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Title:

Thematization in EFL Learners' Written Discourse

(The Case of Third-Year Students of English at Kasdi Merbah University of Ouargla)

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Dedication

This work is dedicated to our beloved Fathers and Mothers who have been a constant source of motivation and inspiration.

Soundous and Chaima

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We would like to express our thanks to the Almighty Allah for giving us grace, courage and strength to complete this research work. Our utmost thanks and appreciation go to Dr. Drid Touria for her guidance and help throughout the time it took us to complete this research.

List of Abbreviations

EFL: English as a Foreign Language

KMUO: Kasdi Merbah University of Ouargla

L3: Third Year Licence

N: Number of participants

FL: Foreign Language

List of Figures

List of Tables

Contents

General Introduction

1.   Background of the study

2.   Aim of the study

3.   Statement of the study

4.   Research questions

5.   Research hypothesis

6.   Significance of the study

7.   Means of the study

   7.1. Writing test

   7.2. Teachers interview

8.   Structure of the dissertation

9.   Definitions of key terms

General Introduction

1. Background of the Study

Discourse Analysis is the study of language beyond the sentence be it spoken or written. Each one has its own characteristics and features. It has been noticed that written discourse has certain features. One of the most important aspects that written discourse should include is the aspect of **Thematization**; asVentola (1994) advocated that courses for academic writing in a foreign language should develop learners' consciousness and linguistic skills in organizing information in text in a way that was referentially and thematically cohesive. Similarly, Hawe and Thomas (2012) proposed that there is a need for coaching in thematization starting from teaching students its meaning then giving them practice with diverse thematic options based on their familiarity with English information structure.

Thematization in learners' written discourse is necessary in helping understanding how information is conveyed and structured in clauses. However, it poses difficulties for EFL learners in their writings in the Algerian University context, which may be caused by lack of mastery of thematic types. Hence, the objective of this study is to investigate how learners differ in their production of themes in a given piece of writing and how they convey their information following the thematization process.

2. Aim of the Study

The purpose of this study is to explore thematization in EFL learners' written discourse and the way they structure their information referring to the aspect of theme/ rheme.

The second aim is investigating whether teachers of English writing and grammar at Kasdi Merbah University of Ouargla (KMUO) emphasize teaching the process of thematization.

3. Statement of the Problem

If written expression and Comprehension University courses do not include or teach how the process of thematization helps the learners produces texts which are coherent and informationally well- structured, then, learners will disorganize their clauses, sentences or paragraphs, affecting the flow of information and ideas in the text. Therefore, our investigation of this issue, i.e. teaching theme and rheme, aims at filling the missing gap in EFL written expression and comprehension courses.

4. Research Questions

This study attempts to provide an answer to the following questions:

1. What structures do EFL learners use in their expression of theme?

2. Is thematization considered in the teaching of English writing at KMUO?

5. Research Hypothesis

It is hypothesized that:

1. EFL learners use different structures in their expression of theme.

2. Written expression and comprehension English courses at KMUO do not consider the teaching of theme/ rheme.

6. Significance of the Study

The findings of this study make the following contributions. They demonstrate whether EFL learners use the same structures or different ones in their expression of theme. In addition, it raises teachers' and learners' awareness of the problem, hence prompting them to solve it accordingly. In addition, they question the importance of teaching and learning theme/rheme (the process of thematization) in written expression and comprehension courses to students of English at KMUO.

7. Means of the Study

The tools used in this study are the following:

7.1 Writing Test

A writing test is used to collect EFL learners' paragraphs.

7.2 Teachers' Interview

This study uses an interview addressed to KMUO EFL teachers of written expression and comprehension.

8. Structure of the Dissertation

The structure of this dissertation is as follows**:** Chapter One is about thematization, theme and rheme definitions, types of theme and their importance. Chapter Two deals with written discourse definition, its characteristics and elements. Chapter Three includes the methodology and discussions of the results. First, it describes the research design of the study, along with the participants, instruments, data collection procedures and data analysis procedures. Second, it provides a description and analysis of all the obtained results. Finally, suggestions and solutions are highlighted at the end of the study.

9. Definitions of Key Terms

Theme: According to Baker and Ellece (2011) Theme is the "topic" of a particular stretch of discourse, as opposed to what is said about the topic (the rheme). The subject is also the theme" (p.151).

Rheme: Crystal (2008) defines Rheme as the part of a sentence which adds most to the advancing process of communication (it has a highest degree of communicative dynamism); in other words, it expresses the largest amount of extra meaning; in addition to what has already been communicated (p.416).

Thematization: According to Crystal (2008) Thematisation "is the process of moving an element to the front of the sentence to act as theme which is also known as thematic fronting or topicalization" (p.483).

Writing:"is the production of written words that results in a text but the text must be read and comprehended in order for communication to take place".(Celce-Mursia&Olshtain, 2000).

Textual Theme Type: "Textual themes are expressed by conjunctions that come at the beginning of the clause such as (but, and) or continuatives like (well, so)" (Paltridge, 2006).

Experiential Theme Type: Fontaine (2013) adds," it is referred to as experiential theme because theme generally corresponds to the first clausal element expressing experiential meaning" (p.149).

Interpersonal Theme Type: Fontaine (2013) explains, "This includes any element of the clause that has an interpersonal function and is in a thematic role" (p.152).

CHAPTER ONE: THEMATIZATION

Introduction

1.1. Thematization

1.2. Theme/Rheme

1.3. Types of Theme

      1.3.1. Textual Theme

      1.3.2. Interpersonal Theme

      1.3.3. Experiential Theme

Conclusion

Chapter One: THEMATIZATION

Introduction

Discourse and grammar are interrelated elements that help the writer construct his ideas and thoughts based on the process of thematization. This chapter provides a variety of elements that should be studied under the concept of thematization, so that the notions of theme/rheme, thematization definitions and their importance in written discourse are discussed, and finally the different types of theme namely: textual, interpersonal, and experiential theme, are highlighted.

1.1. Thematization

Thematization as Crystal (2008) has defined it, "is the process of moving an element to the front of the sentence to act as theme" (p.483). Therefore, everyone writing in a foreign language is faced with the problem of organizing what he or she wants to say or to talk about. They have to order words into sentences and sentences into texts. They have to choose a point of departure in the sentence. This starting point, as Brown and Yule (1983) put it, constitutes the initial textual context for everything that follows and influences the reader's interpretation of everything that follows in the text. Brown and Yule (1983) illustrate this with the following examples:

> *a. I can't stand Sally Binns. She is tall and thin and walks like a crane.*

> *b. I do admire Sally Binns. She is tall and thin and walks like a crane.* (p.125)

From these two examples, it can be seen that the first sentence influences the interpretation of the sentence that follows it. As Brown and Yule (1983) explain, in *"a"* the attributes *'tall'* and *'thin'* and *'walk like a crane'* are assumed to be unattractive, while in *"b"* the same attributes are assumed to be attractive. This problem of organizing what we want to say and of choosing the starting point is discussed under what has come to be called thematization. We shall talk of thematization at the sentence and at the discourse levels.

