Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating of Testing Knowledge of Using Discourse features for improving writing Quality

A case Study of M.A English language Students College of languages,
Sudan University of Science and Technology

تقصي اختبار معرفة استخدام الخصائص النصية في تحسين بناء القدرات الكتابية

لدى دارسي اللغة الإنجليزية لغة أجنبية

A Thesis Submitted in Fulfillment of the Requirements for PhD Degree in
English language (Applied linguistics)

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Dedication

To my parents

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Abstract

This study aimed at investigating M.A Students of English language in using discourse features knowledge and testing of using discourse features and its role for improving writing quality by examining (30) M.A Students to know to what extent those Students are aware of using discourse features hence ideational, interpersonal, genres structures and textual features in their writing production. A Descriptive analytical method was used in the study .Data were collected through diagnostic test for M.A Students for writing an essay and was analyzed through semantic analysis, in addition to Questionnaire for experts from different Sudanese Universities to get their attitudes about using discourse analysis as model of learning .This study has come out with findings that M.A Students are weak in utilizing discourse features in their writing production the main reason behind this problem is lack of practice texts features as part of learning .M.A Students have showed poor knowledge in using communicative features that reflect in their writing production due to many reason such as lack of awareness of using discourse .At the end of the study the researcher presented some recommendations It's recommend that M.A Students should strive to understand various features of texts are the best ways for students to use discourse and genres styles .Teachers should encourage Students to raise their awareness of usingو discourse features and genres structures .

Abstract

(Arabic Version)

المستخلص

هدفت هذه الدراسة إلى تقصي اختبار معرفة استخدام الخصائص النصية ودورها اللغوي في تحليل واستيعاب النص وأهمية دور النص الكامل في بناء القدرات الكتابية لدى الطلاب ومن ثم التعرف على هذه السمات البلاغية والبنيوية. وشملت هذه الدراسة ثلاثين طالبا من جامعة السودان للعلوم والتكنلوجيا لمعرفة إلمامهم بخصائص وسمات النص الكامل. وتبنت الدراسة المنهج التحليلي الوصفي حيث استخدم أداتين هما: الاختبار التشخيصي لطلاب ماجستير اللغة الإنجليزية واستبيان للأساتذة المختصين في مجال اللغة الإنجليزية من مختلف الجامعات السودانية. واختتمت الدراسة بعدد من النتائج أهمها عدم ادراك هذه الخصائص وتفسيرها بشكل إيجابي لعدم ممارسة استخدام النص كجانب من عملية التعلم. وعلى ضوء النتائج أوصت الدراسة على إن يعمل الطلاب بجد لتعرف على فهم نصوص مختلفة وهذه تعتبر افضل طريقة استخدام تحليل الخطاب ومعرفة الإنساق الكتابية وعلى أساتذة اللغة الإنجليزية تشجيع الطلاب في استخدام تحليل النص وتفسير خصائصه اللغوية والبنيوية والبلاغية معا لما تمتاز به من مفاهيم واستخدامات متعددة ذات أهمية لرفع الوعي المعرفي في التحليل الزي بدورة يعزز القدرات الكتابية

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Definition of Terms

The word/s	The abbreviation/s
EFL	English as foreign language
ESL	English as A second language
BBI	Benson M. Benson I and I Lson
SPSS	Statistical packages for Social science
SFL	Systemic Functional linguistics
FAT	Functional Analysis Text
CDA	Critical Discourse Analysis
FG	Functional Grammar
C.A	Communicative Approach

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Chapter One

Introduction

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Introduction

1.0 Overview:

User of language have to make sense of text as well as they have to produce them. According to Thorn bury (2005), this is as true for second language users as it is for first language users.

'Language always happens as text and not as isolated words or sentences- from an aesthetic, social or educational perspectives; it is the text which is significant unit of language. Hence, adventuring to explore the structure and purposes the whole texts implication or implicates the practice of discourse analysis of features and uses of text has begun to play a crucial role in language learning as they allow a rich resource to examined and explored in pursuit of getting some kind of sense from them and have access to the language and the culture, of which the text is realization. Learners of English face different challenges when confronted with a text, and so they mobilize a variety of text attack strategies as Scott (Ibid) calls them. These challenges entail both learners respond to text and creating texts.

This study presents a systemic functional linguistic analysis of two ways in turns it focuses on linguistic features utilized as receptive and productive i.e. the features that will present in this study in turns create a text of register. The study describes grammatical resources which are functional for expository writing which are divided under three main categories textual, interpersonal, and ideational resources.

Thus, the three configuration are constitute text of register and result genres which attempts to describe how texts are structures, but it tries to account for these structures in terms of sociocultural force that shaped them.

Yet language develops through social experience EFL learners need to experience with kind of writing task an genres that will be required of them.

Grammatical features include the textual resource of thematic choice and development, clause – combing strategies (connectors and lexical cohesion, interpersonal sources metaphors, modality an ideational resources of nominalization and abstractions ideational. According to Low, 2010; McCarthy, 1991; Mohan, Lenung and Slater, 2010) who encourage language teachers to use a discourse rather than sentence level. Hence at discourse level evaluation EFL writing can be examined from different viewpoints in the field of applied linguistic one of the possible approach is discourse analysis (DA which "focuses on knowledge about language beyond the word, clauses, and sentences" (Paltridge, 2006, p2), thus it views language at the level of texts" (p.6). DA helps language teachers' focuses on the relationship between sentences rather than treating them as isolated pieces.

Discourse analysts have embraced the current linguistic perspective which interprets language as strategic, meaning- making resources.
Eggins, (1994, p.1) in other words, language is seen as a resource for meaning rather than system of rules (Mohan and Slater, 2004 p. 255).

This is the systemic functional linguistic (SFL) interpretation of language developed by Halliday (1973, 1985). According to Halliday framework written or oral comprises central meaning or metafunctions, experiential, interpersonal and textual in turns result production text of register.
What Contextual analysis offer to language learners in terms of understanding their writing and reading strength challenges?

This study investigates the level of proficiency of Sudanese EFL university students in reading and writing while depending on discourse

analysis, via engaging with text receptively and productivity. Hence, the terms discourse and text have been introduced as a unit of analysis beyond sentence level. McCarthy (1991) points out that discourse analysis has become of great interest to both EFL instructors and researchers for its potentiality to display the features which are more common and appropriate in the analysis and evaluation of written texts. This feature includes the grammatical features and discoursal ones.

Which EFL learners to be in need of mastery so as to identify and integrate entire compositions and reading or in comprehension such cohesion and coherence as well components of a text ideational, interpersonal and textual have been identified as two major standards of textuality. Discourse Analysis as tools or means explore connection between written discourse analysis and reading instruction with particular emphasis on text organization research and its impact on comprehension instruction over the past 16 years research on discourse analysis demonstrated that text structure awareness has a strong impact or efforts to improve reading instruction. In an early review of the impact of text structures on reading, Pearson and Comperll (1981) at that time however they rightly pointed out that little was known about use of text structuring for improved instruction fifteen years later, it is possible to report that is now considerable body of research evidence which support the use of discourse analysis and text structure as means for improving reading comprehension.

Furthermore, text awareness as genres while reading in same way it displays in written text. Understanding these elements or components which are main features in written text via discourse analysis it raises learners proficiency and competent through realization of text content and features, linguistic choice, the three components of a text which are vital to perceive

or realize by learners when they confronted any written text are mainly ideational interpersonal and textual and so on between them. There is confusion around the meaning around the meaning of discourse analysis, since the term can be used in different ways, depending on the goals of research and depending on various regional schools of discourse research worldwide and depending on the developments of this fields Schifrin (1994:39) explains the subject of the study discourse analysis is an utterance or text unit or a communicative event that is generally perceived as having a unifying

The notion of textual genre is elaborated as a set of discourse structuring which guide the use and the shape of textual or written discourse and especially academic discourse in particular the functions of academic writing are realized in good part by their genre structure yet of relationship.

Educationally those researches argue that students must learn to control this linguistic knowledge in their writing and reducing and thereby, gain power over control and reading writing Martin (1999).

1.1 The Focus of the Study:

The first challenge the English language learner encounters, is the ability to distinguish between what is a text and non-text, since many language events through have claim to be considered as texts, they are not texts. They fail a number of "text" tests. They only random collection components of content that might effect on the language choices in text production are three: field, tenor and mode. They determine the registry the resulting text. That is to say, different configurations of these dimensions require different kinds of choices, in their turn create textual effects that recognized as appropriate to the context of the text's use. Through repletion of combinations of register they become institutionalized and are called

genres, meaning any frequently occurring culturally embedded social process which involves language pedagogic text could lead to distortion, not just at sentence level, but at the level of the entire discourse.

Language develops through experience EFLs' need to experience with the kinds of writing tasks and genres that will be required of them so that can develop an advanced level of proficiency. This is especially important for students who speak a language other than English at home in the context of Sudan. These students must become proficient in English to be competitive with their English-speaking peers for access to higher education (Eumberger 20-00). Yet English learners (Ells') entering higher education need to develop academic language the language used in learning academic content in college contexts which usually includes aspects of language associated with achievement and literacy skills as well as lexicon.

In fact, the lack of correspondence with any kind of reality has made some course book texts harder, not easier to understand. The communicative approach brought re-evaluation of such texts and response was to look to authentic texts for guidance. According authentic text began to make appearance in course books. A major challenges for students who read difficult text is that they don't comprehended well text as whole even though they feel that vocabulary and sentence have not been a major to understanding the attention to graphic representation an efforts to teach students how to make their own graphic presentation providing well support mean for developing comprehension.

This study has been thought as result of ongoing complains of understanding a text as whole encountered by M.A students at university level especially texts from discourse analysis.

This study is focusing on using discourse analysis in learning process mainly for reading and writing skills. Also focus on Marco level sentence. Therefore this leads a researcher to explore about discourse analysis at higher level of sentence.

Many studies has been carried out is not using discourse analysis while reading and writing as evaluation to raise proficiency in language learning in facts just used some aspects.

Dawalbeit (2009) says that a part from grammatical problems, difficulties in EFL writing may also be attribute to the discourse aspects of language, despite the fact that he hasn't covered an discourse essential to written text variety of courses pertaining to English grammar not using discourse analysis in their reading and writing. Discourse features in writing especially those used for creating cohesion, coherence, hematic progression and contextualization have contribute as basic properties of writing quality furthermore due to the fact that assessment of EFL writing is not only concerned with the grammatical aspects but also with discourse features, it is significant for EFL teachers to ensure that the students exhibit successful grammatical performance in writing skills relating both grammatical and discoursal or discourse characterization.

In order to assists the EFL students improve useful writing techniques the teachers should be provided with insight into various features which contributed over a quality of writing and whole need to take into account when assessing and rectifying academic writing (Dawebeit, 2009). The main focus of the present study is not in some features but awareness of using discourse analysis in process of learning mainly reading, writing as well as understanding some the some linguistic and discourse features   are

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embedded in texts so by using discourse learners are able to overcome their problems.

1.2 Objectives of the Study:

A number of studies in the field are concentrated either on the deviations in first language interference i.e. rhetoric in terms of contrastive analysis or grammatical accuracy based on analysis of errors hypotheses as cohesive devices based on discourse analysis from work separately. However, to researcher's knowledge, there is very little research information concerning the investigation of discourse analysis in both while reading and writing as receptive and productive in the same way.

The researcher has observed that Sudanese EFL learners have confusion of understanding discourse analysis in different situation as well as context. In addition, the study goes beyond the traditional focus on sentence level or micro level but as whole incorporate the discourse features of components of any given text both receptive and productive way.

1. This study aims: at investigating learners awareness of using discourse analysis in their learning giving better understanding of discourse and how benefit from research by integrating them in their learning process particularly in development of their reading and writing skills.

2. Developing genre structure that can be disconcerted in written discourse and that can be raise both teacher and student awareness of genre organization in their reading and writing activities since student relatively little practice with number of these genres.

3. Also it aims to raising learners' awareness on various discourse features with specified language activities also aims overcome and compensate for lack of linguistic knowledge.

4. making learners aware of the linguistic choice which is relate to such features and supply students with ability to produce and recognize linguistically acceptable sentence and 16 helps them to overcome challenges and compensate linguistic knowledge.

1.3 The Significance of the Study:

This study derives its significance from the fact that it investigates learner's awareness of using discourse analysis relates to different language areas, gives learners a better understanding of how can and should relate to language learning, and shows how research findings in area of discourse analysis can be applied in language learning. In addition to that it raises notion of using discourse as whole and shift learners from focusing on micro level to macro level and recognizing elements of texts as whole.

By using discourse analysis learners develop notion of shared knowledge, content knowledge, context knowledge, linguistic knowledge and discourse knowledge.

In addition to the study contributes to researchers can benefits from it. Moreover, it exposes EFL learners to incorporate discourse in their learning process as strategies. Also syllabus discourse in their learning process as strategies. Also syllabus designers can adopt theoretical framework and doing so and its significance to expose learners to notion of understanding texts, components that are constitute the text itself and produce it.

1.4 Questions of the Study:

This study tries to answer the following questions:

1- To what extent M.A Students are aware of communicative features of language use as an internal part of their learning?

2- To what extent M.A Students are aware of ideational, interpersonal textual features of learning?

3- Do they show ability to compensate for their full linguistic competence?

1.5 Hypotheses of the Study:

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

H1 M.A Students lack ability of communicative features of language use.

H2 M.A Students lack ability of combining their personal knowledge with textual information contained in text in their writing production

H3 M.A Students lack ability to compensate for their full linguistic competence.

1.6 The Methodology of the Study:

The research methodology adopted in this study is descriptive analytic method. The research will use two or three tools of data collection; a test for M.A student and questionnaire for university teachers. The test will be distributed to 30 numbers M.A students of English at Sudan University of Science and Technology and Omdurman Islamic University whole batch male and female as purpose convenient sample to evaluate their performance in personal knowledge with textual information contained in text in their reading and texts components, ideational, interpersonal and textual and some discourse analysis features in reading and writing skills as receptive and productive process. Performance in terms of ideational, i.e. (content, message) interpersonal, genres texts types in reading and texts as whole with relation to discourse analysis.

The second tool the questionnaire will be designed and distributed to twenty university teachers to help the research get teachers' attitudes about reading and writing using discourse analysis the researcher can contribute the understanding of using discourse obtain results of test questionnaire.

Third tool primary data collection is derived from personal interview, all; responded by the sample study; interviews are carried with only thirty students.

1.6.1 The Population of the Study:

The Sudanese students who enrolled in English as foreign language programs at the faculty of Arts in Omdurman Islamic University (O.I.U) and Sudan University College of Languages are constitute the total population of the present study. The total number of students one hundred.

1.7 Research Outlines:

In addition to this introductory chapter to the study which is intended to give an overview of research area, and also to state the research problem, research objective, research questions, research hypotheses as well as significance, methodology, and limitation of research.

Chapter two is devoted to presentation of the historical framework of the study it traces back discourse analysis with relation to reading comprehension, text components, features and writing and discourse concepts. Chapter three methodology. This is for description and justification of the methodology assumption data collection tools, sampling and techniques of analysis used in the research. Chapter four, this chapter is for findings and results of the research and is intended to be descriptive. Chapter five: this chapter is focus on analysis of findings and the findings are subject to whatever techniques of analysis as well as shows conclusions, recommendations, and suggestions for further studies.

1.8 Limits of the Study:

This study will be carried out of Sudan University of Science and Technology and Omdurman Islamic University – Faculty of Arts, particularly the purposive sample of M.A students of English. Academic

limits first semester students of Omdurman Islamic University both male and female in the same way at Sudan University.

Time limits: Academic year 2017-2018. This study will focus on students' performance on receptive and productive of components of text understanding, discourse analysis while reading and writing in the same way. This study aims to highlight the functions of language in discourse analysis.

1.9 Definition of Terms:

Clear definition is given here for the terms and concepts used as defined in the body of research report. Discourse analysis is branch of linguistics that insists on seeing the larger picture before drawing a conclusion on the meaning and functions of linguistic structure. One key tool for context real analysis is the recognition of various types of texts and various parameters that make up each text type. Longarcers (1996: 7). Discourse analysis focuses on how people use language in real life situations to do things like argumentation and persuasion using logical persuasive abilities that reflect the knowledge of the world around them which is shared by their discourse community (Taboddg, 2004).

Field defines as the total event in which text functioning together with purposive activity of speaker includes subject matter. (Halldiay 1994, 22).

Tenor describes the people take a part in an event as well as their relationships and status. (Esser 2009, 787).

- Components of language Hassan (1995: 233) points out refers to contextual factors represent the three functions of language, ideational, interpersonal and textual which are contributing to build internal structure of language.

- Ideational. Is simply the speaker is representing in language his experience of the reason or objects.

- Experimental. It concerns with content and ideas.
- Logical. Understanding and concerns with relationships between ideas and logic.
- Interpersonal to take apart in communication acts to take on roles to express feelings attitudes and judgment.

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

- Genres. Are systematic functional linguistic.

- Shared knowledge his notion relates to one's general knowledge of the world –knowledge to which participants in an interaction can appeal before, during and after a communicative event.

- Prior knowledge: as "knowledge about events, persons, and the like which provides a conceptual framework for interacting with the world.

- Content knowledge is knowledge of text structure syntax and rhetoric as a part of discourse knowledge.
1- Context knowledge: the meaning inferred from social contexts as pragmatics.

Abbreviations

EFL	English as a Foreign Language
ESL	English as a Second Language
SFL	Systemic Function Linguistics
FAT	Functional Analysis Text
CDA	Critical Discourse Analysis
FG	Functional Grammar
TA	Text Analysis
CA	Communicative Approach

Summary of the chapter

The present chapter describes the theoretical frame work of the study; it focuses on the problem research hypotheses, the research methodology and limits of the .study. The researcher attempts to write the research that has the purposes of challenges the English language learners encountering is ability to distinguish between what is text and non-text by using discourse analysis as techniques in their learning, via discourse can develop their ability by using a larger unit to help them to write perfectly. The next chapter will be chapter two literature reviews to the study.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0 Theoretical Background:

This chapter will explore the grammatical resources and discoursal features which the researcher believers that EFL learners' need to experiences and practice so as to develop their linguistic knowledge beyond sentence level and university understanding texts features which are vital for writing are divided under these main categories. Textual, interpersonal and ideational resources in turns results text of register as well grammatical resources or features textual resources of thematic choice and development, clause-combing strategies (connectors) and lexical cohesion interpersonal sources of nominalization and abstractions. In general developing their techniques in writing in particular. In doing so, the researcher will generally attempt to trace back the concept of grammatical resources and linguistic ones, and its development across linguistic and to investigate the current approaches to grammatical resources and major discourse features analysis of text which more or less, affect the overall quality of written discourse will also display current approaches to writing method. It better to draw theoretical back ground of discourse itself before embarking on, analysis of linguistics resources

What is Discourse?

There is confusion around the meaning of Dis course Analysis, since the term can be used in different ways, depending on the goal of the research and depending on the various regional schools of discourse research worldwide and depending on the developments of this field .Schifrin (1994,p.39).explains the subject of the study discourse analysis is utterance

,or text unit , or a communicative events that is generally perceived as having a unifying theme ,topic . It can be a legal ,case , an advertisement ,a written story , a news ,report , description of medical procedure , a conversation between two people , etc. The utterance that make up discourse unit are seen to have the quality of coherence ; they are related both grammatically and semantically .Numerous disciplines undertake research in discourse analysis ,for example ,sociology focuses on social interaction in a discourse event ,while ethnography is interested in types of communication events found in different cultures , and seeks to understand them within the context of their culture .

The scholars are involved in the area of applied linguistics have been the most active in discourse analysis studies. According to Verschueren (1999, p.131), he argue that discourse analysis can be either descriptive (describing language as it is), or prescriptive (laying down asset of rules good or proper writing.). Discourse analysis has developed and can be seen along several parameters. The first one of the theoretical orientation as Bhatia (1993, p.31) shows: ,, at one end discourse studies as an extension of grammatical formalism ,with a focus on formal ,and sometimes functional aspects of language use ,including semantic pragmatics ,, At the other end Bhatia adds: ,,discourse analysis of institutionalized use of language in socio –cultural setting with a heavy emphasis on communication as social action,, The second parameters is that of general specific scale such as the discourse analysis of every day conversation , analyses of written discourse in terms of descriptive , narrative ,argumentative writing and so on . Discourse analysis contributes to this goal of interpretation by means of the functionalist approach .Again Schifrin describes two types functional analyses The first delimits the functions served by system (such as

language or communication) and matches particular units (such as utterance or actions) to these functions .

The linguist assumes a certain set of universal functions that can found in languages, and seeks to find their manifestations in particular language.

Discourse analysis as tool of interpretation also is constrained to where it uncovers functions and meaning. The examination of context is fundamental principle for the accurate analysis of a text the notion of the role of context interpretive analysis originated in realization that nothing can be understood without reference to things ,ideas ,events ,cultures ,and the people that from back ground for and or are referred to in discourse , furthermore ,structures of a written text can be understood with reference to the linguistic context which is found Discourse analysis is the branch of linguistics that insist on seeing the larger picture before drawing conclusion on the meaning and functions of linguistics structures Discourse analysis involves analyzing both the organizational structure of text ,and the choice and distribution of lexical items .Garber (2004,p.4). Claims that it looks at how the information is packaged chunked, and how divided up into parts.

Spoken and written Discourse features:

According to Simon and Murphy (2006) a central issue related to text comprehension is raised : one needs to be fully aware of the difference between spoken and written discourse therefore , communication in oral and written language is different in multiple ways . Hence while speech tends to be multichannel , ,including lexical semantics ,syntactic , interactional paralinguistic and nonverbal modes of transmission , while writing is most often ,depending heavily on the semantic also goes to say it seems that inter acting with written texts are much more challenging rather

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than interacting in spoken discourse , meaning tend to be more implicit in a written discourse ,therefor requiring reader to make more efforts to comprehend text . Again Simons and Murphy (ibid) assert that a strong familiarity with a wide variety of text has to be established early as possible. This is intended to sharpen their ability in navigating the text by using their Meta discourse or signaling devices that writers normally use in their works e.g. the features include phrases or topics that mark the topics or convey information about the function of sentences for example , for instance , in summary , briefly) that established the relationships between ideas and event (moreover ,subsequently ,however ,in contrast) that remind readers of material presented earlier .(again ,As explain before) that mark the organization of text (first ,second ,thirdly ,) that explain or interpret (parenthetical ,expression ,definitions) and that signal such glossing (in other word ,that is to say) that mark attitudes (happily , unfortunately).

A Brief account about the origin of discourse analysis:

As stated in Guy cook (1990, p.12,13) the main known under study of language in the western custom ,the researchers of Greece and Rome ,knew about previous being worried about the guide lines of language as a confined questions , the last to get with thing done with words ,to accomplished impacts and convey effectively In twentieth ,century phonetics ,close by sentence etymology there have additionally been impacted methodology ties which examined language in its full setting as pieces of society of the world .

In north of America ,in the early many years of this century ,emerging work on language was directly by individuals who were without a moments delay the two anthropologists and etymology lists ,regularly engaged with examination into the language and social orders of the native American . In

Britain a comparable custom created in crafted by J R who saw language not as an independent frame work but as piece of culture. Incidentally, It was a sentence etymologist who both authored the term discourse analysis and stored for language rules which would clarify how sentences were associated with inside a context .

2.2 The Concepts of Linguistics Resources Ideational, Interpersonal Textual and their role in developing Writing:

According to Halliday (1994) points out three types of linguistic resources hence, textual resources, ideational resources and interpersonal resources these resources correspond to the register variables model, bided, and tear and lie behind the various functional approaches to language. Eggins (1994) and Halliday and Hassan (1989). In addition these three kinds of resources textual as clause as message, ideational clause as a representation, and interpersonal as clause as an exchange are integrated in the structure of a clause; the structure as whole construes, or realizes the meaning.

Textual meanings organize "the language into coherent and meaningful spoken and written text" (Droga and Humphrey 2002, p.11). They assert that textual meanings correspond to the register variable mode. He goes to say the parts of the grammar realizing textual meanings are thematic structures and nominalizations. Another important part of textual cohesion analysis.

Cohesion analysis refers to analysis of cohesive ties, e.g. pairs `of cohesive elements ad what presupposes it (Halliday and Hassan 1976) ideational resources express what is going on and participants and circumstances surrounding events (Droga and Humphrey 2002).

Again ideational meanings correspond to the register variable fields. The part of the grammar that realizes ideational meaning is transitivity system i.e. participants, process, and circumstances. Interpersonal meanings express ways of instituting relationship with others. Interpersonal correspond to the register variable tenor. The parts of the grammar that realized interpersonal meanings are mood alternatives in English are declarative, interrogative and imperative. Modality facilitates the representation of probability, necessity, usuality, inclination and certainty.

2.2.1 Textual Resources: Thematic Choices and Development:

Thematic choices are textual resources for realizing the expository writing. Theme refers to "the point of departure of the message. According to Halliday, (1994, p. 37). The first grammatical element in the clause, the reminder of then message is the Rheme. A clause consists of a theme + and Rheme structure. Hence he explains the idea in sense of given information as theme and new information as Rheme yet the beginning of the English clause is functional because it shows the writer's point of departure for the clause and relates its shows the text (Halliday 1994).

