, begin/start. Also it can be antonyms, that refers to a word is the opposite meaning of another, for example fast is an antonym of slow

,big is antonym of small and hyponyms, which means a word or a phrase whose semantic field is included for example pigeon, eagle and seagull .

Linguistic context has relation with other factors, such as the followings:

- **Linguistic Context and Meaning:**

In linguistic context meaning is the message, or concept that a sender wants to convey. Language allow information to be conveyed even when words used are strange to the reader or listeners for example, take the word “*doctor*” as an example. We cannot understand the exact meaning of the sentence “*He is a doctor at the University of the Sudan*” Without the linguistic context we can't make a clear exact meaning of the word “doctor”.

Linguistic context can be explored from three aspects: deictic, co-text, and collocation. Pros (1934:35) argues for the recognition of the importance of syntagmatic relations between words, for example “*green and tree, bite and teeth, bark and dog, blond and hair*” which Firth (1957:104) calls them collocations. Collocation is not simply a matter of association of ideas although sky is blue; we should not often say blue sky while the expression “Blue paint” is common enough and suitable. In a language situation, the participants must know where they are in space and time, and these features relate directly to the deictic context by, which we refer to the deictic expressions like the time expressions: now, then, etc. The spatial expressions: here, there, etc., and the person expressions I, you, etc... Deictic expressions help establish deictic roles which derive from the fact that in normal language behavior, the speaker or a writer addresses his/her utterance or writing to another person.

- **Linguistic context and presupposition:**

According Karttunen.K (1973) in pragmatic viewing, the presupposition of a sentence which is a background belief, or ideas relating to an utterance or a text, Determines the class of context in which the sentence could be used, Presupposition should be known or assumed to be considered suitable in context, and will be an important assumption. It can be related to specific lexical items, or grammatical features or the problem of explaining presupposition, which is important in understanding and misunderstanding in communication. Karttunen.K (1973:79) presents away to eliminate the projection problem definition of presupposition as a kind of inference. For example

1/ Ali returned to Atbara this means,

Ali has been to Atbara

- **Linguistic context and semantic information:**

According to Johnson (1980) many studies point out to linguistic context (in the form of a sentence) that influences the interpretation of ambiguous words. They establish the subject of reading a sentence, which primes particular aspects of the word meaning. They also show the subject which produces semantic characteristic of the word and following the sentence that primes no particular semantic component, to determine in which subject a sentence is read. This is so important to answer the question about the meaning of a word that occurs in it. Semantic priming is known to affect the identification of words and their disambiguation.

- **Linguistic Context and Functional Communication:**

Holland (1970) demonstrates, the importance of functional communication rather than linguistic accuracy for individuals and noting that they could often communicate better than they could (talk). Her approach inspired many researchers to explore why and how this could be, It also to look for avenues that tapped every day communication skills rather than the person's performance on the contextualized language. In many ways the early work of Holland, Taylor, (1979, 1980), Sarnia (.1980) provide the impetus for not only investigation of functional performance in a variety of every day task and situation, but also much of the work carried out in the areas of discourse analysis. According to Shapiro, Hack (1993) language has been regarded largely in the field of a symbolic system governed by a set of rules that must be mastered for a writer or speaker to produce coherent speech.

2.2.2.2 Situational Context:

Situational context refers to exploring the importance of situational context for enhancing student's comprehension of particular phrases of English language in their native like. It also refers to the environment, time and place in which discourse occurs and the relationship between the participants. According to Gural (2015) the core study is on situational-choices for creating relevant learning environment in the process of teaching. The students can depend on their comprehension of such phrases or clauses depending on the context. It also analyses to what extent the situational context assist student to comprehend and infer the meaning.

- **Situational Context Role in Solving Word Problem:**

Situational context can solve the problem of the word. Stem (2014) demonstrates the word problem that depicts the comprehension of quantitative issues that have been displayed to be so difficult especially for elementary school children. The cause for this may be that young kid's lack situational understanding context because; they are not familiar with comprehensions of sets and objects.

- **Situational Context of Emotional Expressiveness:**

The expression of emotion is affected by many factors, as sex of participant or his/her age, type of feeling, circumstances around, place or time. For example females are more expressive than males. Elders have emotional expression more than youngers, Feeling of happiness is differing from sadness, and the feeling of poverty is not like the one of richness.

- **Situational Context and Racial Attitude:**

Situational context is affected by racial attitude. When local community context has entered the spotlight and, focuses as influence on racial views. For example the race composition of the locality sees that white American hold anti-black, Burstein (2003:26) states

(Traditional approaches to understanding racial attitude look to the characteristics and circumstances of individual perceivers, along with broad historical patterns and events, recent years have seen an important extension of racial attitude studies, calling attention to the "contextual" or "environmental" factors)

- **Situational Context and Register:**

Situational context traditionally, is approached through the concept of register. In linguistics register is a variety of language used for particular purpose in particular social setting for example drivers of buses use phrase "farda" for each part of transportation route, or to use features of prescribed grammar than in an informal setting, such as pronouncing "ing" words ending in for example (talkin) for (talking) or (readin) for (reading).

Halliday (2002) has pointed out that, context of situation in linguistics is a part of sociology or asocial semiotic, which enable people to exchange meaning and therefore act socially. He also develops analysis of context in terms of field, tenor and mode, these components help illustrate any socio-linguistics factor:

A- Field refers to subject matter and it may be similar to certain uses.

B- Tenor refers to the social relation existing between speech situations of formality.

C- Mode describes the way the language is being used in the speech interaction.

According to Halliday (2002), these three elements make it possible for speaker or a writer to direct himself in the context of situation.

2.2.2.3 Cultural Context:

The word "culture" has many different meanings. It can be referred to appreciation of good literature, food, arts, music, customs or the way of life. Especially the general habits and beliefs of a particular group of people and social organization or let it is the full range of learned human behavior patterns. Taylor, E B, (1958) claims that cultures 'are so difficult

and complex whole, which composes of knowledge, beliefs, law, moral, customs and any other capabilities and habits acquired by man as member of society.

Cultural context refers to the culture and background of language communities in which the speakers or writers participate. Language is a social Phenomenon, which closely tied up with the social structural and valuable system of society. Therefore, language cannot avoid being influenced by all these factors, such as social status by which we mean the relative social standing for participants in the society. The social role which is cultural specific function in a society will be defined by its members. Cultural context is used in our customs of marriage occasions for example "*jertig*", "*Seira*" or in religious ritual ceremony as in Ramadan to the local drinking "*Abre*" or to local food as "*Asida*", "*kisra*", and many other traditional values.

- **The role of Culture in Teaching and Learning:**

Language is a means of expression; people can express their thoughts, needs, ideas, desires, and feelings through languages. Language is a basic form of communication and culture. It is also the characteristics of groups who live in society and defined by everything from language therefore, it plays essential role in teaching and learning.

- **Socio-Cultural Convention:**

Gumperz (1982), in his seminal work on pragmatics, demonstrates that communication often fails because people interpret the context in different ways. This is due to socio-cultural conventions that, affecting both production and interpretation of communicative events. The focus is not only on cultural, but also on social influential factors in intercultural

communication. Within the field of pragmatics, national culture has not been given the same weight as in the intercultural business communication literature. For example Brown & Levinson (1987) emphasize the influence of culture and over emphasizing individual autonomy in choice of strategy. Spencer-Oatey (2008) lists contextual variables frequently used as explanatory factors in pragmatic studies. It is probably not needed or treated as an exhaustive list; however it might act as a useful starting point when looking for other contextual factors than culture. Whereas the cultural explanation might be summed up as “what we say and how we say” and how it is influenced (or determined) by the national culture.

According to Spencer-Oatey’ (2008) the list is as follows:

Participant Relations

- A. Power:** What we say/write how we do it is influenced by whether speaker/writer and hearer/reader status is equal/different.
- B. Distance:** What we say/write how we do it is influenced by degree of familiarity/solidarity/length of acquaintance/like-mindedness/perceived similarity.
- C. Number of participants:** What we say/write and how we do it is influenced by the number of people present.
- D. Message content:** What we say/write and how we do it is influenced by the message content.
- E. Social/interactional roles:** What we say/write and how we do it is influenced by social or interactional roles.
- F. Activity type:** What we say/write and we do it is influenced by the type of activity.

2.2.2.4 Educational Context:

Educational context is looking at how language is used in its physical environment. Classrooms setting, location of the school and how students interact are all examples of physical environment. Also it refers to teacher's role and the challenge for educator about how to be aware of the new changes. Educational contexts consider how latest technology can be used to enhance learning and teaching. Hoyt, White (2007) state "technological innovations seem tempting practically when students are learning especially at distance, and when there is such potential array of possibilities available". However, if we are going to talk about learning in an educationally useful way, we need to start by talking first about learning and teaching. According to Diana Laurelled (2008) "educational challenges will be more likely to result in appropriate use of technology". Technology must take a second place to good and perfect practice in educational context, which is different from the traditional one, the concept of how language is used according to educational context include.

- **Physical Environment:**

It is meant by physical environment the place, where students will learn schools, institutions, universities, colleges and classrooms. According to Morgan Kaufman and others (1998) without a comfortable and secure learning environment, teachers cannot teach and students cannot learn. This can be apparent when the current educational practices do not satisfy the needs of the students who show aggressive or acting out when the schools are not safe and not become secure places for all. On the other hand, Physical environment influences students learning, participation and involvement in class activities. However, this cannot be achieved without

organizing the place to accommodate the various activities, or acquire any learning skills. By seating arrangement and placing the teacher's desk in allow traffic area or near the door, to control in and out moving or placing students in circles, in rows and straight "u" sided, these arrangements make teacher master the situation in the classroom.

- **Classroom Setting:**

Classroom refers to the area where learning takes place in. There are acceptable routines need to be determined for the classroom from the first day. Disorganization wastes instructional time therefore, well organization facilitates the procedures as taking attendance, establishing classroom entry activity to help students focus, organize and settle down. For example placing assignment, copying down and involving them as helpers, or classroom officers to enhance the sense of belonging and community in the classroom.

- **Students Interaction**

This means how students are interacting within their lessons, classrooms, procedures and teachers Wong, (1991, p.13) states.

"When students are not sure of expectations they often react with insecurity or, discomfort and exhibit problems behavior or not obey the rules of classroom as being in their seats, listen carefully, following direction and completing assignments. students can react by receiving reinforcement to adhere to the rules" this means that students before beginning the lessons, they should have some rules to direct and control them."

- **Teachers role:**

Teacher is working as a conductor of a music band within the learning and teaching process. His role is so essential in directing and controlling his class, this can be obvious in the primary schools for younger learners or to the process of education as a whole. Stoddard, J and Town (1994:166) state that,

"I've to the frightening conclusion I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather .as a teacher I possess a tremendous power to make a child's life miserable or joyous ..."

2.3 The Role of Context in Discourse:

According to LichaoSong (2010) Context plays a very important role in discourse analysis, to generalize its role as follows:

- **Eliminating Ambiguity:**

Ambiguity refers to a word, phrase, sentence or group of sentences with more than one possible interpretation or meaning. There are two kinds of ambiguities: lexical ambiguity and structural ambiguity. Lexical ambiguity is mostly caused by homonymy and polysemy. For example, these four words, *right, rite, write and Wright*, are all pronounced as (*rait*), but they are quite different from each other. Let's also have a look at the following sentence: *They passed the port at midnight*. This sentence is lexically ambiguous. However, it would normally be clear in a given context which can indicate the meaning of the word "port" meaning either harbor or a kind of fortified wine. Structural ambiguity arises from the grammatical analysis of a sentence

or a phrase. For example, the phrase *young men and women* can be analyzed as either “*young /men and women/*” (i.e. both are young) or “*/men/ and women young*” (i.e. only the men are young). Let us also examine the following sentence: *I like Bill more than Mary.* This sentence can mean “*I like Bill more than Mary does.*” or “*I like Bill more than I like Mary.*” In such examples, a given context can indicate what the sentence exactly means.

- **Indicating Referents**

To avoid repetition, we usually use such words like I, you, he, this, that, etc. To replace some noun phrases, or words like do, can, should, etc. To replace verb phrases, or then, there, etc. Or to replace adverbial phrase of time and place Therefore, context is of great importance in understanding the referents of such words. The following dialogue is written by the well-known linguist, Firth J R, (1957).

Do you think he will?

I don't know, he might.

I suppose he ought to, but perhaps he feels he can't.

Well, his brothers have.

They perhaps think he needn't.

Perhaps eventually he will.

I think he should, and I very much hope he will.

From these examples it can be observed that, such words (ought, to, can, have and should,) are used as referents and have a big role in interpretation the meanings in brief way however, they should be used in contexts.

Zhang Yunfei,(2000) indicates, without context we can hardly guess what the speakers or the writer are talking about since, there are too many auxiliary verbs and modal verbs such as will, might, have and can't are used in the dialogue. In fact, these auxiliary and modal verbs replace the verb phrase for example "join the army". From this typical example, we can see the important role of the context.

- **Recognizing objects:**

According to Aoliva, A, Torrabla (2007) in the real world, objects never occur in isolation. They co-vary with other objects in a particular environment, providing a rich source of contextual association to be explored by visual system. A natural way of representing the context of an object, is in term of relationship to other objects for example "pan and kitchen" "books and pens."

- **In learning vocabulary:**

The importance of context in vocabulary learning is evident from two common –sense observation; what a word means often depend on context in which it is used and how people pick it. For example we can know the meaning of a bird by using it like this; "*the bird builds its nest on the branch of tree.*"

2.4 Various definitions of Discourse:

Discourse can be either written such as in books, essays, newspapers, magazines, road signs or invoices or spoken, such as in conversations, verbal interactions and TV programmes. Discourse analysis studies language in either spoken or written use.

So the focus of the research is devoted to written texts in order to afford an understanding of how natural written discourse looks and sounds. This

understanding boosts the production of teaching materials (McCarthy, 1999).

By taking the scope of this study into account, discussing written texts normally includes the consideration of cohesion, coherence and text patterns. In linguistics, discourse refers to a unit of language; longer than a single sentence. More broadly discourse is the use of spoken or written language in social context. According to Jan Renkema, (2004) discourse refers to the discipline, which is devoted to the investigation of the relationship between form and function.

Discourse can be connected speech, writing or a linguistic unit such as conversation. Beside these, it can be a larger story than sentences, mode of organizing knowledge, ideas, experience or thought that rooted in language and its concrete context. Moreover, it is clear that discourse can be any kind of speech or written text in a language used as communication through contacts between people .By construction of words, sentences and how they are presented in a way that, they achieve the purposes of what they stand for.

2.4.1 Discourse Analysis:

Discourse analysis is in terms of written language, is believed to be helpful for both linguist and language teacher. According to Gee and Ford (1973) the importance of discourse analysis, lies in the fact that, through speaking and writing the world will be meaningful in certain ways and not in others. Recently the scope of linguists has switched from analyzing single sentences to the distribution of linguistic elements in extended texts and the relationship between texts and social situation. The study of languages in use such as written texts is considered as an important aspect which

needs to be analyzed. According to Harris, Sandra,(1995), Discourse analysis or discourse studies is a part of general term of a number of approaches to analyze written, vocal, sign language use ,or any significant semiotic event.

The objects of discourse analysis (discourse, writing, conversation communicative event) are variously defined in terms of coherent speech. Discourse analysis has been taken up in a variety of disciplines in the world and social science including, linguistics and education, sociology, anthropology ,social work, cultural studies ,international relations and communication studies Gee P.(2005:60) states that:

"In the end, discourse analysis is one way to engage in a very important human task. The task is to think more deeply about the meanings; we give peoples words so as to make ourselves better, more human people and the world a better, more human place"

2.4.2 Discourse Modes:

There are many types or modes of discourse, but there are four main types of discourse; argument, narration, exposition and description. Seymour Chatman (1990) initiates an enquiry into the boundary of the narrative type as against the text types of argument and description. This step is an important land mark for literary scholars. Linguists have been fighting with the same problem of the distinguishing between the larger text types, which are constitutive of the understanding of narrative versus expository or, exhortative discourse.(In oral or written formats) On the other hand, the surface textual sequences of report, dialogue, argument and description. In narrative studies, there arose some recognition that narrative text does not consist of sentences but includes a large number of supposed non narrative

items. For example, the speech and thought representation of the characters, this can be just supposed examples in, which these characters represent their thoughts and what they are thinking about. These modes are presented as follow.