At the sentence level, the thematic organization of a sentence consists of 'theme' and 'rheme'. Nunan (1993) argues that a theme refers to the initial element in a sentence. It is the element around which the sentence is organized, that is, the starting point of the sentence. 'Rheme', as Brown and Yule (1983) put it, refers to everything that follows the theme in the sentence, and which consists of what the writer says about the starting point

of the sentence. To illustrate this, let us look at the following example from Brown and Yule (1983):

John kissed Mary. (p.127)

From this example, it can be seen that John is the starting point and everything that follows John says what John did. However, this is not the only way of organizing the above sentence. As Brown and Yule (1983) notes, there exist different ways of organizing what we want to say. As a result, the above sentence may be expressed in the following ways:

a. John kissed Mary.

b. Mary was kissed by John.

c. It was john who kissed Mary.

d. It was Mary who was kissed by John.

These sentences are different but express the same information. In each sentence, as Brown and Yule explain, although we have different starting points, it is asserted that kissing went on and that John did the kissing and that Mary was the one who was kissed. They go on to explain that the reason why we have different ways of expressing the same thing is that the choice of one form rather than the other depends on the intention of the writer.

Other grammatical elements such as adverbs or adverbial phrases can be the theme of the sentence. This can be noted in the following sentences:

a. Later that afternoon she received a reply paid telegraph... (p.64)

b. In one place Betty saw the remains of the study safe... (p.64)

c. Without hesitating Betty replies... (p.64)

The examples we have been considering so far show the different ways available to the writer to organize what s/he wants to say at the sentence level.

At the level of discourse, thematization concerns the organization of sentences into a text. At this level, the theme, according to Brown and Yule, refers to the topic entity. The topic entity refers to what is talked about in the text and to the starting point around which

the text is structured, and it influences the interpretation of everything else that follows it in the text. Sometimes, the topic entity is the theme of all the sentences that constitute the text. The following example illustrates this point.

Mr.Mitsujiro Ishii

Mr.Mitsujiro Ishii, who as a former speaker of the Japanese House of representative was instrumental in staging the 1964 Tokyo Summer Olympics and the 1972 Sapporo Winter Olympics, died on September 20. He was 92. Ishii had served as Industry and Commerce Minister and in other cabinet posts under the late Prime Ministers, shigeru Yoshida, NobusukeKishi and EisakuSata, before retiring in 1972. He was the speaker of the house of representative from February 1967 to July 1969. (From The Times, 25 September 1981, Brown and Yule, 1983)

From this example, it can be seen that "Mr.Mitsujiro Ishii" as the topic entity of the text above is the theme of each sentence that constitutes the text. However, this is not always the case because, as Brown and Yule (1983) remark, the topic entity may be the theme of some sentences in the text, but not all the sentences. This can be illustrated in many examples in which the topic entity is the theme of some sentences in the text, while adverbial phrases are the theme of other sentences in the same text. The reason why a writer may choose to write in this way is that s/he may want to organize what s/he wants to say about the topic entity according to different (temporally determined) perspectives on the individual concerned (Brown & Yule, 1983).

1.2.   Theme/Rheme

The progression of a text is critically based upon the writer's thematic choices and his way of looking to the text. Therefore, he tends to consider two main elements that contribute to the texture of a text which are theme and rheme. The relationship between theme and rheme in a clause organizes the flow of information in the text, as Halliday (1985) reports, "the choice of clause Themes [...] constitutes what is often known as 'the method of development' of the text" (p. 62). Theme and rheme are actually not new concepts; they have been issues of debate and discussion years ago, they come from the terminology of the Prague School of linguists, and are used favorably by Halliday (2004) in his theory of Systemic Functional Grammar. Therefore, they are in direct relation to the arrangement of information in a sentence or utterance.

Theme is the semantic point of departure of a certain clause, in which some information is provided. It is useful in helping students understand how to organize their thoughts and ideas at sentence level. In other words, it is what is being talked about and the initial element in a clause. Halliday & Matthiensen (2004) argue, "Theme is the given information serving as the point of departure of a message" (p.64). Rheme is the second part of the clause, it is everything that follows the theme, or it is what is being said about the theme, as Halliday & Hassan (2004) state, "Rheme is the reminder of the message in a clause where theme is developed" (p, 64-65)

Theme and rheme help understanding how information is conveyed and structured in clauses. Writers put the theme first, and this orients the reader to what is about to be communicated. The rest of the clause tells the reader something about the theme and the rest of the clause is rheme. Writers usually begin sentences by referring to information known to the reader then add the new ones in terms of given and new. The distinction between theme and rheme is useful in that it allows conducting semantic analysis of single sentences and larger texts. These two notions are oriented not solely to the structural aspect of discourse but also to its meaning, which enables us to go beyond the level of the sentence and explore theme/ rheme relationship.

1.3. Types of Theme

As mentioned before, theme is "the element that serves as the point of departure of the message." (Halliday, 1985). It also introduces information prominence into the clause, whereas, rheme is what the clause has to say about the theme. Therefore, the division of the clause has to do with the different types of theme: Textual, Interpersonal, and Experiential Theme.

1.3.1. Textual Theme

Textual themes according to Fontaine (2013) are the elements of the clause that do not have any other function than to express textual meaning, since they tend to have an explicit relevance function and appear to indicate the relevance of the clause neighboring clauses within the text. Textual themes are expressed by conjunctions that come at the beginning of the clause such as (but, and) or continuatives like (well, so). Paltridge (2006) illustrates this as follows:

...but several uses of the term can be identified... (p.146)

Textual Theme   Rheme

In the example illustrated above, the conjunction "*but*" appears as a textual theme and the rest of the sentence is the rheme.

1.3.2. Interpersonal Theme

Interpersonal theme is an item that expresses a point of view on the content of the clause such as "of course" is an interpersonal theme. "Interpersonal theme refers to an item that comes before the rheme which indicates the relationship between participants in the text, or the position or point of view that is being taken in the clause" (Paltridge, 2006, p.147). Fontaine (2013) explains, "This includes any element of the clause that has an interpersonal function and is in a thematic role" (p.152).