Furthermore, a progression of Themes from one clause in a paragraph to the next clause in the following paragraph is anticipated (Schlepped, 2000).

Thematic development focuses the use of topical and textual themes. A topical theme is where the experiential meaning of a clause is found. It realized through premodification and post modification of noun group adverbial group or prepositional phrase. Again, a textual theme connects clauses, begin responsible for the cohesive ties of a text. Textual themes are realized through conjunctions or conjunctive adjuncts, functioning as structural elements. In SFL, there are contrasting views on issues concerning theme recognition (Hassan and Fries 1995).

Typically when the theme of a clause is one structural element, it group or prepositional phrase (Hallidauy 1994). When the theme consists of two or more groups, it would still be a single structural element. In English declarative mood function of subject of the sentence which is refers referred to as unmarked theme.

In addition, textual metafunction organizes text in a coherent manner appropriate to a particular situation, generality the necessary signals to lift a collective of words clauses into something that is recognizably a text (white 2001 215). Halliday (1985) considers textual meaning is the construction of the meaning and essentially what creates discourse by evidencing the interpersonal and experiential functions linguistically, both within and between clauses. Again according to Halliday (1985), also But 2000) states that in textual domain there must be a point of origin for the message that is at heart of the mother where labeled the theme. This forms of the beginning of any clause and incorporate every elements up to and including the first participant process or circumstance of the experiential meaning- when this not also the subject of the clause, this theme is said to be marked as opposed to unmarked. (Butter 2002). In cases where a clause begins with cohesives/ conjunctions or modals/ adjuncts, these are referred to as topical and interpersonal themes respectively (Martin and Rose 2003).

2.2.2 Clause-combing Strategies:

According to Schleppegsell (2000), clause-combing strategies are another textual resource for realizing the expository writing. Use of conjunctions is one clause combing strategy. Second language writers often use conjunctions to combine clauses that are more appropriate for speaking than for academic writing, including the use of because clauses in expository writing.

These are two ways of combing clauses in English parataxis and hypotaxsis. Hypotaxis is "the relation between a dependent element and it dominate" and parataxis is "the relation between two like elements of equal status one imitating and the other continuing" Halliday, (1994, p.218). This dimension of relationship between clauses is referred to as the type of inter-dependency. A second dimension, the logico-semantic relation, can be divided mainly into expansion and projection Halliday (1994). Within expansion there are three options for secondary clause to expand a primary clause: by elaborating extending or enhancing it. Elaboration occurs when a clause restates another in some way, specify, comment or exemplify it. Extension occurs when a clause adds some new aspects, gives an exaption or presents an alternative.

Enhancement appears when a clause qualifies another by using circumstances of time, place, cause or condition Halliday (1994, p. 220) within projection, two options are available locution and idea: locution is a construction of wording and ideas is a construction of meaning", Halliday, (1994, p. 220). Yet, conjunctions are usually seen as cohesive devices i.e. they tie the different parts of the writing essay or text together. EFL Ls' can recognize the possible ways to link and develop ideas using clause complex structures Er (1993, p. 70). Conjunction in ESL refers to the semantic connection between clauses. Er (1993, p. 69). There are different ways one can utilize the resource of conjunction in writing.

2.2.3 Lexical cohesion Resource:

Halliday and Hassan (1976) specify five types of cohesive ties: reference, substitution, ellipsis, conjunction, and lexical. Lexical cohesion refers to the continuity established in a text by the cohesive of lexical items Halliday (1994) and involves relations between these items. Lexical

cohesion occurs through the selection of items that are related to in something to those that have gone before". Halliday and Matticesen 204, p. 570). The primary types of lexical cohesion relations are repetition, synonym, hyponymy and metonymy. Repetition of the same lexical item is the most common type of lexical cohesion and refers to the choice of a word that is associated with a previous one or the use of key words in a longer text. It is important to mention that it is not necessary for a lexical item to be in the same morphological form to be accepted as repeated words such as important and importance are considered the same item , even though they different morphological forms. Synonyms occur when a lexical item is synonymous with a preceding one. Hyponymy is the type of lexical relation in which the first lexical item represents a class of things and the second either (i) superclass or subclass or (ii) another class at the same level of classification. Halliday and Mattiessen 2004. P 574). Metonymy refers the lexical relation in which the relationship between two items is one of part-whole or whole-part the general sense of hyponym is to be kind of, while metonymy is be a part of .

2.2.4 Ideational Resources: Ideational Metaphor:

Nomalization and Abstractions:

According to Martin and Rose, (2003, p.104). ideational metafunction refers to the "transferee of meaning from one kind of element to another kind Halliday (1994) points out speakers of a language recognize typical ways of saying things" as well as others possibilities which can be used by speaker or writer- typically patterns of wording is what Halliday calls congruent. The most common change in meaning is from process (verbs) where people and concrete things are included to relations between abstract things. In other words, other elements in the grammar are presented as

entitles, this change enables expansion of meaning so that more information can be added such as numbers, descriptions, and classifications.

Normalizations are the most common form of ideational metaphor. Abstract concepts are another kind of ideational metaphor. Some examples are words such as inflation, metafunction, gene offense, applications, violation, issue questions letter class port, kind and manner. Hence, nominalizations and abstract concepts are the main ideational resources utilized by successful writer's some normalizations were also used by less successful writer.

"One can't clearly define this idea, but through comparison of two different groups of people hopefully one can better understanding the meaning of culture. "The noun "idea" is an abstract items, the use of marginalization with a prepositional phrase added to it of two different groups of people. The writer is able them to add more information to nominalization and use a complex nominal group "the comparison of two different group people" actually, when considering the preposition "through" and the nominal group, the comparison of two different groups we find another kind of ideational metaphor that indicates another normalization, meanings" is used and is expanded by "of culture" added as more information about what meaning the author is referring to a more congruent way of saying this would be in other words "one can better understand what culture means by comparing two groups of people.

In similarities between the two countries "similarities" is a nominalized term from adjective "similar" clearly example:

1- Their two ways of thinking differ as a result of different educational methods.

2- Again, the differences are result of different ways of thinking.

In both cases, the nominalizations "a result of" and result of" are being explained by other nominal groups, different educational methods, and different ways of ways of thinking" these nominalizations are metaphorical ways of showing a causal relationship.

Another example:

1- Raising up indifferent culture is going to effect the developments of people behaviors, feelings, personalities and thinking.

Interpersonal Reasons:

Interpersonal metaphors of modality as previously mentioned, interpersonal meanings express the ways of instituting relationship with others. An area of the grammar that realizes interpersonal meanings is modality. Modality refers to a speaker or writer's judgment of probabilities or obligations entailed in what they are stating (Halliday 1994). Writers have many ways in the grammar to express their opinions. In general, metaphor happens when a lexical item or items that usually means something turns out meaning something different for instance interpersonal metaphor of the expression "I believe it is obvious that" might be"…. It stands to reason that…'

The conclusion can be hardly avoiding that …..' among others (Halliday 1994, p. 355) according to Halliday" modality corresponds to the speaker's perspective. He explains by utilizing explicit objective metaphorical expressions speakers use the grammar to mask their opinions.

2.3The Development of Discourse Analysis and Notion of Text Linguistics:

Many applied linguists, like Coulthard (1985, Cook (1989) and McCarthy (1991), agree that the first modern linguist who drew the attention to study of sentence in combination and coin the name "discourse analysis

was Zelling Harris when published an article entitled 'discourse analysis in (1952). Nevertheless, some linguists consider the earlier call of Harris to discourse analysis has little to do in common with current issues in this field. For example, Widdowson (1973) argues that what Harris called discourse analysis has been referred to text the sequencing of linguistic elements beyond the limits of sentence.

This view point of Widdowson is compatible with another view adopted by functional linguists, like Halliday (1994) and Wilkins (1972) who have followed a functional linguists semantic method to discourse analysis rather than that previous one which focused on sentence structure. However, Connor (1998, p: 80) in her attempt to review the history of teat linguistics, says that in the 1970s: and 1980s many linguists began to feel the need for new discourse tools other than those of structural and traditional ones which were no longer adequate to explain teat in effect discourse analysis was developed in the 1960s simultaneously in many European countries like France and Czechoslovakia as well as in United States so by the 1970s Conner adds, discourse was almost an approved method of language analysis and new field of study, with numerous treatments in many countries. Among these treatments: are Enkristis introduction to text linguistics in finish language (1974); Dressers introduction to text linguistics in Germany (1972); Van Dijk is in text grammar in Netherland (1972); and Halliday and Hassan grammar of collusion in English in Britain (1972), cited in Conner 1996, p. 81). It worth mentioning that the emergence of functional systematic grammar gave a greater impetus for rise of discourse by providing new grammatical concepts like, theme, and rhyme and relatively new discourse feature: like cohesion, and coherence. Although Carrel (1982) p: 480) critical Halliday and Hassan's theory of cohesion, she

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admits that the most influential textual analysis technique in terms of its current approach in applied linguistics has been approach of Michael Halliday and Rugaia Hassan (1976). As it has been mentioned before in various disciplines other than linguistics. However, McCarthy (1991) states that the great influence on this area of happened in the 1960s and 1970s by philosophers of language and those dealing with pragmatics. He continues to say that the Prague school of linguistics is also influential I dealing with organization of information in communicative ways and this showed their interest in connecting grammar with discourse.

Of course, Halliday's functional grammar has great effect on British discourse analysis Halliday (1994) emphases the sociocultural function of language, as explained. He presents notion of the thematic structure in organization of text. This last point will be discussed later. On the other hand, in America, as Cook (1989) explains, the focus was on discourse produced by small group of communities of people and these kinds of discourses were conducted by anthropologists and linguist as well discourse analysis has developed rapidly in recent years and has become of more interest of EFL students and teachers as well as, it extends the idea of using language more naturally and more communicatively. It seems to be the most appropriate device to account for relationship between the morphological and syntactic aspects of linguistics competence, on the one hand, and other land.

It is clear, then that discourse analysis can account for the influential and communicative potential of language. The focus of this kind of analysis is on communicative proficiency rather than on more mastery of syntactic structures.

2.4 Grammatical characteristics of text and their communicative consequence in text Realization:

According to Richards and Schmidt's, (2002, p.307). in order to clarify the participants, processes and circumstances from the texts from lexico grammatical as "The linguistic resources which learners: drawn on in expressing meaning and communicative consequence depends on how readers views what is written for both English speakers and second language learners. Hence he goes to say EFL learners have to be aware of utilizing of the linguistics resources and grammatical features that are determined their expository writing he asserts that these learners have various background in terms of sociocultural, educational background in sense these different background result challenges in learning as well as utilizing the linguistic features.

Yet, again the importance of grammatical features or linguistic resources which are functional for expository writing are divided under three main categories: textual resources, interpersonal resources and ideational resources, the configuration of grammatical features make up the style of expository writing, furthermore, to clarify these features, and the grammatical features that are determined them i.e. the realizations of item from any written texts. Textual features it includes thematic choices and development strategies i.e. organizing information in written in sense of displaying information as exchanging processes as given information and old information, the first part of information is new information and given ones is old information thus. Further, combing clauses strategies it means the using connectors in expository writing, in addition lexical cohesion i.e. the using variety of meaning in text semantic which is makes texts are coherent i.e. readable and understandable. In easy or simple way to identify the

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grammatical features in textual in other words organizations of texts by using, words firstly, secondly, thirdly, and eventually or in conclusions. Also using of conjunctions or linkers and lexical cohesions in sense of using synonym, antonym, i.e. semantic features in texts to make it clear and not just random collections of words through a set of classes of words to avoid redundancy i.e. unnecessary information or words.

Halliday and Butt (1985), 1994 and Butt 2002). They state that in textual domain, there is must be a point of origin in for the message that is at the heart of the matter we are concerned with labled the theme, this forms beginnings of any clause and incorporate every event up to and including the first participants process or circumstances of the experiential meanings. Also the subject the clause this theme said to be marked as opposed to unmarked (Butt 2003) in cases where a clause begins with connectives, conjunctions or modals: these one refers to as typical and interpersonal themes respectively (Martin and Rose 2003).

Interpersonal and its grammatical characteristics in texts. According to Halliday, he points out about grammatical features of interpersonal as well as the realizations of it he sorts two ways first, paralinguistics and linguistics tools, paralinguistic refers to body language, voice and linguistic tools here, mood, declarative, imperative and interrogative. It worth mentioning the functions of interpersonal tools for instance in political speech it uses for convening speakers messages like writing support for proposal and by using modality functions as modal verbs in political speech modal verbs can be understood in the way of making promise as high commitment by using verb will, can, also pronounces it shows distance of speakers to his audience you and we it indicates closeness or involvement together and so on. Yet Halliday and Thompson (2000, 2000 p. 57). They state that modality also

plays an important role in carrying out interpersonal metafunctions of clauses showing of what degree the propositions is valid, modality refers to speak between yes, no. the speakers writer opinions and judgment of the probabilities or obligations, involve in what he saying furthermore in written text modality it uses to show distant of writer by using passive forms and scientific text and it makes text clear by lexico-grammatical features. Nominalizations are the most common form of ideational metaphor e.g. words inflation, gene, offense etc.

Ideational resources and its grammatical characteristics in texts. Nominalization and abstract concepts are the main ideational resources utilized by more successful writer. According to Halliday (1994), speakers of a language recognize "typical ways of saying things" as well as other possibilities which can used by speaker or writer. Typical patterns of wording are what Halliday called congruent. The most common change in meaning is form processes (verbs) where people and concert things are included to relations between abstract things. In other words, other elements in the grammar are present entities. This change enables expansion of meaning so that move information can add such as numbers, descriptions and classifications Martin and Rose (2003).

2.4.1 Discourse Analysis Hypothesis:

Going beyond the sentences level to explore the textual structure of stretch of writing has and others communicative features of texts led to what is currently referred to in applied linguistics analysis, which have been approach by several linguists from different points of view, for example, McCarthy (1991) views discourse as kind of analysis which concerned more with the study of relationship between language is used moreover Brown and Yeel (1983) asserts the tendency of discourse analysis for being simply

the types of analysis of language in real use. Furthermore, Bhatia (1993) says that discourse analysis is study of language in use which extends beyond the sentences boundaries and which could be viewed theoretically within linguistics as an extension of grammatical formation. However, the notions of text linguistics and discourse analysis seem to be compatible with the analysis of language in use that at sentences level one from another point of view, Thornbury (2005) argues that the analysis of features of text is actually considered to begin integral part of discourse analysis in its broader sense. He suggests that one way to look at distinction between discourse and text is to think of discourse process and disclosure as product. This last point of Thornbury has already been explained by Coulthard (1985) when he says to look at discourse analysis is process that grew out of work in various fields of research. These fields add, include pragmatics, psychology, sociology as well as general linguistics. He goes on to say that the main object of all these research studies to understand the structure and the function of language in use so as to communicate meaningfully. It is great relevancy to this study to point out that the notions of discourse analysis is not only limited to the analysis of spoken form of language, as it can be understood from the works of Birmingham school of discourse analysis, supervised by Sinclair and Couthard. The scope of discourse analysis as McCarthy (1991) presents extends to text and discourse will be used interchangeably. Yet, there is one point which is mentioning when contrasting a written discourse with spoken discourse or one. As according to Hatch (1991), p. 235), the spoken discourse is said to be highly contextualized contextual, when as written is described as being decontextualized. This means that certain discourse elements of context are commonly shared between the two forms for example in interpreting the

written discourse reader has to rely on the structure of the clauses and sentences on other hand, the listener can make use nonlinguistic aspects in setting to interpret the speakers intentions therefore, the researcher will be more concerned with which concentrates typical on linguistics aspects that characterized the written discourse analysis which specifies the detailed pragmatic aspects or with the explanation which goes beyond the description of text to cover genres analysis.

According to McAllister and Miller (2013), 255) text, share a topic and purpose conform to readers' knowledge of the world and cultural assumptions and display logical and consistent development and structures.

2.5 Text Structure Awareness and Content-Based Instruction.

An important to develop of the text structure knowledge Mohan's pedagogical use of knowledge structure in content based instruction. This approach is focus on uses of graphic organizers- both to support content learning and to focus on language learning, the basic idea understanding the method of this approach is that raises students awareness that texts are composed of these organizational formants and patterns, students will able to understand better coherence and logic of the information of being presented. In addition learns are able to located the main ideas and distinguish them from less important information such knowledge structures also indicate of the authors and purposes of the text. The notion of knowledge structure as presented by Mohan, (1986) is comprised of basic structures types, three each for specifically presents and for generalizable information. The knowledge structures being seen as specific and practical. However, this approach is emphasis on graphic resources allows for a natural integration or content and language instruction as students learn to see graphic representation in texts and learn to produce their own graphic methods.

Genres based instructional strategies supported by discourse analysis, it helps students to understand effectively. Hence over the past years or fifteen years research on discourse analysis and language comprehension has increasingly demonstrate text structure awareness has strong impact on efforts to improve reading. In early review of the impact of text structures on reading Pearson and Comperall (1981) discussed the potential of strong grammars, and expository prose of structures for reading comprehension. At that however, they rightly point out that little was known about the use of text structuring for improved instruction. Fifteen years later, it is possible to report that there is now a considerable body of research evidence which supports the use of discourse analysis and text structure instruction as means for improving reading comprehension.

This research has demonstrated that text structure knowledge; practice particularly with expository texts is an effective resource for comprehension and recall improve whether students are trained through variety of reading-strategy instrument approaches.

Furthermore efforts to improve comprehension instruction for narrative texts has primarily involved instruction in story structure schema and anticipatory questions generating (fitz Gerald, 1989) Pearson and fielding; 1991). Britton and Pellegrini, 1990 Brunner 1991) are support using of structures in texts to improve reading and recognize specific important ideas in text central and usual idea. These students need to understand the move abstract patterns of text structuring which are possible in expository pros as well as comprehend the denser and more complex information packaging which is typical in academic context.

In recent review of research on English, text structure instruction Pearson and Fielding (1991) give the following overwhelming positive endowment:

in general, he finds out incredibly positive support for just about any approach to text structure instruction for expository pros. It appear that any sort of systematic attention to clause that reveal how the authors attempt to relate ideas to another or any sort of systematic attempt to improve upon text especially in some sort of visual representation relationship among idea:

A historical overview about Discourse Analysis and Language Areas:

Discourse Analysis is concerned with study of relationship between language and contexts in which it is used. It grew out of work in different disciplines in 1960s 'and early 1970s, including linguistics, semiotics, psychology, and anthropology and sociology. Discourse analysts study language in use: written text of all kinds and spoken data from cornerstones to highly institutionalized forms of talks.

At aims when linguistics was largely with analysis of single sentences, Harris (1952) was interested in the distribution of linguistics elements in extend texts and the links between the text and its social situation, though his paper for away from discourse we are used to nowadays. Also important in early years was the emergence of semiotics and the French structuralist approach to study of narrative. In 1960s Dell Hyme's provides a sociological perspective with study of speech in its social settings. Hymes (1964). The linguistics philosophers such Austin (1962), Searle (1969) and Crice (1975).

Also were influential in the study of language as social action, reflected in speech act theory and the formulation of conversational maxims, alongside the emergence of pragmatics, which is the study of meaning in context. British discourse analysis was greatly influence by M.A.K Haliday's functional approach to language Haliday (1973) framework emphasis the social functions of language and thematic and informational structure of speech and writing. Also important in Britain were Sinclair and Couthard

(1975) who developed a model for the description of teacher, pupil talk, based on hierarchy of discourse units- other similar work has dealt with doctor patient interaction, services, encounters, interviews, debates and business negotiations, as well as monologues, whereas American discourse analysis has been dominated by work within ethno methodological tradition, which emphasizes the research method of close observation of groups of people communicating in nature of settings.

It examines types of speech event such as story telling greetings, rituals and verbal – in different cultural and social settings. Gumperz and Hymes (1972) what is called conversation analysis within the American tradition can also be included under the general heading of discourse analysis is not upon building structure models but on the close conversation behavior of participants in talks and non-patterns which recur over a wide range of natural data. Also the works of Goffman (1979) and Sacksa, Schego Loff 'and Jefferson (1974) is important in the study of conversational norms, turn tacking and other aspects of spoken interaction alongside the conversation analysts working the sociolinguists tradition Labov investigations of oral telling have also contributed to a long history of interest narrative discourse. The American has produced a large number of descriptions of discourse type as well as insight into the social constrains of politeness and face preserving phenomena talk, overlapping with Britain work in pragmatic. Also relevant to development of discourse analysis as whole is work of text grammars, working mostly with written language. Text grammarians and texts as language elements strung together in relationships with one another that can be defined linguists such as VanDiak (1972), Deaugraned 1980) Halliday and Hassan (1976) have made significant impact in this area.

The Prague school of linguists, with their interest in the structuring of information in discourse analysis has also influential, it most important contribution has been to show the link between grammar and discourse analysis has grown into a wide ranging and heterogonous discipline which finds its unity in.

2.6 Discourse Analysis and Reading Instruction Across Text:

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

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

Coakhill and Carnham, 1988; Singer 1989). Allows students to recognized difference between prior knowledge and textual knowledge for textual organization as a way to improve students' content learning in many academic subjects. Thus is serves both language skills and content learning.

Miller (2013) he assets that there is a considerable support for textual awareness has positive effects on students writing, he goes to say the meaning of text is constructed by interaction of reader and text, students need to be aware of the richness of interaction among ideology of writer,

genus, overall organization, cohesion, presupposition and lexical choice to comprehend not only what is text but has been omitted.

It has become increasingly obvious that little in a language can be understood without taking into account that wider picture of communicative purpose, content, context. It worth to mention, contrasting between a written discourse and reading instructions with particular emphasis on text organization and its impact on comprehension instruction by using top level discourse organization on reading comprehension followed by text structure awareness facilitates comprehension and both short term and long-term memory for text (p: 832).

Top level text and reading instruction early efforts to focus on usefulness of text structure have sought to demonstrate a number of organizing principles: first, that texts are hierarchically organized in terms of important information and less important details, in other words that readers tended to focus on and remember information of higher levels seems to influence comprehension and recall description and comparison, better students will recognize this aspects of texts and use to assist in their own comprehension.

Second, a major issue concerning the influence of text structure is the content to which such knowledge of top-level discourse organization can be directly taught to students so that it will lead to improved comprehension. There are three lines of research involves the impact of direct-instruction which explicitly raises students awareness of text structure through more general graphic organizers, semantic maps outline grids tree diagrams and hierarchical summaries.

Training approaches include attention to cohesion structure, main idea identification, summarization and text study skills: e.g. nothing main point in

the margin, underling main points this line of instruction of research is also a source of studies supporting text structure instruction all three lines of instruction, mention above are vital for teaching which focus on text structure increase comprehension and learning.

2.7 The main concepts of functional grammar and its relation to Text

Functional grammar based on systemic linguistics emphasizes the way spoken and written language operate in different social situations Halliday, (1994) points out that functional grammar is so-called, because its conceptual framework is a functional one rather than a formal one. It is functional in three distinct senses: its interpretation of texts, of the systems, and the element of linguistic structures. In the first sense, functional grammar is designed to account for how language is used i.e. every text and things that is said, unfold in some context of use over tens of generations of constant use, language has shaped into a system which can satisfy human needs. Therefore, a functional grammar is essentially a natural grammar is the sense that every things in it can be explained, ultimately, by reference to how language is used (Halliday 1994), p. xiii). In the second sense, the fundamental components of meaning in language are functional components. According to analysis of Halliday, all languages are organized around two kinds of meanings, the ideational (to understand the environment) and the interpersonal (to act on the others in it)- combined with these two is a third components the textual; which breathes relevance into the other two.

These three components are called metafunction in the terminology of FG theory. In the third sense, each element in language is explained by reference to its function in the total linguistic system. Accordingly, " a functional grammar is one that construct all the units of language, its clauses, phrases and so on. In other words, each part is interpreted as

function with respect to the whole" (Halliday 1994, p. xiv). Based on Halliday's model, Thompson (1996) explains the three metafunctions of functional grammar in an informal way as follows: we used a language to talk about our experience of the world, including the world in our minds. to describe events and states and the entities involved in them also we use a language to interact with people, to establish and maintain relation with them to, influence their behavior to express our own viewpoint on things in the world and to elicits or changes there.

Finally, in using language, we organize our messages in ways which indicate how they fit win with other messages around them and with the wider context in which we are talking or writing. Similarly, Martin Mattiessen and Painter (1997) define functional grammar as way of looking at grammar in terms of how language is used in the field of linguistic formal grammar, which is an alternative to functional grammar, is concerned with the ways our genres constrain the shape of grammar and thus constrain what a person can and can't say contrastively.

Functional grammar is not genetically oriented to …………..physiology in this way. Rather, it focuses on the development of grammatical systems as a means for people to interest with each other functional grammars sees grammar as shaped by and as playing a significant role in shaping the way get on with our lives. Its orientation is social, in other words, rather than biological (Martin Mattiessen, Painter 1997, p.1).