- **Argument**

Argument is a crucial aspect of writing acquisition because; the ability of formulating argument for convincing the audience or the writer is so difficult. However, it also plays a major role in general decision making and analyzing different stances. So by integrating argumentation mining in writing environment, students will be able to inspect their text and improve the quality of their argumentation. According to IrynaGurevych (2014) arguments consist of several aspects, includes a claim that is supported or attacked by at least one premise. The claim is the central component of argument it is a controversial statement that should be accepted by the reader without additional support. The premise is the validity of the claim because it is a reason given by the author for persuading the reader of the claim. Examples of argumentative discourse are lectures, essays and prose.

- **Narration:**

The other type is narration. Narrative writing is any kind of writing, which tells a story and usually categorized as fiction. It is based on imaginative events or stories that did not actually happen, Janovesky (2016) states that, there are many specific traits every piece of narrative writing should have. All stories must have characters known as the people or subject of the story for example (Raina Bedcoff) or loka in (Arms and the Man)a play, which is written by Bernard shaw, or Oliver Twist as the main character

in the novel of (Oliver Twist)by Charles Dickens. Also every story must have a (plot) or events that occur in a novel that gives the characters something to react to. One of the most components of a story is the conflict, which is any struggle between opposing forces. Another component of narrative writing is the (setting) that refers to time and location in which the story takes place. The last one is (point of view) which refers to perspective in which the story is told.

- **Exposition writing:**

Exposition writing is literary device used to introduce background information about events to the audiences or readers.' The word which comes from the (Latin language and its literal meaning is “showing forth”) it is very crucial to any story, for without it nothing makes sense. According to Duncan (2015) there are many ways of presenting an exposition includes, monologues, and dialogues in media as newspapers, and letters and journals.

- **Description writing:**

Description writing is also, one of the types of written discourse that has an important role in understanding the written text Andrew Sedillo (2003) defines the term as literary device in, which the writer uses details to portray a picture with his words using his pen as a brush in hand. This process will supply readers with description of people, places, objects and events through the use of suitable details. The writer will also use description writing to create sensory events to enjoy the readers and make them affective. Also it can be used as means of enhancing and enriching the reading experience, if it is done effectively. These types of written

discourse, which are influenced by the factors of context, provides the reader with strong tool used to grasp the exact intended meaning of them.

2.4.3 Written discourse:

According to Emma Worrall, (2000) written discourse is natural written language, with meaning transferred through the sentences of a text in context and it is the way how essays or sentences are written, relate to formal or informal ways of writing. Any writing includes some mediums, which keep record of the transferred message, as well as it develops in a place in which it needs a means to hold information. The writer of the text does not know who is going to read his text. Therefore he cannot adjust to the reader's specific expectations and he can consider all the content of his work for almost unlimited period of time. This does not make it coherent with complex syntax and the reader might not respond to the text or ask for explanation. Hence, neat message organization; division of a paragraph, nice expression layout will have an essential role to make the comprehension easier and can be read at any time or place.

According to Crystal (1995) one of the written discourse features, is the organization of tables, formulas or charts, which can be portrayed and depicted in a nice way to attract the reader.

According to McCarthy (1999) the study of discourse is always concerned with the study of the relationship between language and context in which it is used. Because, some written texts show the links from one sentence to another, in terms of grammatical features as many kinds of conjunction or various linguistic devices which, are used to create a piece of writing. This includes coherence and the way a sentence makes a sense or goes

together, he also adds most texts display links from section to another involves pronominalisation, ellipsis, and substitution.

As processing texts we can come to "textual patterns, "that are declared in functional relationship between the parts of a text (phrases, clauses, sentences, or group of sentences).As he calls them "textual segments," this is also aided by signaling devices. This leads us to interpret these relationships as conjunctions or discourse markers that are signal relations between segments of discourse, which organize and manage extended stretches of it and make the text cohesive and coherent. (McCarthy, 1999).

2.4.4 Academic Discourse:

Academic discourse is closely connected with language, which is used to facilitate learning, teaching, and the construction of knowledge. It also gives its increasing role in present –day academic and scientific environment. According to Hyland (2009) academic discourse, is the way of thinking perfectly and using language, which exist in academy. At the same time this thinking, finds out and displays the social aspect of academic discourse, through learning and constructing knowledge by which social roles are shaped. Identities are created; findings are obtained and objectives are put. Here languages are used of the conventions of various disciplinary.

Discourses are the main tools for achieving these ends. Written discourse reveals the subject with highly importance. Hyland (2009-2011) attributes this growing consideration in academic field of discourse to many major developments and progress of the international Educational scope.

2.4.5 Discourse Type and Signals:

Holland and Lewis (1994) define Claim-Counterclaim patterns as having the following characteristics: A section of solidarity or "common ground" with the opposition, a section (or sections) where the claims of the opposition are presented, (Usually in an unfavorable light) and a section where the writer's beliefs are stated as counterclaims. The words or clauses, which perform these functions, are called signals. This Common Ground-Claim-Counterclaim structure can clearly be lifted from the sample text by studying those signals.

- **Signaling for Common Ground:**

Some signals for "common ground" are generally *agree* on the developments of a process which has been *proved* and it is largely *uncontested*. When a writer combines these strong lexical signals with active verb tenses to develop a rapport with his readers, he must first show that both he and they begin at the same place, speak and write the same language, and is part of the same community of learning. Verbs are also in a finite tense, which winter (1994) says can cause the readers (or "decoders") to trust what is written as truthful.

- **Signaling for Contrast:**

Before the writer can begin any outright refutation of the claims, he must prepare his readers by using contrastive discourse markers. Contrastive discourse markers (such as "but" or "however") are lexical items that cause the reader to feel suspicious about the claims of the opposition. For example, "There are major disagreements, *however*, *But* there is a gap, It is not, *however*, the norm for marine creatures" and "*With regard* to the loss of body hair".

"But" and "however", which (McCarthy 1999) calls *adversative*, features prominently are used after the statement of several claims or, immediately after stating the common ground. The writer usually inserts contrastive discourse markers, literally, to erase any feeling of a consensus that, the reader might develop from the strong verb tenses in the common ground section.

2.5 Cohesion and Coherence:

The root of the word coherence is the verb 'cohere' which means literary "to stick together" or to agree or to be consistent, VanDijk (1977; 93) states.

"coherence is not a well-defined notion,, the vagueness in its definition may be related to the fact that, coherence is an interpretive process created by the reader while he is reading the text,, this indicates that the reader is the one who decides whether the text is coherent or not, thus a writer always need to predict the readers response to his text"

A texts cohesion and coherence are pivotal. The more coherent a sequence of sentence, the better understood. Cohesion and coherence are "linguistically encoded or just assumed by "Bublitz (2011) connectors of spoken as well as written discourse or text. However, they are descriptive elements which are various in kinds and details. Cohesion relates to "inter-sentential semantic relation" whereas coherence is a kind of textual prosody. Grebe,(1984)states "cohesive text could be partly coherent". Cohesion means the relationship between meaning within a particular written text and the way how the reader understands many elements in the discourse.

The term "cohesion" is inspired by the work of Halliday and Hassan (1976) "cohesion befalls through the strata organization of language" .This means through which, thought and content are connected and ordered. In simple terms, cohesion is interpreted by meaning from the expression and, it is the means available in the top forms of the text to signal relations that hold between sentences or clausal units in the text.

Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another, because cohesion is articulated either through grammar or vocabulary. Mclinn, Janet Betty (1988:15) explains that coherence is "the functioning of the text as a unified whole "this also means that if a text has been understood as one piece of related ideas. At the same time enables the reader to reach his intended aim and get the gist of it then, it is a coherent discourse. Moreover, coherence underlies semantic relations which enable the reader to understand the intended meaning of the text.

Discourse sentences cohere as far as their meaning is concerned. Also coherence can be created by logical cohesion, where there is match between textual topic and comment about it. For example 1- *John went out of the room without a word of explanation.* 2-*he is sitting at the table in the corner of the room.* These pairs of sentences lack coherence due to the violation and there is a great role for the reader's background knowledge to play in discourse interpretation.

2.5.1. Approaches to Coherence:

This section deals with two main approaches to coherence, the process-oriented approach and the product-oriented approach, these two approaches reflect various views on how coherence is achieved.

- **The process -oriented approaches:**

This approach primary concerns of process oriented theories which, rest on modeling of the reading and writing process, and not with quantitative receive. They have not supplied us with objective analytical procedures, which could enable us to distinguish between, more coherent texts and less coherent one, specially, in quantitative research studies.

- **Product –oriented approach**

The majority of studies in the three decades before 1990sconcentrates, on discourse at sentence level, and the general interest are in sentence grammar. Gradually shifts from the analysis of sentence structure to the analysis of the process by which people use language. Many quantitative studies using product –oriented approach have not dealt with intersectional aspects of texts structure rather, they have focused on errors in general. The importance of cohesion and coherence to writing quality, which has preoccupied studies for some times in different genres of composition on writing in different school grades, Smith and FahneStock (1983) compare the use of conjunctions in the writing of four American genres.

2.5.2. Cohesion

The notion of cohesion is the semantic relationship that, exist within the text it includes, five categories: conjunction, reference, lexical ellipsis, lexical and substitutions.

According to Halliday and Hassan (1976) "cohesion is the network of lexical and grammatical relation that, organizes and creates texts. This relation is considered to be surface relation which connects words that we see in written discourse. This explains cohesion achieved by certain tools which we can refer to as cohesive devices.

2.5.3. Cohesive Devices:

According to some linguists as Brostoff.A (1981), cohesion is one of the important traits of discourse account for text reading ability. Zamel.V, (1983) demonstrates that, cohesive devices are crucial in writing for they turn separate clauses, sentences and paragraphs into connected prose. Signaling the relationship between ideas, and making obvious the thread of meaning, the writer is trying to communicate.

2.5.3.1 Reference Cohesion:

Reference cohesion constitutes "terms "in English language which, instead of being interpretative semantically in their own right, make reference to something else .According to Halliday and Hassan (1976), reference cohesion, has three types.

- A particular element introduced at one place in the text can be taken as reference point for something that follows, for example1- "you can't see the doctor he is testing a patient" he in this example is a reference cohesion because it shares the same reference, and refers back to the doctor. For example "the child took up a cup of milk after she woke up." She here is a reference cohesive tie sharing the same referent as the child.
- The second type is demonstratives, like" this" "that" "there"," here"," those" and "that". They may be either euphoric or anaphoric for example" Dubai is a wonderful city; there you can enjoy fantastic beaches". "There" here refers to the fantastic city, Dubai.
- The third type is comparative reference, such as relation of contrast of any exception such as "the same," "another"," similar" and related

adverbs "likewise", for example ,please a cup of kabatshino for me and the same for my friend.

2.5.3.2. Ellipsis and Substitution:

The term ellipsis refers to the absence of a word, phrase or a clause, which is understood. Ellipsis contributes to the semantic structure of discourse by setting up lexico grammatical relationship. A relationship in wording rather than directly in meaning .On the other hand substitution, serves as a place holding device showing, where some things has been omitted and what is grammatical function would be.

- **Nominal Ellipsis:**

Nominal ellipsis occurs when a noun or noun phrase is presupposed as shown below.

These are my cats .I used to have four. The word" cat" has been omitted and can easily be understood or recovered from the context.

- **Verbal Ellipsis**

Verbal ellipsis occurs when a verb or a verb phrase is presupposed as in.

Teacher: have you done the home work?

John: Yes I have. Johns answer is elliptical in the sense that "done" the home work is understood.

- **Clausal Ellipsis**

Clausal ellipsis occurs when both a noun or noun phrase and a verb or at least part of a verb phrase is omitted. It is mostly seen in a dialogue in yes/no question for example *Ali; are you going to buy a new watch for my birth day?*

Moth; yes." Here the mother is affirming the entire clause".

The whole clause may often be omitted, for example

Mother-what grade did you get for English? Nadir -B.

Since the whole clause has been omitted .Nadirs answer constitutes a clausal ellipsis and not nominal or verbal ellipsis.

2.5.3.3. Conjunctive Cohesion:

Halliday (1985) defines this type of cohesion, as a clause or clause complex or some longer stretch of a passage. Conjunctive cohesion differs from other types. It does not need a specific component in a situational context or text for its interpretation it has own intrinsic meaning. As Haliday and Hassan(1976; 226) point out that" conjunctive elements are cohesive not in themselves but by the nature of their specific meanings". They are not elementary devices, but they express certain meaning which, presuppose the existed component discourse.

For example" he took a cup of tea after he got up "the word after suggest a sequence, signaling that what is expressed in the first clause followed what is expressed in the second one.

Furthermore, words such as ", hence" and" so" indicate that there is preceding segment of text presenting a cause or reason, and a following segment. Gallo & Risik (1973) claim the use of conjunction contributes to cohesion of the text. The teachers always concentrate on these devices specially in writing lessons. For example, written texts or essays, but students may miss use or over use these devices. Friend (1990) adds these essential devices of coherence grow from the relationship of the thoughts and ideas. To give the text a kind of sense that, guide the reader along the avenue of comprehending these connection between the parts of the text that, make it hang as one segment .

2.5.3.4 Lexical Cohesion:

According to Halliday (1985), lexical cohesion comes about from the choices of items, that are related in some way to those which, have come before. This as Halliday explains, it may have the structure of word repetition; or choice of a word connected in some way to previous one. Either semantically in case of the relation of synonymous sense, or collocation when the relation is based on a particular association known as co-occurrence trend. Nevertheless, cohesive devices do their role between paragraphs as paragraphs connectors (Hoey, 1991).

For example "at last she crawled over the swaying floor to her bed, and lay down upon it, and Toot followed and lay down beside her (here lay down is repeated)

Lexical cohesion is not associated with any special syntactic class of elements.

In lexical patterning, successive sentences can be expected to exhibit some relations through their vocabulary for example:

1. Through repetition of a word or phrase.
2. Synonymy (words of almost the same meaning).
3. Antonyms (the relation of semantic contrast)
4. Hyponymy (semantic relation between a more general expression and related specific relation)
5. Collocation (words which tend to occur with one another)

2.6. The Writer and Reader:

Gernsbucher.M.A (1990) argues that the writers don't often transfer their intended message through one way, to achieve successful communication in the written discourse. Therefore the writers are to form mental representations of the ideas which they want to transfer through the text as

it is written and of their readers as they will build the text. Moreover they must compare their own mental representations of ideas they want to convey with reader's representations of the text if these two representations do not match with each other. The writer must also revise the text until they match.

2.7. Punctuation Marks:

Punctuation marks play an essential role in understanding what the writer intend his reader to know within the text. Ferreiro & Pontecorvo (1999:123) point out to the knowledge of punctuation teaching, as a part of sentence boundary of a text. The teachers need to teach their students how to end sentences of a text correctly; hence they can know the meaning of the discourse.

According to Hansen, A, (1998) punctuation, is a part of teaching writing mechanics. It has big influences on the sentences of written text. Moreover it tells the reader when to pause or stop to emphasize the meaning of the sentences. Johnes (1997) argues that an English sentence is likely to be composed of at least three or four punctuation symbols.

Students should make use of punctuation marks to form connected sentences to make the text meaningful and understood GuirkRandolphs (1985) adds that" any writing should introduce some particular signals to help the reader to grasp the exact meanings or ideas of it." Punctuation practice is very important to improve students of universities and help them pick the intended meaning of any written discourse. The punctuation symbols are presented here as follows:

2.7.1 The Quotation Marks:

Quotation marks (" ") enclose words that are quoted from origin source or set off dialogue from narrative. Mccuen,R.J (2000) states that, quotation marks always come in pairs. Its common functional use is to indicate the exact written words of another person. Lexicographers and grammarians use single and double quotation marks. Winter (1994) supports Chicago Press (1982) that, quotation marks are used at the beginning and at the end of a direct quotation. They tell the reader exactly what someone has said for example, we thought he said "turn right at the corner."

2.7.2 The Hyphen

The hyphen (-) is used between words that functions together to modify a subsequent word in a sentence or connect some pre fixes to words. Chicago Press (1982:87) states that "words are connected by a hyphen to avoid ambiguity in their compound meaning and errors." Similarly Ehrlich (1987) agrees Chicago Press (1982) that hyphens break words between syllables, in some compound words numbers and fractions.

2. 7.3 the Question Mark:

The question mark (?) Is signal direct question ends interrogative sentences. Mccuen and Winkler (2000) show the important uses of a question mark to signal direct question, but not indirect question for example "have you eaten fish?"

2.7.4 The Comma:

Comma (,) marks a light break between different parts of a sentence. It makes meaning of sentences clear by grouping and separating words. According to Mccuen and Winkler (2000), students master the uses of commas to separate sentences and words when stands and to enclose

elements of a sentence. Nevertheless, students can make errors when using it, because it has certain and different places. For example "they can read Arabic, English, and French".