An interpersonal theme can express probability *(perhaps)*, usuality *(sometimes)*, typicality *(generally)*, or obviousness *(surely)*, it can also express opinion *(to my mind)*, admission *(frankly)...*etc. (Halliday and Matthiessen, 2004). Thompson (2014) exemplifies:

Not surprisingly, were viewed with admiration (p.164).

Interpersonal Theme   Rheme

In the example above the theme functions as an interpersonal theme where the writer uses his opinion by saying "*Not surprisingly*" and the rest is the rheme. Fontaine (2013) suggests that the identification of the interpersonal theme is in fact based on an understanding of the interpersonal metafunction (p.153).

1.3.3. Experiential Theme

Experiential theme according to Fontaine (2013) "is also referred to as topical theme by some authors. It is considered as the core element of the textual metafunction in the sense that it is the only required element" (p.149). In addition to that, Fontaine (2013) adds," it is referred to as experiential theme because theme generally corresponds to the first clausal element expressing experiential meaning" (p.149). Paltridge (2006) illustrates:

Several uses of the term can be identified... (p.146)

Experiential Theme   Rheme

In this example, *"several uses of the term"* serves as an experiential theme while the rest is the rheme.

Conclusion

In short, to understand the notion of thematization is of particular importance to writers, especially to students writing in a foreign language. It enables them to organize what they want to say at sentence level and at discourse level. At sentence level, it gives them the possibility of organizing what they want to say in different ways. At discourse level, it permits them to organize what they want to say around a topic entity. This topic entity, as pointed out earlier, is what is talked about in the text, and it is the starting point around which the discourse is structured and it influences the interpretation of everything else that follows in discourse.

CHAPTER TWO: WRITTEN DISCOURSE

Introduction

2.1. Definition of Written Discourse

2.2. Characteristics of Written Discourse

2.3. Elements of Written Discourse

   2.3.1. Cohesion

      a. Reference

      b. Ellipsis

      c. Conjunction

   2.3.2. Coherence

   2.3.3. Genre

   2.3.4. Context

2.4. Discourse and Grammar

Conclusion

Chapter Two: WRITTEN DISCOURSE

Introduction

This chapter provides a review of the literature on the nature of writing. It does not, however, claim to review all what is about the writing skill, it rather tries to review some aspects especially the ones that are of direct relevance to the nature of the topic under examination. It is divided into four interrelated sections. Section one defines the writing skill. Section two deals with the characteristics of written discourse. Section three presents the elements of written discourse and the last section (four) discusses discourse and grammar.

2.1. Definition of Written Discourse

Celce-Murcia and Olshtain (2000) state that " Writing is the production of the written words that result in a text but the text must be read and comprehended in order for communication to take place" (p. 85). Ramelan (2000) takes the same view that writing is a means of communication. He argues, "Writing can be used as a means of communication to convey messages by using written language or symbols" (p. 41). Indeed writing is a medium of communication that serves the writer's or the sender's needs. According to Martinez- Flor, Uso –Juan and Solor (2006) writing is viewed as "an interactive, social and contextualised communication event" (p.139). Interactive means that the communication happens between two parties and contextualised means; it is related to a given context and situation. From all the above-mentioned definitions, we can conclude that writing is not an easy skill to master; it needs a lot of attention and time. In addition, it is an interactive, social and contextualised process.

2.2. Characteristics of Written Discourse

Written discourse has some characteristics that differ from those of spoken one. Fasold and Connor (2006) suggest that we create discourse by speaking or writing; thus, these two processes rely on language. However, they do so in strikingly different ways trying to achieve coherence through different means. Beside the fact that written discourse is a permanent record, it can be planned, revised and edited in real-time of writing. One other characteristic of written discourse is that the audience are unknown and unlimited. In other words, Fold and Connor (2006) claim that "Writers have to anticipate the informational needs of their intended recipients, as well as what will maintain readers'

interest, without the benefit of immediate feedback" (p.184). These in turn are considered as one of the differences between spoken and written discourse. With the process of negotiating meaning, asking and answering questions and debating in oral discourse, written discourse has no clue to neither the feedback nor the comment of the reader to the writer. Therefore, the writer while writing follows some norms that help him/her convey the meaning and the message in a way which is safer and well-structured and which pleases the reader's understanding such as the use of pictures, punctuation, correct grammar rules...etc. As a conclusion, writers try to be clear, and this clarity depends upon the characteristics of the written discourse discussed above to create involvement of the intended reader in the writers' materials.

2.3.   Elements of Written Discourse

Before writing, the writer has enough time to think about what he wants to say and how he wants to say it. He usually uses well-formed sentences, in a way that the utterances of natural, spontaneous talk are not (MacCarthy, 1991). However, it is not an easy task; especially for EFL learners, to write without cutting the thread of information of a particular topic following and respecting the norms or rules that people adhere to while producing a written text. Therefore, Cohesion, Coherence, Genre and Context elements have a paramount role in constructing and organizing written discourse.

2.3.1. Cohesion

Halliday and Hasan (1976) state that cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into the text.

 The sentences of a given text are organized around the topic entity; however, do they constitute a text organized in a random way? The answer of this question is based on the view that Halliday and Hasan (1976) have of what makes a text form a unified whole. According to them, a text is considered as a text if there are cohesive relationships within and between the sentences that constitute it. They continue to say that these cohesive relationships create texture. Thus, a text has texture, and this is what distinguishes it from something that is not a text. The texture is provided by the cohesive relations. The cohesive

relation is set up in a text when the interpretation of some elements is dependent on that of the others. They illustrate this by the following example:

Wash and core six cooking apples. Put them into a fireproof.

They explain this sentence by saying: It is clear that *"them"* in the second sentence refers back to (is anaphoric to) the*" six cooking apples"* in the first sentence. This anaphoric function of "*them*" gives cohesion to the two sentences, so that we interpret "*them*" as a whole; the two sentences together constitute a text." (1976)

It can be seen that the sentences that constitute a text are not organized in a random way, but rather they are related and form a unified whole. Furthermore, it can be seen that there are elements in the text that make the sentences form a unified whole. These elements are what Nunan (1993) calls cohesive devices or text-forming devices. These text-forming devices are classified by Halliday and Hasan (1976) under three broad types: reference, ellipsis/substitution, and conjunction.

a. Reference

Reference items include pronouns (e.g. *he, she, it, him, they*, etc.), demonstratives (*this, that, these, those*), the article *"the",* and the items such as *"a"* (McCarthy, 1991). When these items are found in a text, they cannot be interpreted semantically in their own right. They make reference to something else in the text for their interpretation (Halliday and Hasan, 1976). To illustrate this, let us look at the following example:

Doctor Foster went to Gloucester in a shower of rain. He stepped in a puddle right up to his middle and never went there again. (From Halliday and Hasan, ibid)

It can be seen that *"he"* and "*his"* refer back to *"Doctor Foster"* for their interpretation and that *"there"* is semantically related to *"Gloucester".*

b. Ellipsis

Ellipsis is the omission of some essential structural elements from a sentence and these elements can only be recovered by referring to an element in the preceding text (Nunan, 1993). The following example illustrates this:

My father and my mother celebrate together their birth anniversary; both were born on December 25th, 1952.