Therefore, functional grammar based on cultural and social contexts is very useful for describing and evaluating how language can used to write and speak more appropriately and effectively using functional grammar can help us read more carefully and critically.

The Concepts of some terminologies in functional grammar:

Functional grammar has many concepts, so it is not easy to provide a clear and ordered explanation of them different books arrange the concepts in different orders. Those charts, tables or paradigms 'plus considerable terminology look terrible for new learners. In the book Theoretical Grammar of English, Xu (1993) academically introduces the theory and its concepts in detail. However, in this study intends to explain the key concepts in simple way so that EFL teachers can get a vivid picture of functional grammar and how to apply it. In traditional grammar, there are 10 parts of speech nouns, verbs, adjectives, adverbs, pronouns, numbers, article, preposition conjunction and interjection.

Then each of these ten classes can be divided into subcategories based on their functions. In functional grammar, these classes of words don't disappear. However, functional grammar places English words into four big groups: noun group, verb group, and adjectives group and prepositional group. In addition traditional grammar analyzes a sentence structure into subject, predicate, object, attributive, adverbial and complement, while functional grammar gives a clause different functional labels depending on three kinds of metafunctions:

Example1:

Traditional grammar

His good friend wrote this book in America.
pro adj N   v   pron N prep N

Functional grammar

his good friend wrote this book	in America
nominal group verbal group	prepositional group

Traditional grammar:

example 2:		
This bridge	was built	before the 19th century
subject	predicator	adverbial

Functional grammar:

This bridge	was built	before the 19th century
Theme	rhyme	

From these two examples we can see that functional grammar has its own characteristics. To serve its communicative purposes, its concepts are different from traditional-based on current books on functional grammar its key concepts include: functions and systems hierarchical ranking of units' words order, word groups, building of the sentence them, mood, transitivity and the clause complex, the major and important concepts as follows:

1- Functions and Systems:

Functional grammar looks at how language works in terms of the functional relationships of its constituent parts and systems of choices which we make whenever we use language. The term "function" is used because it describes the approach which sees grammatical categories in terms of their communicative functions. Its system network is like a computer program when we start to run the program, the computer presents us with "menu" of possible functions which the program can perform. After we select one of these functions, we will have sets of options to choose from let's take the following language "menu" as an example:

Statement

Questions

Exclamation

Greeting

Request

Suggestion

When we speak an utterance, we must choose whether we wish to give it the form of a statement, questions, exclamations, greeting, request suggestions etc. once we choose to form a questions we then we have a range of possible interrogative options in English, such as starting with wh-, how, do, does, will/would or with some others verb by making inversions or simple let intonation and context do the job and retain the basic word order of statement. Thus, selection of A is the entry of condition of B and selection of `B will be the entry condition of C and C and so on.

Functional grammar relates grammatical categories to the communicative functions which they serve. These functions are seen to operate at different levels of organization in the language, and may be identified in terms of the constituent parts which go to form larger units. This implies a segment of principle of organization in which larger units may be seen as being formed from smaller units being combined to form the larger units take the following clause as an example, the little boys are working very hard on the lawn.

Here two morphs "boy and s" from one word 'boys' two morphs "work" and ing" from one word "working" the three words, the "little" and "boys" constitute a word which is called nominal group. In this clause these are four word groups in all nominal group (the little boys) verbal group (are working), adverbial group (very hard) and prepositional group (on the lawn) thus, in functional grammar, a clause is the highest grammatical units, made up of one or more groups each group is made up of one or more words and

each words is made up of one or more morphs, the morpheme being the minimal units. This rank scalar is the fundamental concepts in functional grammar.

Clause and sentence: Although most books or functional grammar don't contribute a particular chapter to the concept of clause, it is of great importance. A clause is the highest units of functional grammar. However for EFL students it is difficult to make a clear distinction between a clause and sentence. Therefore, a comparison between a sentences and a clause has its significance in learning and using grammar. In traditional grammar a sentence is a self-contained syntactic units and is traditionally divided into two parts, subject and predicate. Or a sentence is a grammatical unit that is composed of one or more clauses. Moreover the meaning of the term "sentences may be expanded to include elliptical material and non-productive items. In addition, traditional grammar sentence can be classified into three kinds a simple sentence a compound sentence and complex sentence, compared with a sentence a clause is a grammatical unit that at minimum predicate and explicit or implied subject and expresses a proposition. Based on the definition of Halliday (1994), a clause is a composite entity, which is constituted not of one dimension of structure but of the three (subject, actor and theme). Each of the three functions construes a distinction meaning. He labels them clause as message: clause as exchange and clause as representation: therefore, the concept of a clause is quite different from that of a sentence.

Theme, the system of theme belongs to the textual metafunction of the language. It is concerned with the organization of information within individual clause and through this, with the organization of the largest text besides every clause is organized as message relates to unfold an unfolding

text. The system of theme organizes the clause to show what is local context is in relation to general context of the text serves in. The system is concerned with current point of departure in relation to what has come better, so that it is clear where the clause is located in the text- how its contribution fits in. Martin, Mathiessen and Painter (1997). Explain that this local contexts or point of departure is called theme the rest of the clause is what is presented against the background of the local context. Schleppe greff (2004) states that "theme is a construct of functional grammar that reveals how a clause in English is organized as message (p. 67). It occurs first in the clause, but the functions of subject and theme are not the same, or the significance of the concept of theme in a clause is a point of department for the development of a text- following this point of departure, the text will be coherent and logical when we write and speak.

Mood: According to Martin and painter (1997). The systems of mood belongs to the interpersonal metafunction of the language and is the grammatical resources for realizing an interactive move in dialogue. It governs the basic structural features of the sentence-whether the sentence chooses declarative, interrogative or imperative forms. Thus the mood system is the part of grammar which is most inherently linked with the roles which speakers adopt in the use of language. We can think of the way we use language interactively as a form of exchange and we can understand the function of language in the following two days first where language serves as means of exchanging goods services and influencing the behavior of others second where language is itself the medium of exchange in the form of information, for example:

Example	Mood
He came from a southern city of China	Declarative
Did he come a southern city of China?	Interrogative yes / no
Who come from China?	Interrogative – wh-
Where did he come from?	
Don't do that again	Imperative

Transitivity: According to Thompson, (1996) the systems of transitivity belongs to one mode of the ideational metafunctions, that is the experience one. It is a resource for construing our experience in terms of configuration of a process, participants and circumstances. Again he points out and analyze that when using language to interact with the people we clearly use it to talk about the world, either the external world, things events etc. or our internal world, thoughts, beliefs, etc. when we look at how language works from this perspective, we are focusing primarily on the content of a message, when we account for the content meanings, it is the role of experiential perspective in the grammar to allow us to do so.

In addition the term transitivity will probably be familiar as a way of distinguishing between verbs according to whether to have an object or not. However, in functional grammar it is used in much broader sense. In particular, it refers to a system for describing the whole clause, rather than just verb and its object. It does, determines how the participants are labeled. Although there are in numerable kinds of goings on and ways in which they can unfold the grammar construes a small number of distinct types, each with its own particular characteristics. Altogether, the system of transivity

discriminates six different types of process in English. The three major ones are material, mental and relational each with a small set of subsystem. Also there are three further process types. The behaviors verbal and existential. These six kinds of clause are illustrated in the following table:

Process types	Example clause (process in bold)
Material	The body **made** a box
Mental	She liked classical music
Relational	Mary was strong
Behavioral	She laughed
Existential	There was a house over there.

The concepts of Linguistics Resources, Ideational, Textual, Interpersonal and its role in developing text:

According to Halliday (1994) points our three types of linguistic resources, hence, textual resources, ideational resources and interpersonal resources these resources correspond to the register variables model, bidd, and fear and lie behind the various functional approaches to language. Eggins (1994) and Halliday and Hassan (1989). In addition these three kinds of resources textual as clause as message, ideational clause as a representation, and interpersonal a clause as an exchange are integrated in the structure of a clause; the structure as whole construes, or realizes, the meaning.

Textual meanings organize "the language into coherent and meaningful spoken and written text" C Droga and Jumphrey 2002, p.11). They assert that textual meanings correspond to the register variable mode. He goes to say the parts of the grammar realizing textual meanings are

thematic structures and normalizations. Another important part of textual metafunction is cohesion analysis.

Cohesion analysis refers to the analysis of cohesive, ties, i.e. pairs of cohesive element and what presupposes it (Halliday & Hassan 1976), ideational/ resources express what is going on an d participants and circumstances surrounding events (Droga and Humphry 2002). Again ideational meaning correspond to the register variable field. The part of the grammar that realizes ideational meanings is transivity system i.e. participants, process, and circumstances). Interpersonal meanings express ways of instituting relationship with others. Interpersonal correspond to the register variable tenor. The parts of the grammar that realized interpersonal meanings are mood structure, modality and appraisal system. Mood alternatives in English are declarative, interrogative and imperative; modality facilitates the representation of probability, necessity, usuality, indination and certainty.

Textual Resources: Thematic Choices and Development:

Thematic choices are textual resources for realizing the expository writing. Theme refers to "the point of departure of the message. According to Halliday, (1994, p. 37)., the first grammatical elements in the clause the reminder of the message is the Rheme. A clause consists of a theme + and rheme structure. Hence he explains the idea in sense of given information as theme and new information as theme and new information as rheme, yet the beginning of the English clause is fundamental because it shows the writer's point of departure for the clause and relates to rest of the text (Halliday, 1994).

Furthermore, a progression of themes from one clause in a paragraph to the next clause in the following paragraph is anticipated (Sehleppegrell, 2000).

Thematic development focuses on the use of topical and textual themes. A topical theme is where the experiential meaning of a clause is found. It realized through premodification and post modification of noun group adverbial group or prepositional phrase. Again, a textual theme connects clauses, begin responsible for the cohesive ties to a text. Textual themes are realized through conjunctions or conjuctive adjuncts, functionary as structural elements. In SFL, these are contrasting views on issues concerning theme recognition (Hassan and Fries 1995).

Typically when the theme of a clause is one structural element, it is usually represented by one unit: one nominal group, adverbial group or prepositional phrase (Halliday, 1994), when the theme consists of two or more groups, it would still be a single structural element. In English declarative sentences, the theme typically coincides with the mood function of subject of the sentence which is refer to as unmarked theme.

In addition, textual metafunction organizes text in a coherent manner appropriate to a particular situation, generating the necessary signals to lift a collective of words or clauses into something that is recognizably a text (White 2001 215). Halliday (1985) considers textual meaning as the construction of the message and essentially what creates discourse by evidencing the interpersonal and experiential functions linguistically, both within and between clauses. Again according to Halliday (1985, 1994, also But 2000) states that in textual domain, these must be a point of origin for the message that is at heart of the matter we are concerned with labeled the theme. This forms the beginning of any clause and incorporate every element up to and including the first participant process or circumstances of the experiential meaning- when this not also the subject of the clause, this, theme is said to be marked as opposed to unmarked. (Butter 2003) in cases

where a clause begins with cohesive/ conjunctions or modals/ adjuncts, these are referred to as topical and interpersonal themes respectively (Martin and Rose 2003).

Clause-combining strategies:

According to Schleppegsell 2000), clause-combining strategies are another textual resource for realizing the expository writing. Use of conjunctions is our clause combing strategy. Second language writers often use conjunctions to combine clauses that are more appropriate for speaking than for academic writing, including the use of because clauses in expository writing.

There are two ways of combing clauses in English parataxis and hypostasis. Hypotaxis is the relation between a dependent element and its dominate" and parataxis is "the relation between two like elements of equal status one initiating and the other continuing, Halliday, (1994, p.218). This dimension of relationship between clauses is referred to as the type of inter-dependency. A second dimension, the logico-semantic relation, can be divided mainly into expansion and projection Halliday (1994). Within expansion, there are three options for secondary clause to expand a primary clause: by elaborating extending or enhancing it. Elaboration occurs when a clause restates another in some way, specify, comment or exemplify i.e. extension occurs when a clause adds some new aspects, gives an exception or presents an alternative.

Enhancement appears when a clause qualifies another by using circumstances of time, place, cause or condition Halliday (1994, p. 220). Within projection two opinions are available locution and idea: locution is a construction of wording and ideas is a construction of meaning" Halliday, (1994, p.220). Yet, conjunctions are usually seen as cohesive devices i.e.

they tie the different types of the writing essay or text together. EFL Ls' can recognize the possible ways to link and develop ideas using clause complex structures Er (1993, p. 70). Conjunction in ESL refers to the semantic connection between clause. Er (19993, p. 69). There are different ways one can utilize the resource of conjunction in writing.

Lexical cohesion Resource:

Halliday and Hassan (1976) specify five types of cohesive ties: reference, substitution, ellipsis, conjunction, and lexical. Lexical cohesion refers to the continuity established in a text by the cohesive of lexical items Halliday (1994) and involves relations between these items. Lexical cohesion occurs through the selection of items that are related in some way to those that have gone before" Halliday and Mattassen (2004, p. 570). The primary types of lexical cohesion relations are repetition, synonyms, hyponymy and metonymy. Repetition of the same lexical item is the most common type of lexical cohesion and refers to the choice of a word that is associated with a previous one or the use of key words in a longer text. It is important to mention that it is not necessary for a lexical item to be in the same morphological form to be accepted as repeated words such as important and importance are considered the same item, even though they have different morphological forms. Synonyms occurs when a lexical item is synonymous with a preceding one. Hyponymy is the type of lexical relation in which, the first lexical item represents a class of things and the second either (i) superclass or subclass or (ii) another class at the same level of classification. Halliday and Mattiessen (2004, p. 574). Meroymy refers to the lexical relation in which the relationship between two terms is one of the part-whole or whole-part the general sense of hyponym is to be kind of, while meronymy is be a part of.

According to Martin and Rose (2003, p.104) ideational metaphor refers to the "transference of meaning from one kind of dement to another again Halliday (1994) points out speakers of a language recognize typical ways of saying things" as well as other possibilities which can be used by speaker or writer. Typically patterns of wording is what Halliday calls congruent. The most common change in meaning is from process (verbs) where people and concrete things are included to relations between abstract things. In other words, other elements in the grammar are presented as entities. This change enables expansion of meaning so that more information can be added such as numbers, descriptions, and classifications.

Nominalizations are the most common form of ideational metaphor. Abstract concepts are another kind of ideational metaphor. Some examples are words such as inflation, metafunction, gene, offense, applications violation, issue question, letter, class ports, kind and manner. Hence nominalization and abstract concepts are the main ideational resources utilized by successful writers'- some nominalizations were also used by less successful writer.

"One can't clearly define this idea, but through comparison of two different groups of people hopefully on can better understanding the meaning of culture. The noun "idea" is an abstract term, the use of the nominalization with a propositional phrase added to it of two different groups of people. The writer is able them to add more information to nominalization and use a complex nominal group "the comparison of two different group of people". Actually, when considering the preposition "through" and the nominal group. The comparison of two different groups we find another kind of ideational metaphor that indicates another nominalization, "meaning" is used an is expanded by " of culture" added as more information about what

meaning the author is referring to. A more congruent way of saying this would be other words "one can better understand what culture means by comparing two groups of people".

In similarities between the two countries "similarities" is a nominalized term from adjective "similar" clearly example:

1- Their two ways of thinking differ as a result of different educational methods.

2- Again, the differences are results of different ways of thinking.

In both cases the nominalizations " a result of and result of are being expanded by other nominal groups, different educational methods, and different ways of things". These nominalizations are metaphorical ways of showing actual relationship.

Another example:

1- Raising up in different culture is going to effect the developments of people behaviors, feeling, personalities and thinking.

Interpersonal Resources:

Interpersonal metaphors of modality as previously mentioned, interpersonal meanings express the ways of instituting relationship with others. An area of the grammar that realizes interpersonal meaning is modality. Modality refers to a speaker or writer's judgment of probabilities or obligations entailed in what they are stating (Halliday 1994). Writers have many ways in the grammar to express their opinions. In general, metaphor happens when a lexical item or items that usually means something turns out meaning something different for instance, interpersonal metaphor of the expression "I believe, it is obvious that, "might be"….., it stands to reason that……,

The conclusion can be hardly a roiel that ……among others (Halliday 1994, p.355) according to Halliday, modality corresponds to the speakers perspective. He explains by utilizing explicit objective metaphorical expression's speakers use the grammar to mask their opinions.

Language Learning Across Discourse Analysis:

According to Thorn bury, (2005, pp: 85- 87). The study of language in its of use and how these context impact the way we produce and interpret text is known generally as pragmatics because pragmatics meaning of an utterance or text is context sensitive it is variable, as opposed to its semantic meaning, which is more fixed. Hence he continues to say that without context knowledge, the meaning of a text is difficult, if not impossible, to unpack, it worth mentioning that an utterance becomes clear only when it placed within context of situation, text function. But what it is about context that determines the way a text is realized.

What are the features of context that impact on the way that language is used in that context? Various theories of language and context have been proposed, each identifying the contextual factors that most significantly affect the language choices involved in text production and interpretation. Furthermore, most theories agree that the key factors determining the structure and language in a text is its functions. Halliday, points out a text as language that is functional, he continues to say by functional mean language is doing some jobs in some context as opposed to isolated words or sentences. In addition to above, again Thornbury states that language is realized as whole text not as sounds or words or sentences language users when dealing with texts have to make sense of them. Moreover, he suggests that the ability of producing a text is like ability to interpret it. He affirms that it is true for second language learners as it true for language learners as

it is true to first language users. Miller, (1997), p.1) affirms that it has become increasingly obvious that little in a language can be understudy without, taking into consideration the wide picture of communicative purpose, content, context speakers, writer and audience support for reading textual awareness has also positive effects on learners of EFL reading, writing understanding text production.

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

Also he points out reading a text is more far from interpret and make sense from them. Making sense of text is an act of interpretation that depends on such what we as readers bring to a text as what author puts into it. An interpretation can be seen as process and approach to analysis of texts that emphasis the mental activities involved interpretation. The readers have to activate such knowledge make inferences and constantly assess his/her interpretation in the light of situation and aims and goals of text as reader perceive them. (De Beaugrnale and Dresserler, 1981: 6- 13, 31- 47). As this area of text, analysis is clearly crucial in any discourse-based approach to reading and writing.

Another level of interpretation of text which involves in as we process texts is recognizing textual patterns. Certain patterns in text reoccur time again and become deeply ingrained as, part of our cultural these patterns are manifested in regularly occurring functional relationship between a bits of texts. This may be phrases, clauses, sentences or groups of sentences we shall refer to them as textual segment to avoid confusion with grammatical elements and syntactic relations within clauses and sentences.

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

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

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

2.9 The social Interpretation of Language relate to Text and their Meaning:

According to Halliday (1998, p.96) language as a social phenomenon is functional i.e. it is concerned with the mechanism of text structure, function and meaning of language. It begins an analysis of the language in social context where a particular lexicogrammatical choice is constructed under the influence of the social and cultural context, meaning, central to SFL, is achieved through the linguistics choices in paradigmatic and the syntagmatic levels of discourse where the words are arranged in the clause or text. Halliday argues that "Discourse is a multidimensional process and text as product not only an bodies the same kinds of polyphonic structuring as is found in grammar, (in the structure of the clause, as message, exchanges and presentation, but also since it is functioning at a higher level of the code, as the realization of semiotic orders language, may contain in itself all the in consistence, contradictions and conflicts that can exist within and between such high order semiotic systems.

Language and its Context:

SFL views language as social semiotic resource people use to accomplish their purposes by expressing meanings in context. In the original sense, context refers to the sentences and the texts that came after and before other sentences and texts but in modern linguistics, the meaning of context has been extended the nonverbal environment, in which communication takes place and physical activities are going on. The theory of context is formed with contributions chiefly from B Malinowski, J. R Firth, and MAK Halliday. The theory of context of situation was firstly used by Malinowski in the sense of actions that are happening when participants speak, and then developed by Firth who treated situation as a linguistic context. Firth was concerned with the generalized actual, which led him to the framework. The framework contains four contextual factors: the participants in situation the action of the participants, other relevant features of the situation and the effects of the verbal actions, Martins, (1992, p. 497). Yet the framework was developed into concepts of register. Register is defined as the configuration of semantic resources that the number of the culture associates with a situation type and is the meaning potential that is accessible in a given social context" (Halliday 1978, p.111). Register is a useful term to relate the linguistic elements with non-discourse ones.

In addition, Martin (1992, p493) not only has explored the concept 'context' from the perspective of language itself, but also investigated it from the perspective of culture-seen from the former context is interpreted as reflecting semantic diversification while seen from the later context as system of social processes- Martin proclaimed that these two explains of context are based on two communication planes, register of (context of situation) and genre (context of culture). He especially emphasized that

"register functioning as the expression from of genre at the same time as language functions as the expression from of register (1992, p. 495). Language, register and genre constitute as contextual model.

Genre is a term widely used in plenty of disciplines, such literary studies as the Baktin's works. A genre for Bakhtin is the language used in a particular from of activity and it is characterized by a particular thematic content. Particular style and a particular compositional structure (Bakhin 1986).

Genre (as context of culture) is realized as register (as context of situation), which is in turn realized as language. Register is organized with respect to field, tenor and mode, reflecting semantic diversity, which refers to metafunction of language. Besides, variables of register do not have one-one correspondence with three functions of language. In the whole language acts as the expression from of register while genre is related to social processes which are the sites of social struggle and of social change access to genre register and language as semiotic resource. According to Martin (1992, p. 95) is "mediated through discourse of ethnicity, class, gender and generation, which discourses are in a continual process of negotiation with each other.

2.10 A historical Overview about Discourse Analysis and Language Areas

Discourse analysis is concerned with study of relationship between language and contexts in which it is used. It grew out of work in different disciplines in 1960s and early 1970s, including linguistics, semantics, psychology, anthropology and sociology. Discourse analysts study language in use: written text of all kinds and spoken data from conversations to highly institionalized forms of talks.

At single sentences, Harris (1952) was interested in the distribution of linguistics elements in extend texts and the links between the text and it's social situation, through his paper far away from discourse we are used to nowadays. Also important in early years was the emergence of semantic and the French structural Istanbul approach to study of narrative. In 1960s Dell Hymes provides a sociological prospective with study of speech in its social settings. Hymes (1964) the linguistic philosophers such as Austin (1962), Searle also were infulential in the study of language as social action, reflected in speech act theory and the formation of conversational maxims, alongside the emergence of pragmatics, which is the study of meaning in context. British discourse analysis was greatly influenced by Monday. M.A.K Halliday's functional approach to language Halliday (1973) framework emphasis the social functions of language and thematic and informational structure of speech and writing. Also important in British were Sinclair and Couchard (1975) who developed a model for the description of teacher, pupil talk, based on hierarchy of discourse units- other similar work has dealt with doctor patient interaction, services encounters, interviews, debuts and business negotiations, analysis has been dominated by work within ethnomethodological tradition, which emphasis the research method of close observation of groups of people communicating in natural setting, it examines types of speech event such as story telling greetings, rituals and verbal indifferent cultural and social settings. Gumperz and Hymes (1982) what is called conversation analysis within the American tradition can also be include under the general heading of discourse analysis is not upon building structural models but on the close conversation behavior of participants in talks and non-patterns which recur over a wide range of natural data. Also the works of Goff man (1979) and Sacks, Schego Loaf

and Jefferson (1974) is important in the study of conversational norms, turn taking and other aspects of spoken interaction alongside the conversation analysts working the sociolinguists tradition Labov investigations for oral telling have also contributed to a long history of interest narrative discourse. The American has produced a large number of description of discourse types as well as insight into the social constraints of politeness and face preserving phenomena talk, overlapping with British work in pragmatics. Also relevant to development of discourse analysis as whole is work of text grammarians, working mostly with written language. Text grammarians see texts as language elements strung together in relationships with one another that can be defined linguists such as Van Diak (1972), Deaugraned 1980) Halliday and Hassan (1976) have made significant impact in this area.

The Prague School of linguists, with their interest in the structuring of information in discourse analysis had also influential. It most important contribution has been to show the link between grammar and discourse analysis has been grown into a wide ranging and heterogeneous discipline which finds its unity in.

2.10.1 Discourse Analysis and Language Areas from Description to Explanation Discourse Analysis

Discourse analysis, as a study of language use beyond the sentences boundaries, has become an established discipline. It started attracting multidisciplinary attention in the early seventies. Furthermore discourse has developed into variety of approaches motivated by a wide range of interests and orientations.

In Sociology, for instance, analysis of language, under the name of ethnography of communications provides insights into or deep knowledge of the structuring of communicative behavior and its role in conduct of social

life. Garfinkel (1967, 1972), is concerned primarily with discovering the underlying process which speakers of a language utilize in order to produce and interpret communicative experiences, including unstated assumptions which are shared sociocultural knowledge and understanding.

In philosophy, speech act theory has two motivated an interest in the information of rules of language use against rules of grammar.

In Cognitive psychology, the study of discourse as schema theory, frame analysis, and conceptual analysis in terms of scripts has been motivated by interest in how knowledge of the world is acquired, organized, stored, production and understanding of discourse.