2.7.5. The Colon:

The colon (:) introduces the parts of a sentence that exemplifies, elaborates, or explains the preceding part. Ebbitt and Ebbitt (1982) state that "a colon which makes a stronger breaking the flow of words, students use it to alert the reader that, explanation is about to start". According to Bram (1995) colon is used to introduce along list or a series of things. For example *I have very little time to cook food: my job starts in six weeks.*

2.7.6. The Parentheses:

Parentheses (()) are similar to commas that, teachers have to familiarize students to the use of non-restrictive sentences. They affects them to set off the material more strongly Ebbitt and Ebbitt (1982) explains, that "a full complete sentence comes within a sentence needs neither a capital letter nor a full stop." This indicates that commas and other ending punctuation marks in the main sentence, always placed in the parentheses. For example, *the presidents (and his assistant) come to open the hall.*

2.7.7. The Semi Colon:

The semi colon (;) is a period atop like commas, it indicates an audible pause slightly longer than commas. Its function is to separate units of a series when one or more of the unit contain commas. For example *have one goal; to complete my PhD thesis.*

2.7.8. Full Stop:

The full stop (.) is the simplest of the punctuation marks to use. It is used like a knife, to cut the sentences to the required length, generally we can

break up the sentences using the full stop at the end of a logical and complete thought that looks and sounds right to use. *For example I was born in Dongola and now live in Khartoum.*

2.7.9. Apostrophe:

There are two main cases where apostrophes (') are used, to show possession for example *Haram's car is extremely, nice.* Or to show omission for example *we didn't think about the consequences of our actions.*

2.7.10. Exclamation mark:

The main use of the exclamation mark (!) is to end sentences that express, exclamation, for example *"ow! That hurts".* Or direct speech that represents something shouted or spoken loudly, for example *"drive as fast as you can"!* or something that amuses the writer or to add glorified air of emotion, for example when someone saw the fantastic rows of colorful flowers fields in Nether land *"what a wonderful world!"*

These are the punctuation marks with their uses which, affect the meaning of the sentences in any written discourse and, make the message which the writer want to convey very clear and easy .

2.8. Using Grammar:

Grammar is the structure of sentences, as it is mentioned in Cambridge encyclopedia of language. It is difficult to capture the central role played by grammar in the structure of language, than by using metaphor such as, a frame work or skeleton. Two steps can be distinguished in the study of grammar. One is to identify units in the streams of speech unit, such as (words and sentences), and the other is to analyze the pattern into which these units fall, and the relationship of meaning that these pattern convey.

Grammar of a language, which is understood based on Lynch and Andersons (2013) definition that depict grammar as the rule system that governs and organizes language. It is useful to see it as a resource for expressing meaning, and knowing grammar of any language, say English language. Particularly on various tense forms as past tense for that, is to say he /she knows how past tense is formed and he/she can use the form to express different varieties of events, or create correct verbal construction. In this case, knowing the grammar of a given language, involves the knowledge of the rules of this language.

Being constructed in correct appropriate structures, and based on what is acceptable by the rules of that language, make it so easy to understand these structures. According to Johns (1997), JordanR.R (1997), Ally A.Zhou (2009), the grammar of the language is used in understanding matters much in the writing process for message conveyance.

Constructing clear and strong positive linkages between writer's performance, and grammar and writing proficiency is an essential work. It doesn't matter how well the text is organized or, how well are the sentences linked together. It would not be relevant saying that matter since, if that content is not presented in a clear and suitable language and the meaning of such text will be obscured. Quirk and Greenbaum, (1973) have pointed, the group of words that are used to form a sentence must make absolutely complete sense by itself. Hence a sentence is comprehended in the line of the ideas, and thoughts which, this group of words expresses them in an obvious, complete sense.

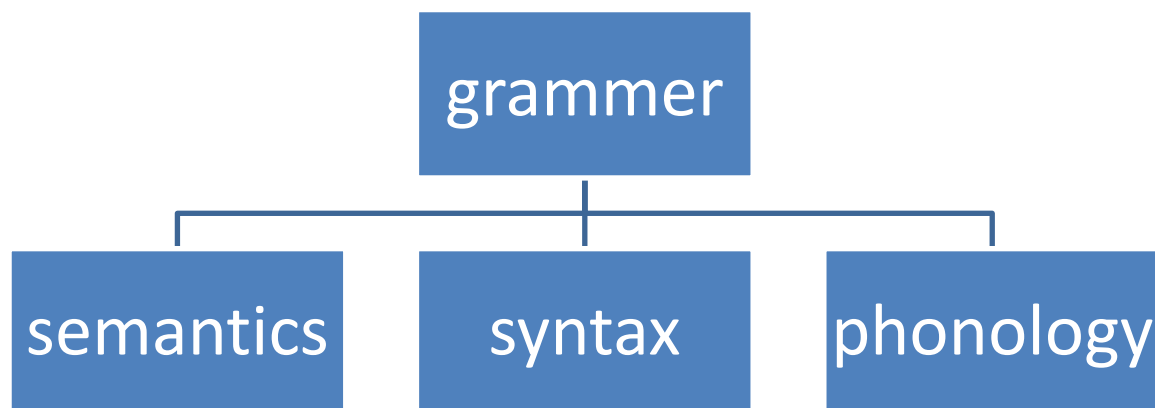
These sentences can be divided into subject and predicate (the part names of a person, or thing, or states of affairs) and we are talking about what is called the (subject)and the part that tells something about the subject is

called (predicate) .To show more for example when one say "Ali bought a new car" a complete thought is conveyed ,and the same structure can be divided into two parts (subject) and (predicate) "Ali" is the subject and "a new car" is the predicate.

Chomsky (1957, p.11) writes "a grammar is advice of some sort for producing the sentence of the language under the analysis to which is added to sentence that produced, must be grammatical ones acceptable to the native speaker"

There are two distinct application of the term grammar, specific and general one. The specific sense is more traditional in which grammar is presented as one branch of language structure distinct from phonology and semantic, Fig (1) language structure.

This is the approach used in Cambridge encyclopedia .The general sense of the term popularized by Chomsky (1957) sub aspects of sentence patterning including phonology and semantics introduced the term syntax as more specific notion.



2.8.1. The place of Grammar:

Brown (1994) states that, "grammar of a language works as a kind of a system or rules goes with conventional arrangement and relationship of words in a sentence or place of words". For more specific, morphemes as minimal unit of meaning or grammatical function (George Yule, 1996), but to remember that components of the words (prefixes and suffixes, root, verb and noun endings) are a part of grammar and when we use the word grammar, we refer to sentence level rules.

2.8.2 Study of Grammar:

According to Sidney (2002), language is a part of general knowledge. We study the complex working of the knowledge to understand and express ourselves through written discourse or spoken. In the study of language, grammar occupies major position, but there is also a practical reason to focus on the study of grammar. This reason based on that, it is easy to learn how to use dictionaries by yourself to find the punctuation, spelling or the meaning of words, but it is difficult to consult grammar books without considerable knowledge of grammar.

It is important to study grammar for the followings:

- a.** Recognition of grammatical structure is essential for punctuation.
- b.** Study of one's native grammar is helpful in studying grammar of a foreign language.
- c.** Knowledge of grammar's helping in the interpretation literary or nonliterary text.
- d.** A study of the resources of grammar is used in all kinds of writings.
- e.** Grammar has an important role in improving writing

- f. The most beneficial way of helping writers in their command of grammar is to use this writing, as the basis of grammatical concepts so as to be more effective.

2.8.3. Meaning in Grammar:

Lock, Graham (1996) claims that, in order to think about grammar as a cause for forming and exchanging meaning, it is necessary to explore what might be meant by meaning. There are three types of meaning within grammatical structures which can be identified; experiential meaning, interpersonal meaning, and textual meaning. Experiential has to do with ways language represent our experience (actual) as well as inner world of our thought and feeling. Interpersonal meaning has to do with ways in which, we act upon one another through language, giving requesting information, getting people to do things, offering to do things to ourselves, and the ways in which we expert judgment and attitude about such things as likely hood and desirability. Textual meaning is important in the certain cohesion of spoken or written text; so the study of written discourse takes this into account.

2.8.4. Components of Grammar:

According to Team (2017), one of the main topics in grammar component is about the basic sentences structure, in which students learn the rules that governing the construction of sentences in English language. The next is on the sentence logic and clarity (agreement of a subject "s" and a verb "v" and noun "n", pronoun "pron", adjective "adj "and so on) The third topic is the verb phrase, tense system and various verb tenses the fourth topic is about finite and non-finite verbs form, the last one is about articles.

2.8.5. Functional Grammar:

According to Lynch, U. McGrellis S, and Anderson M, (2013), Functional grammar is one of the types of grammar which is used for successful and clear writing. It is considered as the rule system of a language, but we can think of it as a place where our sense and expression comes from. To know the grammar of a language, particularly on various tense forms as present, past, future, continuous forms and other tense, we can know how these tenses are formed and to use them to express different meaning, events, or create correct verbal construction. Knowing the grammar of a given language, involves the knowledge of the rules of it. For example

- Every Friday my mother prays at Abdelhay mosque (present tense).
- Last Friday she prayed in another mosque (past tense).
- Next Friday she will pray at Alharam mosque (future tense).
- Now she is praying at home (continuous tense).

This shows that, knowing the tense of the verb, plays helpful role and displays a clear meaning to the current circumstances around the events of these sentences or words. This can be done to the level of understanding the exact meaning of these written sentences.

2.8.6. English Parts of Speech:

Parts of speech are used to classify hundreds or thousands of words Nicola Monro (2014) classifies them as follow:

- a. Nouns, common nouns refer to person, place, or things for example, teacher, school, table, proper noun refers to a specific person, place or thing and they are usually capitalized for example, London, Ahmed, or Tooti Island.

- b. Verbs;- verbs refer to action words ,they show action or a state of being as well as whether they took place in past ,present or future .for example, write ,wrote, written or writing.
- c. Adjectives;- adjectives describe or modify nouns , they say more about the noun, as specifying ,size, quality, color, quantity or appearance. For example, tall, fine, green, good and happy.
- d. Pronouns;-pronouns take the place of nouns for example, I, you, we, me, her, mine, his and it, where\they work as subjective pronoun, objective pronoun, possessive pronoun and possessive adjectives.
- e. Adverbs - adverbs describe, verbs, adjectives, as well as others they also specify how, when, where, and how much. For example, every day, weekly, soon, and Just.
- f. Conjunctions;- conjunctions, join words ,phrases or clauses. .for example, and, but, both, although and too.
- g. Interjections:-interactions are words used to express strong feeling or sudden emotion, they are included in a sentence (usually at the start) to express a sentiment such as surprise, disgust, joy, excitement, or enthusiasm for example, as oh! Wait! no!good!ouch! sh!yeah!.
- h. **Preposition**;-Preposition is a word, or group of words used before a noun, pronoun or noun phrase to show direction, time, place, location, spatial relationship, or to introduce an object. Some examples of preposition are like, in, on, at, of, to, from, out, and for. Prepositions in English language are highly idiomatic, although there are some rules for usage; they are directed by fixed expressions. According to Wilson (2016), there are many classifications for prepositions.

1. Preposition of direction, to refer to direction, we use to. for example, " *he drives to the market daily*"
2. Preposition of time, to refer to one point of time we use, in, and at. In is used with parts of the day, months, years and seasons for example.
 - *I work in the evening.*
 - *The weather is cold in December.*
 - *Ahmed was born in 1999.*
 - *The farmers grow wheat in winter.*
 - At, is used with the time of day, noon, and night for example,
 - *Nada wakes up at 6:00.*
 - *Seham drinks milk at night.*
 - *The sun is hot at noon.*
 - On, is used with days for example,
 - *We travelled on Monday.*

For extended time we can use the prepositions, since, for, by, during, from, to, until as:

- *I have lived in Khartoum since 2000. He has been in Toronto for 2 weeks.*
 - *Mona will finish her home work by 6:00.*
 - *They work part time during summer.*
 - *Fatima collects data from January to May.*
 - *Children stay in school until 3 o'clock.*
 - *I will complete my research within 3 years.*
3. Preposition of place, to refer to a place we can use preposition, in, at, inside as in,
 - *He meets him in the lunchroom.*
 - *Ali is waiting at the corner*

- *Put the book inside the drawer.*

To, refer to an object higher than a point ,we can use preposition over ,above but with the lower than point we can use, below, beneath, under ,and underneath, as follows:

- *The bird is over the tree.*
- *The plate is above the cups*
- *There is hard stone beneath the carpet*
- *The ball is under the bed.*
- *Basements are dug below ground.*

4. Prepositions of spatial relationship to refer to spatial relationship we can use these, across, against, ahead of, along, behind, and near, for example,

- *The post office is across the stree.t*
- *We will stop at many stations at 'along the way.*
- *Kids are hiding behind the tree.*
- *Don't stop go ahead.*
- *The tree is near the river.*

5. Phrasal verbs;- they are composed of combining of two or three words from different grammatical categories, a verb and a particle, such as an adverb or a preposition to form a single semantic unit on a lexical or syntactic level. As, carry out, putout, look after, switch on, and take off. For example,

- *The fire man puts out fire.*
- *The plane is taking off.*
- *Mother looks after her children.*
- *Don't switch on T. V, I want to sleep.*

- *The scientist carries out experiments in his laboratory.*

2.9. Spelling and Meaning:

According to Cronnel (1979), Spelling is an important part of learning to write especially when one's writing is to be shared with others, the most effective way to teach spelling to link it with reading and writing.

Spelling is so crucial for at least two reasons first, a writer may not communicate well if he/she cannot spell; at the same time, a reader must be able to interpret marks on the pages as meaningful words and he /she cannot do this easily when words are misspelled. Second, contemporary, American society (and probably other educated English speaking society) considers misspelling, a serious social error making a person as, "illiterate" if not outright "ignorant."(Cronnel, 1979).

A common attitude dominant for many decades, is that English spelling system is often chaotic and confusing. It is complex, because it is not "phonetic" that is English words cannot be spelled on the basis of their pronunciation. However, it is true that not all English words can be spelled on the basis of sound. The spelling of a few words cannot be related to speech at all, for example, in a number of other words ,certain parts cannot be related to speech for example the(a) in was ,the(o) in to, do, and son.

Words with such spelling account for probably fewer than ten percent of English words, thus many words can be spelled on the basis of sounds and other principles of English orthography, as for this it would seem to be worthwhile, to consider spelling essential in understanding intended meaning of any written discourse, especially for university students.

Difficulty of English spelling is the existence of mute or silent letters, as matter of theoretical principle. Gertrude Hildreth (1955) observes that,

more than over one half of the error in spelling are, due to insertion or omission of silent letters. Folic (1965) considers the high proportion of mute or silent letters to be a great drawback in the English spelling system. There are many instances in English spelling, where consonants are not pronounced.

There are numerous examples of spelling patterns where two consonant letters represent one consonant sound as the, “gg” of “beggar”(only one “g” is pronounced, the ‘ck” of “lack” and the “sc” of “science” it would be possible in these words to say that one letter is pronounced and the other is silent, but there is no way to tell which, since both represent that same sound. It seems more logic to say that the two represent together the sound /g/,/k/and /s/respectively.

A similar situation occurs when two letters represent a sound which neither letter alone is normally equated with, as the “ph” of “phone”, the /sh/of ‘ship” and the “th” of “think’ The consonant sounds /p/,/s/,/t/and /h/ are not involved in the pronunciation of /ph/, /sh/ and /th/,so it is preferable to say that there are also two letters represent a single sound ss.

In other cases, two consonants occur together with a pronunciation value of one of the two, as the “the “of “Thomas”, the ‘kh” of Khalid and the “mb” of ‘tomb” which represent /t/, /k//m/respectively, we can expect in cases like these, that two consonants represent a single sound, or we can say that one of the two is silent. In a word like “knee” we say that “k’is silent (when silent letter comes first), but /t/ is spelt "th" in Thomas (when the silent letter comes second).In the middle or at the end of a word, position it does not matter so much. In “tomb” the second letter of the final two consonants is silent, while in “doubt” the first is silent.

Concerning vowels, there is only one silent vowel, the letter (e). Sometimes others can be considered silent, when not functioning in their usual way as-the “I” of “ai” in paid or the “u” of “au” in “laugh”. The silent (e) acts several function.

