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## **Instructors' Attitudes towards Applying Effective Technique in Teaching Reading Skill**

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**ABSTRACT:** *This study aims at investigating the instructors' attitudes towards applying effective technique teaching reading skill. The study adopted the descriptive method. A questionnaire is used as a primary tool for data collection. Population of the study is teachers of English at different Sudanese Universities. The sample of study drawn from the consisted of 50 teachers who were selected randomly. This study used the statistical package for social science (SPSS) program to analyze and verify the hypotheses. The results showed that instructors encourage students to relate their background knowledge about the topic of the reading. Furthermore, instructors prefer to direct students in identifying the main ideas of what they have read. The study recommended that Instructors should ask students to make predictions about what will happen next in the text they are reading. Moreover, instructors should be well-trained in using effective technique in teaching reading skill.*

**KEYWORDS:** dynamically, substantial, schematic, comprehending, synthesise.

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### **INTRODUCTION**

Reading is considered as an activity which is done to get ideas or information of written text. By reading, the readers will acquire knowledge which is significant in activity of daily life. As far as the students are believed, reading is an activity which can motivate them to be active in adding their knowledge and activating their critical thinking process. It is caused that during reading they catch and reach much information about anything from their reading. Reaching much information in reading will help the students have much knowledge, especially related to their study. Further, students are encouraged to do the reading activity and have good ability in it. It is done in order to provide the

students with full of knowledge about everything. Besides, by reading well, the students can increase their background knowledge and experience from reading the text.

Before going further explaining the main points in this study, the writer shows some concepts of reading proposed by some experts. According to Nunan (2003: 68) reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Reading ability is very important for daily live and gives information for the students to comprehend the text, because the goal of reading is comprehension. By reading, the students can increase their knowledge such as social, culture, politics, and so forth. In addition, it can also be called as a tool for the students to get a comprehension about what they have already read so far. It does also help the students to refresh their ideas and they can understand many types of words and sentences which can improve their ability in reading.

### **Statement of the problem**

Reading skill has become a crucial priority for EFL learners in all over the world. It is a prerequisite for education, profession and social interaction. It has been observed that majority of the University students face serious problems in using effective reading technique. As far as the researcher is concerned, this deficiency is due to lack of authentic materials. It has become a critical issue of all Sudanese tertiary levels. Furthermore, Sudanese Universities lack facilities of teaching and learning reading skill such as teaching equipment's, insufficient training and audiovisual materials. The researcher has tackled this issue so as to address this problem.

### **Objective of the Study**

- To investigate the tertiary instructors' attitudes towards using effective technique in reading skill.

### **Question of the Study**

- What are the instructors' attitudes towards using effective technique in reading skill?

### **Hypothesis of the study**

- Tertiary instructors have positive attitudes towards using technique in reading skill.

### **Significance of the Study**

The study of this research has a great benefit and importance for both English language teachers and learners. English language teachers can exploit new classroom techniques in teaching reading skill. They can innovate and develop these techniques in order to achieve better benefits. They can also exert great efforts at their jobs as teachers. Students can gain fruitful learning and they can be well -motivated in the classroom.

### **The Reading Process**

Although much literature has been devoted to the process of reading, there are still many questions need to be answered concerning this topic. Reading is not merely a receptive process of picking up information from the page in a word - by - word manner (Grabe,1991). Rather it is a selective process and characterized as an active process of comprehending. This means that it is an "interactive" process between a reader and a text which leads to automaticity or (reading fluency).Grabe (1991:379) states

that during reading, the reader interacts dynamically with the text as she/he tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systematic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Since reading is a complex process, Block (1986:29) illustrates the significance of widening the knowledge about it as he emphasizes the fact that good readers tend to use a wider range of strategies with higher frequency than poor readers do. It is a multi-faceted activity, involving a combination of both lexical and text-processing skills that are widely recognized as being interactive. According to Carrell and Eisterhold (1983:557) view reading as a "guessing game" in which the reader reconstructs, as best as he can, a message which has been encoded by a writer. Therefore, it is an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used. They outline the processes involved in this interactive process where bottom-up and top-down processing occur simultaneously at all levels.