It can be seen that the nouns *"my father and my mother"* are omitted and replaced by *"both"* in the second clause.

c. Conjunction

Conjunction is a cohesive device that differs from reference and ellipsis, which remind the reader of previously mentioned entities. It signals relationships that can only be fully understood through reference to other parts of the text (Nunan, 1993). There are four different types of conjunction: additive, adversative, causal, temporal (McCarthy, 1991). The following two examples illustrate the point:

She is intelligent. And she is very reliable. (Additive) (From McCarthy, 1991)

I am afraid I will be home late tonight. However, I will not have to go in until late tomorrow. (Adversative) (From Nunan, 1993)

From these examples, it can be noticed that there are certain elements which make sentences form a unified whole. These elements, as pointed out earlier, are called cohesive devices, and a text that contains these devices is interpreted as a cohesive text. However, as Brown and Yule (1983) argue, there are cases of texts which are interpreted as texts, but which do not contain any explicit cohesive device. The following example illustrates this:

Thank you for your comments about voicing. I will eventually get back to that lesson.(Beginning of letter) (From Brown and Yule, 1983)

These sequences of sentences are normally interpreted as a text although there is no explicit cohesive device in the text. This raises many questions such as: Do cohesive devices always lead us to interpret a text as a text? Is a text that contains cohesive devices always interpreted as a text? Is a text that does not contain cohesive devices always interpreted as a non-text? Brown and Yule (ibid) argue that cohesive devices do not always lead us to interpret a text as a text. According to them, a text does not only depend on the cohesive devices to be interpreted as a text, but also it depends on the context of situation. Thus, a text that does not display any explicit cohesive device is interpreted as a text. In short, to understand the notion of cohesion is of particular importance to students writing in a foreign language. It enables them to exploit the cohesive devices to create a text that forms a unified whole.

2.3.2. Coherence

As pointed out earlier, a text is interpreted as a text if it has texture, that is to say, if it contains cohesive devices that make the sentences that constitute it hang together. In other words, a text is interpreted as a text if it makes sense as a whole, that is, if it is coherent. It deals with the overall interpretation as unified piece of discourse, not just the formal links. However, as Widdowson (2007) argues, cohesive devices do not always lead us to interpret a text as coherent. To support his argument, he gives the following example:

> *We spend our holidays in Romania. This is a country where grapes are grown. They are a kind of fruit. So are banana. Fruits contain vitamins, and these are essential for a healthy life. So is regular exercise. Jogging is good for you. We do it every day…*

He explains this example by saying that although this text is co-textually connected with cohesive devices, it is not interpreted as a text. The reason for this is that it is difficult to make any coherent sense of it. This raises the following question: What constitutes a text? Widdowson (ibid) explains that the interpretation of text as a coherent text depends on how far it can be related externally to contextual realities and to the ideational and interpersonal schemata that readers are familiar with in the particular socio-cultural world they live in. Contextual realities involve the social and cultural context in which a language is used. The ideational schemata entail the function that language has of being about something and of expressing ideas (Halliday & Hasan, 1976). Interpersonal schemata involve relationship between people who are using a language (Halliday and Hasan, ibid). All these have a considerable bearing on the interpretation of a written text as a coherent text.

2.3.3. Genre

The successful interpretation of a text as a coherent text depends not only on how far sentences that constitute it form a unified whole, but also on how far the text is related externally to contextual realities. Some of these contextual realities, as Tribble (1996) argues, are related to the notion of genre. According to him, genre refers to different types of social activities enacted through different texts- spoken or written. This argument is similar to that made by Swales (1990). For Swales genre is used to refer to a class of communicative events in which language plays both a significant and an indispensable role. He argues that the most important characteristic of a communicative event is the

functions that language fulfils in the event and that these functions determine the form and the structure of the text and the expectation of the persons participating in the event. To clarify this, let us look at a communicative event that involves writing a promotional letter. This event of writing a promotional letter is explained by Tribble (1996) as follows:

A sales executive may decide to send a promotional letter to some potential business clients. If the executive understands the genre constraints associated with this sort of writing in a particular cultural context, s/he will not only know about the form or structure of the promotional letter, but s/he will be able to make appropriate lexical, grammatical, and content choices to give the letter the best chance of success with this type of reader. The executive, the letter, and the potential clients are all participants in the event of writing a promotional letter.

From this explanation, we understand the way in which the functions that language fulfils in a given communicative event determine the form and the structure of the text that results from the event. However, we have to understand that the event that involves promotional letter writing is not the only event that exists. Other communicative events involve writing. For instance, political speech, newspaper articles, reports, and so on are communicative events that involve writing. These communicative events have their own distinctive characteristics in terms of the functions that language serves, and in terms of the way in which these functions determine the form and the structure of the text that results from each event. In short, we can understand that the interpretation of a text as a coherent text depends on how far the text is related externally to contextual realities and some of these contextual realities are related to the notion of genre.

2.3.4. Context

We have already said that the interpretation of a text as a coherent text depends on how far the text is related externally to contextual realities and that some of these contextual realities are related to the notion of genre. Here, we will expand on this and include other contextual realities that the interpretation of a text as a coherent text may depend on. These other contextual realities entail, as Lillis (2001) argues, the context of situation and the context of culture.

The context of situation involves a consideration of the immediate context in which an instance of language use occurs by looking at, for instance, the place, the participants-

the writer and the reader- and the relationship between them, the purpose, and so on (Lillis, 2001). On the other hand, the context of culture involves a consideration of what Van Dijk (1997) refers to as norms and conventions that communities establish for their language users. These norms and conventions are the commonsense notions, ideologies, or belief system that defines a given community, its social practices, and its interaction with other communities. These contextual realities- namely, the context of situation and the context of culture- determine the form, the structure of the text produced in the same way as they determine the choice of vocabulary, grammar, content during the production of the text.

From this, we can infer that the interpretation of a text as a coherent text depends on how far the text is related externally to the contextual realities. The reason for this inference is that it may become difficult to interpret a text as a text independently of the contextual realities.