1. Indicates a diphthong pronunciation of the preceding vowel letter;(bite, made, toe, eye, die,)
2. Indicates a soft pronunciation of preceding (c) or (g) e g ice, page gauge.
3. Indicates a voiced /ə/ interpretation of final (the);-breathe, loathe, teethe.
4. Shows a stress on final syllable spelt (-ale) pronounced /-/-;morale, musicale.
5. Cover final consonant and clusters that are not usually used as final in the spelling;- love, fridge, give, and life.
6. Indicates an /a/pronunciation of a preceding (a); - façade, ballade.
7. Indicates an /-/syllable center before a final //or /r/: table, ordure, center (Sturtevant, H 1947).

It seems that there is no general agreement among phoneticians concerning the number of phonemes in English. Because each one has classified the speech sounds according to a system which differs to some extent from the other. Concerning the vowels categorization, the matter is more complex. The vowels cause some kinds of confusion, and they are difficult to classify because there are no distance boundaries between one vowel and another vowels. The consonants are relatively easy to describe, because they are more distinct than vowels (Ladefoged, 1975).

Not only the relations between letters and sounds, but also the letter processes, which operate on letters in the course of affixation, regardless

of phonology, for instance, consonant –letter doubling, produce additional spelling difficulties to learn such

- Stop -----stopping
- Begin ----beginning
- Drop -----dropped

2.9.1. Spelling Errors:

The English spelling system has been looked at as "sacred soul of education." The measure of writing successes is the ability to spell accurately and correctly, to display basic skill to one's success and innovation. It enables writers to express their sense and ideas freely on paper, to the top level of sending the message that they intend to convey flow very easy, while poor spellers are confined to their ability to communicate. The person who is a poor speller may not want to use a specific word or real expression in a sentence. Instead to be unsure of its correct spelling may settle on an alternative, which proves to be imprecise and awkward in the contexts. It is to ones advantages to be absolutely confident speller, for this will enable him or her to relax and let his /her ideas to flow smoothly and gently. Petty. (1961:80) states

"Poor spelling may be a serious handicap, or reasons for other mental block it may cause, otherwise, an acceptable piece of writing may be downgraded because of misspelled words. In some cases graduates have been denied employment, or were dismissed because they couldn't spell well."

According to Thomas, J. (1962.), employers have often judged applications for positions in part, by any errors appearing in their letters of application. Dallmann, (1966,:152)claims

"Failure to spell well has, in many instances, led to a belief that an individual is careless, un schooled or a slow learner."In contrast, correct spelling has come to be subjective evidence that an individual is neat, accurate and cultivate".

Horn (1962), shows that in America, correct and accurate spelling is considered as "beneficial national priority and has a highly place as a form of etiquette"

The English spelling has for some considerable time been a point of debate, some writers such as Folic (1965) views the present English spelling system as "a chaotic connection of oddities without order or cohesion, and so it is fallacious and misleading"

Recognizing the need for continued spelling studies Fitzgerald (1951:221)'states

"Spelling mistakes made by high school and university students cause us to consider again the many problems of learning and teaching of spelling." "On the other areas, which has received attention by the investigator that, spelling errors and their persistence in the writing of pupils, is different from level to level?"

One of the linguistic areas that have been ignored in spelling errors is that, error rates in normal people are very low. Many people complain that English spelling is not phonetic, that is some words are not spelled as they pronounced therefore, they are so problematic. Others complain that English spelling system is full of an organization, many of them can be learned through using them often enough, so that they become familiar. Still, there are some rules that hold for most words. Indeed there is no need to tell that, English spelling system is difficult and complex. It may help to know that native speakers find it just as confusing. George Bernard Shaw

the famous playwright, once spells fish as follows: "ghoti". here in his justification: "f" is spelled "gh" as in "enough", "t" is spelled "o" as in "women"; "sh" is spelled "ti" as in "nation".

English spelling system is described by some writers as "chaotic" and irregular and therefore, difficult for both native and non-native speakers. It is further claimed that this system fails to represent consistently the relationship between English letters and sound (Craun 1975) (Templeton, 1979).

Chomsky and Halle (1968) state that, the representational principle is systematic phonemic, morphophonemic or polysystematic, It is further maintained that, the present English spelling system linguistically functional in that, it often gives constant representation of a morpheme – albeit pronunciation varies in mean-meant –resign-resignation. According to Firth, N (1980) English spelling systems is affected by the use of phonological and visual orthographic strategies. Regular words, for instance, "sweet" "church" "conform" to spelling rules can be read and spelled by using either phonological or visual orthographic strategy Tenny, D (1980:143) states that,

"The failure to discover sufficient regularities in English spelling system, suggests that good speller relies upon something else, moreover, to sound, to spelling rules and linguistic strategies."

One possibility is that, a good speller makes use of subtle regularities in English orthography, based on deeper level of linguistic factors rather than another. It certainly does not seem to him as if rules are being applied, or decisions are being made. One good speller says "imagine myself writing it down and I know it is right". Another remark when you speak a word I can see it in my head as a type of image, the letters are black and in lower

case on a white background and no effort is required. It just happens as implication like these suggestions that some good spellers may have direct access to some sort of visual memory for words. It is imagery, which might replace rule based on spelling procedures .Good spellers are able to know that, related words should be spelled alike, although they sound different. They have to internalize these relations as well as what distinguishes the perfect speller from the poor one. It may be the accurate knowledge of spelling rules; but, to become an excellent speller one needs more specific knowledge for the cases in which the rules do not supply unique solution. When we look at spelling errors of literate adults, we perhaps see the gap between what other rules provide and what, in the case of perfect speller, is provided by a rapid and accurate form of spelling memory Stobada.E (1980)

Spelling errors can be attributed to the linguistic strategies followed by the learners therefore; students seem to resort to their own strategies in spelling and often from their own rules. Corder (1974) distinguishes between performance errors and errors of competence. If we deal with spelling mistakes, that is performance errors. We don't consider such mistakes impair communication in writing, since the message is still conceived despite, communication in writing these mistakes. For examples, when we read the following statements, we understand them fully, and if they are phrased in a form of instructions, we follow them without any misunderstanding. The sentences as follow,

- The builder tryes to complete building, but he stopes.
- He don't tell the truth, listen he is lieing.
- Pianos, studios and radios are foreign names.

On the other hand, spelling errors, or competence errors impair communication in writing, because the reader will surely be confused, for instances:

- Do not eat too much sweat if you want to be safely.
- Don't bark your car in this blace.
- Be careful, you are swimming in a deep bond .such errors should be focused on a remedial plan.

The sources of competence errors are different; some errors are due to interference from the learner's mother tongue, intralingua and developmental factors, which reflect the learner's competence at a particular stage. At the same time, illustrate some of the general characteristic of language acquisition and transitional competence. (Richards1971:70) also Brown(1970;232-2360)attribute, the errors committed by learners of English to factors which reflect the general characteristics of the rule of learning such as overgeneralization, ignorance of rules, incomplete application of rules and false concepts. Moreover, the nature of English spelling system can be a source of committing errors.

One of the main difficulties in English spelling stems up from the fact that the language which requires (45) sounds to express it, has to rely on only (26)letter symbols for example, the letter /f/ may be represented by different spelling, it is represented by /f/ in/full/and as /ph/ as in /elephant /or /gh/ as in/enough/also /s/ can be represented /sh/ as in /wash/ ; /ti/ in /nation /or /si/in /tension/there for spelling system in English is irregular.

2.9.2. The Difference between English and American Spelling:

There are many differences between American spelling and the English one, that may hinder understanding of what is meant by this word or that

or, create another difficulty or ways of confusion. For example,(Webster 1828) recommends that the “u” be dropped from spelling of words such as “colour “and “honour’ and the use of “re” rather than’ er” in the spelling of British words like “meter”, ”center” and “theater” The following table provides some examples of the differences between British and American.

American	British
Pajamas	Pyjamas
Tire	Tyre
Check	Cheque
Color	Colour
Honor	Honour
Theatre	Theatre
Defense	Defence
Offense	Offence
Traveled	Travelled
Inflectional	Inflexional

On the other hand, it has been viewed that the English spelling system is regular, and that there are systematical relations between spelling and pronunciation, although pronunciation is based on etymology. Coronel, (1972) demonstrates that "90-95percent of English vocabulary follows certain regular patterns, in regard to their spelling and pronunciation". So

spelling can play important role in sending the intended message to the reader of the written discourse.

Part two: Previous Studies:

Concerning the previous studies, the researcher presents some studies that have been conducted in the same area as the present study:

Muayad Muhammed Ali, (2017) it was PhD, under the title (investigating the impact of culture on literary translation with reference to the Sudanese cultural context).

It was carried out at the University of Sudan of science and technology. The aims were, clarifying the impact of culture on literary translation; to clarify with reference to the Sudanese context and to show difficulties which face translations of literary terms according to culture.

Eman Awni Mahmud Ali, (2016) it was M A thesis, entitled (the use of discourse markers in written discourse by students of English at university of Jordan).

It was carried at university of Jordan, The aim of the study was to show the use of discourse markers and how they affect reading.

The findings showed that, comparative analysis indicated the advanced learners employed comparable rates of these markers in their essays; moreover it showed that, the use of discourse markers is affected by the level of the learners.

Maruf Anas (2016) it was PhD thesis entitled (low and high context to understand the language, media, and culture of Jokowi campaign)

It was carried out at university of Jember, in Indonesia, The purpose of the study was, to elaborate high and low context of language, media and culture of (Jokowi) in the presidential election campaign.

Amani Ebrahim Ahmed Salih (2016) it was PhD entitled (investigating difficulties in understanding written texts arising from syntactic structures).

It was carried out at Sudan University of science and technology. The aim of the study was an examination of the factors other than semantic ones, which pose specific difficulties for second language learners in Sudanese contexts, and how to help students apply their reading strategies.

Ali Ahmed Osman Zakaria, (2015) it was PhD under the title (writing and organizational strategies in the L2 written discourse of Sudanese E F L).

It was carried out at the University of Kassala. The aim was an attempt to trace and investigate the sort of strategies adopted by Sudanese learners to produce proper effective L2 written discourse.

Lisa Nahajec, (2012) it was PhD thesis entitled (evoking the possibility of presence textual and ideological effect on linguistic negation of written discourse).

It was carried out at university of Huddersfield, UK. The aim of the study was to explore the textual and ideological effect of linguistic negation in written texts

Nick Moore (2010) it was PhD thesis, entitled (Modeling the flow of discourse in corpus of written academic English)

It was carried out at Khalifa University United Arab Emirates. The aim of the study was an attempt to describe how context affects text and how text progresses from one sentence to the next.

The method adopted here was textual analysis.

Elena Buja (2010) it was PhD thesis entitled (the discourse analysis of a newspaper article).

It was carried out at Transylvania university of Brasov, Romania, Its aim was to show the way in which by analyzing the discourse of a newspaper article, and can uncover a certain culture in specific period of its historical development,

Lichao Song (2010) journal of language and research, entitled(the role of context in discourse analysis).it was carried out at Quidao University of science and Technology, Qugdao, China the aim of the study to explore the role of context in discourse analysis on the basis of introducing different definitions and classifications of context.

Beams Azzouz, (2009) it was an M A thesis entitled (discourse analysis of grammatical cohesive devices in students writing).

It was carried out At Mentouri University Constantine. The aim of this study is to check whether students are familiar with the use of grammatical cohesive devices in writing essays or not, the researcher also wants to see the various kinds of linguistic ties and their effect on writing cohesive discourse.

Eltayb Daw Elbait Mohammed, (2009) it was PhD, under the title (the impact of grammatical aspects and discourse features on overall quality of E F L academic writing).

It was carried out At Omdurman Islamic University. The study attempts to show the importance of syntactic structures of clauses and sentences within written discourse.

Desiree Motta Roth, (2007) it was m a thesis entitled (role of context in academic text production and writing pedagogy).

It was carried out at university of Santa Maria, Brazil.

The aim of the study was to point out some practical implications derived from the use of SFL principles in academic writing teaching and research through context exploration, and fostering student's awareness about connections between contextual features.

Eva Vass, (2006) it was PhD thesis entitled (the discourse of collaborative creative writing) it was carried out at university of Bath, UK.

The aim of the study was to contribute to the understanding of young children creativity in year's 3 and year 4 classroom children.

Anne Lazarson, (2002) it was PhD thesis, entitled (quantitative and qualitative approach to discourse analysis).

It was carried out at university of Cambridge. The study tends to analyze written discourse in formal context, produced by students who are native and non-native speakers of English.

Although, each of these discourse analytic studies present segments of transcribed discourse

Paul Grice (1969) it was M A thesis entitled (investigating the nature of context) it was carried out at university of California, Berkeley

The aim of the study was, to examine the whole range of what might be called context and to focus on the role of context to combine with sentence to determine what proposition is expressed by reading of that sentence and context determines what proposition expressed.

All these studies were carried out to investigate the same area of context and discourse, particularly the written discourse, most of them try to find out the current problems that were encountered in the domain of the study, and some of them were conducted to display the relation between context and discourse, or how context affects in written texts.

Some researches explored the textual ideological effects of linguistic negation in written texts and use content analysis or analyze written discourse, yet some examined how linguistic aspect in communication strategy have big impact in increasing the level of electability, on the other hand, some studies investigated the discourse analysis of newspaper articles to show the way in which analyzing the discourse of newspaper article can uncover a certain culture in a specific period ,when some studies tended to focus on academic writing, the others discovered the level of interaction between context and discourse .

The aim of most of the studies was to find out the role of context in discourse and how they have impact to each other; these studies adopted various methodology and tools to collect data however, the majority use qualitative and quantitative or critical discourse analysis and descriptive analysis.

CHAPTER THREE

Research Methodology

3.0. Introduction:

This chapter describes the research methodology of the study. It presents a concise description of what has been done by the researcher about the methodology that is adopted, and then it describes the design of the study, the target population, research instrument, and procedures for data collection. Then it goes further to present tools, validity and reliability of the study.

For the purpose of data collection, which must be effective to obtain adequate results, the researcher assumed testing to be the main data collection tool. That because testing is used to measure certain areas of difficulty and concern when acquiring a second language. Moreover, testing is performed under controlled conditioned and gives informants a chance to think, decide and revise. In this respect, this test is of a specific purpose and limited objectives, to assess the subject on the performance and knowledge of comprehending written texts. The researcher used spss programme to analyze the data and to find answers to the questions of the test. The students studied many courses on reading and writing but, contextual factors strategies were not in focus since then, and such they were considered so essential in the study, this research has been conducted to focus on these factors. The second tool was a questionnaire, which was designed for English language teachers at university level.

3.1 Methodology and methods of the Study:

To make up the design of the study in order to shed light on the problem (s) the investigation. The researcher adopted experimental, descriptive and analytical approaches, qualitative and quantitative methods of analysis were used. The aim of such method was to provide interpretive data. Accordingly, a pre-test and post-test were designed for data collection. Statistics packages of social science (spss) were used for statistical data-treatment. The researcher conducted the test with many various questions. A questionnaire was designed to teachers of English language at university level.

3.2 Population and sample size of the study:

Population or the group of people or documents of special features, which are used for collecting data and represented by a sample selected from among the whole group for sample in this study. One sample was identified for carrying out the study, 40 students represent undergraduate students majoring in English language and 104 teachers of English language.

The stratified random sampling was used to draw a sample for population of this study. The sample of the study consisted of two groups, the first sample group who responded to the test, was third year students at the international university of Africa, college of education who were asked to answer the questions of the test about contextual factors. The subjects extracted from students of the college based on condition of taking full attendance in both pre-test and post- test. The students have already studied many courses in reading in their first semester, but contextual factors strategies were not in focus. They were (25) females and (15)

males in each group, their ages range between (19-22) they all come from different states in Sudan, some of them come from abroad (African countries) all of them learn English for many years at basic and secondary schools, none of them has experienced living or studied in English speaking country. But some of them have lived in countries where they use English as a second language as Nigeria (they were only 4 students) whereas most of them were Sudanese. The second sample group was 104 Sudanese university teachers, who were expert in the field of English language teaching and learning, they were randomly chosen from different Sudanese universities, they were requested to identify their options through the given questionnaire statements.

3.3 Tools of data collection:

The tools of data collection which were used in this study were students test and teachers' questionnaire.

3.3.1 The students' tests:

Pre-test/post tests were designed to two groups of EFL students. The test consisted of a text with contextual factors; the questions were various include short questions, multiple-choice, closed questions and others. The text included contextual factors such as, cohesive devices, punctuation marks, grammatical elements, and spelling rules. The questions were of different parts which went gradually to enable the students respond properly and smoothly. The questions were seven included five short questions, five true false questions, five synonym questions, five matching questions, five antonym questions five multiple-choice questions and five referring pronouns questions. The researcher designed a pre-test and post-test of the same copy based on the contents of an authentic academic test.