In literature, in the name of literary or linguistic, stylistic, it provides an understanding of how literary writers achieve aesthetic value in their creative writing by describing interpreting and analyzing literary style.

In linguistics, it has been given several names, such as: text-linguistics , text analysis, conversational analysis. The main object of all those studies has been to understand the structure and function of language use to communicate meaningful.

Within linguistics, discourse analysis has developed and can be distinguished along several parameters. The first one is that of theoretical orientation- on theoretical orientation scale one could broadly identify at one end discourse studies as extension of grammatical formalism, with a focus on formal, and sometimes functional, aspects of language use, including semantics

2.11 Writing Approaches in ELT Writing:

2.11.1 Traditional Theory of Grammar opposed to modern Theory of Grammar: Insight of L2 Writing:

The prominence that Grammatical errors have had in L2 writing, both as daily classroom feedback and as an assessment criterion, has been thoroughly debated (Chandler, 2003, 2004 Ferries, 1999). While some scholars suggest that grammar feedback on L2 writing should be abandoned Thornbury (1996, 1999), others insists on the benefits of embracing this approach in L2 class instructions Ferris 1999; Roberson 2001). Again one critical issues in this ongoing debated lies in the foot that on side Thornbury (1996) claims that corrective feedback may help with subsequent drafts but doesn't promote language acquisition, Ferris, 1999), on the other hand, insist that careful and consistent feedback is potential tool for language acquisition. In addition in this debated relates to the supposition that by placing too much emphasizes on learners' grammar based errors, instructors may send L2 learners the message that it is on their sentence level errors that they have, indeed to focus most of their attention Thornbury (1996). Accordingly it has been argued that such pedagogical practice, that of highlighting learners' errors on their writing production may add force to the misconception that by enhancing Grammatical competence they will certainly produce well written texts Thornbury (1996, 1999, Ferris, 1999 and Robert's 2001). Such belief or misbelief has certainly worried these and other language writing researchers. Several are the scholars who encourage language teachers to use a discourse rather than a sentence level approach when they evaluate English learners (EFL) texts (Low, 2010; McCarthy, 1990; Mohan, Leung, Slater, 2010)

At discourse level evaluation. EFLS' writing can be examined from different viewpoints in the field of applied linguistics. One of the possible approaches is discourse analysis (DA) which 'focuses on knowledge about language beyond the word, clause, phrase and sentence, (Partridge, 2006, p.2) ; thus it views language at the level of text, (p.2). DA helps language teachers focus on relationship between sentences in discourse rather than treating them as isolated pieces.

Discourse analysts have embraced the current linguistic perspective which interprets "language as a strategic, meaning making resource" Eggins, (1994, P1). In other words, "Language is seen as a resource for meaning rather than a system of rules Mohan and Slater, (2004, p.255). Furthermore, as a new model of Grammar, functional grammar is quite different from traditional grammar. Functional grammar focuses on the way language is put together so that meaning is communicated for particular purposes; and looks at language as system of meaning, while traditional one is concerned with the ways words are organized with sentences and looks at language from traditional grammar in that it focuses on language as meaning- a making resource rather than as a set of rules Schleppegvell, (2004).

Also, functional grammar provides tools for describing how language is used in varying, real life contexts, and for understanding why a text is the way it is Martin, Mathieson and Painter, (1997). It respects speakers' rights to make up thier own minds about how they choose to talk- and it makes speakers explicitly a name of the choices they have available. On the other hand, traditional grammar is a prescriptive one, telling you what you can and can't say and provides rules for correcting what are often referred to as grammatical errors. In addition, functional grammar is concerned with how the various bits of language in text work together as part of language system

in other to constructs meaning, while traditional grammar is concerned with identifying the functions of words and word groups within sentence, without demonstrating how they contribute to overall meaning in a context. At time, functional grammar is concerned with how language is used in a array of cultural and social contexts, while traditional grammar is mainly concerned with how to use language correctly in writing speech.

In analyzing sentence and word, Halliday, (1994) points out that traditional grammar stops at the sentence and there is a sense in which this does from an ....bound.

2.11.2 The Communicative Approach:

The origin of communicative approach (henceforth CA) to language teaching can be traced book to British language teaching dating from the late 1960s. Until then, the situational teaching, in which language was taught by practicing basic structures in meaningful situation activities, represented the major British approach to teaching English as foreign language. According to Richards and Rodgers (1986, p: 64) the new CA was partly considered as response to the sorts of criticism leveled by the prominent American linguists Noam Chomsky of structural linguistics. Chomsky had demonstrated that his current standard structural theories of language were incapable of accounting for fundamental characteristics of language creativity and uniqueness of individual sentences. British applied linguists, on the other hand, emphasized another fundamental dimension which they saw was not well addressed in the current approach to language teaching at that time, viz the functional and communicative potential of language. The British applied linguists, Richards and Rodgers explain, saw the need to focus a mere mastery of structures (Ibid, p: 64) consequence, Wilkins (1972) proposed a function or communicative definition of syllabus from language

that could serve as a basis for developing communicative syllabus for language teaching. However Canale and Surain (2002, p:2) make general distinction between grammatical and communicative approaches to second language teaching. They generally explain that the grammatical approach is one which is organized on basis of linguistic or grammatical forms and lexical forms moreover, they attempt to show the ways in which these linguistic forms may combine to form grammatical sentences.

The communicative approach on other hand, is organized on the basis of communicative functions and the grammatical structures which may be used to express these functions appropriately.

Again, Fincchiaro and Rodgers, 1986: 67) outline some factors of CA in contrast with the previous audio-lingual and situational methods. These features are that:

(a) Meaning is more important than structure an form.

(b) Contextualization of language it is a basic premise.

(c) Language learning is learning to communicate an effective communication is thought.

(d) Communicative competence is desired goal.

(e) Writing can sort from the first day and attempts to communicate are encourage from the very beginning.

(f) Language is created by learners often through trial and an errors. In an attempt to characterize a set of guiding principles for CA to second language teaching, Canale and Swain (2002, p: 27) emphasized that the communicative competence, sociolinguistic competence, discourse competence and strategic. They stress the point that there is no strong empirical motivation to claim that the grammatical competence is any more or less crucial to successful communication than sociolinguistic

competence or strategic competence. It is clear, then, CA has been based on the learners' communication need, and these needs have been specified with respect to the components of communicative competence just mentioned above Canale and Swain agree that EFL ESL learners must have the opportunity to take apart in meaningful communicative interactions and these learners must be provide with communicative-oriented second language programs. It will understood, then that the CA to language teaching and language learning starts from a theory of language as communicative and the goal of language teaching and language learning is to develop what Hymes (1972) refers to communicative competence.

Just mentioned above Canale and Swain agree that EFL/ESL learners must have the opportunity to take apart in meaningful communicative interactions and these learners must provided with communicative oriented, social language programs. It is well understood, then, that the CA to language teaching and language learning starts from a theory of language as communication and the goal of language teaching and language learning is to develop what Hyms 1972 refers to communicative competence. Another linguistic theory of communication favored in CA to language teaching and learning is Halliday's systemic or functional grammar. Halliday (1994) elaborates a powerful theory of functions of language more compatible with the views of the proponents of communication language teaching which enable the acquisition of linguistic means to perform different kinds of functions.

Another applied linguistic frequently cited in the literature of CH is Henry Widdowson. In his views on the communicative nature of language Widdowson (1978) draws attention to relationship between the linguistic

systems (Syntax, morphology, semantic and lexicon) and their communicative ralny- in texts. From another point of view, a wide variety of materials and classroom procedures have been used to support CA to language teaching.

In general, these sums to be three kinds of methods currently in communicative language teaching and they labeled as: text- based materials and realia Richards Q Rodgers, 1986, 79, for more details).

2.11.3 Writing Assessment methods:

The two most prominent methods of assessing students' writing are the holistic and the analytic assessment. The holistic approach sees things, according to White (1995), as complete units or as one a whole. Moreover, Hamp Lyons (1990) explain that holistic assessment of writing is based on the view that there is an internal overall quality of writing which is more than the sum of writing constituents parts and thus, writing should be evaluated as a whole unit.

According to Charney (1984) says holistic ratings may be assigned to on the basis of general impression scoring or may be based on certain scoring guide, which consists of specific linguistic and rhetoric features that need to be taken into account while making a pieces of writing.

According to Ponysiriwt (2001, p. 33- 34), a well –known holistic scoring system for EFL/ESL was developed by Educational Testing Service (ETS) in 1986 for scoring the test of written English (TWE). It uses a six point scale based on scoring guide as criteria to ensure consistency and high reliability in scoring, for example, a paragraph or an essay of high quality , according to TWE scoring guide demonstrate a certain competence in writing in which a paragraph or an essay.

- Effectively addresses the writing task.

- Is well organized and well developed.

- Uses clearly appropriate details to support the ideas.

- Displays constituent facility on the use of language.

- Demonstrates syntactic variety and appropriate word choice. According to TWE scoring guide a paragraph or an essay scored independently by two readers. In the case of great discrepancy between the two readers, third readers is employed to put a third score. Despite the widespread use of holistic scoring, the validity and reliability of this writing assessment method is still controversial.

- Charney (1984) points out that the questions as to whether holistic scoring assess the true writing ability has often been raised. Some researchers like McColly (1970) and Neilson and Piche (1981) suggest that holistic rating may be influenced by superficial features such quality of handwriting and word choice. Again Chany (1984) comes books to say it is enough for either researcher or an EFL/ESL instructor to evaluate students' compositions using any the holistic and rhetoric features that have some impact on overall quality of writing is also needed.

As result of these observations, the development of analytical methods to assess students writing: is called for contrary to the holistic approach, the analytic approach considers compositions to be made up of various parts and knowledge of each part will lead to the understanding of the whole composition.

While (1985) elaborates that the analytical writing assessment is based on the assumption that each features of writing should be scored separately and final score is made up of the sum of separate scores.

According to Ponysiriut (2001), one of the most frequently used model of analytic assessment was developed by Stephen E. Toulmin in 1985

to evaluate argumentative writing. This model consists of three major elements for judging the writing quality and, according to Pongsiritut, they are: (a) claim (b) data (c) warrants. Claims are defined as assertions put forward for general acceptance; they are considered as thesis statement. The criteria for evaluating claim include relevancy to the task explicitly stated problem, consistent point of view and well-developed sub claims.

Data is defined as the support for the claim in the form of experience facts, statistics or events. To evaluate data, one considers whether data is considered connected to the major claim put forward in the essay or not.

As for warrants, they are considered to be the principles or statements which act as bridges linking claim to data, warrants are evaluated according to their explicitness and relevance to the case. However, the ……….of the statement writing using Toulmin's model of argument is reported to have been successful in teaching and evaluating argumentative writing (Ibid, p. 35).

2.11.4 Text-based Approach to Writing:

Text-based approach views writing as a textual product or artifact written text and it's correct production. Methods of analyzing texts from this perspective have been by examining either the surface lexicogrammatical structures or combination of the two approaches Hyland, (2006: 5). In the first approach, texts are viewed as decontextualized autonomous objects that are the result of a coherent arrangement of elements structured according to a system of rules, Hyland, (2006) similar to the autonomous model of literacy here the assumption in that texts are not related to contexts of their production and interpretation and that writing is a process of encoding in a way that conforms to a set of rules. According to this approach writing of written texts should not be problem because of the writer and reader supposedly share common homogenous practices which facilitate this

process (Ibid) Hyland (2006), goes on to state that the main teaching methods associated with this view was the guided composition with its emphasis on training students in textual production and accuracy. In addition, teachers' feedback on students writing usually tends to focus on surface errors related to the language system. The development of students writing ability is measured by their use of syntactically accurate structures.

The second approach, as mentioned above, analyzes texts as discourse means, since it is used in a number of different ways, by various linguists, however, there have been some aspects to define it for example, Lea Fi Street (1998) emphasize the importance of communicative functions as a defining features of discourse goes beyond the surface structures to include the communicative purposes or functions of the texts. This view is based on the premise that language is used for communication so the text is examined in terms of how it is structured ad achieve this function; looking at the textual features not as separated entities, but as meaningfully and purposefully connected units aiming to achieve specific communicative purposes Hyland, (2006). A number of approaches looked at texts as discourse; although different in focus, all of them share the common concern of exploring the ways in which writers manipulate the language options available to them realize certain communicative functions within a given context. Discourse analysis also emphasizes that the different language choices that writers make are used to create a coherent text with specific communicative features or purpose, thus they can't be taught in isolation central to the notion of discourse analysis is idea that the forms writers choose to convey their meanings vary according to the contexts Hyland (2006). This notion is main underpinning of the systemic functional linguistics develop by Halliday and his followers, which is concerned with

analyzing the relationship between the meaning and the linguistic form. In other words what people mean to say is realized by the specific linguistic means. Systemic functional linguistics is based on the assumption that language is the most important tool of communication, of express of thoughts and feelings, and getting things as universal concepts of language in use Don

2.11.5 SFL Approach to Language Learning:

Text analysis techniques offer many advantages for teaching, helps us to reach and understanding of language variation within different situations and how variation may occur in predictable ways. Analysis of more and less successful example of genre could illuminate the planning of language programs- such analysis can be used to diagnose areas needing attention in students' writing which can then be used to make more informed planning decisions and pedagogical applications. Students can develop their linguistic repertoires for expressing textual, and interpersonal meanings and organizing and structuring them.

Hence, the systemic functional linguistic theory is ground in notion that language is inherently functional, and it explores how language is used to enable social communication and the representation of ideas (White, 2001) within this field falls systemic functional grammar, an approach to language put forward by Halliday in the late 1960s. He revised his work in 1985, 2004 and theory has been further developed in later years, notably by Thompson (1996 and Dik 2002). His model views language as a resource that is fundamentally shaped by the uses that people make of it; it therefore aims to explain the forms of language in terms of the meanings express (Halliday, 1994).

Systemic functional grammar is primarily concerned with in which grammar functions to realize meaning in text an allows the intensions of interlocutors to manifest through choices made in the selection and organizations of language (Martinez lirolo, 2010). It differs from the formal or traditional approach to grammar, which outlines a set of rules that determine the parameters of how the building blocks of language-word classes and so on can be coherently structured. (Lock, 1996). In contrasts, systemic functional grammar adopts a broader and less abstract perspective, examining how language works within social structures (Butt 2000, p.29). As such, it is considered a framework for describing, interpreting and making meaning, (Butt 2000, p. 29), Whittaker et al 2006). In contrast an approach to teaching grammar are more likely to emphasize language structures rather than as a resource for making meanings. Yet experience with writing text is different genres is critical for students   many educational traditions, following an overemphasis on students expression of their ideas, assume that knowledge of writing will automatically be develop without explicit attention to linguistic resources. However SFL theory is makes explicit the interrelationship between clause level of grammar text, structure, and social situations. As SFL approach can add to current practice in composition.

Discourse Analysis Movement:

Chiang (1999) points out that focus on isolated sentence is not representative of actual communication. In evaluation of writing quality, writing assessment needs to be beyond sentences boundaries towards inter-sentenial connections and discourse features. Discourse analysis, as defined by Crystal (1992, p. 909) is the study of continuous of stretches of language larger than a single sentences.

McCarthy (1990) elaborates that discourse analysis studies the relationship between language and context in which language is used. As it has been mentioned before discourse analysis as a new linguistic movement has been influenced by various disciplines including linguistics. Psychology and sociology. McCarthy (Ibid) explains that discourse analysts are interested in studying spoken and written language in use and this means that discourse analysis is not only concerned with the analysis of spoken form of language as some people may think.

In terms of written language, the work of text grammarians such as De Beaugrand (1980), Halliday and Hassan (1976), Van Dijk (1972) contributed a great deal to analysis of written discourse, text grammarians as McCarthy (ibid) p.6, says: take the views that texts are language elements structures together in relationships with one another their interests have been in links between grammar and discourse.

With written discourse, analysis focuses their attention on the description and analysis of language, beyond the sentences level and on the context which affects language ion use.

Brown and Yule (1983, p. 190) confirm that discourse analysts are concerned more with the principle of connectivity which bind a text together and force co interpretation. Therefore, they usually try to draw a distinction between the concept of cohesion and coherence in the literature of discourse analysis.

Previous Studies:

Some research central to this study will be revised within frameworks of current theoretical approaches to EFL/ESL writing. Previous studies help researcher by informing them about the state of the art i.e. using the newest ideas and most up-to-date features and discourse conventions of the particular discourse conventions of particular discipline. However, the researcher reviews Sudanese and non- Sudanese previous studies related to

the area of this present study will be reviewed immediately with respect to these approaches.

Theoretical approaches, related to the present study:

Among Sudanese Studies:

First, Abdallah (2005) investigates the written discourse features in the essay writing of 149 fourth-year university students majoring in English. Its materials for study were originally written answers for the final examination held in the academic year 1998/99. The subjects of the study were mainly critics on literary topics already taught to the same subjects in literature courses.

Third Question was to write a free short story. On analyzing the data, the investigator came out with the results that the student's writing was characterized by a poor grasp of discourse properties i.e. discourse cohesion, discourse, discourse coherence and discourse mechanism or mechanics. The investigator also claimed that the poor awareness of the written discourse properties correlated with the overall quality of writing of the majority of EFL students.

In principle, the present researcher of this study agrees with Abdallah, 2000, in many ways, as he was more concerned in his study with analyzing EFL writing at discourse level rather than sentence level. Yet, it seems these are many points to be discussed with respect to the ideas presented in the Abdallah's 'study. Hence, as many scholars confirm the using of discourse as unit as Thronbury (2005) points user of language have to make sense of text as well as they have to produce items, yet in sense of his point using text as receptive and productive i.e. unit rather than sentence level. Further, Kress (1985) states that language always happens a text and not as isolated words or sentences from an aesthetic, social or educational perspective. It is

the text which is significant unit of language. Also McCarthy points out (1991) discourse analysis are features that significant features that use for evaluation written text.

Abdallah's study aims to highlight problems that face EFL learners when writing full unit, i.e. in his study, it was to seek for writing an essay high than sentence by using short story, analyzing the data, the investigator came out with the result that the students' writing was characterized by a poor grasp of discourse properties, i.e. discourse cohesion, discourse coherence and discourse mechanics. The investigator also claimed that the poor awareness of written discourse properties correlated with the overall writing quality of the majority of EFL students. To start with what Abdallah's identified as cohesive devices and considered by some other applied linguistics, like Hallidauy (1994) and Freddi (2005), as only one type of cohesive ties, namely nonstructural cohesive devices? In fact Freddi (Ibid) (214) distinguished between structural and non-structural cohesive devices. She outlines that references, ellipses and substitution are classified as non-structural. However, Halliday (1994) asserts that, from a functional grammar point of view, the internal structure of the clauses and sentences within a written text contributes a lot to the cohesion and coherence as two major features characterizing the good quality of writing. Again Halliday, who has constructed his modal of functional grammar mainly, as he puts it, for the purpose of text analysis, stresses the significance of grammatical structures in analysis or in analyzing a written discourse. He argues: "The current preoccupation is with discourse analysis, or text linguistics: and it is something assured that his can be carried on without grammar. But, this is an illusion. A discourse analysis that is not based on grammar is not on analysis at all", (Halliday, 1994 p 16).

Halliday (Ibid P. 17) continuous to argue that a text is a semantic unit but its meanings are realized through wordings and only through grammar that the meaning of text could be interpreted yet. In his study, Abdallah neglected some features as major components of any written text.

In fact in his study, he was addressed only certain features which are used to bind writing, however to modern theory of writing as Kress (1985) points out language is realized as unit not a solated form of words or sentences but, which significant unit of language rather than sentences level full unit which it is very important of writing in both as receptive and productive ways which it helps learners to create longer unit.

Second Sudanese study which attempted to investigate EFL writing performance on the basis of grammatical errors and using discourse features and discourse analysis is conducted by Al-Tayeb Dawalbeit 2009 grammatical problems, difficulties in EFL writing may also attribute to discourse aspects of language. The investigator addressed the problem which was concerned with the use of cohesive devices in the writing of students who majoring in English at Omdurman Islamic University College of Arts.

The study aims to highlight problems that face EFL learners encountered, and concludes that the poor performance, lack of using discourse features and grammatical ones, however in his study was neglected to overall essential features of written text in terms of receptive and productive way. Any how the previous study was seek to help learners to will writing, using different techniques, partly the current study it agrees with previous dissertations in aspects of using discourse is not partly but also as tools in both ways. The current study it seeks to expose learners to use discourse as part of their learning processes, while reading and writing.

Third study by Ali (2007) which attempted to investigate EFL writing performances on basis of discourse analysis. The investigator addressed the problem which was concerned with the use discourse features on basis of cohesive devices in writing of fourth-year students majoring in English at Omdurman Islamic University. The materials of the study were samples of answer sheets in final examinations at the university in academic year 2006/2007. They were actually analytic and critic essays for questions in some literature courses.

The conclusion that subject tended to overuse reference cohesive devices in their essay writings and the reasons according to the investigator, was due to the students' interferences. Anyway, for one reason or another, Ali's (2007) did not include the most important features of text or writing because mainly depended on part not whole components which vital for writing, but some points his study it was seek for writing longer unit which central to previous studies.

Fourth Study Mutasim Mohamed Ibrahim, (2018), investigates Difficulties Encountered by students in interpreting Analysis factors in written Discourse.

The study aims to highlight difficulties encountered by students in interpreting analytical factors in written discourse.

The study concludes that undergraduate students have unfamiliar with analytical factors, problems in using analytical features to analyze written discourse. The students are unable to classify the types of the written discourse to comprehend written discourse. Hence, in comparing to present study. The previous was addresses issues of factors analysis in understand written texts the presents study to agrees with Mohamed in many ways first, Mutasim emphasizes the importance of factors analysis in written text, but

he didn't fully addressed or explained them in fully account, to present study, it seeks to cover all gap left from previous study mainly in present study. The researcher addresses all texts features that are centered on the notion of discourse metafunctions, ideational, interpersonal and textual in both as receptive and productive.

Fifth Study: The following Sudanese studies, Hafiz Yousif Mustafa Ali 2019. Textual Features in American News Media.

The study aims to highlight on text production and reception process as unit as receptive and productive as problems which encountered EFL learners in the following text mainly from CNN as prominent chance in America.

The study collects primary data of the study on top stories collected from news websites.

The study concludes that textual features in news discourse of CNN on the use of direct and indirect speech. Hence, in contrast to the present study:

The previous study was neglected to address the features which are shaped the textual itself i.e. what was prominent features in speech which it was convey certain message. However to researcher knowledge what Hafiz went to say mainly in interpersonal features rather than textual hence interpersonal –fundamentally realized through mood and modality mood first clause using declarative, imperative and interrogative, second, modality it realized in modal verbs which refers to degree of commitment towards what he says. Yet, however interpersonal fully in speech conversations, opposed to textual features mainly it addresses textual knowledge and written features like organization of text and clause-combing strategies. Anyhow, Hafiz, seems to he is not interested in probing discourse analysis

and texts components, to present study covers all texts features with fully analysis of text from meta-point of view.

International Studies:

First Study: Among non-Sudanese studies, first, Recebido Em, University of California (2010).

The study aims to highlights challenging that encountering by English language learners at university of California in writing an essay. The investigator which was addressed grammatical resources, linguistic features, linguistic features and discourse analysis as main sources for writing such as a ideational, interpersonal and textual resources which are considered as functional for expository writing, with views to systemic functional linguistic theory which introduced text as a long unit rather than sentence level. On basis of text analysis, in terms of receptive and productive which enrich learners with vocabulary, information and linguistic features in production process?

The study collects samples of answers sheet is in final examinations at California University in academic year 2010, they were writing an essay from many passages.

The study concludes that the configuration of grammatical resources or features including textual resources and interpersonal and ideational metafunction make up the detached style of essay one more personal style.

The present study agrees with this study in many ways. In the present study, it highlight on texts features which are functional for expository writing in same way as means for text production and in doing so. In the previous study, it seeks to develop EFL learners ability in writing through linguistic resources and main features of text utilized by EFL learners as means to write a unit i.e. text with fully features via using discourse analysis.

The second study, the metafunctions revealed: EFL learners experience in making sense of the text. Lala Bumda (2012).

The study aims to highlight challenges that encountering by EFL as readers of text, and how EFL learners make sense of meaning at two selected texts or articles taking from the Jakarta post as materials around the notion of discourse metafunction mainly ideational, interpersonal and textual of text. As Halliday (1985; 1994) puts it, the three metafunction of the text are simultaneously constructed, hence stressing out that the three metafunctions has to be fully incorporated and interpreted as whole in reading activity, and the analysis of the metafunctions can help the students become better reader as, by its very nature, reading is a matter of meaning making.

The study concludes that reading is not simply a matter of recognizing the alphabetical orders of the texts. Reading in facts, a discursive activity which is influenced by the previous textual experiences. The quality of interpretation is always affected by the background knowledge of readers, the ability of recognizing the features of the texts and of course.

The study aims to devote to the exploration of English writing skills which sets out to obtain some concern information on the students' problems in writing English supported by systemic functional grammar.