## **Types of Reading**

### **Extensive Reading**

There have been conflicting definitions of the term "extensive reading" (Hedge, 2003, P.202). Some use it to refer to kind of "skimming and scanning activities, others associate it to the quantity of material. Hedge believes that extensive reading varies according to the students' motivations and school resources. A well-motivated and trained teacher will be able to choose suitable materials of handouts and activity books for the students. He also states that since extensive reading helps in developing reading ability, it should be built in EFL/ESL programs provided the selected texts are authentic -i.e. "not written for language learners and published in the original language".

Hafiz and Tudor (1989:5) demonstrate

*"The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting material will, in long run, produce a beneficial effect on the learners command of L2."*

Extensive reading, therefore, assures to flood readers and learners of the language with large quantities of second language input with specific tasks to perform on the material. Inspired by Krashan's Input hypothesis researchers have shown renewed interest in extensive reading in recent years. This is seen most clearly in various trends adopted by ELT institutions. Students are urged to read independently by using the resources within their reach (Hedge,2003:200-209). Besides, there has been a growing interest in researching the value of extensive reading. Hedge believes that extensive reading varies according to students' motivation and resources. A well-motivated and trained teacher will be able to choose suitable handouts or books for the students.

Hedge (2003:218) also claims that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL programmes provided that the selected texts are "authentic - i.e." not written for language learners and published in original language".

Hedge (2003:204), however, argues that it is difficult to know exactly how any learner will actually use the input available ". No one can deny the fact that extensive reading greatly helps SL learners in exposing" to English and especially when the class time is limited. Hedge briefs the advantages of extensive reading in the following lines: Learners can build their language competence progress in their reading ability become more independent in their studies.

### **The Intensive Reading**

In intensive (or creative) reading, students usually read a page to explore the meaning and to be granted with writing mechanisms. Hedge argues that it is " extensive reading that learners can gain substantial practice in operating these strategies more in dependently on a range of materials. "(ibid, P.202). These strategies can be either text related or leaner - related: the former includes and awareness of text organization while the latter includes strategies like linguistic, schematic, and met cognitive. In intensive reading activities leaner are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or provide the basis for targeted reading strategy practice. Intensive reading emphasizes the fact that " the knowledge a reader brings to a text is a principal determiner of how that text is comprehended, and what may be learned and remembered " ( Gabb ,2000, p.32).

Paran (2003) clearly characterizes the t)?e of intensive reading program texts and processes teachers need to focus on to maximize the familiar three phases of pre- during and post - reading with better language preparation, retention and activation strategies to improve leaning. Intensive reading focuses more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to comprehend and text, (P.40) Intensive reading's basics priorities are: to help leaners comprehend written texts, to become more aware of text organization to better comprehend it, to learn how to use and monitor effective reading strategies, and to develop general literacy skills necessary to generate productive expressions in L2 (ibid, P.42).Through intensive reading , ESL are also encouraged to synthesize, i.e , take the relevant key ideas or concepts from a text , create necessary mental images ,combine those with prior knowledge in order to infer meanings that may not be explicitly stated by the author .Consequently , students will think about the new information in ways the reader had not engaged before .In this way , leaners of the language go beyond simply making sense of the words to understand the author's meaning , absorbing or challenging relevant concepts , and sparking in the reader's new ideas or new paths of inquiry .As much as the students read , they are generally capable of articulating and shanng with others their"\*forrna knowledge or ideas either verbally , through writing , or by some means. They become aware of the elements of comprehending and understanding any text , such understanding make the form of a new kind of empathy for the characters or the situation , or any awakening to a new world of thought not encountered before.