Students were divided into control group and experimental group. Then both groups were given the pre-test, the time allowed for the test was 2 hours. The test was marked and the degrees were checked. The purpose behind the pre-test was to assess the performance of the students, describe the current state and to find out the real level of the students awareness towards these factors, also to have a general idea about strategies adopted by the teachers and students in learning.

The experimental group lessons were delivered and the plans of the lessons were prepared by the researcher. Two lectures in a week three hours a lecture, which completed 24 hours focusing on "contextual factors." At the same time the control group continued their ordinary course through lecturers on reading. Both tests (pre-post-test) were administered by the researcher not as a part of their academic task, but as an experimental study for the purpose of this research only. The students were informed that this study has nothing to do with their academic performance, marks or degree. Then the experimental group and the control group were given the post-test. The questions were checked and analyzed. The purpose of the post-test was to elicit what types of contextual factors were used by the subjects and also to find out whether the students made benefit from learning strategies which were given to them.

The staff of the university was friendly and helpful, this was so apparent in supporting the researcher and providing her with all what she needed. The test was well managed and held in a neat calm hall, which was equipped with modern equipment's such as condition, nice seats, projector system, and smart board. This entire process constituted quiet and suitable environment to let the test be carried out smoothly. Students were

requested to answer all the questions of the test, and they felt free regarding the time allocated and clarity of questions and test items. The students managed to answer all the questions of the test. After marking their sheets, results were arranged from the highest score to the lowest. The emergent results then were divided and classified into the two groups.

3.3.2. Teachers' questionnaire:

The questionnaire was the second representative tool for collecting data in this study. It was designed for (104) teachers of English language from various Sudanese universities. Some teachers have been teaching EFL students in different levels, some of them have long experience in teaching English language. Some of the teachers have medium experience; whereas some were new in teaching English. The respondents were of different qualifications (high diploma, master degree and, PhD holders) some of them were males, some were females and of different ages.

The teachers of English language were requested to identify their options to the given statements. The statements were 16 designed from the hypotheses of the study. The questionnaire was divided into two parts: the first part included information about the teachers' demographic data such as, age, years of experience and qualifications. The second part consisted of four domains of the study, which contain the contextual factors (cohesive devices, punctuation marks, grammatical elements and spelling rules). Each domain contains 4 statements. The aim of the questionnaire is to see teacher's views and attitudes, and reflect their notion towards the role of contextual factors in understanding the intended meaning of the written discourse.

3.4. Procedures of data collection:

The researcher followed these procedures in order to conduct the study:

The researcher used experimental, descriptive, and analytical approach for the methodology of the study qualitative and quantitative methods of analysis. Population and sample size were chosen, 40 students at university level and 104 English language teachers

A test was designed by the researcher and performed by students and the feedback was collected. This is preceded by selecting 10 respondents for the test and 20 respondents for the questionnaire as a pilot study to find out validity and reliability of the test and the questionnaire based on spss analysis the result showed that they were valid and reliable.

The process in which data was collected through as such a test which was distributed to students of two groups (experimental and control) firstly, a pre- test had been tested and marked, then the experimental group was delivered 24 hours intervention lectures on contextual factors and how they could apply them. Secondly the students came to the second test (post –test) and the same procedure of the first test was applied in the second test.

The two tests were checked and analyzed through cohesive devices, punctuation marks, grammatical elements and spelling rules. The data of the tests was collected through testing its validity and reliability by Alpha-Cranach coefficient (the test was included in appendix (1)).

Following the completion of test, the researcher designed the questionnaire for the teachers of English language. The questionnaire was conducted for English language teachers who were asked to respond to the statements.

The data of the questionnaire was analyzed using spss and testing its validity and reliability by the method of Alpha-Cranach coefficient and the results were statistically computed in term of frequencies, percentage, means and standards of deviation. (The questionnaire was included in appendix (2)).

3.5 Validity of the tools of the study:

In establishing the validity, the initial version of the test was designed by the researcher, and then it was shown to the main supervisor who recommended some amendments. Then the test was exposed to some experts to judge its face, construct and content validity. They recommended some changes; according to their advice the necessary changes were made for its final draft. The tests were given to English language students at international university of Africa.

As for the questionnaire, the initial copies were designed by the researcher, and then it was shown to the supervisor and to a panel of experts to examine and evaluate the statements of the questionnaire. They recommended deleting, editing and adding some statements to the questionnaire and according to the comment of the experts, the questionnaire was modified.

3.6 Reliability of the tools of the study:

The reliability as concerned with the extent to which research findings are reproducible, that whether a different researcher who replicated the study would come to the same or similar conclusion. It is estimated by many ways. It is tested by statistical operation indicated by reliability coefficient Alpha, as an indication of the proportion of variance in scale scores that is attributed to the true score, ideally there should be no

variance but a score of higher than 70 are suggested. The higher the coefficient the more reliable is the method, in order to assess the reliability of test analysis which is used in the context of this study, Cronbach's alpha, was chosen.

For the reliability of the test in this study, the test was applied to students of university. They were randomly selected. Their answers were manipulated by using the features of statistical package for social studies (SPSS) through coefficient factors and Alpha Cronbach (for the reliability of the test). The following table illustrates the results of this procedure.

Reliability Statistics:

Cronbach's Alpha	Number of questions	Reliability
.86	7	0.93

Statistical reliability is, the reliability of the tool, to obtain the same results if the same measurement is used more than one time under the same condition. In addition, the reliability means when certain questionnaire is applied on a number of individuals and the results are checked; then the same questionnaire distributed to another group and the same results are obtained, then we can describe this questionnaire as reliable. There are some methods used for calculating the reliability, the most significant one is Alpha-Cronbach coefficient

Reliability of the questionnaire in this study is calculated by Alpha-Cronbach coefficient method using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

This means that they are used interchangeably, and it is internal consistency of the items. The equation assumed that the test item was correct so the questionnaire items were similar correct.

3.5.3. pilot study:

To avoid wasting time, money and effort being used on an inadequately designed of this study pilot study was conducted, also to illustrate the usability of the tools, in terms of objectivity and simplicity or difficulty of the items. On the other hand, the results of this study would provide a chance for avoiding biased and misleading results through the total marks designed for the test which was 100 marks . pilot study was carried out on members of the relevant population to improve the chances of a clear outcome.

To achieve the reliability and validity of the test, it was firstly administered to 10 respondents ,and the questionnaire was distributed to 20 respondents from the general population. The results of the pilot study were correlated using Spearman Brown prophecy formula, which is method or tables. Its aim is to describe the process and calculations that have been applied to determine and get correlation coefficient. It is measured in different ways include cranach alpha, which indicated that the tools were consistent and valid. The reliability coefficient was calculated for the measurement, which was used in the questionnaire and the test using Alpha-Cranach coefficient Equation as the following table:

Table (3.1) Alpha-Caranch Coefficient Equation:

Hypotheses	Reliability	Validity
Overall	0.85	0.96

It was noticed from the results of the above table that the value of reliability was 0.85, whereas the value of validity was 0.96. This indicates that it is highly percentage of reliability/ validity coefficients about each questionnaire's theme and the test. It was the overall are greater than (50%), some of them are nearest to one. This means that if we apply these tools another time in the same condition, we will be surely confident with percentage of 96% to give the same results.

3.6 Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
3. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

CHAPTER FOUR

Data analysis, Results and Discussion

4.0 Introductions:

In this chapter, the results of the research study are presented into two sections. The first section of this chapter displays the analysis of the test, which was conducted to students at university level. The second section displays the analysis of the questionnaire, which was designed for the language teachers in order to obtain accurate results. Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

4.1 The analysis of the Test (pre-post tests):

The responses to the written test of the 40 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

- **Pre- post tests analysis:**

Before the treatment, a pre test was given to the participants in order to guarantee their homogeneity and determine their ability and knowledge. The test which consisted of seven questions was separated into different parts and was administrated to both groups. The students' individual scores on the proficiency test (100 scores for the experimental group and 100 scores for the control group) are listed in the following table

Table (4.1) the Test Analysis

Code No	Pre test		Control group		Post test	
	Experimental group	Code No			Experimental group	Control group
1	50	21	58		70	35
2	45	22	45		66	41
3	60	23	61		50	51
4	35	24	35		82	44
5	33	25	33		90	55
6	35	26	36		83	40
7	41	27	44		77	26
8	51	28	50		68	30
9	44	29	44		80	52
10	55	30	55		79	36
11	40	31	40		67	41
12	26	32	21		75	45
13	30	33	30		76	60
14	52	34	52		80	35
15	63	35	52		85	33
16	36	36	45		87	35
17	28	37	60		81	44
18	50	38	35		76	50
19	48	39	33		78	44
20	43	40	33		91	40

Table (4.1) Shows Scores of the Experimental and Control Groups on the Pretest and Posttests. It is clear that the scores of the students in the pre-test are nearly the same whereas in the post-test are different. This indicates that the students in the experimental group had benefited from the intervention of 24 hours, whereas the control group stayed at their level.

Table (4.2) Pre / Post tests for both experimental and control group

	Mean	Std. Deviation	N
post control	39	1.60	20
Pre control	37	1.69	20
Post exp	83	2.08	20
Pre exp	35	1.90	20

The following figure illustrates the comparison of the mean values of both groups on pretest and posttest for the reading test

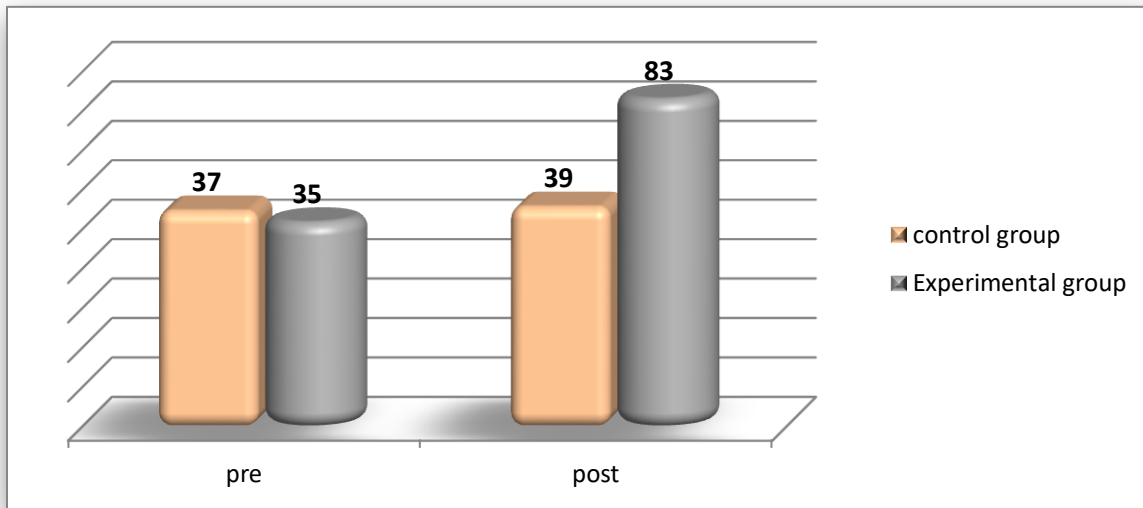


Figure (4.1): Comparison of the Mean Values of Reading Test for Both Groups in Pretest and Posttest

According to table (4.2) and Figure (4.1) the performance of the experimental group was better than the control group. There is a significant difference between their mean values after the treatment. This concludes that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.3) : T-test for the Differences between the Two Means:

Groups	\bar{X}	SD	DF	T-value	p-value	95% confidence. Interval	
						L	U
experimental	37	5.910	19	2.86		-.342	7.29
control	35	9.647	19	2.82	0.194	-.363	9.88

Table (4.3) t-test analysis of the means of the two groups in the pre test. For the scores gained from the pretest the mean value was calculated. The Mean for the control group was (35) and for the experimental group was (37). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value 0.194) being greater than (0.05), the null hypothesis is accepted since we have not applied the intended strategy. There is not significance different between two groups.

Table (4.4) T-Test Analysis of the Means of the Two Groups in the Posttest:

Groups	X	SD	F	-value	p-value	95% confidence Interval	
						L	U
Experimental	83	1.887	19	3.54	0.000	3.32	12.72
Control	39	3.966	19			3.30	11.40

It is clear from the table (4.4) that the scores gained from the posttest, the mean value was calculated. The Mean for the control group was (39) and for the experimental group was (83). Moreover, a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value 0.000 being less than 0.05), there is a meaningful difference between the two groups. Therefore, the null hypothesis is rejected and the alternative hypotheses is accepted. There is significance different between the two groups.

4.2. The Analysis of the Second Tool: The Questionnaire:

The statements of the questionnaire were analyzed by using spss program, the researcher constructed the required tables for data collection. This step consisted transformation of the qualitative (nominal) variables (strongly agree, agree, not sure, disagree and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, alsographical representations were used for this purpose. Part one of the questionnaire was, personal and the analysis was as follows:

Table (4.5): Respondents' Answers According to the Sex

Sex	Number	Percent
Male	54	51.9%
Female	50	48.1%
Total	104	100.0%

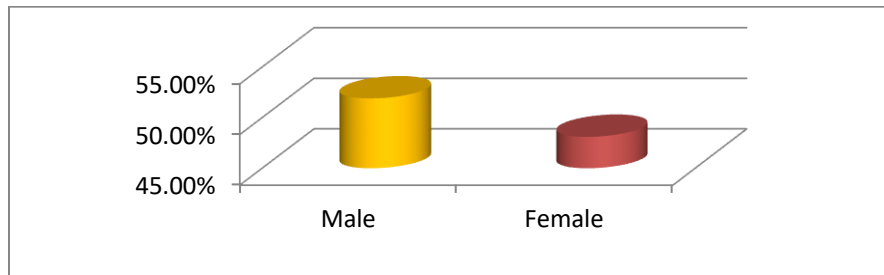


Figure (4.2): Respondents' Answers According to the Sex

From the above table (4.5) and figure (4.2), it was shown that most of the study's respondents are males. The number of those was (54) participants with percentage (51.9%). The female respondents number was (50) participants with (48.1%).

Table (4.6): Academic qualification

Valid	Frequency	Percent
DIP	15	14.4%
BA	25	24.1%
MA	44	42.3%
PHD	17	16.3%
Others	3	2.9
Total	104	100%

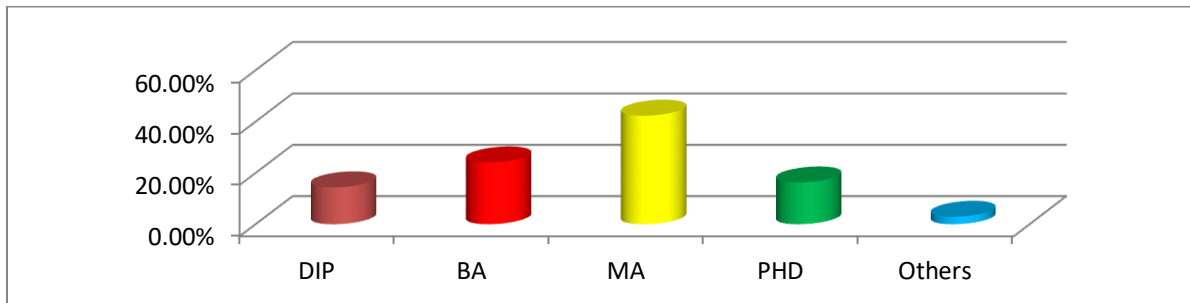


Figure (4.3): Academic qualification

From the above table (4.6) and figure (4.3), it is shown that the Frequency Distribution for the Study Respondents According to their academic qualifications it is clear that most of the study sample have MA qualifications , the number of those was (44) with percentage (42.3%) the BA qualifications were represented by (25) with percentage (24.1%) the PhD qualifications were represented by (17) with percentage (16.3%).the number of the sample who had Dip was (15) with percentage (14.4%) while the sample who have other qualifications was (3) with percentage (2.9%)

Table (4.7): respondents' experience years

Valid	Frequency	Percent
1-5 years	57	54.8%
6-10 years	32	30.8%
more than 10 years	15	14.4%
Total	104	100%

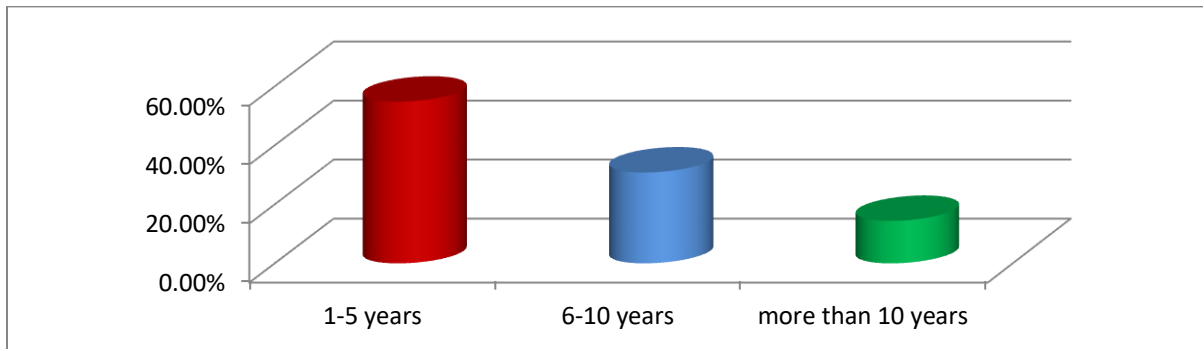


Figure (4.4): respondents' experience years.