The results reveal that five problems of the theme in terms of theme selections and thematic progression patterns were bound: the problems of empty rhyme, and problem of confusing selection of textual theme.

The sample of study selected from 114 students compositions written by second-year undergraduate students majoring in English were obtained as raw data, there students were enrolled in writing course named ENG 2213 writing 2 in academic year 2012 at Chiang Mai Rajabhot University within course they were assigned to write their opinions in one paragraph entitled

"the best book I have ever read and the impact from the factories for developing writing skills.

Comparing results

(No vifas chaingmai Rajabhot University Royal Thailand 2013.

Third Study: this study was carried out by Besma Azzouz in 2009 at Mentouri University. **Connotative under the tile "Discourse Analysis of Grammatical cohesion in students writing' it is a M.A thesis**.

The aim of the study to highlight whether students are familiar with the use of grammatical cohesive devices in writing essay. It also aims at finding the importance of using cohesive devices to create cohesive discourse. Thus, its hypothesizes that the use of grammatical cohesive devices discourse would strengthen students writing. The hypothesis is evaluated by descriptive study inferred from the result of the student text.

The study concludes that the use of grammatical cohesive devices by second. Tear students of English at the Department of Foreign language, University of some Mentouri, Constantine, is quite enough, however some in appropriate uses of grammatical cohesive. In comparing between previous study and present one. It seems to be the previous studies adopted discourse analysis framework separately as means to improve EFL learners ability in writing yet, but however, this is not a fully features only a part of level sentences. It was neglected the main features of creating a unit or text. Anyway, the current study addresses the main features of text as means to longer text.

The Fourth Study: The study was carried out in 2011 by Ying Sun at Beijing for Studies University. It is PhD thesis under the title "A comparative Analysis of Discourse Structure in EFL learners' oral and written narratives.

This study was undertaken to respectively portray the discourse features- underlying the oral and written narratives produced by Chinese EFL learners. Via detailed analysis of the qualitative data the results show, that the discourse constructs underlying EFL learners oral and written narratives, on both the macro and micro scales are schematically and structurally very much alike.

The previous studies, it was addressed the discourse features in written by using different techniques for writing issues so as to enable EFL learners how to write text and incorporated or using discourse features, yet the present study to agrees with previous study in many ways, for current study it fully addresses issues of text i.e. elements of texts as receptive and productive as techniques.

However, Ying was neglected the main features which are by nato in a text, anyhow he seems to be is not interested in texts features.
Just an attempt to cover issues.

The Fifth Study: This study was carried out by Lisa Nahajece in May 2012 at the University of Huddlers Fidd under the title "Evoking the Possibility of presence textual and ideological Effect of linguistic negation in written Discourse. It was a PhD Thesis.

The study aims to explore the textual and ideological effects of linguistic negation in written texts. The main tools used for data collection are document analysis.

This concludes that textual and ideological factors have effect on students writing of linguistic negation. In comparing between previous study and present one , Lisa, was addressed in her thesis textual factors which as a unity and its role , it thought these factors as main challenges in writing in facts are true, however writing task required full unit which it means texts and texts have elements which are important in creating texts. Hence, to the present one to cover all components as main issues in writing even in two was as respective and productive ways because these elements have correspondents in turns result text of register.

Summary of the chapter:

The present chapter consists of conceptual frame work of the study it includes various definitions of the discourse metafuctions , grammatical resources and discoursal features of texts and components of language which the researcher believes that EFLlearners need to experience and to practice so as to develop their linguistic knowledge beyond sentence level by utilizing ideational ,textual ,experiential and interpersonal features how making sense to the features that are embedded in side them

The next chapter will be chapter three is devoted for research methodology.

Chapter Three

Research Methodology

Chapter Three
Research Methodology

3.0 Introduction

This is chapter for description and justification of the methodology assumption data collection sampling techniques of analysis of the research. To realize the objectives set by the researcher that used in research. As this study investigates some linguistic resources which are functional for expository writing which are divided under three main categories textual resources, interpersonal resources, ideational resources, and Grammatical features, includes the textual resources of thematic and development of clause - combing strategies (connectors and lexical cohesion, interpersonal of sources metaphors modality and ideational resources of nominalization and abstractions. In addition these major discourse components of any written text as reflected in M.A students in writing performance as receptive and productive way.

3.1 Research Methodology:

The descriptive analytical method has followed. The descriptive method is described by scholars to which aims at collecting data objectively through either a test, questionnaire or an interview. It worth mentioning in this method the researcher has no control upon variables the researcher just reported what has happened or happening. On the other hand in analytical methods the researcher has to use information already available and he makes critical evaluation and analyzes these facts for sake of research. The research of the current study has adopted both tools of data; collection; a test and questionnaire the research used a test to infer utilizing of linguistic resources and grammatical features whether it utilizes by Monday. A students or not as essential components of any written text in turns create

textual of register. A questionnaire to reflect the teachers' attitudes toward the utilizing linguistic resources and grammatical resources that are essential in writing. The test is conducted because to evaluate the educational problem.

3.2 Data Collection:

Since this study has been conducted to measure the knowledge of the discourse features and linguistic resources, grammatical resources which are functional for expository writing as, textual, interpersonal and ideational resources which in turns results text of register of grammatical resources, textual resources of thematic choice and development, clause combing strategies (connectors) and lexical cohesion, interpersonal sources, metaphors, modality, mood adjuncts, clause, sort of verbs as unit and interpersonal pronouns as unit. Ideational resources of normalizations and abstractions as ideational. As represented in M.A. students in their written text at Sudan University of Science and Technology and Omdurman Islamic University College of Arts. Their written essay from the basic data of this research to be more accurate, the researcher has complemented this essay text with questionnaire intentionally administered to senior lecturers, assistant professors, associate professor and fully professor.

Data collection to reflect their real attitudes of performance of the M.A students to support the accuracy of the results and findings.

Because the method which is used in this research is descriptive analytical and qualitative, quantitative are to facilitate obtaining the expected findings the qualitative research aims mainly at interpreting the phenomena on the basis of understanding the above mentioned. Then the researcher supported the quantitative method for numeric representation and attitudes

as well as opinions yet the research or the present study conducted test as basis of data collection for evaluating the educational problem.

3.3 Population of the Study:

The population of this study includes two main representative samples. The first essential subjects are M.A students of English at Sudan University College of Languages and Omdurman Islamic University College of Arts. The second sample includes subjects who are major University teachers at Sudan University and Omdurman Islamic University College of Arts particularly those who teach at graduate level the total number of this population one hundred.

3.4 Sampling of the Study:

3.4.1 The Sample of the Students:

The sample of this research is regarded as a purposive convenient sample as it focuses on the batch (30) of M.A students of English at Sudan University of Science and Technology College of Languages and Omdurman Islamic University College of Arts. These students come from different academic background which it includes both males and females total numbers of these students are 30 are as follows:

_ Some of them graduate from Sudan University College of Languages and education.

_ Some of them graduate from El Neilain University.

_ Some of them graduate from Khartoum University.

_ Some of them graduate from Ahllia University and Omdurman Islamic University College of Arts and some of them from Sudanese region as Gezira and kordofan University. Accordingly, those students don't only represent Sudan University of Science and Technology, but also other states for this different knowledge cultural background, it helps researcher to

investigate their abilities and linguistic knowledge as well as discourse knowledge. From occupational of view over 40 or less of the total number of the test students are school teachers with experience at different range of years some of them having jobs at different colleges as full time and others part time teachers.

3.4.2 Reliability of the Research Tools:

Test reliability refers to ,consistency and to the notion that reliability of the test items are answered or individually scored to remain relatively the same ,through which can be determined the test method at two different times that means the test should give the same or similar results if it given to same or similar group of the subjects on at least two separated circumstances . It should be highly expected that the relationships between the first and second administration would be high positive correlation.

3.4.3 Statistical Validity and Reliability for Students' test:

The first draft of the test was present to supervisor who checked it in addition to PhD holders and assistant professors who helped in proof reading and reviewing , to assure the validity of the test designed for the samples of population at the post graduate level four copies of the test were distributed to four experts Sudanese universities to give their evaluation and comments two of the experts consulted were PhD holders in status of associate professors and others in assistant professors . The professors were told that the purposes of the test was to investigate linguistics features, utilizing by M. Students writing performance in two ways as receptive and productive and its role in developing texts consulted experts provided their views and suggestions which taken in into considerations and then after the test was approved the researcher went to the lecturer hall and

asked students to the test for academic purposes with aim of discovering point of weakness in order find out results solutions to these difficulties . They were all motivated and they wrote silently and enthusiastically. To test validity over the test , the researcher analyzed the performance of the 30 students have real problems in utilizing linguistic resources discourses features as well grammatical ones   that are mainly vital for expository writing.

3.4.4 Questionnaire of the Experts' Teachers:

Is a type of data collection that mainly   intended to gather the respondents opinions there are many reasons for conducting questionnaire. For instance. Questionnaire is used to find out information that oriented to research questions in order to test hypotheses   in addition to above the objective of the questionnaire was essentially to get the opinions of and attitudes of teachers towards the performance of M.A students in terms of utilizing linguistics resources and discourses features which are functional for expository writing   20 copies   were given to different teachers at Sudanese universities   the first part and second part of the questionnaire focuses on some biographical information about the respondents

3.4.5 Validity and Reliability of Staff Questionnaire

The questionnaire was first designed by the researcher and then approved by the supervisor, after that five copies of questionnaire which was designed to be administered to experts and teachers of English language at University level were distributed to the following table:

Table (3.1) Validity and Reliability of Staff Questionnaire

No	Academic Degree	Place of Work
Muhmmad Sa'd Umer Khidir	Associate Professor	Omdurman Islamic University
Alsadigg Eizzah	Associate Professor	University of Khartoum
Ahmed Almukhtar Almardi	Associate Professor	Omdurman Islamic University

The five experts were all PhD holders working at Sudanese universities the experts asked to check the Validity of this research tools and give their views and advice the approved the questionnaire and its content. The necessary modifications were made according to their remarks and suggestions

3.5 Procedures of Data Analysis:

The test of this study was designed after a wide reading of literature the test was given to the M.A students in order to identify the discourse metafunctions and its role in developing linguistics units which is utilized by M.A students to recognize their grammatical resources ,and larger units in their writing whether are aware of these features or not and find out how they address these features and their experiences to recognize their ideology because in analysis of test or an essay clearly or simply to recognize their attitudes by using Ideational ,this first it reflects larger units itself from it learners can display full linguistics unit and grammatical one ,the second features Interpersonal in same way it consists of larger unit as well functions and last feature Textual which it has various functions in writing process ,organization of text building text and developing thematic progression ,and doing so.

Summary of the chapter

In this chapter the researcher has provided justification of the research population, sample, tools techniques for the interpretation of the data collection and validity and reliability of the test .The next chapter .chapter four will be devoted for data analysis, results and discussions

Chapter Four

Data Analysis, Results and Discussions

Chapter four
Data Analysis, Results and Discussions

4.0 Introduction:

In this chapter, the data of the study were analyzed by using statistical packages for social science (SPSS), and results which obtained from the analysis were tabulated and discussed. The instruments that used to collect the data of the study are a test for M.A English language Students College of languages, Sudan University of science and Technology and questionnaire for some experts' teachers of English language from different Sudanese universities.

This chapter consists of two parts, part one is analysis of students test and part two is analysis of questionnaire for experts English language teachers from different Sudanese universities

The findings of this study provide answers to the three questions of research posed in the chapter one. The basic research questions here are answered as the following.

(a) **Are EFL Learners aware of communicative features of language use as an internal part of their learning?**

(b) **To what extent EFL Learners aware of ideational, interpersonal and textual features of learning?**

(c) **Do they show ability to compensate for their full linguistic competence?**

4.1 Organization of the Results:

For each of the research questions above, the results obtained are organized in such a way that information is presented in a form of answers comprising statistical figures.

4.2 Analysis of the students Test:

The test was the first tool that used to collect data of the study ,it was constructed ; validated and piloted to investigate difficulties encountered by English language post –graduate students in using discourse analysis , linguistics resources and grammatical features and discourse metafunctions the responses to written diagnostic test were tabled and figured   the following is an interpretation and discussion of the findings regarding different points related the objectives and hypotheses of the study .

The answer of the first research question includes:

 (a) **Are EFL Learners aware of communicative features of language use as internal part of their learning?**

The answers to this question   is based on identification   of communicative features that are misuses ,and mishandle ,because of lack of knowledge for using this features .Gathering in 30 samples of students . The communicative features have been grouped into six major areas as following.

  (a) **Communicative features that are functions of sentences**.
  (b) **Communicative features that relate between ideas and events**
  (c) **Communicative features that remind reader about something mention early**
  (d) **Communicative features that organized Text**
  (e) **Communicative features that signal such glossing**
  (f) **Communicative features that mark attitudes**

4.2 Question (1) types of communicative features mishandle, and frequencies, percentage and rank order for (30) compositions

Table (4. 1) Raw Data of Learners' Performance:

Q No.	Section (A) 1	2	3	4	5	6	Section (B) 1	2	Marks
1	3	4	4	2	2	2	5	5	27
2	3	3	2	2	3	2	5	4	24
3	3	3	1	1	3	2	4	5	22
4	4	2	2	3	4	2	7	6	30
5	3	3	1	1	2	3	8	5	26
6	1	4	3	4	3	4	8	5	32
7	1	1	2	0	1	1	5	4	15
8	1	1	1	3	2	2	5	5	20
9	2	3	4	3	4	2	6	6	30
10	2	2	3	2	3	2	4	5	23
11	1	2	2	2	1	2	4	6	20
12	2	1	2	2	1	1	4	5	18
13	2	2	1	1	1	2	5	6	20
14	1	1	1	1	0	0	3	4	11
15	3	2	3	3	4	4	8	7	34
16	2	2	2	1	3	2	4	4	20
17	2	2	3	2	1	2	5	3	20
18	1	1	0	3	1	1	6	2	15
19	2	2	1	1	2	2	4	4	18
20	2	2	2	0	3	3	6	4	22
21	3	3	1	3	2	3	6	5	26
22	2	1	2	2	1	1	4	3	16
23	4	3	1	4	3	4	7	6	32
24	2	2	1	1	2	2	4	4	18
25	3	3	3	1	2	2	5	5	24
26	2	2	1	2	2	2	4	5	20
27	1	1	0	0	1	1	4	2	10
28	4	4	4	4	3	4	8	5	36
29	2	2	2	1	2	2	5	4	20
30	2	2	2	2	2	1	3	2	16

Q (1) Statement One:

Table (4.2) Learners' General Performance

Marks	0- 9	10- 20	21- 24	25- 50	Total
Number of Learners	0	16	5	9	30
Percentage	0	53.3%	16.7%	30%	100%

Table (4.2) Learners' General Performance

Based on the results shown and distribution and frequencies of leaners in the table (4-3) there are (30) of respondents who succeed to pass the test ,and address the communicative features in their writing essay ,while (70) percentage of respondents failed to pass the test the reason behind this problem lack of practice of discourse features and un awareness of using discourse analysis and (mainly features as in summary ,briefly for instance and so on) .

Question (1) types of communicative features (2)

Learners performance in individual items: table 4.4 .1

Table (4.3) Learners' General Performance:

	Pass	**Failure**	**Total**
Learners No	10	20	30
Percentage	33.3%	66.7%	100%

Table 4.2 Learners' General Performance

Based on the results have shown in the table it seeks to measure EFL students awareness of communicative features of language use the question is based on identification of misused communicative features the table shows that (66.7%) of the students sample are un aware of communicative features ,while only ten students who respondents with (33. 3%) passed the test and utilized this features in the writing production however clearly

students have real problem the reason behind this lack of practice and un awareness of features that link between ideas and events as (moreover ,subsequently , however and in contrast and so on).

Question (1) types of communicative features no (3)

Table (4.4) Individual features of the item: table no (4-6)

	Pass	**Failure**	**Total**
Learners No	8	22	30
Percentage	26.7%	**73.3%**	100%

The result seen in the table (4-6) above show that in question one examines students in using communicative features (that signal such glossing ,that to say , in other words and so on)

According to the table no (4-6) and figure based on the results obtained by M.A English language students only (8) students with percentage (26.7%) Who passed the test in comparing to (73.3%) who failed to passed the test this result is strongly support the first hypothesis that M.A students have real problems in using discourse features the reason behind this difficulties is that in ability to address   them is due to lack of practice and un awareness

Question (1) types of communicative features no (4)

Table (4.5) Individual features of learners' performance table (4-7)

	Pass	**Failure**	**Total**
Learners No	9	21	30
Percentage	30%	**70%**	100%

As indicated in the table above the question seeks to examine EFL students' ability to identify communicative features that mark attitudes in writing.

Table 4-8 above shows that only (9) students with (30%) passed the test while (70%) of them failed to pass it this results confirms what researcher assumed in the first hypothesis that M.A English language students facing difficulties in addressing this features in their writing the reason behind this is due to lack of practice and knowledge

Question (1) types of communicative features no (5)

Table (4.6) Individual features item of learners A

	Pass	Failure	Total
Learners No	11	19	30
Percentage	36.7%	**63.3%**	100%

With referring to statistical table show that only (11) students with (36.7%) Passed the test and show ability to incorporate discourse features in their writing production in comparing to (19) students with (63.3%)   failed to pass the test the above results confirm the first hypothesis which indicate that EFL Learners have real challenge in utilizing discourse analysis the reason behind this is due to lack of ability and understanding discourse features feature of text

B- Research question (2) To what extent are EFL Learners aware of ideational, interpersonal and textual features of learning?

The answer to this question is based on the identification of discourse metafunctions that are used by EFL learners in their compositions .**Both experiential and nomilizations abstractions as (material, mental, verbal behavioral, existential and relational verbs unit of verbs)**

Question (2) B features (no) (1):

Table (4.7) Individual Features of Item b 1

	Pass	Failure	Total
Learners No	7	23	30
Percentage	23.3%	76.7%	100%

Examine EFL students' ability to identify the communicative features modal adjuncts.

With percentage of (76.75) failed to pass the test comparing with (7) students who have ability to address features in their writing production with result (23.3%) who passed it from the result above it confirms the hypothesis that assumed by researcher M.A have real problem in using features of writing as unit, further the reason behind this is due to lack of using discourse in their learning .

Question (2) B features (no) (2):

Table (4.8) Individual Features of Item b-2

	Pass	Failure	Total
Learners No	16	12	30
Percentage	55.7%	4**1.3%**	100%

Based on the results have shown in the table above, shows that (16) of the students of English language use only respondents with (55.7%) passed the test ,while (12) failed to pass with percentage (41.3%) and address communicative features of interpersonal in their writing production as ,modality ,and its functions ,clause , of interpersonal and grammatical features of verbs wither finite or non-finite ,there adverb or existential and personal pronouns and its role in writing .

Furthermore ,obviously lack of ability in utilizing the mood structure of clause , declarative ,mood , interrogative and imperative mood ,moreover

interpersonal has significance role ,but M.A Students of English language show weak performance is due to un aware of discourse features as well lack of practicing discourse as method of learning .

Research question (3) Do EFL learners show ability to compensate for their full linguistics competence?

To answer this question research, sample of 30 compositions were examined again by researcher to find out average scores of linguistic knowledge and genres that are used by M.A Students as (**an essay, article topic, narrative essay and descriptive essay and expository and opinion essay**)

This is question seeks to measure EFL learners ability to identify the genres (sort of writing texts) wither learners are aware of utilizing genres structures or not

Question (3) C features (no) (1):

Table (4.9) Individual Features of Item c-1

	Pass	**Failure**	**Total**
Learners No	17	13	30
Percentage	56.7%	4**3.3%**	100%

With regard to the results in the table above, it seeks to measure EFL students ability to identify the genres (text type) i.e., an essay articles, descriptive essay, narrative essay or opinion essay and so on. As noticed in the table above, it shows that only (70) students with (56.7%) are not aware of text type, they required to carry out, while (43.3%) are able to pass the test and show ability to address this features in their writing production. Moreover, the main reason behind this problem is due to lack of practice as well as knowledge of discourse features of written text.

Question (3) C features (no) (2):

Table (4.10) Individual Features of Item c-2

Marks	0---9	10 -20	12--45	25- 50	total
Number of learners	0	15	9	5	30
	0				
Percentage	52.2%	14.7%		29%	100%

According to the table above have shown only (15) students with percentage (52.2%) passed the test while (14.7%) failed to pass the test this item above it seeks to measure EFL Students awareness of linguistic knowledge ,shared knowledge in their textual by examine their essay they have shown weak knowledge in utilizing clause –combing strategies connectors and linguistic sources the reasons behind this problems is due to lack of practice as well as using discourse analysis model in their learning

Participants of the Questionnaire:

Majority of participants (60%) were lecturer, 35% assistant professors and only 1 (5%) participant was associate professor

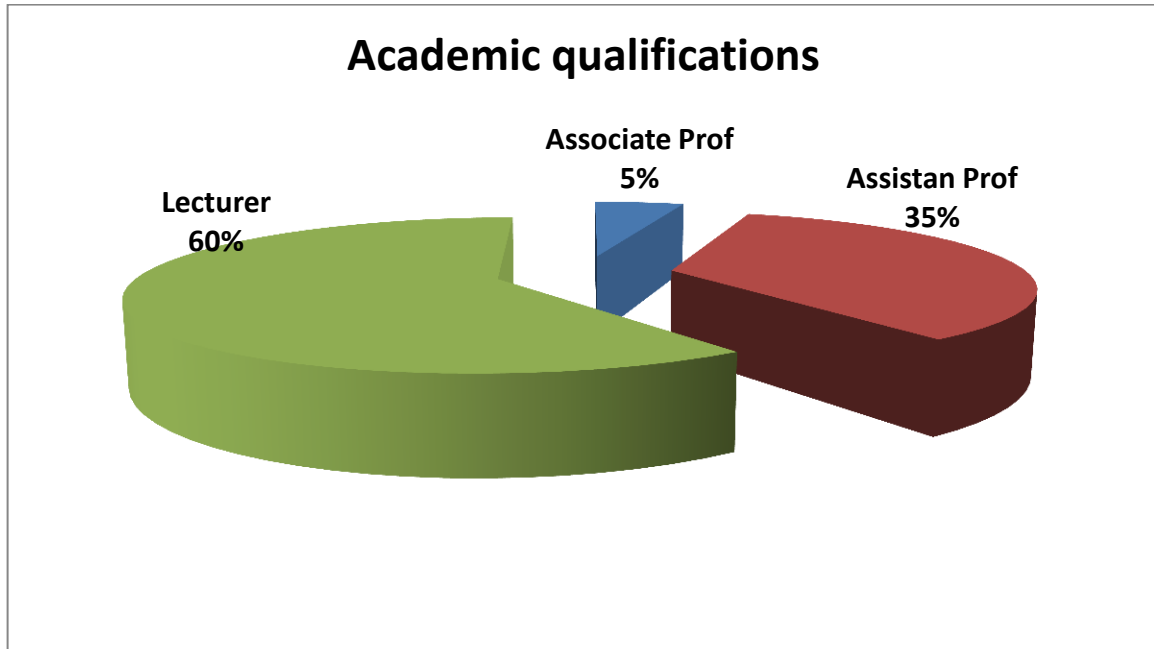**Fig (4.1)   Academic Qualifications**

Figure (4.1) Academic qualifications of participants (n=20)

From the above bi chart   shows majority of the participants   with percentage of (60%) were lecturer, and (35%) were assistant professors and only1(5%) participant was associate professor

Less than half (45%) of participants with 6-10 years of experience, 20% with more than 20 years, 15% with 1-5 and 11-15 years of experience respectively, only 5% of participants with 16-20 years of experience.