2.4.Discourse and Grammar

Discourse and Grammar often complete each other in a way that is logically well structured and organized. Written discourse meanwhile is a fundamental part, which guides the addressee in selecting specific grammatical forms at different points of interaction; that means that grammar is being selected depending on the given discourse. As Thompson (1988) argues that discourse is the product of the use of grammar in a particular context. Discourse and grammar study familiar terms like clause, pronouns, adverbial and conjunction, and they attempt to relate them to a less familiar set of terms that are theme, rheme, reference and anaphora…etc. Hence, grammar is important in language teaching in constructing and presenting discourse that offers a grammatical contribution to textuality.

Conclusion

We have seen that written discourse is a pertinent aspect in EFL learners' teaching and learning process. It has certain characteristics and features that differentiate it from the spoken discourse. In addition, written discourse has four main elements: Cohesion, Coherence, Genre and Context, which tend to construct and organize it in a well-structured manner. Finally, the relationship between discourse and grammar is explained.

CHAPTER THREE: METHODOLOGY, RESULTS AND DISCUSSION

Introduction

3.1. Research Design

3.2. Research Instruments

    3.2.1. Writing Test

        a. The Sample

        b. Description and Administration of the Test

        c. The Analysis of the Test

        d. Discussion

    3.2.2. Teachers' Interview

        a. The Sample

        b. Description and Administration of the Interview

        c. The Analysis of the Interview

        d. Discussion

Conclusion

Introduction

This study aims at exploring thematization in EFL learners' written discourse and the way they structure their information referring to the aspect of theme/rheme. In addition to that, this research paper aims at investigating whether written expression and comprehension teachers at Kasdi Merbah University of Ouargla involve teaching the process of thematization particularly, theme/rheme aspects. This chapter shows the methodology followed to achieve the objectives of the study. It presents the instruments used. Finally, the chapter provides the discussion of the results, the suggestions and the recommendations in addition to the limitations of the work.

3.1. Research Design

To answer the two questions of the research work, this study follows a descriptive research design to collect both qualitative and quantitative data. The strength of this research is its ability to provide complex textual descriptions about the topic investigated. Since descriptive research is designed to determine the facts of current situation thereby to clarify status, it is found that, the descriptive method is suitable for this study.

3.2. Research Instruments

In the current research, two descriptive methods are used to analyse the data of the research work. These instruments are a students' writing test (See Appendix A) and a teachers' interview (See Appendix C).

3.2.1. Writing Test

a. The Sample

The participants in this study are Third-year Licence (L3) students of English at KMUO. The choice of these students was motivated by two factors. The first factor is that they have been studying written expression and comprehension for over two years. The second factor is that they would inform the study of the problems that most FL learners encounter in written discourse; therefore, their proficiency in written discourse is appropriate to conduct our research. The number of L3 students who participated in the study is twenty-one (21) of the total thirty (30): (seventeen (17) females and four (4) males and they are asked to write 10-lines paragraph about the importance of learning English as a foreign language.

b. Description and Administration of the Test

The test consists of solely one topic. This test was distributed to the participants in the study, who were asked to write a 10-lines paragraph. In order to write this paragraph, they were given forty-five (45) minutes the time that a lecture lasts. After this time, the output from the test was collected and was analysed.

c. The Analysis of the Test

The analysis of the test data yielded the following results. As Table01 shows that not all the N of students who were asked to participate in the current study that is 30 accepted to be a part of it and to write the 10-lines paragraph.

Table 01 : Theme Frequency

N	Valid	30
	Missing	9

Concerning theme types, the results, which appear in Table 02, indicate that the participants use mostly the textual theme type with a percentage of 57.1%. In addition, they use the experiential theme type with a percentage of 38.1%, then the interpersonal theme type with a percentage of 4.8%.

Table 02: Theme Types

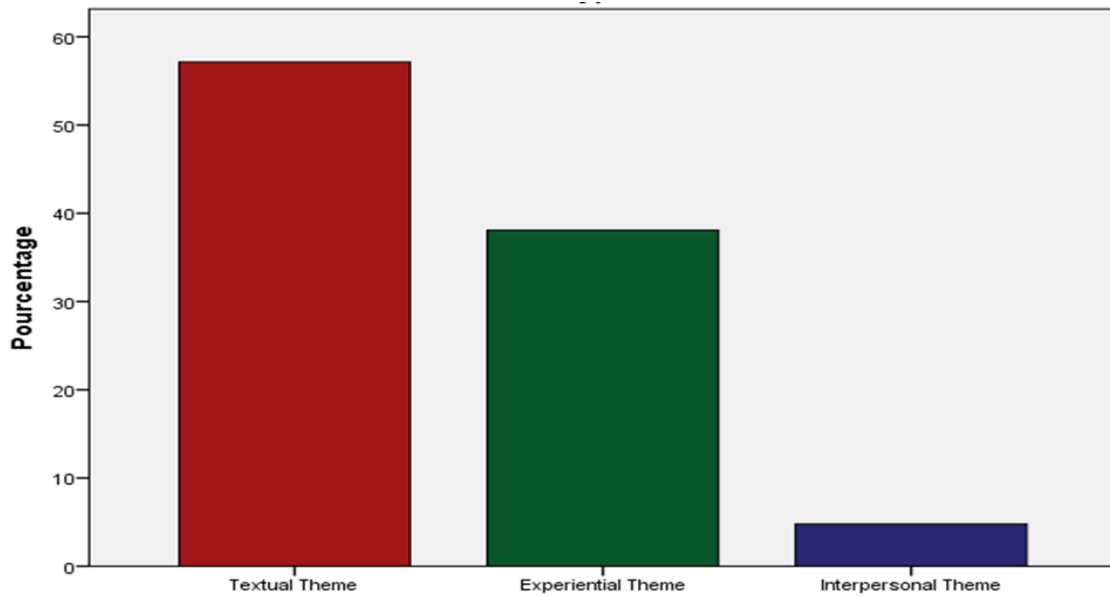|		Frequency	Percentage	Percentagevalid	Percentage cumulative
Valid	TextualTheme	12	57,1	57,1	57,1
	ExperientialTheme	8	38,1	38,1	95,2
	InterpersonalTheme	1	4,8	4,8	100,0
	Total	21	100,0	100,0	

Figure 01: Theme types

d. Discussion

A writing test is a crucial element that facilitates the process of conducting the research and answering its questions, thus the students' test helps to provide an answer to the first question in this research paper, which is "what structures do learners use in their expression of theme?" Therefore, the aforementioned analysis represents the most used type of theme in the students' paragraphs.