From the above table (4.7) and figure (4.4) it is shown that the Frequency Distribution for the Study Respondents According to their years of experience, and it is clear that most of the study sample have experience from (1 to 5 years). The number of those is (57) with percentage (54.8%), while the number of the study sample who have experience from (6-10) is (32) with percentage (30.8%). however, the number of the study sample who have experience more than ten years is (10) with percentage (14.4%).

The analysis of the second part of the questionnaire was as follows:

Section (1) : cohesive devices

Statement (1): The use of references affects the understanding of meaning of written discourse

Table (4.8) References affect the understanding of written discourse.

Valid	Frequency	Percent
Strongly Agree	53	50.9%
Agree	14	13.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	25	24.0%
Total	104	100%

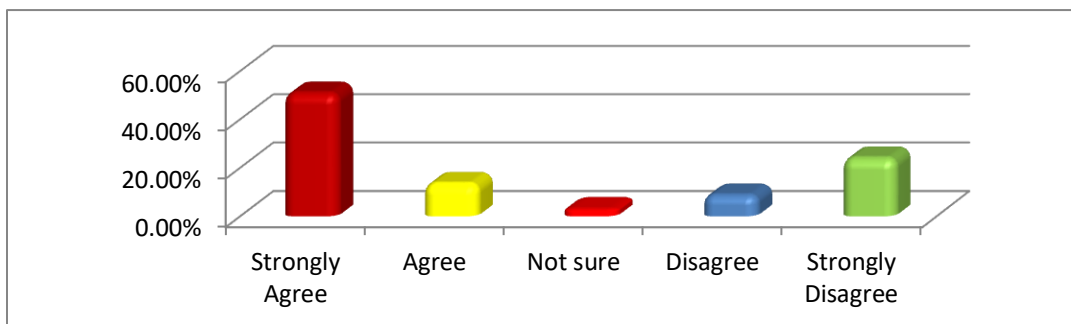


Figure (4.5) References affect the understanding of written discourse.

It is clear from the above table (4, 8) and figures No (4.5) that there are (53) participants of the study with percentage (50.9%) strongly agree with "the use of references affect the understanding the meaning of written discourse". There are (14) participants with percentage (13.5%) who agree, and (3) participants with percentage (2.9%) who are not sure, and (9) participants with percentage (8.7%) who disagree, while (25) participants with percentage (24.0%) who are strongly disagree. This shows that, using of the references as one of the cohesive devices, can positively affect comprehending the meaning of written discourse, if the students put them into their account. It is shown that, students face serious problems in writing coherent sentences as onsequence of ignoring the use of clausal ellipsis and substitution.

Statement (2): EFL students are usually unable to write coherent text:

Table (4.9) EFL students are usually unable to write coherent text.

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

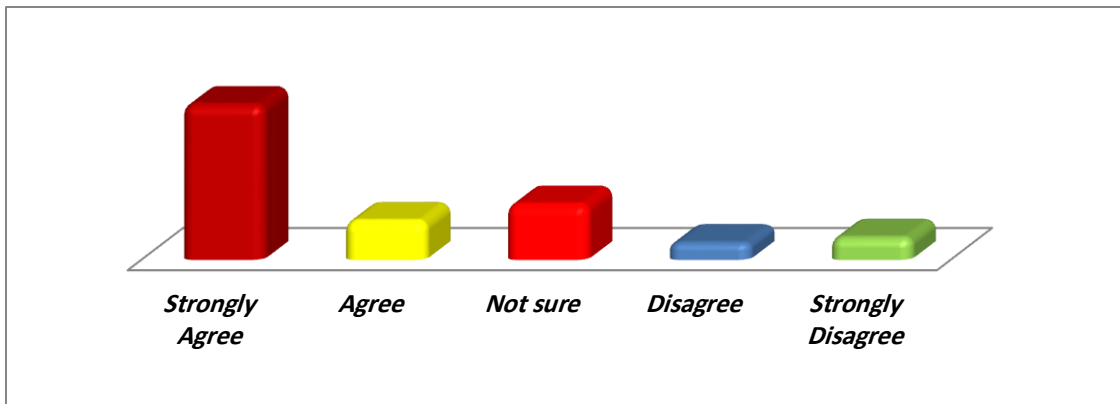


Figure (4.6) EFL students are usually unable to write coherent text.

It is clear from the above table (4.9) and figure (4.6) that there are (56) participants of the study with percentage (53.8%) strongly agree with "EFL students are usually unable to write coherent text". There are (14) participants with percentage (13.5%) who agree and (20) participants with percentage (19.2%) who are not sure and, (6) participants with percentage (5.8%) who disagree, while (8) participants with percentage (7.7%) who strongly disagree. This shows that there is a problem in writing coherent sentences by the students at university level.

Statement (3) Clausal ellipses have impact on understanding the intended meaning of written discourse.

Table (4.10) clausal ellipses

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

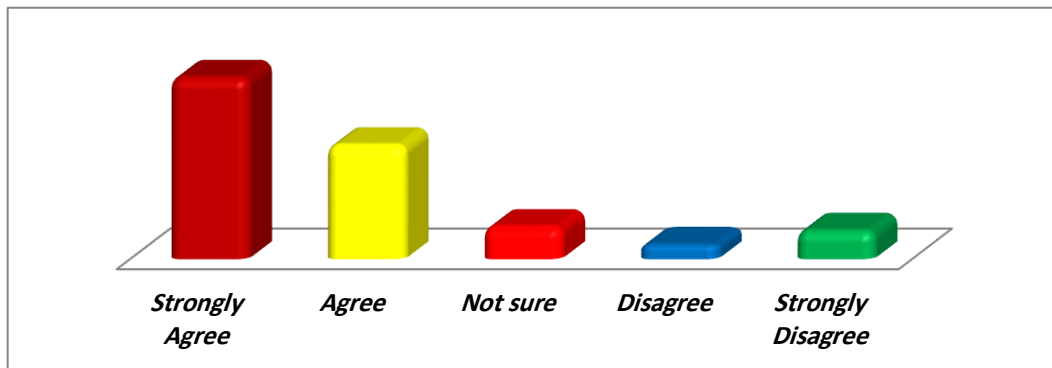


Figure (4.7) clausal ellipses.

It is clear from table (4.10) and figure No (4,7) that there are (51) participants of the study with percentage (49.0%) who are strongly agree with "clausal ellipsis have impact on understanding the meaning of written discourse". There are (32) participants with percentage (30.8%) who agree and, (9) participants with percentage (8.7%) who are not sure and, (4) participants with percentage (3.8%) who disagree, while (8) participants with percentage (7.7%) who strongly disagree. This showed that if the students be aware about clausal ellipsis, this will facilitate understanding the meaning of discourse.

Statement (4): The use of substitution helps students understand the intended meaning of written discourse.

Table (4.11) the use of substitution.

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

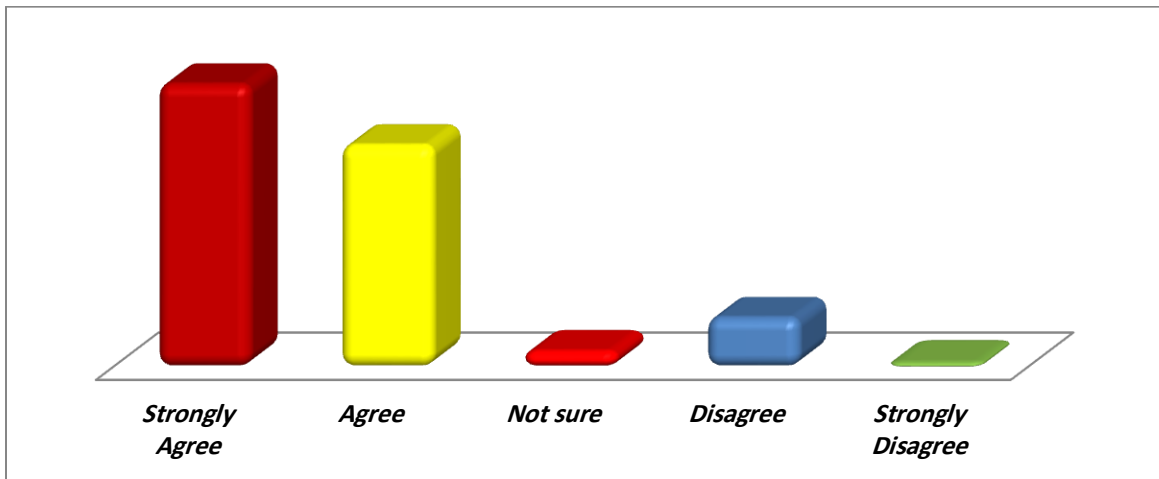


Figure (4.8) the use of substitution

It is clear from the above table (4.11) and figure No (4.8) that there are (51) participants of this study with percentage (49.0%) who strongly agree with "the use of substitution help students to understand the intended meaning of written discourse, "There are (40) participants with percentage (38.5%) who agree, and (3) participants with percentage (2.9%) who are not sure and, (9) participants with percentage (8.7%) who disagree, while only one participant with percentage (1.0%) who strongly disagree. From the above table and figure we can infer that if the students use substitution properly, it can directly help them understand the meaning of written discourse.

section (2) : punctuation

Statement (5): Punctuation helps EFL students understand the intended meaning of written discourse.

Table (4.12): Statement 5.

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%

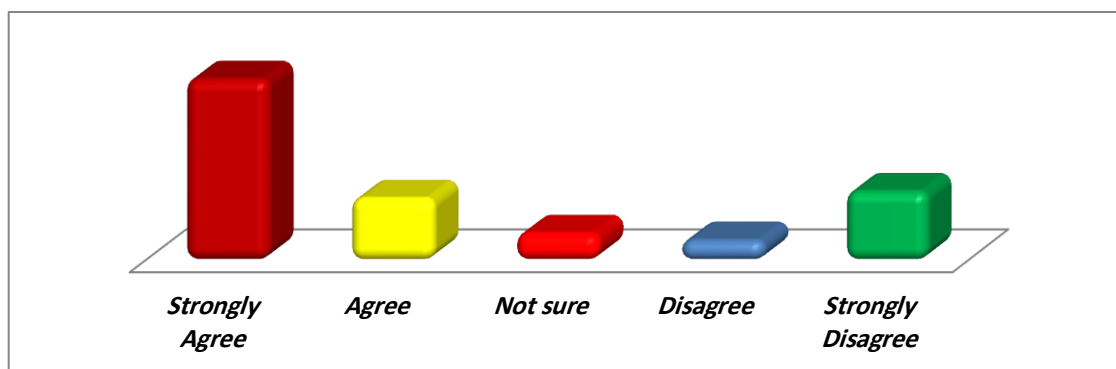


Figure (4.9) Statement 5

It is clear from the above table. (4.12) and figure (4.9) that there are (52) participants in the study sample with percentage (50.0%) strongly agree with "Punctuation help EFL student understand the intended meaning of written discourse." There are (18) participants with percentage (17.3%) who agree, and (8) participants with percentage (7.7%) who are not sure, and (6) participants with percentage (5.8%) who disagree, while (20) participants with percentage (19.2%) who strongly disagree. This shows that punctuation marks play a big role in understanding the meaning of any written discourse.

Statement (6): EFL students are not aware of the role of punctuation in understanding the intended meaning of written discourse.

Table (4.13): Statement 6.

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

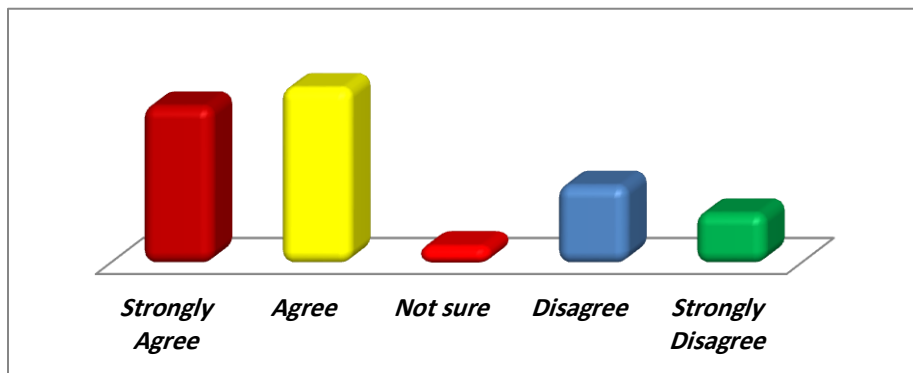


Figure (4.10): Statement 6.

It is clear from the above table. (4.13) and figure (4.10) that there are (34) participants in the study sample with percentage (32.7%) who strongly agree with "EFL students are not aware of the role of punctuation in understanding the intended meaning of written discourse". There are (38) participants with percentage (36.5%) who agree with that and (4) participants with percentage (3.8%) who are not sure. and (17) participants' with. percentage (16.3%) who disagree, while (11) participants with percentage (10.6%) who strongly disagree. This indicates that students at university level are not aware of the role of punctuation marks in understanding the meaning of written discourse.

Statement: (7): Punctuation marks have no impact on understanding written discourse.

Table (4.14): Statement 7.

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

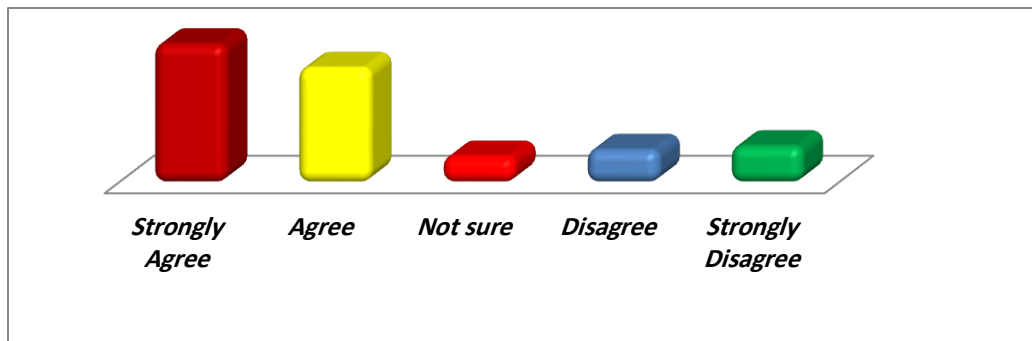


Figure (4.11): Statement 7.

It is clear from the above table. (4.14) and figure (4.11) that there are (41) participants in the study's sample with percentage (39.4%) who strongly agree with "Punctuation marks have no impact on understanding written discourse." There are (34) participants with percentage (32.7%) who agree with that and (8) participants with percentage (7.7%) who are not sure. and (10) participants with percentage (9.6%) who disagree, while (11) participants with percentage (10.6%) who strongly disagree. This indicates that, punctuation marks have impact on understanding the meaning of written discourse.

Statement: (8): Written text involves many punctuation marks:

Table (4.15): Statement 8.

Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%

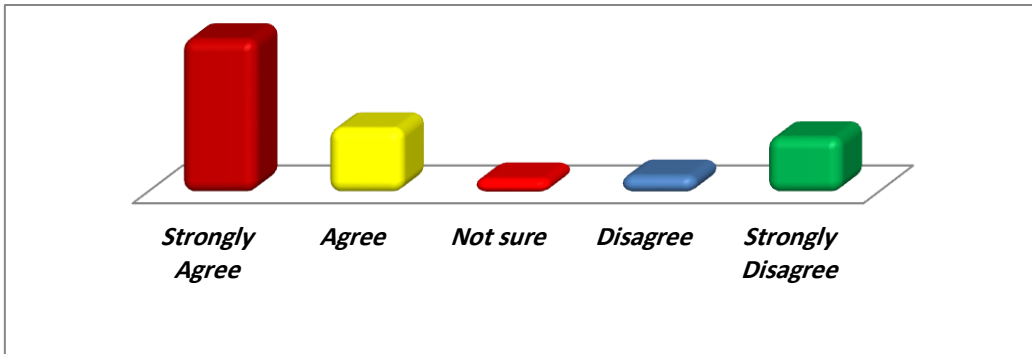


Figure (4.12): Statement 8.