Fig (4.2) Years of Exeprience

Experience years

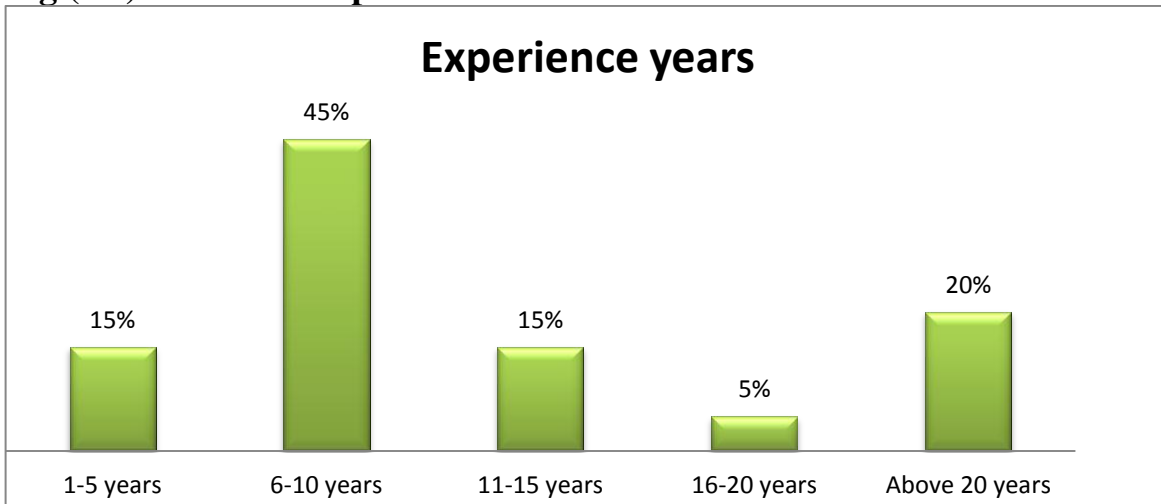|				
15%	45%	15%	5%	20%
1-5 years	6-10 years	11-15 years	16-20 years	Above 20 years

Figure (2) Experience years of participants (n=20)

As indicate in the above figure less than half of the respondents (45%) with 6—10 years of experience, (20%) with more than 20 years (15%) with 1-5 and from 11to 15 years of experience respectively, only (5%) of respondents with 16 to 20 years of experience

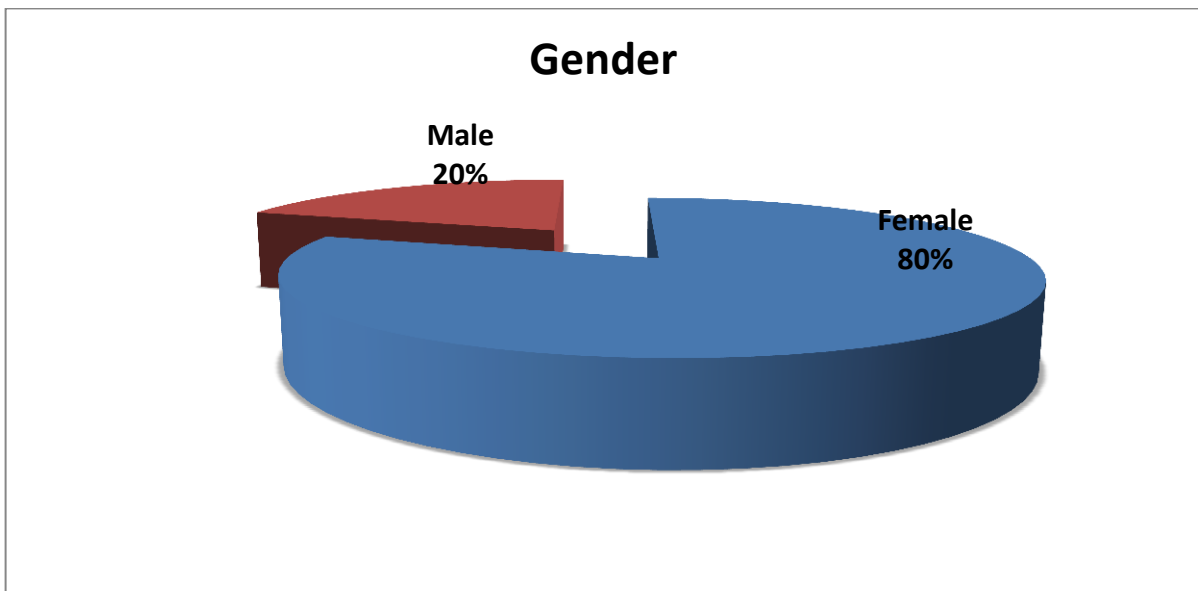Majority (80%) of participants were males, 20% were females

Fig (4.3) Gender

Gender

Male
20%

Female
80%

Figure (2) Gender of participants (n=20)

**Statements of the Hypotheses:**

Statement (1)

Table (4.1) It is challenging for M.A students to address communicative features (metadiscourse) i.e. signaling devices that reflect in writing production e.g. that establish the relationships between ideas and events (moreover, in contrast ,subsequently) that organizing text .first ,second ,thirdly) and so

Table (4.11) Statement (1)

Response	Frequency	Percent
Strongly agree	8	40.0
Agree	10	50.0
Not decided	2	10.0
Disagree		
Strongly disagree		
Total	20	100.0

Table (1) As indicate in the table above about statement one most respondents with percentage (40%) strongly agree and support the hypothesis   one while (10) disagree.

Fig (4.4) of Statement (1)
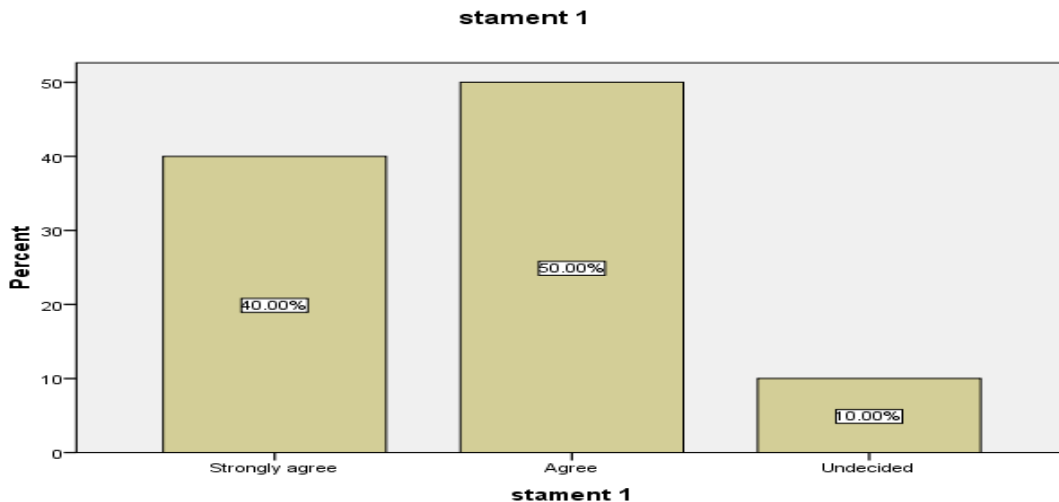
Statement (2)

Table (2) Post-graduate students are un aware of discourse features, e.g. discourse knowledge, and analyzing text features

Table (4.12) Statement (2)

Response	Frequency	Percent
Strongly agree	5	25.0
Agree	9	45.0
Not decided	4	20.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (2) According to the results in the table above with percentage (45%) strongly agree while (25) are not decide and (10) disagree from the results it is possible to say respondents are approved with hypothesis one .
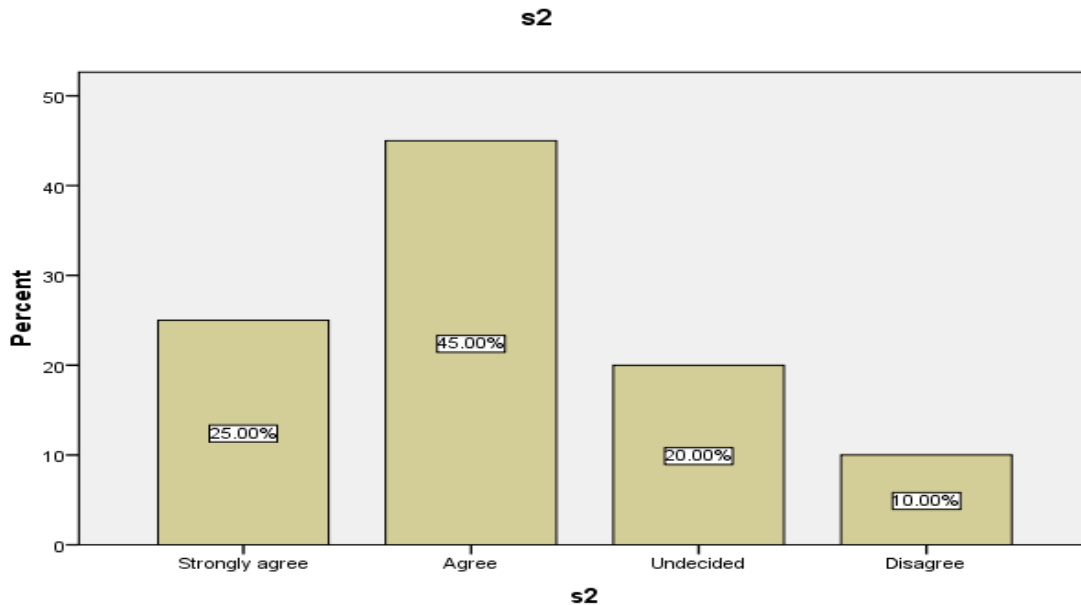
Fig (4.5) of Statement (2)

Table (4.13) M.A students show unawareness of interpersonal moods structures in their writing production

Table (4.13) Statement (3)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	10	50.0
Not decided	6	30.0
Disagree	1	5.0
Strongly disagree		
Total	20	100.0

Table (3) As indicate in the table above it shows that statement(3) as explained half of the respondents agree with percentage (50%) and (30) percentage not decide while (15) disagree this mean the hypothesis approved by respondents .
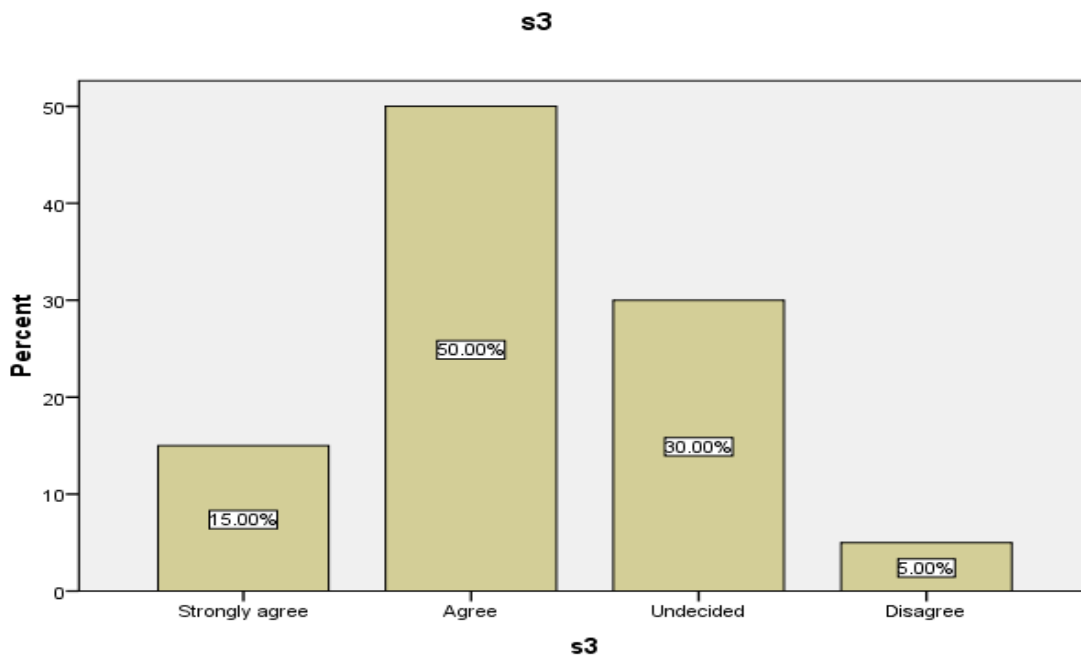
Fig (4.6) of Statement (3)

Table (4) Post graduate. Students writing production reflect little knowledge of interpersonal mood types, declarative, interrogative and imperative mood

Table (4.14) Statement (4)

Response	Frequency	Percent
Strongly agree	4	20.0
Agree	10	50.0
Not decided	5	25.0
Disagree	1	5.0
Strongly disagree		
Total	20	100.0

Table (4) In the light of findings in the table the majority   agreed with statements (5) with percentage (50%) while (25) not decide and (5) disagree it is possible to say that the hypothesis is approved.
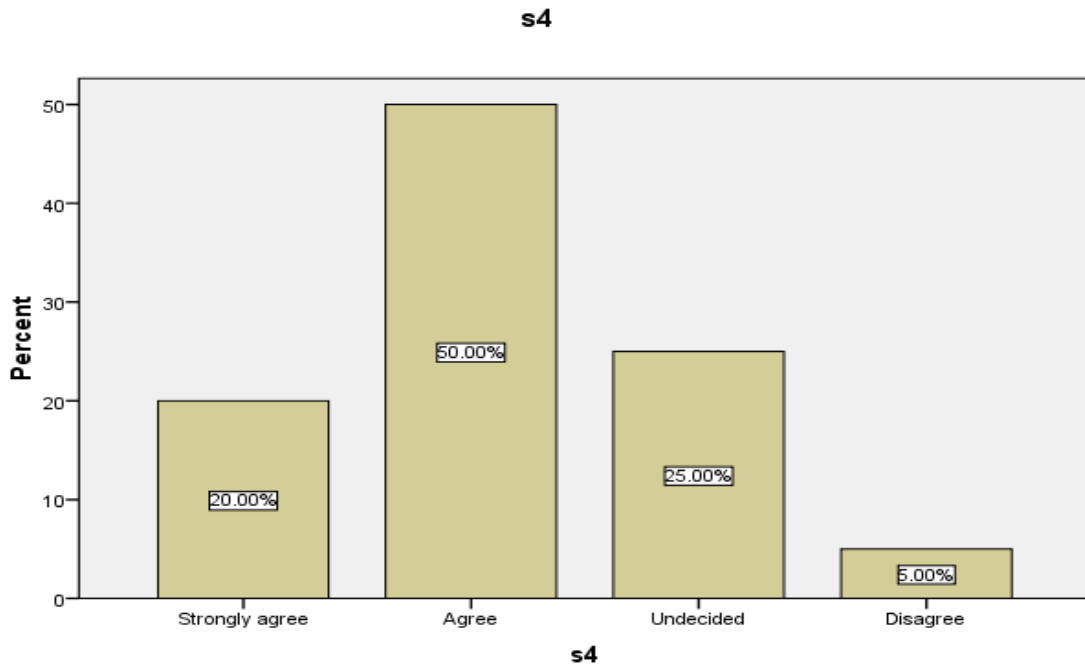
Fig (4.7) of Statement (4)

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Table (5) M.A students show little knowledge of interpersonal pronouns role in writing performance..

Table (4.15) Statement (5)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	8	40.0
Not decided	5	25.0
Disagree	4	20.0
Strongly disagree		
Total	20	100.0

Table (5) According to the results from the above table less of half of the respondents agree with statement 5 with percentage (40%) while (25) not decide while (15) not agree as indicate the high percentage goes to approved the statement or hypothesis.

Fig (4.8) of Statement (5)
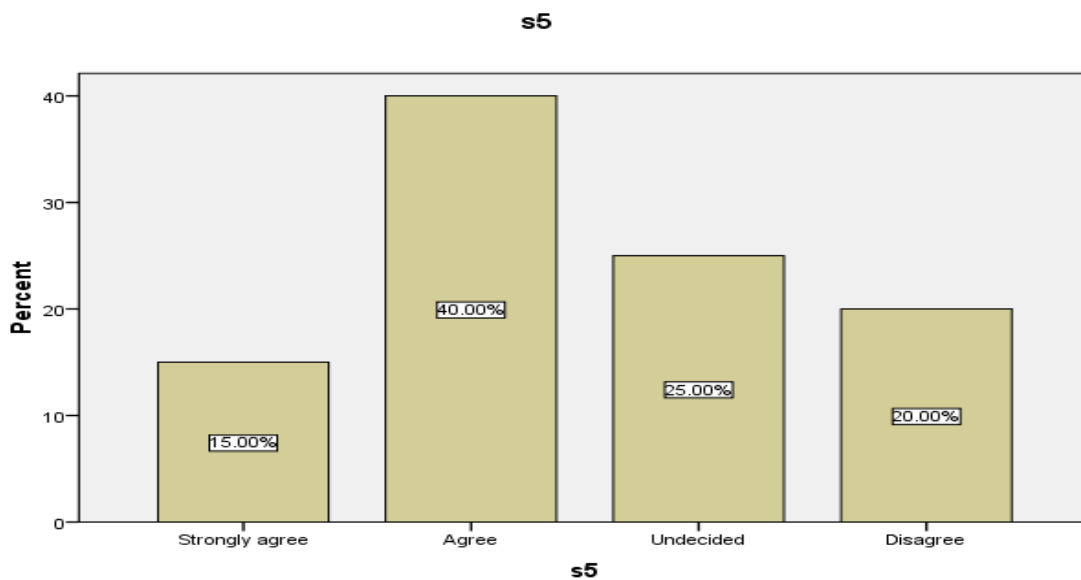
Table (4.16) Post graduate students, writing production express poor knowledge of interpersonal modality functions

Table (4.16) Statement (6)

Response	Frequency	Percent
Strongly agree	2	10.0
Agree	10	50.0
Not decided	5	25.0
Disagree	3	15.0
Strongly disagree		
Total	20	100.0

Table (4.16) According to the results from the above table less of half of the respondents agree with statement 5 with percentage (50%) while (25%) not decided while (15) not agree as indicate the high percentage goes to approved the statement or hypothesis.

Fig (4.9) of Statement (6)
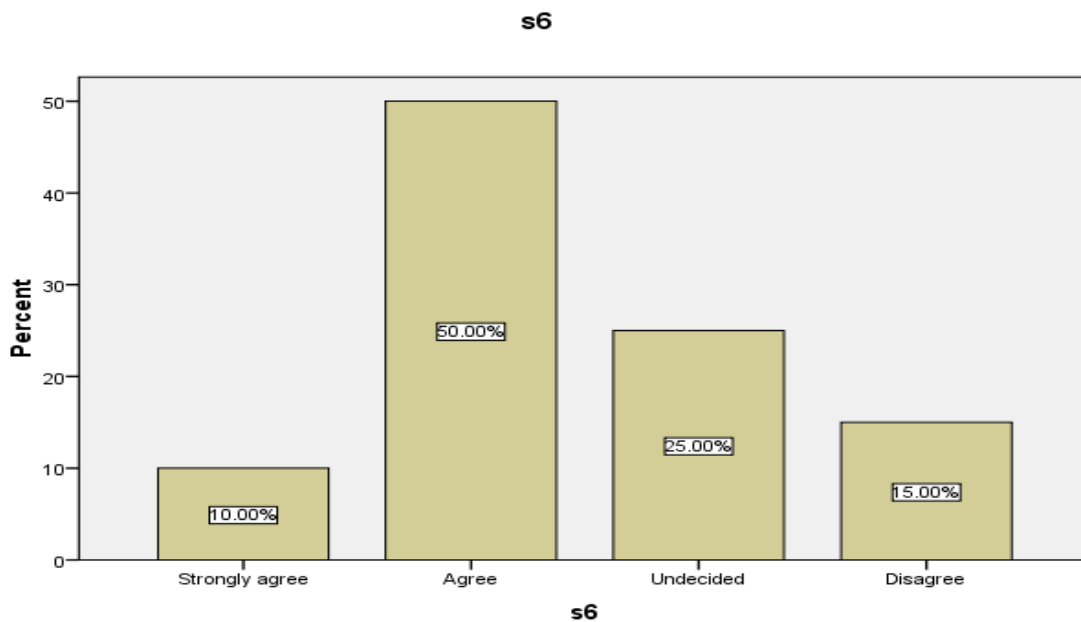
Table (7) Post graduate students show little knowledge of interpersonal units

Table (4.17) Statement (7)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	9	45.0
Not decided	6	30.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.17) In the light of findings in the table the majority   agreed with statements (7) with percentage (45%) while (30) not decide and (15) strongly agree and (10%) disagree.

Fig (4.10) of Statement (7)
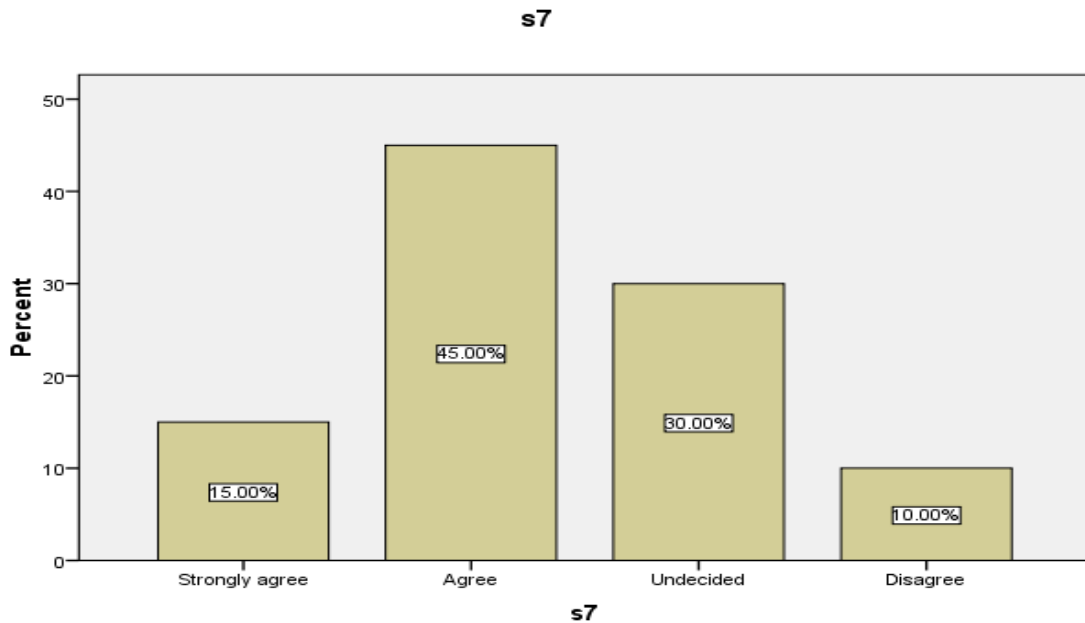
Table (8) M.A students are un aware of using experiential types of verbs process; mainly (mental, relational, existential, behavioral and verbal

Table (4.18) Statement (8)

Response	Frequency	Percent
Strongly agree	5	25.0
Agree	11	55.0
Not decided	2	10.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.18) As indicate in the table above it shows that statement(8) as explained half of the respondents agree with percentage (55%) and (25) percentage not decide while (10) disagree this mean the hypothesis approved by respondents .

Fig (4.11) of Statement (8)
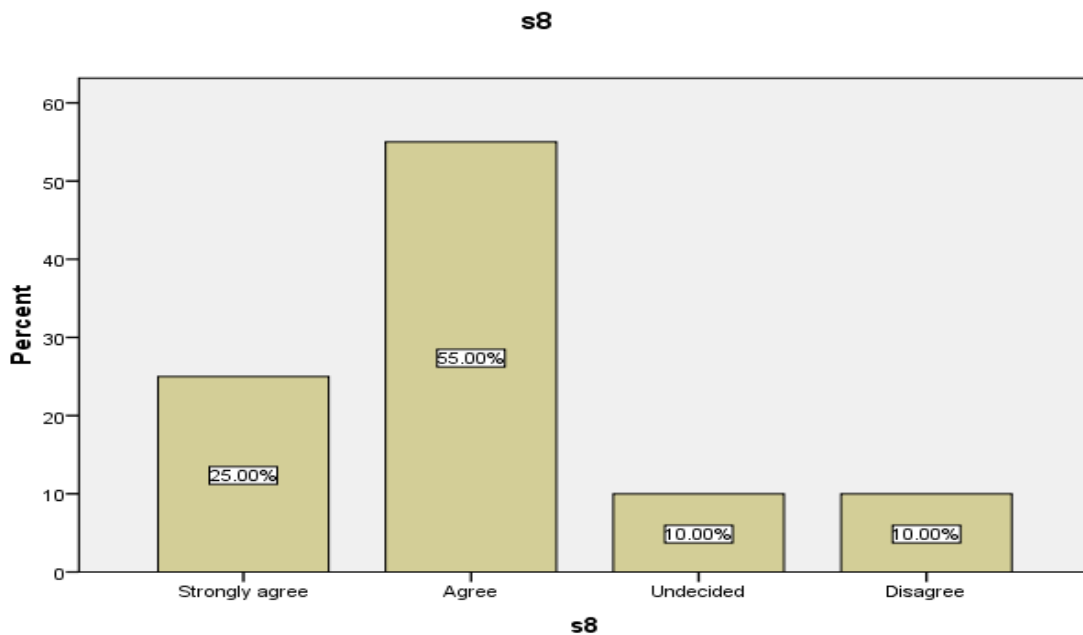
Table (9) Post-graduate students' express poor knowledge of ideational features e.g. abstractions, nominalizations

Table (4.19) Statement (9)

Response	Frequency	Percent
Strongly agree	4	20.0
Agree	8	40.0
Not decided	4	20.0
Disagree	4	20.0
Strongly disagree		
Total	20	100.0

Table (4.19) As stated in the table above it shows that statement(9) as explained half of the respondents agree with percentage (40%) and (20) percentage strongly agree not decided while (10) disagree this mean the hypothesis approved by respondents .

