

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
**Red sea University**  
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## **Investigations in Student's Written Discourse Interpretation**

**A Thesis Submitted in Fulfillment of the Requirements for the  
Degree of M A. in English language.**

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## **Abstract**

This research aims to explore the devices and means employed in written texts interpretation. IT includes five chapters.

Chapter one deals with the general introduction of the study.

Chapter two is concerned with the literature review or the theoretical framework.

Chapter three shows the techniques and methodologies that used for the application of the study.

Chapter Four is concerned with data analysis.

Chapter five which is the last chapter is concerned with the general conclusion of the study.

### **Findings**

According to statistical tests in conjunction with case profiles of individual students, there is a relationship between the type of understanding students have and the results of the questionnaire.

1\_ The majority of the students are not able to get the meaning of lexical items from the main point or context and co-text.

2\_ Students are also not able to deal with the use of cohesive devices.

3\_ In their representations (summary), students are not able to identify the controlling idea and the relationship among the supporting idea.

4\_ Moreover, students, prior knowledge or back ground is very weak and they are in need for help.

### **Recommendations**

1- Learners should be taught how to get the meaning of the lexical items from the context of the text in addition to dictionaries.

2- They should be supported with the ways of the use of cohesive devices.

3- They also should be supported with appropriate strategies for writing effective summary.

- 4- Moreover, the discourse analytic approach should be used in classroom instruction and assessment by teachers.

### مستخلص

يهدف هذا البحث الي اكتشاف الادوات والوسائل المستخدمة لتفسير الخطاب المكتوب باللغة الانجليزية . يتكون هذا البحث من خمسة فصول. يشتمل الفصل الاول على المقدمة العامة للبحث . و الفصل الثاني على الدراسات النظرية السابقة التي ناقشت هذا الموضوع . اما الفصل الثالث فقد اشتمل على المنهجية التي اتبعت لتنفيذ الدراسة . ويشتمل الفصل الرابع بتحليل البيانات والمعلومات خاصة الدراسة . واخيرا الفصل الخامس اشتمل على خاتمة البحث .

اهم النتائج المستخلصة

- 1 معظم طلاب المرحلة الثانوية لا يستطيعون معرفة معنى المفردات اللغوية من خلال المعنى العام او الصياغ.
- 2 معظم هؤلاء الطلاب ليست لديهم القدرة على استخدام ادوات الربط اللغوى.
- 3 عند كتابة السمرى غالبيية هاؤلاء الطلاب يخرجون عن لب الموضوع .
- 4الخلفية المعرفية لدى الطلاب ضعيفة.

### التوصيات

- 1 يجب تعليم الطلاب كيفية استخلاص معنى المفردات اللغوية من خلال الصياغ العام للنص بالاضافة الى المعاجم اللغوية.
- 2 يجب تعليم الطلاب كيفية استخدام الروابط اللغوية المختلفة.
- 3 يجب تزويد الطلاب بالخطط والاستراتيجيات الازمة للسرد او تصوير النص.
- 4 يجب على المعلمين استخدام المنهج التحليلى او الوصفى فى العملية التربوية والتقويم.

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## **5-2 Findings**

The researcher is able to show through statistical tests in conjunction with case profiles of individual students that there is relationship between the type of understanding students have and the results of the questionnaire. The researcher mentioned several students note worthy here. Firstly, there is evidence that the majority of the students were not able to get the meaning of the lexical items from the main point or context and co-text. Secondly; the students were not able to deal with the use of cohesive devices. They were not able to differentiate between the kinds of References, Conjunctions, Ellipsis and Substitution. Thirdly, in their representations (summary), students were not able to identify the controlling idea and the relationship among the supporting idea. They concentrated upon information from the first paragraph of the original text. In addition to that, they lack appropriate strategies for writing effective summary. Fourthly, the students' prior knowledge or back ground is very weak and they are in need for help.

## **5-3 Concluding comments**

The approach to analysis that the researcher illustrated here provides amore complex picture of written text and student understanding of it. Although it is more complex, it conveys information about specific concepts and ideas that students understand and how deeply they understand them.. Their misconceptions and gaps in their understanding are the most important information to this approach. Thus this analytic approach provides information that could guide instructional decision making in the classroom in ways that point on a multiple choice.

## **5-5 Recommendations**

1- The researcher hopes that the discourse analytic approach will be more tractable for teachers to use in classroom instruction and assessment.

2- Learners should be supported with the ways of the use of cohesive devices.

3- They also should be taught how to get the meaning of the lexical items from the context of the text in addition to dictionaries.

4- Moreover, learners should be supported with appropriate strategies for writing effective summary or are taught relatively in flexible strategies in appropriate to genre their reading.