

Verse

In the name of Allah

Most Merciful & most compassionate

**{ And the Parables we set forth for mankind, none understand them
except those who have knowledge }**

Dedication

To the soul of my parents and my dear family.

Acknowledgements

All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First of all my sincere gratitude and appreciation are due to Dr. Wigdan Yagoub Mohammed Sherif supervisor for her tireless efforts, guidance, great support and encouragement throughout the stages of this study.

Abstract

This study aimed at investigating ELT students' attitudes towards understanding contextual meaning of written discourse. The researcher has adopted descriptive analytical method in order to collect the necessary data which is relevant to the study. A questionnaire was designed namely to third year students of English at SUST-College of Languages. The sample of study comprised (30) students. The researcher applied SPSS program to analyze and verify the hypotheses. The results showed that extracting the information relevant to the meaning of a word from its linguistics environment enable students to comprehend the context. Moreover, inferring the meaning of the words within context can positively help students in delivering the message. Cultural beliefs and values negatively influence student's comprehension of the written text. The study has recommended that linguistic contextual clues should be adequate for students to understand the meaning of all idioms. On the other hand, retaining the meaning of every word should encourage students to grasp the context. Mental picture of a text should help students to comprehend the process of contextual meaning. Some suggestions are also proposed for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي توجهات طلاب اللغة الإنجليزية لغة أجنبية حول استيعاب المعنى السياقي للخطاب المكتوب. وقد اتبع الباحث المنهج التحليلي الوصفي لجمع البيانات الضرورية والمتعلقة بالدراسة ، ولقد صمم إستبانة صمم خصيصاً لطلاب السنة الثالثة للغة الإنجليزية بجامعة السودان للعلوم و التكنولوجيا- كلية اللغات. قد تم اختيار عينه بحجم (30) طالبا. وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) لتحليل وتأكيد الفرضيات. واتضح جلياً من خلال نتائج الدراسة ان استخلاص المعلومة المرتبطة بالمعنى في بيئتها اللغوية تمكن الطلاب من استيعاب السياق النصي. بالاضافة الي ذلك استنتاج معنى الكلمات داخل السياق تساعد الطلاب بصورة ايجابية في توصيل المعنى. المعتقدات الثقافية والقيم تؤثر سلبيا في استيعاب الطلاب للنصوص المكتوبة. وخلصت الدراسة لعدد من التوصيات يجب ان تكون مدلولات السياق اللغوي كافية لتمكن الطلاب من استيعاب المعنى لمعظم التعبيرات الاصطلاحية. او من ناحية اخر استرجاع معنى اي كلمة لاحقا يحفز الطلاب لاستيعاب سياق المعنى. الصور الذهنية للنصوص تساعد الطلاب في عملية استيعاب المعنى السياقي. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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