Figure 01 shows that textual theme is the most used type in students' paragraphs, where 12 of 21 students referred to this type in which they used conjunctions at the beginning of their clauses and sentences such as "*Thus, learning English as a foreign language would provide a lot of chances to its speakers*" (Text N°02) and "*Therefore you will find a job easily*"(Text N°05). In addition, they used continuatives such as "*First of all, English is an international language in the world*". (TextN°03), and "*So the importance of learning English as a foreign language is to make all of the world speak one language*". (Text N°07).

Experiential theme is the second type used by students: eight of 21 students referred to this type as the core element of the textual metafunction where it corresponds as the first clausal element expressing experiential meaning. For example, "*Learning English as a foreign language facilitates communication among people*" (TextN°04). In addition, "*It helps us to understand the world and the culture of people around the world*". (Text N°06).

- 24 -

Interpersonal theme appears as the third rarely used type in students' writings as it is illustrated in the table where students expressed their points of view on the content of the clauses and sentences such as "*I think that English is very important to be taught*" (Text N°10). Moreover, "*Actually, to learn English as a foreign language is very important…*" (Text N°01). Another example of interpersonal theme type in students' paragraphs is "*Really learning English became as a trend*" (Text N°15).

Overall, it can be seen that textual theme is the most frequently used type in students' writings that is based mainly on the use of the conjunctions, and continuatives.

3.2.2. Teachers' Interview

a. The Sample

This study uses an interview addressed to three (3) EFL teachers of English written expression and comprehension at KMUO. Convenience sampling is chosen because of the proximity of the participants to the researcher. According to Cohen, Manion and Morrison (2007), convenience sampling involves "choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time" (p.102).

b. Description and Administration of the Interview

The interview is the second instrument employed to collect data for the present study. In general terms, an interview is a tool based on questioning. "[It] involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses" (Khothari, 2004, p.97). The current study depends on the degree to which its content is controlled to a semi-structured interview in which it has a prearranged general guide of topic and issue to be covered but with more internal flexibility in terms of questions' choice and order. In this type, researchers allocate themselves the chance to search ahead of the procedure laid in the guide (Lodico, Spaulding &Voegtle, 2006), but the interview still has a clear direction.

The number of teachers who participated in this study is three out of a total of four; all are members of the English Department at Kasdi Merbah University of Ouargla, who have taught written expression and comprehension course at university level. Eleven questions were addressed to the chosen teachers to have an overview about teaching thematization and to know about their attitudes and beliefs towards this issue.

c. Analysis of the Interview

The following analysis of the teachers' responses to the interview questions are as follows:

Q1: What methods are used in teaching written expression and comprehension courses?

Two teachers answered the question in different ways; participant one claims that the term "approach" is more suitable than "method" in that teachers have to vary the use of approaches such as process approach, genre approach and product approach, however the product approach is the common approach in KMUO. Participant two claims that the method used depend on the lecture, students' level and depend on the given topic. Whereas, participant three did not provide an answer.

Q2: What are the most important aspects of texts that written expression and comprehension courses should include?

Two participants agree that written expression and comprehension courses should tackle the organization and the steps of a written discourse: the introduction, the body and the conclusion based on the type used. However, one of the participants emphasises the clarity and the unity of the paragraph where cohesion and coherence appear.

Q3: Do you attempt to teach students skills in organizing information in a text?

All participants agree on the pertinent role of teaching students skills in organizing information in a text by providing examples to students for more understanding, then, try to find out a logical pathway in interpreting it.

Q4: Do you teach your learners the process of thematization; in other words, are they introduced to theme/rheme aspects?

All participants answer this question positively, whereas they teach the process of thematization in an implicit way without introducing it clearly to their students, referring to other terminology such as Subject and Predicate.

Q5: Do you teach students thematic types (other grammatical elements such as adverbs or adverbial phrases), which can be the point of departure or opening in a sentence?

The participants agree that they teach the grammatical elements in written expression and comprehension courses but admit that they do not explore thematic types namely textual, experiential and interpersonal themes to their students.

Q6: Do you focus students' attention on how to practice with diverse thematic options and on how this affects information prominence in the clause?

From the participants' answers, it is deduced that they all try to draw their students' attention to practicing diverse thematic options focusing not only on the sentence level but also on the discourse level.

Q7: Do you train them on how to change the point of departure of a certain clause to orient the reader to what is about to be communicated?

Participant one and two tend to inform their students on how to change the point of departure but they have to be more trained about this via practicing. However, participant three does not focus on training them on how to change the point of departure.

Q8: Do you try to show them how grammatical options can affect cohesion and textuality?

All participants answered the question by "Yes" they show their students how grammatical options affect cohesion and textuality.

Q9: How can you as a teacher delivering written expression and comprehension insure that your students' understanding of theme/rheme aspects has been successfully done?

All participants agreed that the only way to insure their students' understanding is through students' own productions and to introduce them to theme/rheme aspects explicitly.

Q10: How many sessions does it take to explore students to the process of thematization especially theme/rheme aspects?

Different answers have been suggested, participant one mentioned that teaching the process of thematization takes a whole course where participant two claimed that six is the suitable number for teaching this process. However, participant three finds that two sessions are enough to introduce students to theme/rheme aspects.

Q11: According to you, how can theme/rheme aspects be taught to EFL learners? And what are the activities that may facilitate the understanding of the process of thematization for learners?

All participants emphasise teaching theme/rheme aspects explicitly to EFL learners by exposing the students to this new topic gradually with its different types. In addition, to facilitate their understanding of thematization process, many chances and opportunities to write would help them grasp and master it.

d. Discussion

The main reason for adopting the teachers' interview in this study (See Appendix B) is that it provides the teachers' different points of view towards teaching the process of thematization, and to seek how written expression and comprehension courses at KMUO introduce theme/rheme aspects. It has been noticed that KMUO teachers do not consider the teaching of the process of thematization rather in an implicit way using different terminologies and concepts to illustrate and refer to theme-rheme.

Conclusion

This chapter discussed the methodological framework in which the study is situated. The first part was devoted to elaborate on the descriptive instruments, which consist firstly of students' writing test. It explained the rationale behind selecting both quantitative and qualitative methods in view of the stated research objectives. The second part was devoted to elaborate on the second instrument, which is the teachers' interview, and to highlight teachers' attitude towards teaching the process of thematization. The chapter presents the data collection methods in addition to the data analysis procedures. Finally, it shows results along with their discussion. These procedures showed that EFL learners use different structures in their expression of theme and vary the use of theme types as well they showed that thematization is not considered in the teaching of English writing at KMUO.