It is clear from the above table (4.15) and figure (4.12) that there are (52) participants in the study sample with percentage (50.2%) who strongly agree with "Written text involves many punctuation marks." There are (22) participants with percentage (21.2%) who agree with that and (5) participants with percentage (4.8 %) who are not sure. and (6) participants with percentage (5.8%) disagree, while (19) participants with percentage (18.3%) who strongly disagree. This assures that, any written text involves punctuation marks.

Section (3) : grammar

Statement (9): Lexico grammatical relations help the students understand the intended meaning of written discourse.

Table (4.16): Statement 9.

Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%

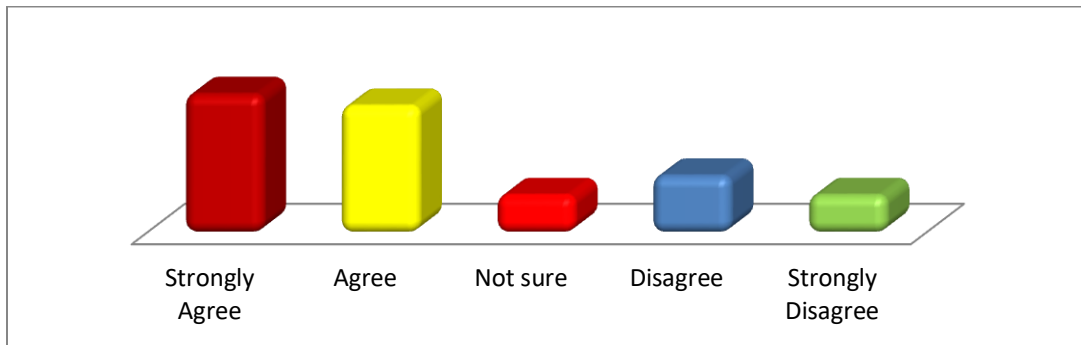


Figure (4.13): Statement 9.

It is clear from the above table. (4.16) and figure (4.13) that there are (36) participants in the study's sample with percentage (34.6%) who answered strongly agree for the statement "Lexico grammatical relations help the students understand the intended meaning of written discourse. "There are (33) participants with percentage (31.7%) who answered agree, and (10) participants with percentage (9.6 %) who are not sure. and (15) participants with percentage (14.4%) who answered disagree, while (10) participants with percentage (9.6%) who answered strongly disagree. This shows that having the knowledge of lexico grammatical relation, helps understanding the meaning of written discourse.

Statement: (10): Grammatical rules have essential role in comprehending writing discourses.

Table (4.17): Statement 10.

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%

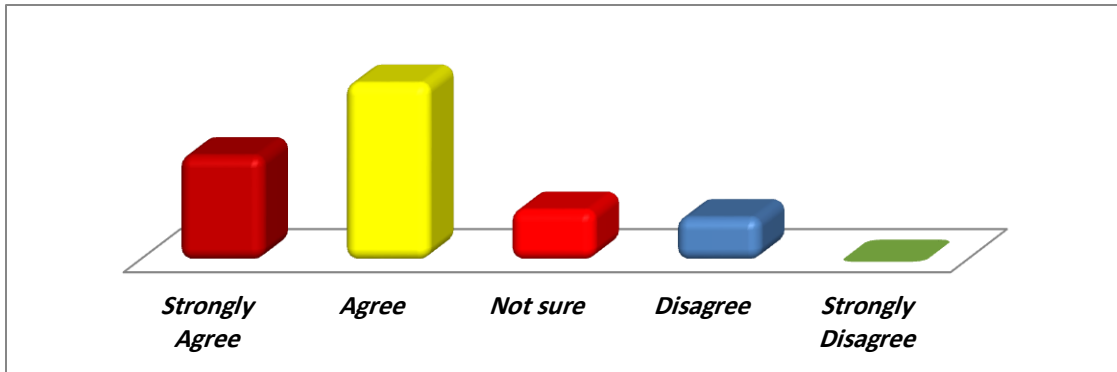


Figure (4.14): Statement 10.

It is clear from the above table. (4.17) and figure (4.14) that there are (29) participants in the study sample with percentage (29.9%) who strongly agree with "Grammatical roles play essential role in comprehending writing discourse". There are (49) participants with percentage (47.1%) who agree with that and (14) participants with percentage (13.5 %) who are not sure. and (12) participants with percentage (0.0%) who disagree, while (10) participants with percentage (9.6%) who strongly disagree. It is clear that, from this table and figure there is an essential role of grammatical elements in understanding the meaning of written discourse.

Statement (11): Students are unaware about lexico-grammatical relations

Table (4.18): Statement 11.

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%

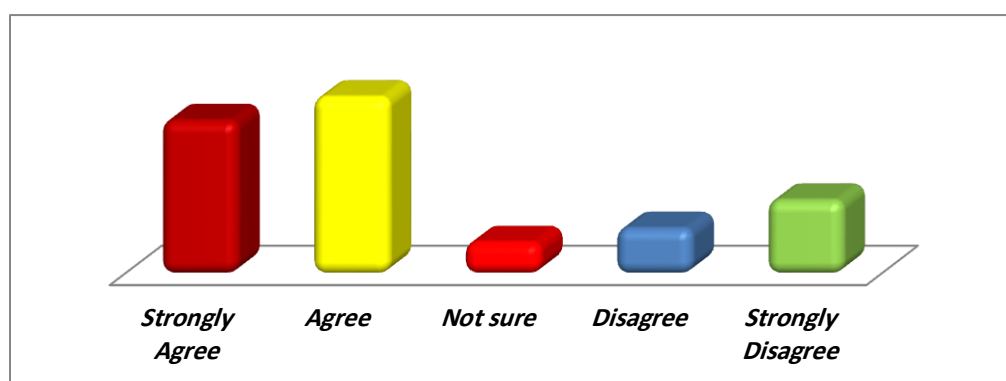


Figure (4.15): Statement 11.

It is clear from the above table (4.18) and figure (4.15) that there are (33) participants in the study sample with percentage (31.7%) who strongly agree with "Students are unaware about lexico-grammatical relations". There are (38) participants with percentage (36.5%) who agree with that and (7) participants with percentage (6.7%) who are not sure. and (10) participants with percentage (9.6%) who disagree, while (16) participants with percentage (15.4%) who strongly disagree. From this table and figure, it is clear that most students are not aware about lexico grammatical relations.

Statement (12): Grammatical structures are identified by meaning:

Table (4.19): Statement 12.

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

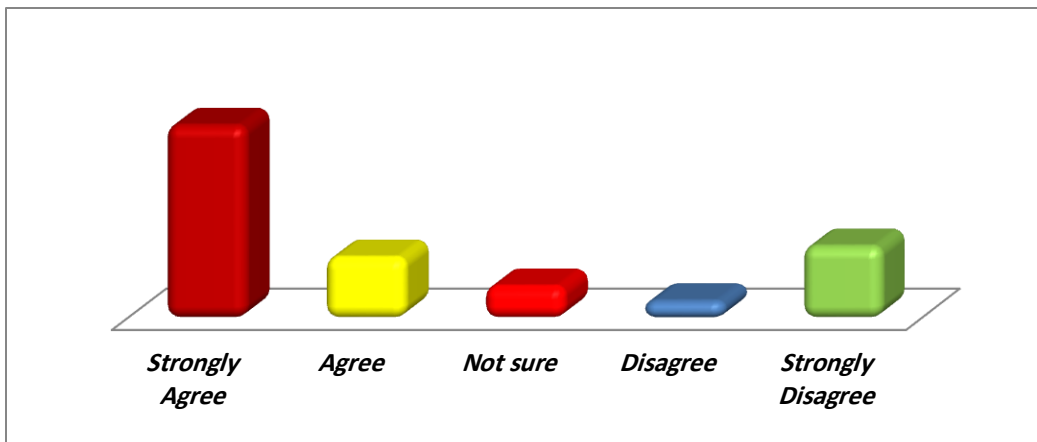


Figure (4.16): Statement 12.

It is clear from the above table. (4.19) and figure (4.16) that there are (53) participants in the study sample with percentage (51.0%) strongly agree with "Grammatical structures are identified by meaning". There are (17) participants with percentage (16.3%) who agree with that and (9) participants with percentage (8.7 %) who are not sure. and (5) participants with percentage (4.8%) who disagreed, while (20) participants with percentage (19.2%) who strongly disagree. It is shown from the table and figure that, meaning not can be identified without grammatical structure.

Section (4) : spelling

Statement: (13): Correct spelling helps students understand the meaning of written discourse.

Table (4.20): Statement 13.

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

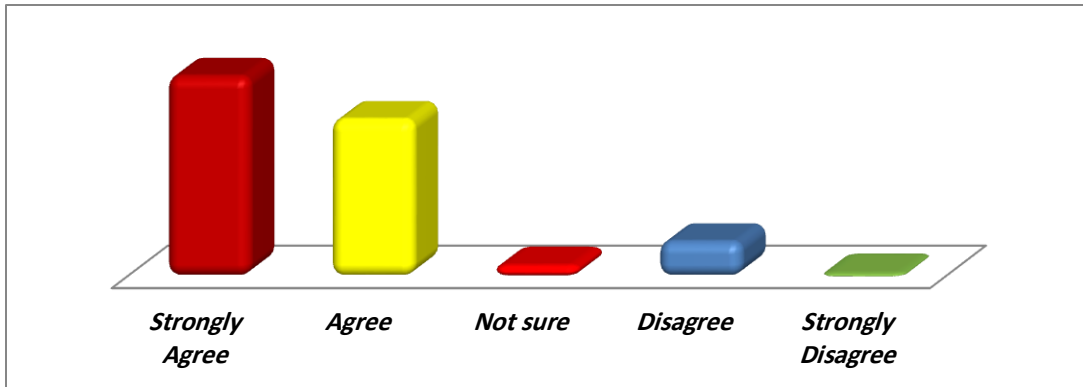


Figure (4.17): Statement 13.

It is clear from the above table. (4.20) and figure (4.17) that there are (51) participants in the study sample with percentage (49.0%) who strongly agree with "Correct spelling help students understand the meaning of written discourse." There are (40) participants with percentage (38.5%) who agree, and (3) participants with percentage (2.9%) who are not sure and (9) participants with percentage (8.7%) who disagree, while only one participant with percentage (1.0%) who strongly disagree. It is very obvious from this table and figure that, students not can understand any meaning of written discourse without correct spelling.

Statement: (14): EFL students are not aware of spelling errors.

Table (4.21): Statement 14.

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

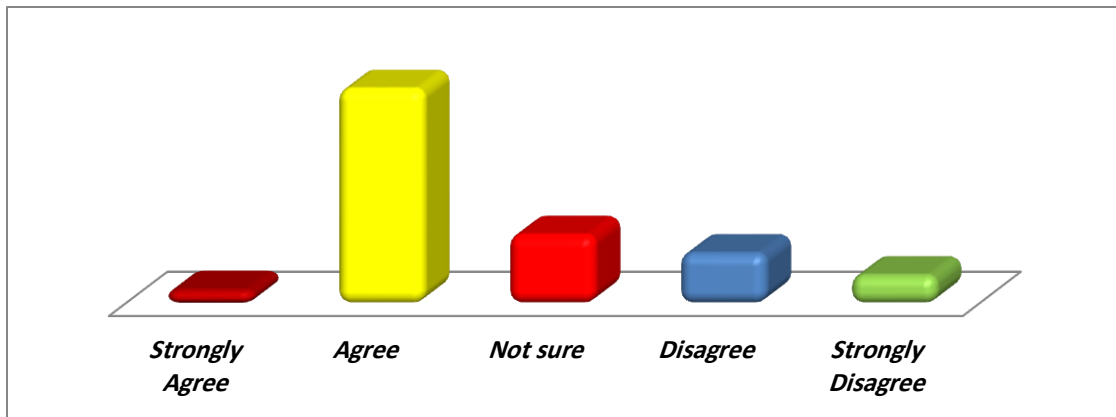


Figure (4.18): Statement 14.

It is clear from the above table (4.21) and figure (4.18) that there are (4) participants in the study's sample with percentage (3.8%) who strongly agree with statement "students are not aware of spelling errors". There are (59) participants with percentage (56.7%) who agree with that and (19) participants with percentage (18.3 %) who are not sure. and (14) participants with percentage (13.5%) who disagree, while (8) participants with percentage (7.7%) who strongly disagree. This shows that most students are not aware of spelling errors.

Statement: (15) Incorrect spelling hinders comprehending the meaning of written discourse

Table (4.22): Statement 15.

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%

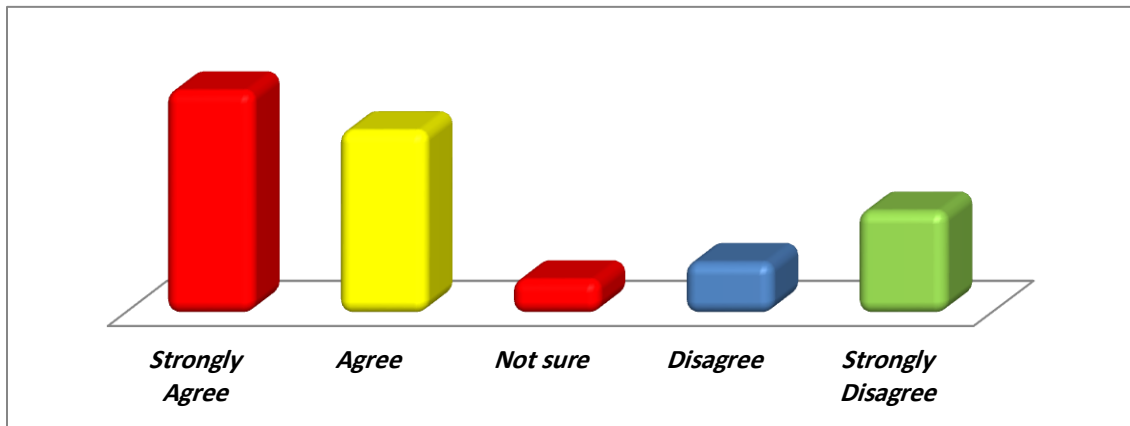


Figure (4.19): Statement 15.

It is clear from the above table (4.22) and figure (4.19) that there are (39) participants in the study sample with percentage (37.5%) who strongly agree with statement (15) and There are (32) participants with percentage (30.8%) who agree with that, and (6) participants with percentage (5.8%) who are not sure and (9) participants with percentage (8.7%) who disagree, while (18) participants with percentage (17.3%) who strongly disagree. It is shown from this table and figure that, Incorrect spelling impedes understanding meaning.

Statement: (16): EFL students are not aware of the role of correct spelling in understanding written discourse.

Table (4.23): Statement 16.

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%

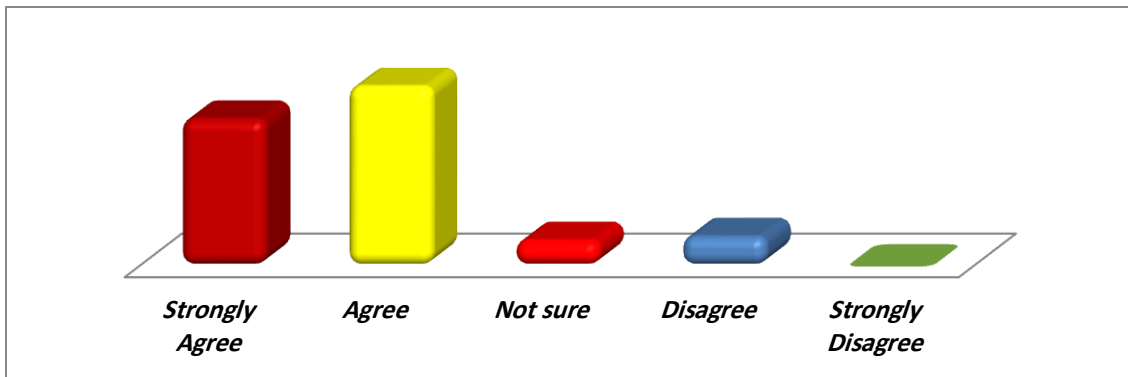


Figure (4.20): Statement 16.