Fig (4.12) of Statement (9)

112
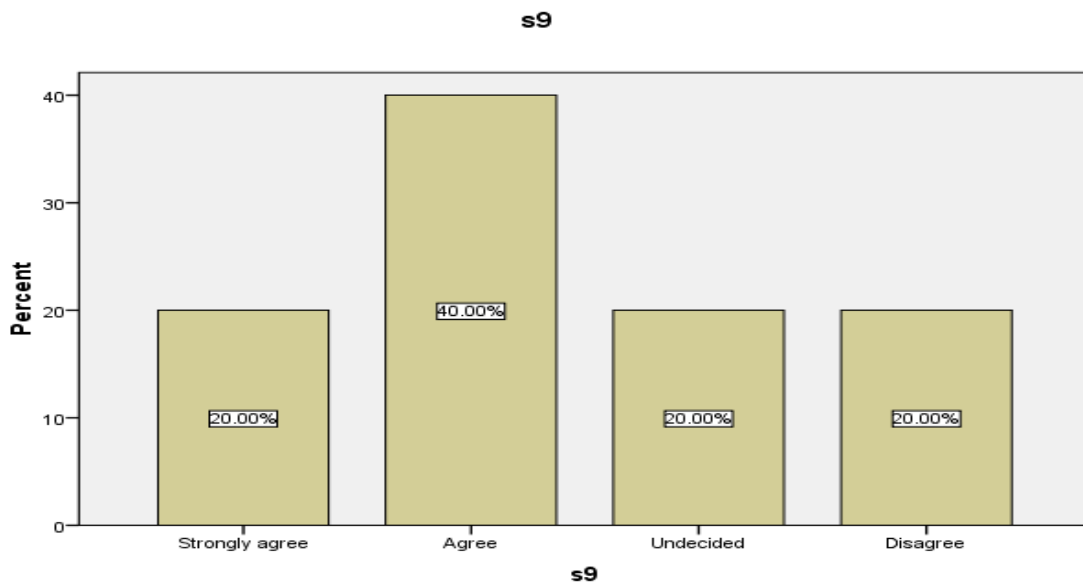
Table (10) It is challenging to display components of text .mainly ideational, interpersonal and textual in writing production

Table (4.20) Statement (10)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	13	65.0
Not decided	2	10.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.20) with reference to statistical, the table above it shows that statement(10) as explained half of the respondents agree with percentage (65%) and (20%) strongly agree not decided while (10) disagree this mean the hypothesis approved by respondents .

Fig (4.13) of Statement (10)

113
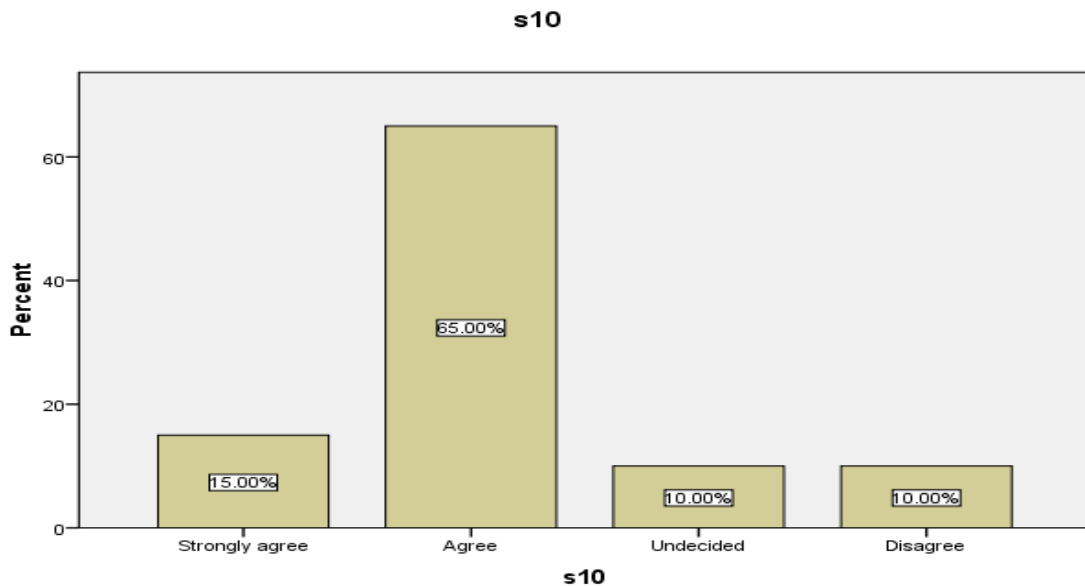
Table (11) Post graduate students lack of ideational role as clause representation

Table (4.21) Statement (11)

Response	Frequency	Percent
Strongly agree	6	30.0
Agree	5	25.0
Not decided	7	35.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.21) In the light of findings in the table the majority   agreed with statements (11) with percentage (35%) while (7) not decided and (6) strongly agree and (30%) strongly agree.

Fig (4.14) of Statement (11)
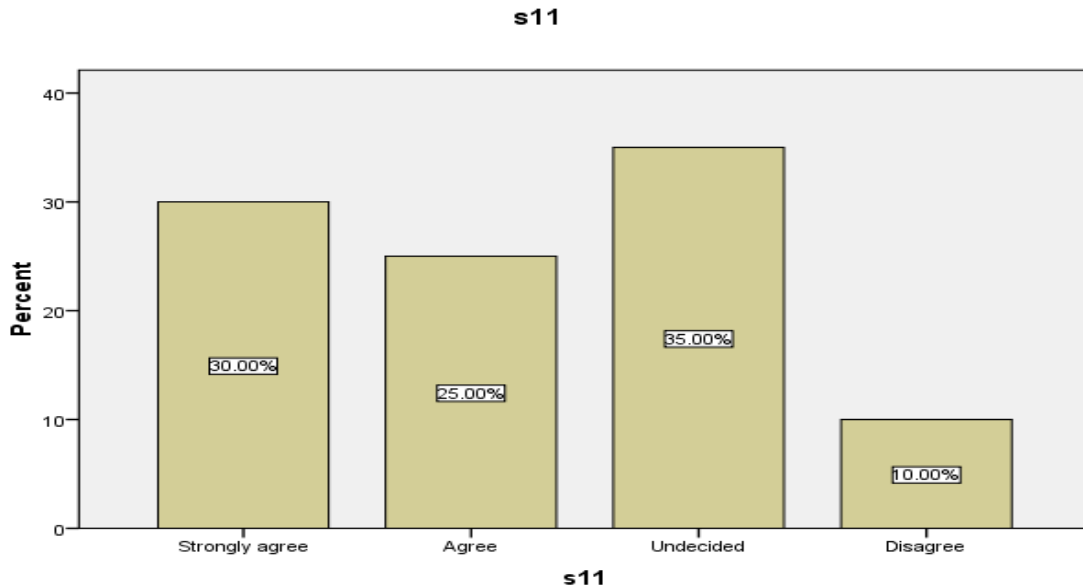
Table (12) M.A students exhibit poor knowledge of text structure syntax rhetoric as a part of discourse knowledge.

Table (4.22) Statement (12)

Response	Frequency	Percent
Strongly agree	5	25.0
Agree	10	50.0
Not decided	3	15.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.22) as mentioned above,   shows that statement(12)   as explained half of the respondents agree with percentage (50%) agree with statement and (25%) strongly agree while (15) not decided , this mean the hypothesis approved by respondents .

Fig (4.15) of Statement (12)
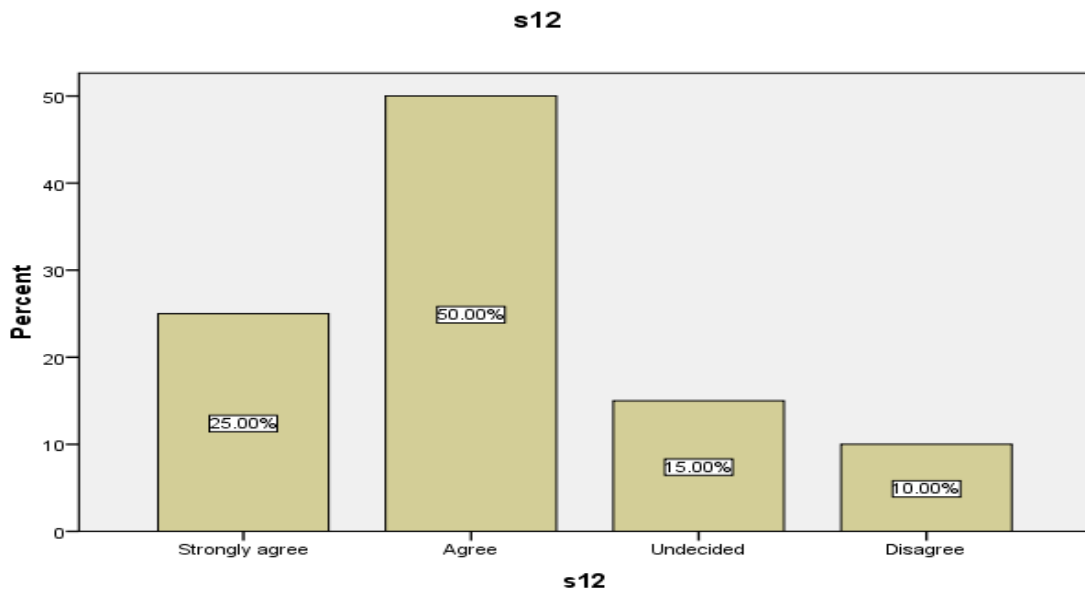
Table (13) It is challenging for M.A students to address genres structures in writing production e.g. Narrative, expository, an essay, article, and so on

Table (4.23) Statement (13)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	11	55.0
Not decided	4	20.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.23) As stated in the table above it reveals that statement(13) as explained half of the respondents agree with percentage (55%) agree and (20) percentage not decided while (15) strongly agree this mean the hypothesis approved by respondents .

Fig (4.16) of Statement (13)
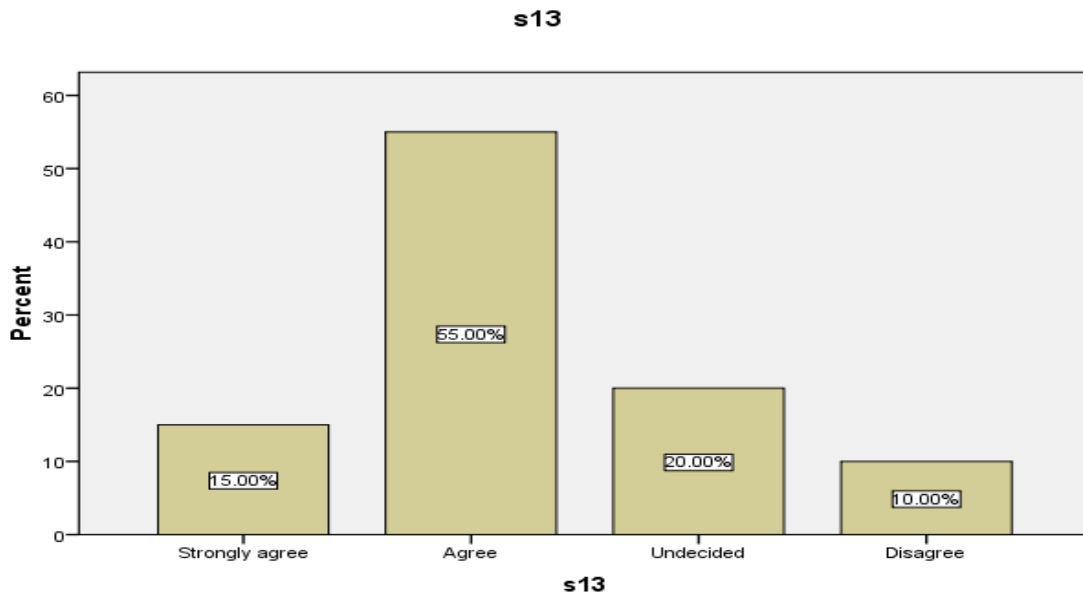
Table (14) **M. Students reflect little practice of genres in their writing production**

Table (4.24) Statement (14)

Response	Frequency	Percent
Strongly agree	1	5.0
Agree	14	70.0
Not decided	3	15.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.24) as explained in the above table , the majority of respondents agree with percentage (70%) with statement (14), and (3) with percentage (15) not decided, and (2) with percentage (10%) disagree and 5% strongly agree.

Fig (4.17) of Statement (14)
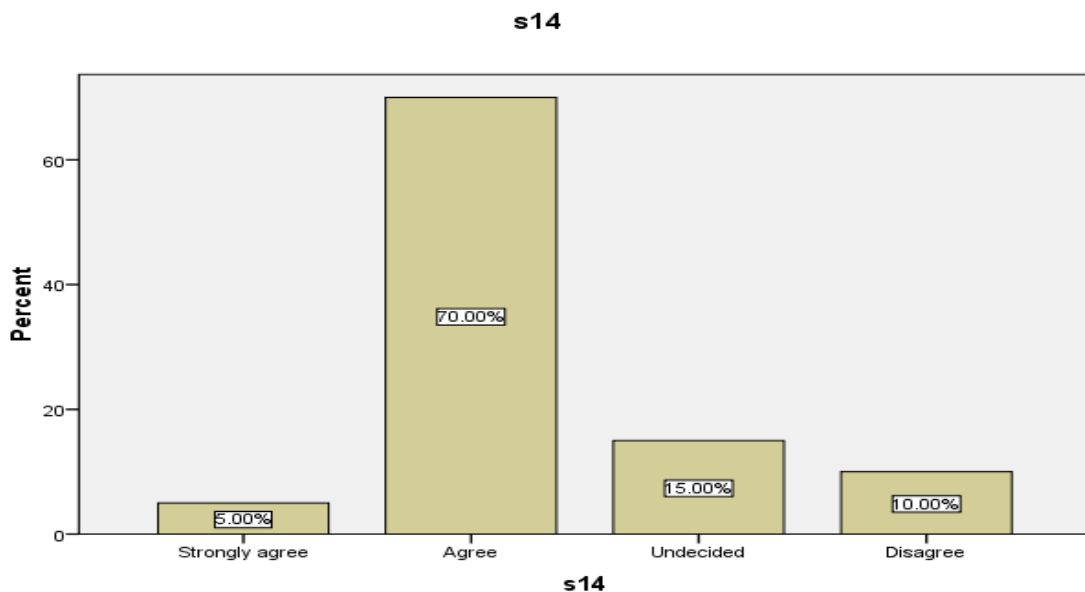
Table (15) M.A students show poor knowledge in realization of content of text e.g. discourse knowledge, content knowledge, shared knowledge, context knowledge and linguistic knowledge.

Table (4.25) Statement (15)

Response	Frequency	Percent
Strongly agree	5	25.0
Agree	12	60.0
Not decided	1	5.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.25) shows that the majority of respondents with percentage (60%) agree with statement (15), 25% strongly agree, 10% disagree and 5% not decided.

Fig (4.18) of Statement (15)
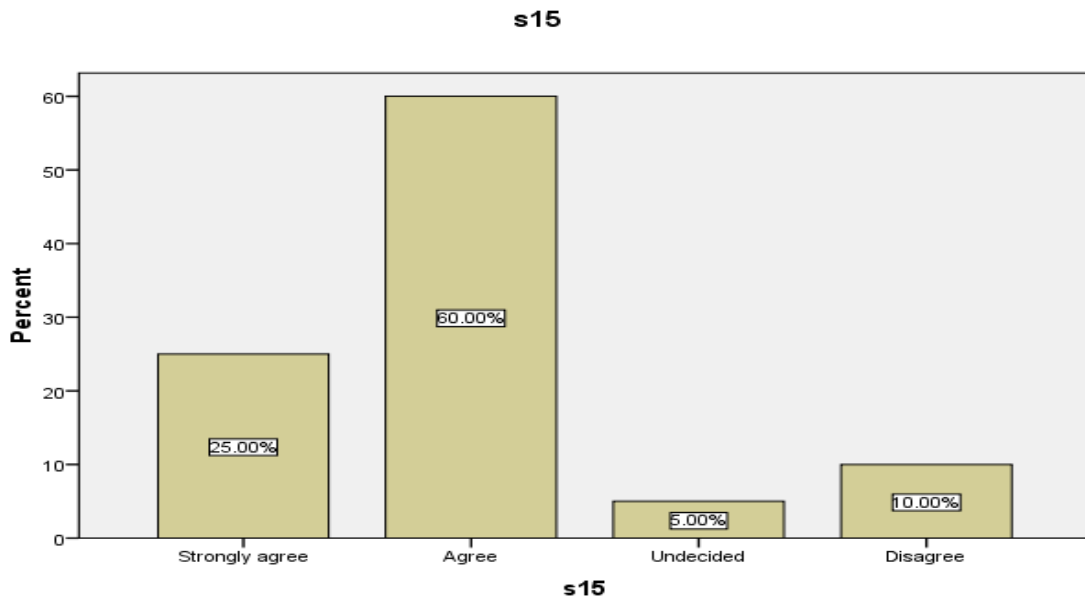
Table (16) M.A students have been challenging to address the three factors that impact text production mainly (field, tenor and mode) in their performance

Table (4.26) Statement (16)

Response	Frequency	Percent
Strongly agree	2	10.0
Agree	11	55.0
Not decided	5	25.0
Disagree	2	10.0
Strongly disagree		
Total	20	100.0

Table (4.26) illustrated that majority of respondents with percentage (55%) agree with statement (16), 25% not decided, 10% strongly agree and disagree respectively .

Fig (4.19) of Statement (16)
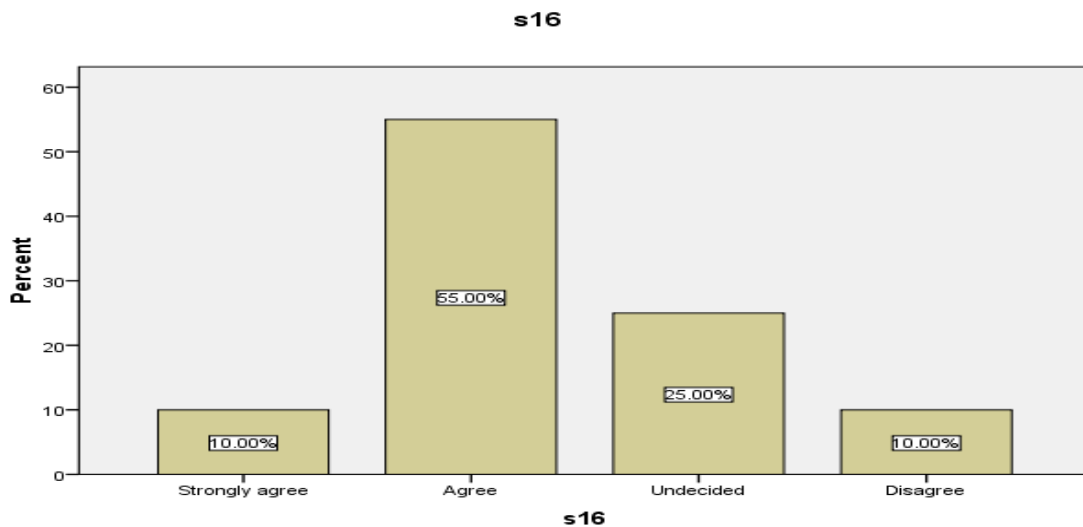
Table (17) Post graduate students show poor linguistic knowledge in their writing production

Table (4.27) Statement (17)

Response	Frequency	Percent
Strongly agree	4	20.0
Agree	11	55.0
Not decided	1	5.0
Disagree	4	20.0
Strongly disagree		
Total	20	100.0

Table (4.27) showed that majority of respondents with percentage (55%) agree with statement (17), 20% strongly agree and not decided respectively and 5% not decided .

Fig (4.20) of Statement (17)
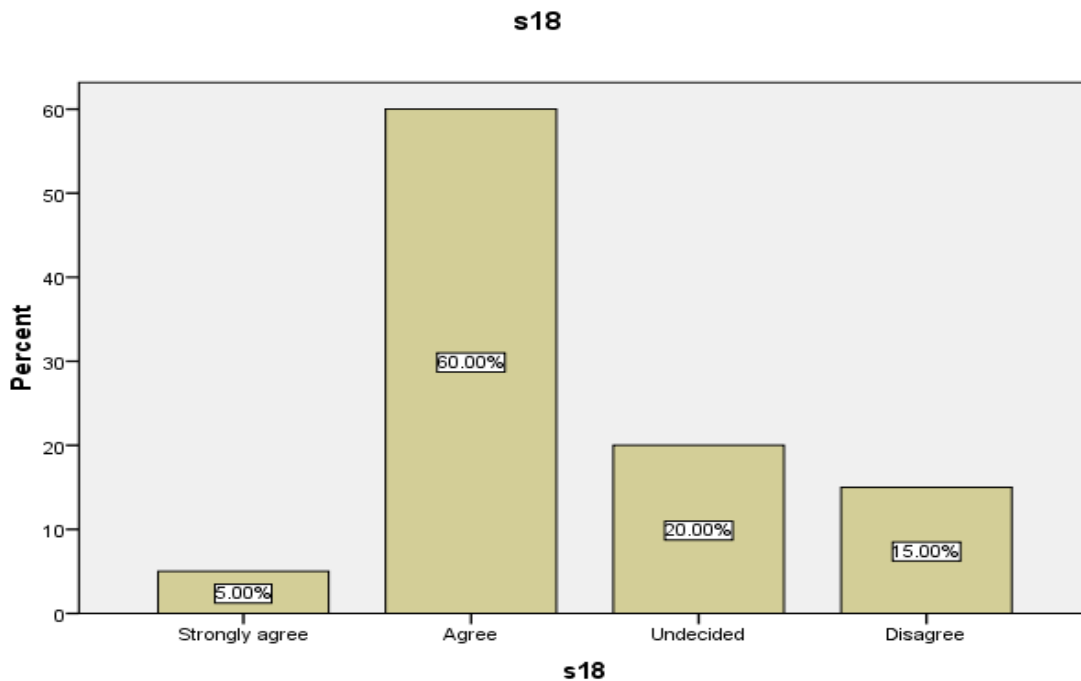
Table (18) M.A students face challenging of interpreted and analyzed discourse as part of their learning

Table (4.28) Statement (18)

Response	Frequency	Percent
Strongly agree	1	5.0
Agree	12	60.0
Not decided	4	20.0
Disagree	3	15.0
Strongly disagree		
Total	20	100.0

Table (4.28) explained that majority of respondents with percentage (60%) agree with statement (18), 20% not decided, 15% disagree and 5% strongly agree

Fig (4.21) of Statement (18)
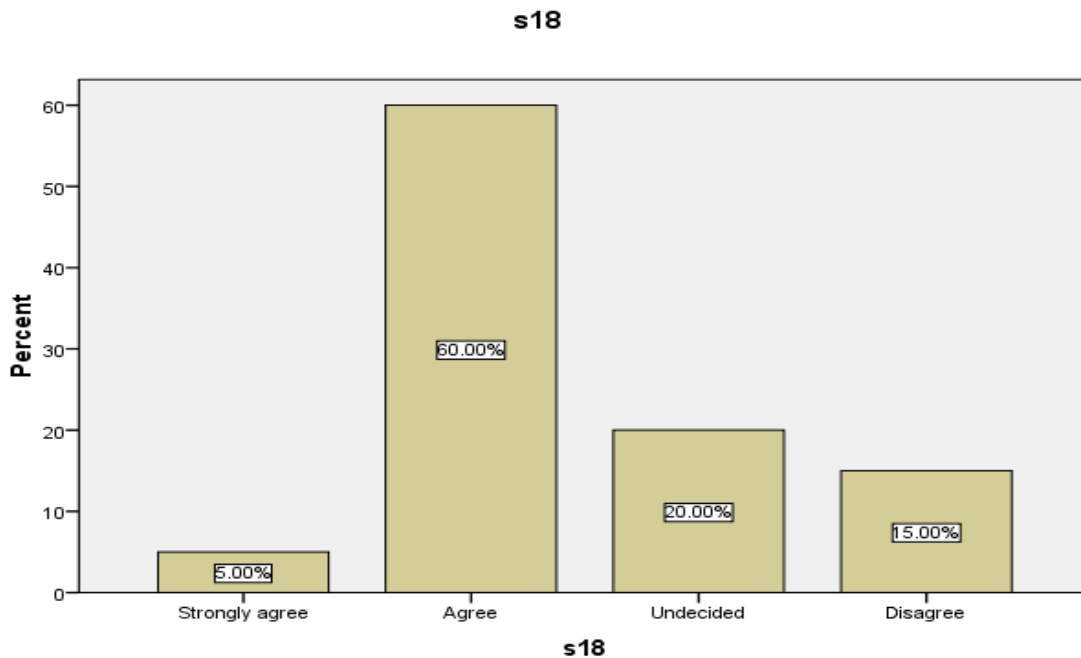
Table (19) It is challenging for M.A students addressing full grammatical units in their writing production

Table (4.29) Statement (19)

Response	Frequency	Percent
Strongly agree	5	25.0
Agree	9	45.0
Not decided	3	15.0
Disagree	2	10.0
Strongly disagree	1	5.0
Total	**20**	**100.0**

Table (4.29) as indicated that majority of respondents with percentage less than half of respondents (45%) agree with statement (19), 25% strongly agree, 15% not decided, 10% disagree and 5% strongly disagree..