RECOMMANDATIONS AND SUGGESTIONS

Based on the major findings of the present study, the following recommendations can be formulated. Since it was found that L3 students at KMUO have problems in organizing their clauses, sentences and paragraphs, thereby affecting the flow of information and ideas in the text, teachers should do the following to help students to solve these problems through:

1. Attempt to teach students skills in organizing information in a text.

2. Try to show to the students how grammatical options can affect cohesion and textuality.

3. Let the students encounter the different thematic types, and how this affects information prominence in the sentence.

4. Train students on how to change the point of departure of a certain sentence to orient the reader to what is about to be communicated.

5. Provide a variety of activities that may facilitate the understanding of the process of thematization.

From the aforementioned recommendations, the following activities may help teachers introducing theme/rheme aspects and types of theme to students:

1. Writing activity: teacher provides a short disordered story and he asks his students to reorder it. Then he asks them to identify theme and rheme in the story.
2. Another writing activity: teacher writes on the board several sentences, and then asks the students to identify the theme and its type (Textual, Experiential and Interpersonal type) with the explanation.
3. Reading activity; teacher gives students various short stories to read them, and then he asks them to determine what the theme is for each story and justify their answers.
4. Teachers can provide learners with a paragraph and ask them to vary sentence openings using different theme types.

LIMITATIONS OF THE STUDY

In order to reach the aims of this research work the convenience sampling strategy was used because of its ability to save time, but one of the limitations was that the results were too close which makes the researchers scrutinise and report the results in a very detailed way. Another limitation was the missing of one of the participants in teachers' interview, also not all the students who were asked to pass the test accepted to participate and that is due to their weaknesses in writing. In addition to that, they are not aware of the rules of writing such as punctuation marks, grammar rule, etc. Therefore, the study could have been more informative with more advanced learners.

GENERAL CONCLUSION

The current descriptive research paper aimed at exploring thematization in EFL learners' written discourse and the way they structure their information referring to theme/ rheme aspects. This is based on answering two main questions which are:" What structures do learners use in their expression of theme?" and "Is thematization considered in the teaching of English at KMUO?" Two methods or instruments were used, which are a writing test and a teachers' interview, so as to highlight the importance of delving thematization in EFL learners' written discourse. The findings of this study have yielded important insights. The writing test results expressed that in spite of the fact that EFL students use different structures in their production expressing theme, they tend also to vary in the use of theme types namely; experiential, textual and interpersonal type, however the textual theme was the most used type in students' production where they have used conjunctions and continuatives as points of departure of their clauses and sentences. Whereas the teachers' interview has shown some of the teachers' different answers and points of view towards teaching the process of thematization, in which they agree on the paramount role of teaching theme/rheme aspects explicitly to EFL university students at KMUO in written expression and comprehension course, that enable them to construct and produce coherent and informationally well-structured paragraphs based on the grammatical options that effect cohesion and textuality, the use of diverse thematic options and the practice that trains the students to be good writers or at least to convey their messages and thoughts in a simple, clear and an organized manner.

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Appendix A. Students' Test

Third year Students' test

Gender: ☐ Male   ☐ Female

Question: In no more than ten lines talk about the importance of learning English as a Foreign Language.

....

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Appendix B: Students' Texts

KASDI MERBAH UNIVERITY –OUARGLA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender :   Male ☐   Female ☑

Question: In no more than ten lines talk about the importance of learning English as a Foreign Language.

Learning English, for me, is not only an interesting matter but more than an important one. Actually, to learn English as a Foreign language is very important because it is the lingua - Franca. I.e. it is the key language of the world. Besides the majority of people speak it, English is as the language of technology. So, learning it is really important for us to communicate with others, share knowledge, discover the new world and being a strong member in society. Last but not least, I think that English is not only foreign language, but it is the strongest and the most important one in the world.

ExT	TT	InT
1	4	2

01

01

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender: Male ☐   Female ☑

Question: In no more than ten lines talk about the importance of learning English as a foreign language.

First, Nowadays English language becomes the lingua franca in the world. This global language has been recently world wide famous. Thus learning English as a foreign language would provide a lot of chances to its speakers. Being able to communicate easily with international persons, English language is the key to their communication. Also technology is getting developed, so English is more required in dealing with the technological devices and programs.

Ex T | T T | I T
1 | 4 | 1

01

- 36 -

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender :   Male ☐   Female ✔

Question: In no more than ten lines talk about the importance of learning English as a Foreign Language.

In T [My point of view the importance of Learning English as a Foreign Language. first of all English is an international   T T
Language in the world we need it every where normaly every   In T
body should know it Learning English as a second
Language make you more interste with many branches and   Ex T
make you have self confident and make a speech in every
where and with som everybody of fahar English not awn   Ex T
mother tang it is samthing Great when we learn a new
Language it help as a lot. Ex T

| T T | TnT | Ex T |
| 1 | 2 | 3 |

03

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender : Male ☐ Female ☒

Question: In no more than ten lines talk about the importance of learning English as a Foreign Language.

Nowdays, English is the global language and the lingua Franca That allow you to open all the doors . It is very important to learn the English language because of its valuable services that it offers to its learners. One major feature is the communication. Learning English as a foreign language facilitates communication among people in its different ways, either to introduce yourself or (the) business and commerce. It opens the gate to you to discover the others' cultures, traditions., their principales or their values.

01

(04)

- 38 -

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender: Male ☐   Female ☑

Question: In no more than ten lines talk about the importance of learning English as a foreign language.

Learning English nowaday is so important because it is the language of the world wherever you travel East or West you can speak in English and everybody can understand you. More over, the biggest companies in any country and especially here in Algeria are looking for translators. Therefore, you will find a job easily. For English learners, it is a good opportunity to go abroad and travel to the united states of America or the united kingdom to assure their future by finding a good job in a developed country.

01

- 39 -

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender: Male ☑ Female ☐

Question: In no more than ten lines talk about the importance of learning English as a foreign language.

Ex T   Learning English as a foreign language is
important since English is considered a worldwide TT
language. It is the language of technology Ex T
and science. It is the language of communication Ex T
It helps us to understand the world and the Ex T
culture of people around the world. It helps
us When it comes to understanding movies and
getting jobs. Ex T

Ex T | TT | In T
5 | 1 | 0

01   (06)

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender: Male ☑ Female ☐

Question: In no more than ten lines talk about the importance of learning English as a foreign language.