It is clear from the above table (4.23) and figure (4.20) that there are (40) participants in the study sample with percentage (38.5%) who strongly agree with statements (16). There are (49) participants with percentage (37.1%) who agree with that, and (7) participants with percentage (6.7%) who are not sure. and (8) participants with percentage (7.7%) who disagree, while (0) participants with percentage (0.0%) who strongly disagree. This shows that there is consensus by most participants about the awareness of the students which is negative towards the correct spelling in understanding the meaning of written texts.

Table (4.24): Chi-Square Test Results for Respondents' Answers of the Questions of the first hypothesis.

No.	Statement	Mean	SD	Chi square	p-value
1	The use of references affects the understanding of meaning of written discourse.	4.6	1.33	22	0.000
2	EFL students are usually un able to write coherent text.	4.4	2.3	24	0.000
3	Clausal ellipses have impact on understanding the intended meaning of written discourse.	4.3	2.7	23	0.000
4	The use of substitution helps students to understand the intended meaning of written discourse.	3.9	·5.	26	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first hypothesis was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "The use of references affects the understanding of meaning of written discourse."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the second hypothesis was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed

with the statement "EFL students are usually unable to write coherent text."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third hypothesis was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Clausal ellipsis have impact on understanding the intended meaning of written discourse" .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth hypothesis was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "The use of substitution help students understand the intended meaning of written discourse".

According to the previous result we can say that the first hypothesis of our study is accepted

Table. (4.25): Chi-Square Test Results for Respondents' Answers of the Questions of the second hypothesis.

No.	Statement	Mean	SD	Chi square	p-value
1	Punctuation help EFL student understand the intended meaning of written discourse.	2.5	.6	29	0.00
2	EFL students are not aware of the role of punctuation in understanding the intended meaning of written discourse.	2.6	.8	18	0.00
3	Punctuation marks have no impact on understanding written discourse.	2.4	.9	22	0.001
4	Written text involves many punctuation marks.	2.4	.5	35	0.008

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first hypothesis was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Punctuation help EFL student understand the intended meaning of written discourse".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the second hypothesis was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4).This indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "EFL students are not aware of the role of punctuation in understanding the intended meaning of written discourse."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third hypothesis was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Punctuation marks have no impact on understanding written discourse."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth hypothesis was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Written text involve many punctuation marks .

According to the previous result we can say that the second hypothesis of the study is accepted

Table No. (4.26): Chi-Square Test Results for Respondents' Answers of the Questions of the third hypothesis.

No	Statement	mean	SD	Chi square	p-value
1	Lexico grammatical relation help the students understand the intended meaning of written discourse.	2.7	.4	25.6	0.00
2	Grammatical roles play essential role in comprehending writing discourse	3.0	.7	27.5	0.00
3	Students are un aware on lexico-grammatical relations.	2.7	.6	24	0.00
4	Grammatical structures are identified by meaning.	2.5	.4	22	0.00
5	Lexico grammatical relation help the students understand the intended meaning of written discourse.	3.00	0.7	23	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first hypothesis was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Lexico-grammatical relation help the students understand the intended meaning of written discourse".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the second hypothesis was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondents who agreed with the statement "Grammatical roles play essential role in comprehending writing discourse".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third hypothesis was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Students are un aware on lexico-grammatical relations"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth hypothesis was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Grammatical structure are identified by meaning".

According to the previous result we can say that the third hypothesis of the study is accepted.

Table: (4.27): Chi-Square Test Results for Respondents' Answers of the Questions of the fourth hypothesis:

No.	Statement	Mean	SD	Chi square	p-value
1	Correct spelling helps students understand the meaning of written discourse.	4.4	1.4	24	0.000
2	students of EFL are not aware of spelling errors	4.2	2.0	24	0.000
3	Incorrect spelling hinders	4.9	2.1	28	0.000
4	Comprehending the meaning of written discourse Students of EFL are not aware of the role of correct spelling in understanding written discourse.	3.9	65.	26	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first hypothesis was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Correct spelling help students understand the meaning of written discourse."

value of chi-square for the significance of the differences for the respondents' answers in the second hypothesis was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which support the respondents who agreed with the statement "Students of EFL are not aware of spelling errors."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third hypothesis was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Incorrect spelling hinders comprehending the meaning of written discourse."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth hypothesis was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students of EFL are not aware of the role of correct spelling in understanding written discourse."

According to the previous result we can say that the fourth hypothesis of the study is accepted

4.3 Discussions of the study results:

In this part, the results obtained from the questionnaire and student test are discussed in relation to the research questions.

To begin with, it is to be said that there is consensus among most EFL teachers about the role of cohesive devices in understanding the meaning of written discourse. It can clearly be stated that participants of the questionnaire believe that the use of reference correctly in text, positively

affect students comprehending the intended meaning of written discourse. The participants displayed opinions on the effect of substitution and ellipsis as cohesive devices on students understanding of written discourse. The participants insist on the necessity of raising awareness towards the importance of using these factors when writing.

Punctuation as a writing technique is effective in understanding students when comprehending the intended meaning of written discourse. Lack of punctuation is then negatively affecting the meaning of written discourse, so there is necessity of raising students' awareness of the importance of punctuation in writing.

It is worth mentioning that, grammar helps students to write well-connected structures, then to be able to understand the intended meaning of any written discourse. So knowledge of grammatical elements facilitates the understanding of the meaning of the whole written text or discourse.

The participants' results showed that spelling rules positively or negatively affect students understanding the meaning of the written texts

It is clear from the results of the students in the test, the pre- test for the two group (control and experimental) score were nearly the same whereas in the post-test the score was highly different, this indicate that the students of university were not aware about these factors and after treatments for the experimental group which was about 24 hours they were improved. This indicates that they face real problems in writing.

CHAPTER FIVE

Summary of the results, Conclusions, recommendations and suggestions for further studies

5.0 Summary of the Results:

For the first hypothesis, which assessed student's use of cohesive devices, it was found that most of the respondents of the questionnaire believe that the use of references affects understandings the meaning of written discourse. Other factors such as ellipsis, and substitution were also found effective in understanding the meaning of written discourse. It was also found that EFL students were not able to write a coherent text due to the fact that they lack knowledge about cohesive devices.

For the first question, to what extent are cohesive devices essential in understanding the meaning of written discourse? It was shown from the respondents of the questionnaire and the test that the cohesive devices were so essential in understanding meanings of written discourse. It had been clear they were used to show how the different parts of a text fit together. They also created cohesion and worked as determiners and pronouns, which could refer back to earlier words. It was found that conjunctions and adverbs can make relations between words.

As to the second hypothesis, which related to punctuation, it was found that the use of punctuation in any written discourse had a great effect on understanding the meaning of the text. It showed how sentences were constructed, and how it was read and made meaning clear. But the findings showed that EFL students were not aware about this reality. They neglected or ignored the use of punctuation. The participants of the questionnaire

ensured the necessity of using punctuation in any written passages; this was clear from their responds to the statements of the questionnaire.

For the second question, which related to punctuation marks, what are the punctuation marks, which help student understand meanings? It was found that according to the respondents of the questionnaire and the test, punctuation marks, helped students to understand the meaning of written discourse.

As for the third hypothesis, it showed that grammar had crucial role in understanding the meaning of written texts. It was known as the structure and meaning system of language, which recognized the sounds of English words, followed with meanings of those words. It also showed the different ways of putting words together to make meaningful sentences. Therefore, it was found that lexico grammatical relation helped the students to comprehend the exact meaning of the written text. But, it was found that most of EFL students were not aware of the role played by grammar in understanding written texts meanings.

As for the third question, which was concerned with the effect of grammatical elements in understanding the meaning of written discourse, it was found that, they affect understanding meanings of written discourse, when they are used properly.

The final hypothesis, which is related to spelling indicated that most of the respondents believe that correct spelling helped students understand the intended meanings of what is written. Whereas incorrect spelling hindered comprehending the meaning of written discourse. Moreover, the respondents think that most of EFL students were not aware of the role of writing correctly in understanding the intended meaning of written discourse

As for the fourth and final question that related to the influence of spelling rules in understanding the meanings. Most of the respondents assured that spelling rules would have great influence in understanding the meaning of written discourse, if they were used correctly and the students took account of them. They also came to the reality of the presence or the absence of a letter or a sound that can change the meaning of a word.

5.1 Findings:

1. The study came out with the following findings:
2. There is significant progress in students understanding written discourse when taught what is and how to use contextual factors.
3. Students faced serious problems in writing coherent sentences as a result of ignoring the use of clausal ellipsis and substitution.
4. Punctuation Marks play a vital role and have positive impact on students' understanding the meaning of written texts.
5. Having the knowledge of grammar helps the students comprehend the meaning.
6. Incorrect spelling hinders comprehending meaning.

5.3 Recommendations:

Based on the above mentioned findings the researcher recommended the followings:

1. EFL teachers should provide students with extensive practice in using cohesive devices such as, references, ellipsis and substitutions.
2. Teachers should raise student's awareness towards the impact of cohesive devices on understanding the meanings of written discourse.
3. EFL teachers should teach students how to use all kinds of punctuation marks when writing texts.
4. Punctuation Marks should be teacher's strategy when teaching writing.
5. EFL students should be trained on how to write well-formed sentences.
6. Students should focus on the grammatical elements in reading or writing.
7. EFL teachers should always test students on spelling using different techniques like dictation.

5.3 Suggestions for further studies:

The researcher suggests that, there are some of the areas that can still be investigated as follows:

1. To explore the effect of cultural background of students on understanding the meaning of written discourse.
2. To investigate the effect of students' morphological and semantic awareness on understanding the meaning of written discourse.
3. To investigate the effect of rhetorical factors on understanding meaning of written discourse.

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Appendix (1)

Pre/Post tests

Fathers Eyes

A teenager lived alone with his father, and the two of them had a very special relationship. The father believed in encouragement. Even though the son was always on the bench, his father was always in the stands cheering. He never missed a game.

This young man was the smallest of the class when he entered high school. His father continued to encourage him but also made it very clear that he did not have to play football if he didn't want to. But the young

man loved football and decided to hang in there. He was determined to try to his best at every practice, and perhaps he'd get to play when he became a senior. All through high school he never missed a practice or a game, but remained a bench warmer all four years. His faithful father was always in the stands, always with words of encouragement for him. When the young man went to college, he decided to try out for the football team as a "walk-man." Everyone was sure he could never make the cut, but he did. The coach admitted that he kept him on the roster because he always puts his heart and soul to every practice, and at the same time, provided the other members with the spirit and hustle they badly needed. The news that he had survived the cut thrilled him so much that he rushed to the nearest phone and called his father. His father shared his excitement and was sent season tickets for all the college games. This persistent young athlete never missed practice during his four years at college, but he never got to play in the game.

It was the end of his senior football season, and as he trotted onto the practice field shortly before the big playoff game, the coach met him with a telegram.

The young man read the telegram and he became deathly silent. Swallowing hard, he mumbled to the coach, "My father died this morning. Is it all right if I miss practice today?"

The coach put his arm gently around his shoulder and said, "Take the rest of the week off, son. And don't even plan to come back to the game on Saturday." Saturday arrived, and the game was not going well.

In the third quarter, when the team was ten points behind, a silent young man quietly slipped into the empty locker room and put on his football gear. As he ran onto the sideline, the coach and his players were astounded to see their faithful team-mate back so soon.

"Coach, please let me play. I've just got to play," said the young man

The coach pretended not to hear him. There was no way he wanted his worst player in this close playoff game. But the young man persisted, and finally feeling sorry for the kid, the coach gave in. "All right," he said "you can go in." Before long, the coach, the players and everyone in the stands could not believe their eyes. This little unknown, who had never played before, was doing everything right. The opposing team could not stop him. He ran, he passed, blocked and tackled like a star. His team began to triumph.

The score was soon tied. In the closing seconds of the game, this kid intercepted a pass and ran all the way for the winning touchdown. The fans broke loose. His team-mates hoisted him onto their shoulders. Such cheering you've never heard!

Finally, after the stands had emptied and the team had showered and left the locker room, the coach noticed that the young man was sitting quietly in the corner all alone. The coach came to him and said, "Kid, I can't believe it. You were fantastic!"

"Tell me what got into you? How did you do it?" He looked at the coach, with tears in his eyes, and said, "well, you knew my dad died, but did you know that my dad was blind?" the young man swallowed hard and forced a smile, "dad came to all my games, but today was the first time he could see me play, and I wanted to show him I could do it!"

.Read the passage then answer the questions below

Qu1-Are these statements true or false:-

- 1- The underlined word "I could do it "is clausal ellipsis (....).
- 2- The underlined word slipped with two consonants, represent one consonant sound. (.....).
- 3- The word "playoff" is a phrasal verb. (.....).
- 4- "Such cheering you have never heard! "The punctuation mark used is a question mark. (.....).
- 5- The word "encouragement" is a noun phrase. (.....)

Qu 2- Draw a circle round the letter of the best answer?

- 1- His team-mates hoisted him on shoulders, the pronoun him is
a- Verbalellipsis. b –substitution. c-reference cohesive. d-nominal ellipsis.
- 2- The coach gave "all right" the punctuation mark used here is,
a- Comma. b-hyphen c-colon d- quotation mark
- 3- A silent man slipped into empty locker room, the word empty has...
a- Silent letters b-doubling letters c-only consonant letters d- all pronounced letters.
- 4- The past form of the verb "tell" is...
a- telled. b- tell. c- told. d- tellid.
- 5- "finally after, the stand had emptied and the team left," in this sentence the word after is ...
a- Lexical cohesion. b- conjunctive cohesion. c- nominal ellipsis. d-reference cohesion.

Qu3-Give the synonyms of these words:-

- 1- Provide. (.....)
- 2- Rushed. (.....)
- 3- College. (.....)
- 4- Showered. (.....)
- 5- Triumph. (.....)

**Qu4-put these words in their suitable places, in front of the underlined ones:
(noun phrase.-pronoun. –adjective. –Preposition –verb phrase.)**

- 1- Young man. (.....).
- 2- The two of them had special relation. (.....).
- 3- The coach put his arm gently around his shoulders. (.....).
- 4- He had survived the cut. (.....).

5- I have just got to play. (.....).

Qu 5- Give the antonyms (opposites) of these words

- 1- High. (.....).
- 2- Faithful. (.....).
- 3- Worst (.....).
- 4- Un Known. (.....).
- 5- Quietly. (.....)

Qu 6-Match the sentence with the punctuation mark used in:-

A	B	C
1- "You were fantastic!"	A- Question mark.
2- swallowing hard, he mumbled to the coach	B- hyphen
3- Tell me what got into you?	C- full stop
4- Walk-man.	D- exclamation mark
5- He never missed a game.	E- comma

Qu7-what do the underlined words refer to.

- 1- He in line 4 refers to
- 2- He in line 15 refers to.....
- 3- They in line 17 refers to
- 4- Their in 35 line
- 5- It in line 52 refers to

Appendix (2)

Questionnaire

Investigating the role of the contextual factors in understanding the meaning of written discourse.

Dear colleagues, you are kindly requested to identify your options by ticking in the proper place, related to under mentioned statements

Part (1) personal information

1-Sex. male female

2- Experience .1-5 6-10 more than10

3-Qualification. Dip BA MA PhD hers

4- Age. 30-40 40-50 more than50

Part (2) statements

	Statements.	agree	Strongly Agree	Neutral	disagree	Strongly disagree
Section one, cohesive devices						
1	The use of references affects the understanding of meaning of written discourse.					
2	EFL students are usually un able to identify the cohesive devices from the written discourse.					
3	EFL students are usually unable to write coherent text					
4	Clausal ellipses have impact on understanding the intended meaning of					

	written discourse.					
Section two, punctuation.						
5	Punctuation helps EFL students understand the intended meaning of written discourse.					
6	E F L students are not aware of the role of punctuation in understanding the intended meaning of written discourse.					
7	Punctuation marks have no impact on understanding written discourse.					
8	Written texts involve many punctuation marks.					
Section three, grammar.						
9	Lexico grammatical relations help the students understand the intended meaning of written discourse.					
10	Grammatical rules play essential role in comprehending written discourse.					
11	Students are un aware of lexico-grammatical relations.					
12-	Grammatical structures is identified by meaning					
Section four, spelling.						
13-	Correct spelling helps students understand the meaning of written discourse					
14-	Students of E F L are aware of spelling errors					

15-	Incorrect spelling hinders comprehending the meaning of written discourse.					
16-	Students of E F L are not aware of the role of correct spelling in understanding written discourse.					