Fig (4.22) of Statement (19)
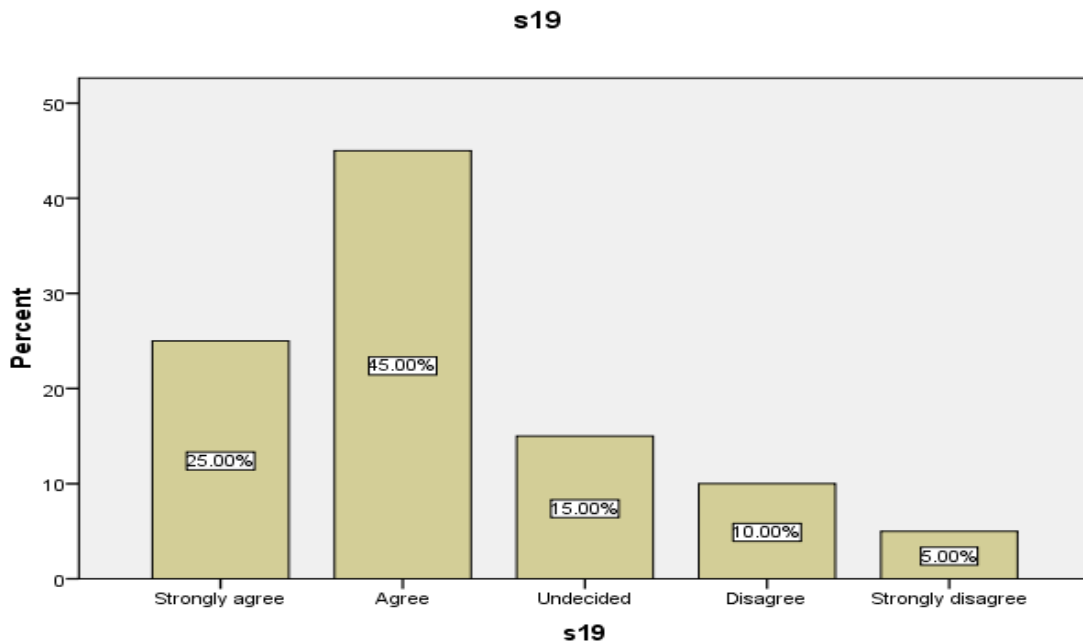
Table (20) *M.A students show full practice of discourse analysis while they are learning*

Table (4.30) Statement (20)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	7	35.0
Not decided	7	35.0
Disagree	2	10.0
Strongly disagree	1	5.0
Total	**20**	**100.0**

Table (4.26) as indicated that majority of respondents with percentage More than one third of participants (35%) agree with statement (20) and not decided respectively, 15% strongly agree, 10% disagree and 5% strongly disagree.

Fig (4.23) of Statement (20)
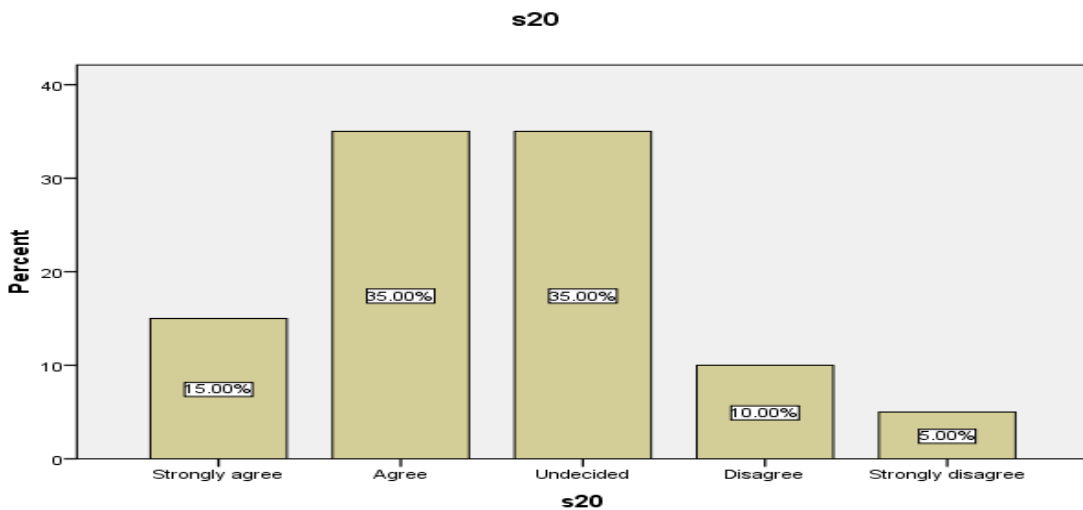
Descriptive analysis of statements

Hypothesis (1)

Descriptive Statistics				
Statements	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
S 1	20	1.7000	.14690	.65695
s2	20	2.1500	.20869	.93330
s3	20	2.2500	.17584	.78640
s4	20	2.1500	.18173	.81273
s5	20	2.5000	.22361	1.00000
Valid N (listwise)	20			

As indicated in the statistical above, in all statements of the hypothesis (1) was greater than the hypothesis arithmetic mean, and this indicate approval of the research sample, all that was stated in the expression, while the standard deviation ranges between 0.6-1.0, and this indicates the research sample to be approved by the respondents.

Hypothesis (2)

Descriptive Statistics				
Statements	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
s6	20	2.4500	.19835	.88704
s7	20	2.3500	.19568	.87509
s8	20	2.0500	.19835	.88704
s9	20	2.4000	.23396	1.04630
s10	20	2.1500	.18173	.81273
s20	20	2.5500	.23480	1.05006
Valid N (listwise)	20			

As indicated in the statistical above, in all statements of the hypothesis (2) was greater than the hypothesis arithmetic mean, and this indicate approval of the research sample, all that was stated in the expression, while the standard deviation ranges between 0.8-1.0, and this indicates the research sample to be approved by the respondents.

Hypothesis (3)

Descriptive Statistics				
Statements	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
s13	20	2.2500	.19022	.85070
s14	20	2.3000	.16384	.73270
s15	20	2.0000	.19194	.85840
s17	20	2.2500	.22798	1.01955
s18	20	2.4500	.18460	.82558
s19	20	2.2500	.25000	1.01803
Valid N (listwise)	20			

As indicated in the statistical above, in all statements of the hypothesis (3) was greater than the hypothesis arithmetic mean, and this indicate approval of the research sample, all that was stated in the expression, while the standard deviation ranges between 0.7-1.0,, and this indicates the research sample to be approved by the respondents.

4.3 Results of the questionnaire and experts comments:

The questionnaire was conducted to investigate challenges encountered by M.A students in using discourse features in their writing. With regard to first variable dealing with question (Are EFL Learners aware of communicative features of language use as internal part of their learning? All experts agreed that a communicative feature is not address sufficiently covered also agreed that communicative features are taught with less stress on them. This indicates that lack of practicing communicative features the main reason caused challenges for M.A students there for it has negatives impact on them .Another expert adds communicative features should be taught in text learning . This shows that the first hypothesis (M.A English language students lack ability of using communicative features of language use this means that is approved by experts ideas mention above) Regarding of the variable of the second question) To what extent EGL Learners aware of Ideational, Interpersonal ,and Textual features of learning ? most experts agreed that there are many factors affecting M.A students of English language in using text components in their writing skills a great problem to M.A students one the expert adds that incorporating teaching text components , another expert commented that teachers should draw their attention in teaching discourse features . This, it is possible to say that the second hypothesis which indicates that (M.A English language students lack ability of their combing interpersonal, textual knowledge. With regard to the variables of question three (Do they show ability to compensate their full linguistic competence ? one the expert adds that learners should have competence to help them to deal with English language ; or otherwise there is problem in system again he confirms for approving that lack of linguistic knowledge is major problem that is faced them It has been

observed that all ideas support third which was (EFL Students lack ability to compensate their full   linguistic competence).

4.4 Verification of the hypotheses:

Based on the previous data analysis, results and discussion. This part of consists of verifying the study hypotheses, with regard to first hypothesis claiming that M.A English language students, lack ability of using communicative features in their learning. Two instruments were used to prove this hypothesis, test for M.A students at Sudan University of science and Technology and questionnaire for experts from different Sudanese universities who have been teaching English language for long years. Regarding the hypothesis (1) it can be validated by the following table and figure.

According to the results of the test   that obtained from   the respondents in the table (4.3) above showed that scores gained from these respondents were very high due to the reason that lack of communicative competence and discourse features , of text learning , there for the findings drawn from , all above table confirm the validation of the first hypothesis on the other hand the experts agreed that lack of communicative features as main challenges.   This results is sufficient to prove the hypothesis "EFL Learners lack of communicative features of language use . (Table (4.13) Statement (1) Hypothesis (1).

The hypothesis (2) : " EFL Learners lack ability of combing   their personal knowledge with textual information in their writing production" The verification of the study is assured to be valid by results of respondents in the table and figure.

4.3.6 Individual Features of Item A-b

The table (4.3.6) and figure show the verification of overall statistical percentage or the second hypothesis. According to results in the table above and figure showed the respondents responses to the statements of second hypothesis of the study. The scored gained from the respondents were very high and this indicated that respondents little aware of textual , interpersonal features of texts this is due to lack of practice and knowledge of discourse features , furthermore the results obtained from the questionnaire proved that there are many reasons behind that challenges All points confirm the hypothesis of the study which indicated " M.A English language students lack ability in combing their interpersonal ,textual and ideational knowledge".

The hypothesis: (3) "There are many reasons behind the lack of linguistic competence M.A English language knowledge of linguistic competence, the verification of the hypothesis depends on the results of the tests that are responded by respondents drawn in the table and the figure below.

Table (4.9) shows the verification of overall statistical percentage of the third hypothesis. . Referring to Table (4.9) and hypothesis (3) (which displays the results of the test respondents to statements of third hypothesis of the study the scored gained from the responses were high which indicated that there are many reasons behind this in ability or lack of linguistic competence ,more over the result obtained from the questionnaire is proved the above mentions . Hence, the findings drawn from all above results are sufficient to confirm the validation of third hypothesis the study is "EFL Learners lack ability to compensate their full linguistic competence can be validated by the results of table and figure.

Question (1) types of communicative features (2)

Learners performance in individual items: table 4.4 .1

4.3 Learners' General Performance:

	Pass	**Failure**	**Total**
Learners No	10	20	30
Percentage	33.3%	66.7%	100%

Table 4.2 Learners' General Performance

Table (3) M.A students show unawareness of interpersonal moods structures in their writing production

Table (4.13) Statement (1) Hypothesis (1)

Response	Frequency	Percent
Strongly agree	3	15.0
Agree	10	50.0
Not decided	6	30.0
Disagree	1	5.0
Strongly disagree		
Total	20	100.0
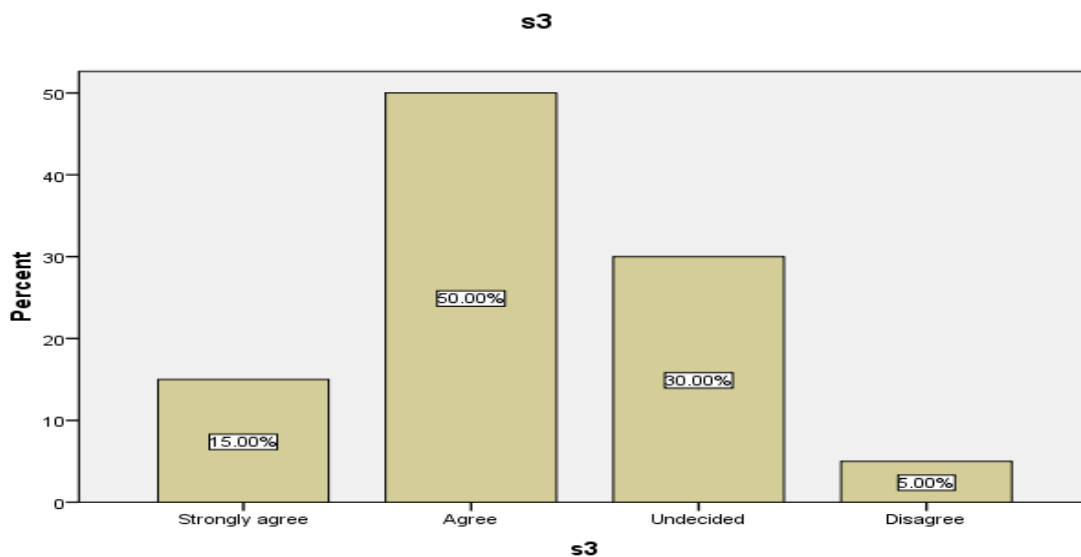
Descriptive analysis of statements

Table (4.31) Hypothesis (1)

Descriptive Statistics				
Statements	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
S 1	20	1.7000	.14690	.65695
s2	20	2.1500	.20869	.93330
s3	20	2.2500	.17584	.78640
s4	20	2.1500	.18173	.81273
s5	20	2.5000	.22361	1.00000
Valid N (listwise)	20			

The arithmetic mean in all the statements of hypothesis one was greater than the hypothesis arithmetic mean, and this indicates the approval of the research sample towards all that was stated in those expressions, while the standard deviation ranged between 0.6-1.0, and this is an indication of the homogeneity of the answers of the research sample.

B- Research question (2) To what extent are EFL Learners aware of ideational, interpersonal and textual features of learning?

The answer to this question is based on the identification of discourse metafunctions that are used by EFL learners in their compositions .**Both experiential and nomilizations abstractions as (material, mental, verbal behavioral, existential and relational verbs unit of verbs)**

Question (2) B features (no) (1):

4.3.6 Individual Features of Item A-b

	Pass	Failure	Total
Learners No	7	23	30
Percentage	23.3%	76.7%	100%

Examine EFL students' ability to identify the communicative features modal adjuncts.

With percentage of 76.7 failed to pass the test comparing with (7) students who have ability to address features in their writing production with result (23.3) who passed it from the result above it confirms the hypothesis that assumed by researcher M.A have real problem in using features of writing as unit, further the reason behind this is due to lack of using discourse in their learning.

Table (4.32) Hypothesis (2)

Descriptive Statistics				
Statements	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
s6	20	2.4500	.19835	.88704
s7	20	2.3500	.19568	.87509
s8	20	2.0500	.19835	.88704
s9	20	2.4000	.23396	1.04630
s10	20	2.1500	.18173	.81273
s20	20	2.5500	.23480	1.05006
Valid N (listwise)	20			

The arithmetic mean in all the statements of hypothesis two was greater than the hypothesis arithmetic mean, and this indicates the approval of the research sample towards all that was stated in those expressions, while the standard deviation ranged between 0.8-1.0, and this is an indication of the homogeneity of the answers of the research sample.

Research question (3) Do EFL learners show ability to compensate for their full linguistics competence?

To answer this question research, sample of 30 compositions were examined again by researcher to find out average scores of linguistic knowledge and genres that are used by M.A Students as (**an essay, article topic, narrative essay and descriptive essay and expository and opinion essay**)

This is question seeks to measure EFL learners ability to identify the genres (sort of writing texts) wither learners are aware of utilizing genres structures or not

Table (4.9) Individual Features of Item c-1

	Pass	**Failure**	**Total**
Learners No	17	13	30
Percentage	56.7%	**43.3%**	100%

With regard to the results in the table above, it seeks to measure EFL students ability to identify the genres (text type) i.e., an essay articles, descriptive essay, narrative essay or opinion essay and so on. As noticed in the table above, it shows that only (70) students with (56.7%) are not aware of text type, they required to carry out, while (43.3%) are able to pass the test and show ability to address this features in their writing production. Moreover, the main reason behind this problem is due to lack of practice as well as knowledge of discourse features of written text.

Table (4.33) Hypothesis (3)

Descriptive Statistics				
Statements	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
s13	20	2.2500	.19022	.85070
s14	20	2.3000	.16384	.73270
s15	20	2.0000	.19194	.85840
s17	20	2.2500	.22798	1.01955
s18	20	2.4500	.18460	.82558
s19	20	2.2500	.25000	1.01803
Valid N (listwise)	20			

The arithmetic mean in all the statements of hypothesis one was greater than the hypothesis arithmetic mean, and this indicates the approval of the research sample towards all that was stated in those expressions, while the standard deviation ranged between 0.7-1.0, and this is an indication of the homogeneity of the answers of the research sample.

Summary of the chapter:

In this chapter ,two tools were used to test the study hypotheses .A test for M.A students English language ,at Sudan university of science and technology ,and questionnaire for experts teachers from different universities at Sudan .The results of the first study were analyzed statistically by using statistical packages for social science (SPSS) in terms of standard deviations means and value .The results driven to the findings of the whole study that will be given in chapter five which will be devoted to summary ,conclusions ,recommendations and suggestions and further studies

Chapter five

Main Findings, Conclusions, Recommendations and Suggestions for further studies

Chapter five

Main Findings, Conclusions Recommendations and Suggestions for Further Studies

5.0 Introduction:

This **is** final chapter of the study .It provides a summary of the whole study, findings, conclusion, Recommendations and suggestions for further studies

5.1 Summary of the Study.

The results of this study are supported the objectives of the study. That is to find out the challenges encountered by M.A students in using discourse metafunctions, linguistics resources and discourse features in their writing .The study also attempts to show to what extent are M.A students are aware of using discourse metafunctions ,linguistics resources and grammatical features to better their understanding of various discourse features moreover the study endeavors to identify the reasons behind the lack of or in ability of M.A English language students' knowledge in using discourse metafuctions ,grammatical resources and linguistic resources in their writing .Additionally the study investigates different types of discourse features .Also it seeks to improve M.A students of English language promoting their proficiency this study exploring the structures of whole text and its role in developing M.A students .A descriptive analytical method was used in this study three hypotheses were set by researcher Firstly ,MA Students lack ability of communicative features of language use .Secondly MA English students lack ability of combing their personal knowledge with textual information in text in their writing production . Thirdly, MA students lack ability to compensate for their full linguistic competence.

Finally there are various types of communicative features, and discourse features are mishandled by MA English students. To verify the above mentioned hypotheses, the researcher used two tools, a test for (30)   MA students of English language at Sudan university of science and Technology the other tool is questionnaire for (20) experts of English language teachers from different Sudanese universities. The results obtained were analyzed, discussed and verified in relation to the hypotheses of the study that are confirmed and accepted. Moreover, the study came out with findings that MA students of English language are a little aware of using communicative features and grammatical resources properly due to many reasons such learning English without using discourse analysis as tools in their learning , but obviously lack of awareness of utilizing text as part of analysis in their learning . At the end of the study the researcher presented some recommendations focus on , utilizing language as unit of analysis and adopted discourse as means for improving their proficiency In addition to suggestions for further studies that will help students in the future in the field of study .

5.2 **Findings of the study:**

This study has come out with following findings:

1-MA English language students   are show weak knowledge in using communicative features , that introduce functions of sentences this gap of knowledge is due to lack of practice from the analysis obviously   MA students un aware of this features and its role in binding text.

2- with reference to the achievement test, the results show that   MA students have poor knowledge in using communicative features that establish relations between ideas and events in writing production

3- MA students' lack of knowledge in utilizing communicative features that remind reader for material presented early in their writing

4- MA English language students face difficulties of using communicative features is due to lack of practice

5- Also MA Students have weakness in addressing communicative features that are reflect attitudes in writing production

6- MA students have in ability of using ideational features i.e. Experiential unit of verbs properly.

7- MA students have showed good linguistic knowledge ,however are not aware of genres style of writing the result shows that that MA students have real problem in utilizing this style descriptive ,narrative ,expository and persuasive   and this difficult is due to lack of practice of genre in academic field

8- The study reveals that most of English teachers agreed that learning discourse features of text is an important way to improve students' abilities

5-3 Conclusions:

In the light of the above – mentions facts a number of important conclusions can be drawn in what follows:

1- It is clear notice that M A English language students are weak in using communicative features due to the fact that, they don't practice during period of learning.

2- It is obviously found that MA English language students have not enough communicative knowledge.

3- It is confirmed that lack of discourse features of text are main reasons behind MA students to use discourse features in their writing.

4- It is certain that learning of discourse features is more effective in improving proficiency.

5- There is correlation between the using of discourse features and ability of writing the more knowledge, of using them properly, the more effective writing quality.

5-4 Recommendations

In the light of the findings of the study, it, s recommended that:

1- It recommended that should adopt discourse analysis as model of learning English language ,so as to enrich students with various features of text that naturally embodied in the text because of many texts arrived from different cultural back ground of writers hence to develop students ability of analysis of larger unit rather than sentence by sentences or paragraphs so it consider old model due to decontextualized text conversely using a new model which is stressing that language should be used with full context .

2- MA students of English language should familiarized themselves in utilizing discourse features and practice .

3- MA students should learn communicative features of writing in text as whole

4- Syllabus designers should include learning discourse features of texts as main sources of learning English

5- MA students should strive to understand various features of texts ,practicing text features are best ways for students to use discourse and genres styles

6- University teachers should pay attention to teach discourse analysis in both productive and receptive ways

5-5 Suggestions for further studies:

This study has only touched upon several aspects of the topic. However, there might be other aspects that still remain unknown and need further investigations for further commentaries and explorations.

- ❖ The role of Discourse metafunctions in improving EFL Learners Reading abilities
- ❖ Investigating the use of interpersonal metafunctions in enhancing speaking skills
- ❖ The role genres patterns in developing writing abilities
- ❖ The impact of using Text features in promoting linguistic abilities

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Appendices

Sudan University of Science and Technology

College of Graduate studies

College of languages

Students Test

This test is a part of PhD degree requirements in English language in linguistics

 Entitle Investigating use of Discourse Analysis   features Among EFL Post graduate students improving writing quality and proficiency I would be grateful if you kindly respond to this test in formal manner ,however the information in this test will be treat confidentially and will be used for academic purposes only .

Name: Mukhtar Omer AL sheikh

PhD candidate (SUST)

Write down fully a descriptive essay   about Sudanese revolution as a great movement in the Eve of Sudan. Try to shed light upon the main factors that lead to it, and its slogans, as main feature in December revolution, and your opinions in the future of Sudan will be …support your ideas with logic evidence

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Thank you for your fully collaborative

Sudan University of science and Technology

College of Graduate Studies

College of languages

Dear colleagues

This questionnaire is one of the tools for a PhD research work entitled (Investigating use of Discourse Analysis features   Among Post –graduate students' writing quality and proficiency).   At College of Languages-Sudan University of Science and Technology and some Sudanese universities

The researcher attempts to investigate the linguistic resources, grammatical resources, and discourse components of text as main features of any written text utilized by M.A. students in their written performance as receptive and productive way, whether this feature utilized by EFL students or not in their writing quality and reading text from discourse sources.

You are requested to cooperate by answering the questions or responding to given statements please Mark (√) where appropriate.

I would like to thank you for respond to this statements, however the information will be treat confidentially and will be used for academic purposes .

Part one back ground about the respondents

Name	Age	Gender M –f		Academic Qualifications		Years of experience in teaching English	
				A. lecturer	☐	A-1-5 years	☐
				B. Assistant professor	☐	B- 6-10 years	☐
				C. associate professor	☐	C- 11- 15 year	☐
				D. full professor	☐	D- 16- 20 years	☐
						E- above 20 years	☐

Please give your responses to the following statements by ticking (√) options given under each item:

No.	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	It is challenging for M.A students to address communicative features (metadiscourse) i.e. signaling devices that reflect in writing production e.g. that establish the relationships between ideas and events (moreover, in contrast ,subsequently) that organizing text .first ,second ,thirdly) and so on					
2	Post-graduate students are un aware of discourse features, e.g. discourse knowledge ,and analyzing text features					
3	M.A students show unawareness of interpersonal moods structures in their writing production					
4	Post graduate. Students writing production reflect little knowledge of interpersonal mood types, declarative, interrogative and imperative mood.					
5	M.A students show little					

	knowledge of interpersonal pronouns role in writing performance.					
6	Post graduate students, writing production express poor knowledge of interpersonal modality functions					
7	Post graduate students show little knowledge of interpersonal units					
8	M.Astudents are un aware of using experiential types of verbs process ;mainly (mental ,relational ,existential ,behavioral and verbal					
9	Post-graduate students express poor knowledge of ideational features e.g. abstractions , nominalizations					
10	It is challenging to display components of text .mainly ideational ,interpersonal and textual in writing production					
11	Post graduate students lack of ideational role as clause representation.					

12	.M.A students exhibit poor knowledge of text structure syntax rhetoric as a part of discourse knowledge.					
13	It is challenging for M.A students to address genres structures in writing production e.g. Narrative, expository, an essay, article ,and so on					
14	M.Astudents reflect little practice of genres in their writing production					
15	M.A students show poor knowledge in realization of content of text e.g. discourse knowledge, content knowledge, shared knowledge, context knowledge and linguistic knowledge.					
16	M.A students have been challenging to address the three factors that impact text production mainly(field ,tenor and mode) in their performance					
17	Post graduate students show poor linguistic knowledge in their writing production					

18	M.A students face challenging of interpreted and analyzed discourse as part of their learning					
19	It is challenging for M.A students addressing full grammatical units in their writing production.					
20	M.A students show full practice of discourse analysis while they are learning					

Additional comments:

You are kindly requested to add any comments or suggestions that you consider to be of relevance or importance for the sake of the research work. Thanks for your highly appreciated cooperation- Mukhtar Omer AL sheikh Aladani PhD student.