Nowadays All of the world find a way to speak One language $In T$ to make it generally and this language is "English" as we see in "Mallaysa" the Mallisian people chose the English as $In T$ Unit language after that they became an economic force $T T$ in World so the importance of learning English as foreign language is To make all of the world speak One language `Franka lingua' $T T$ Br language of World and it's importance make all of people $T T$ from any country speak one language as one community

Ex $\begin{cases} & In T & T T \\ & 2 & 3 \end{cases}$

01   (07)

- 41 -

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender: Male ☐ Female ☒

Question: In no more than ten lines talk about the importance of learning English as a foreign language.

In I /I Think English is very important to be Taught even if Just as a foreign language because it is the language TT of the world ., it is the lingua-frinca whenever you travel you have to speak in English or when you use ExT a commun website or social media everything is in English / Thats why I believe that english must be taught

InT

ExT | TT | InT
1 | 1 | 2.

01   (10)

- 42 -

KASDI MERBAH UNIVERITY –OUARGLA
FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

Third year Students' test

Gender: Male ☐   Female ✔

Question: In no more than ten lines talk about the importance of learning English as a foreign language.

....Learning English as foreign language is so importance.. [ExT]
because as you known English language is a goloble language today. [TT]
Also L.F.FL are more benifical for students because the majority [TT]
of their references are writing in English. Realey LEFL became [InT]
as a trend. Also due to the 21 c, all human being obliged [TT]
to learn it. So each one who who has the contact to this
new technalagyhe has to learn English. [TT]

....
....
....

TT	InT	ExT
4	1	1

(15)

01

- 43 -

Appendix C: EFL Teachers' Interview

   This interview is conducted to have an over view about theme types in EFL learners' written discourse and teaching thematization so that the aim of our research paper is to explore thematization in EFL learners' written discourse and the way they structure their information referring to the aspect of theme/ rheme. It also aims at investigating whether teachers of English writing and grammar at Kasdi Merbah University of Ouargla (KMUO) emphasize teaching the process of thematization. Therefore, you are asked kindly to answer the following questions to help us conducting this research for master degree in Applied Linguistics and English for Specific Purpose, and we will be thankful.

1) What methods are used in teaching written expression and Comprehension courses?

2) What are the most important aspects of texts that written expression and comprehension courses should include?

3) Do you attempt to teach students skills in organizing information in a text?

4) Do you teach your learners the process of thematization; in other words, are they introduced to theme/rheme aspects?

5) Do you teach students thematic types (other grammatical elements such as adverbs or adverbial phrases, which can be the point of departure or opening in a sentence?

6) Do you focus students' attention on how to practice with diverse thematic options and on how this affects information prominence in the clause?

7) Do you train them on how to change the point of departure of a certain clause to orient the reader to what is about to be communicated?

8) Do you try to show them how grammatical options can affect cohesion and textuality?

9) How can you as a teacher delivering written expression and comprehension insure that your students' understanding of theme/rheme aspects has been successfully done?

10) How many sessions does it take to explore students to the process of thematization especially theme/rheme aspects?

11) According to you, how can theme/rheme aspects be taught to EFL learners? And what are the activities that may facilitate the understanding of the process of thematization for learners?

Abstract

The study aims at investigating whether thematization is explored in L3 EFL learners' written discourse at KMUO. The descriptive approach (qualitative and quantitative treatment) is used through a writing test and a semi-structured teachers' interview. Twenty-one EFL third year licence students and three university teachers of English at KMUO are used as a sample of this study. The results of the study showed that L3 EFL learners use different structures in their expression of theme; they emphasize the use of the textual theme then the experiential one and lastly the interpersonal theme. Additionally, this study found out that written expression and comprehension teachers at KMUO do not consider the teaching of theme/ rheme aspects. Rather they present them in an implicit way sometimes using different terminologies. Thus, this work attempted to suggest and recommend some of the points to enrich and help those who are on need of it.

Key terms: Theme- Rheme- Thematization- Writing- Textual theme type- Experiential theme type- Interpersonal theme type.

الملخص

تهدف الدراسة إلى التحقق فيما إذا كان طلبة اللغة الانجليزية ثالثة ليسانس على اطلاع بمنهجية التقديم (الابراز) أثناء تحريرهم للتعبير الكتابي. تم استخدام المنهج الوصفي (العلاج النوعي والكمي) وذلك عن طريق اختبار كتابي للطلبة ومقابلة شبه منظمة لبعض الأساتذة حيث تم استخدام 21 طالب سنة ثالثة ليسانس اختصاص لغة انجليزية و3 أساتذة من قسم اللغة الانجليزية بجامعة قاصدي مرباح-ورقلة كعينة لهذه الدراسة. أثبتت نتائج هذه الدراسة أن الطلبة يستعملون صيغ مختلفة للتعبير عن نفس الموضوع، فهم عند التقديم (الابراز) يركزون على استعمال مسند اليه نصي بالدرجة الأولى ثم مسند اليه تجريبي فمسند اليه علاقي. كما بينت هذه الدراسة أن أساتذة مقياس التعبير الكتابي في جامعة قاصدي مرباح-ورقلة نادرا ما يتطرقون لتدريس التقديم (الابراز) وبطريقة ضمنية باستخدام مصطلحات مختلفة. لذا حاولنا من خلال هذا العمل، تقديم بعض الاقتراحات والتوصيات التي من شانها إثراء ومساعدة من هم بحاجة لها.

الكلمات المفتاحية. المسند-المسند اليه-التقديم (الابراز)-الكتابة-مسند اليه نصي-مسند اليه تجريبي-مسند اليه علاقي.

Résumé

L'étude vise à déterminer si la thématisassions est explorée dans le discours écrit des étudiants 3L EFL à UKMO. L'approche descriptive (traitement qualitatif et quantitatif) est utilisée par un test d'écriture et une interview semi-structurée des enseignants. Vingt et un étudiants de licence troisième année EFL et trois enseignants universitaires d'anglais à UKMO sont utilisés comme échantillon de cette étude. Les résultats de l'étude ont montré que les étudiants 3L EFL utilisent différentes structures dans leur expression du thème ; Ils mettent l'accent sur l'utilisation du thème textuel alors l'expérience et enfin le thème interpersonnel. De plus, cette étude a révélé que les enseignants de l'expression et de la compréhension écrite de UKMO ne considèrent pas l'enseignement des aspects thématiques / rhémétiques. Plutôt, ils les présentent de manière implicite en utilisant parfois différentes terminologies. Ainsi, ce travail a tenté de suggérer et de recommander certains des points à enrichir et à aider ceux qui en ont besoin.

Les mots clé : Thème-Rhème-Thématisassions-écriture- Thème textuel- Thème Expérience- Thème interpersonnel.