### **The Goals of Reading**

Reading is an ability which is extremely important for students for enhance their insight in particularly in English language. The writer appraises that one of the way for increasing students' reading ability is by knowing the purposes of the reading. There are many aims of reading which put forward by many experts. Rivers and Temperely (1978) in Nunan (1999) address seven main purposes of reading: 1) to obtain information for some purpose or because we are serious about some topic: 2) to obtain instructions on how to perform some tasks for our work or daily life (e.g. knowledge how an appliance

works); 3) To act in a play, play a game, do a puzzle; 4) To keep in touch with friends by correspondence or to understand business letters; 5) To know when or where something will take place or what is available; 6) To know what is happening or has happened (as reported in newspaper, magazines, report); and 7) To have enjoyment or excitement. Grellet (1983) mentions two main reasons for reading: 1) Reading for pleasure; and 2) Reading for information (in order to find out something or in order to do something with the information you get).

3. The Principles for Teaching Reading Richard and Schmidt (2002) point out that the principles in teaching are beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. Harmer (2001) classifies that there are six principles behind teaching reading as follows:

a. Reading is not a passive skill Reading is an incredibly active occupation. To do it successfully, one has to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if one agrees with them. If one does not carry out these things –and if students do not perform these things –then one only just scratch the surface of the text and one quickly forgets it.

b. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

c. Student should be encouraged to respond to the content of a reading text, not just to the language it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and teachers must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading When one reads texts in his/her own language, one frequently has a good idea of the content before he/she actually reads. Book covers give him/her a hint of what is in the book; photographs and headlines hint at what articles are about and reports look like reports before one reads a single word. The moment one gets this hint, the book cover, headline, the word processed page, his/her brain starts predicting what he/she is going to read, expectations are set up and the active proves of reading is ready to begin. Teachers should give students ‘hits’ so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic Teachers could give students Hamlet’s famous soliloquy ‘to be or not to be’ and ask them to say how many times the infinitive is used. Teachers could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. Teachers will probably be more interested in what Hamlet means and what the menu foods actually is (Harmer 2001). Once a decision has been taken about what reading text the students are going to read, teachers need to choose going reading tasks-the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking

boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, utilizing the topic for discussion and further tasks, using the language for study and later activation.

## METHOD OF THE STUDY

Researchers used a descriptive method to conduct the study. A questionnaire is used as the primary tool for collecting the information relevant to the study. The data will be analyzed statistically by using the SPSS programme. The population of this study is the teachers of English at some different Universities. The sample is drawn from teachers of English at some different Universities who were selected randomly.

## Data Analysis of the Questionnaire

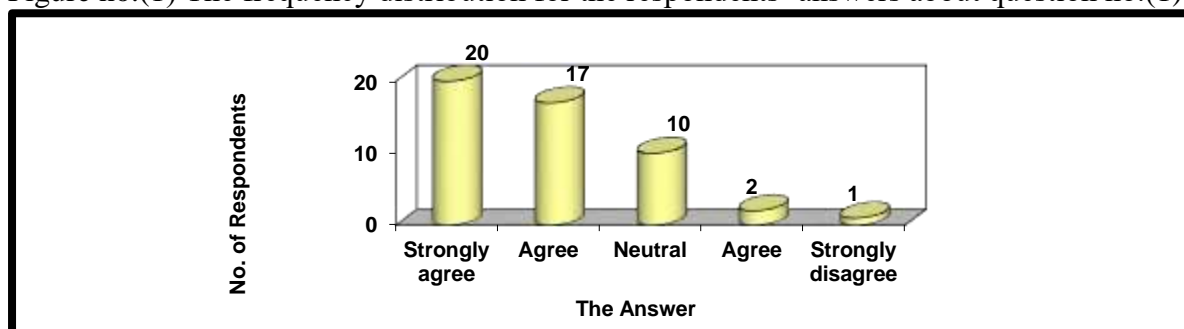
**Question No.(1):** Instructors usually like asking students about the general view of the reading topic before going to the main section

Table no.(1) The frequency distribution for the respondents' answers about question no.(1)

Answer	Number	Percent
Strongly agree	20	40.0
Agree	17	34.0
Neutral	10	20.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2020

Figure no.(1) The frequency distribution for the respondents' answers about question no.(1)



Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(1) and figure (1) that there is (20) persons in the study sample with percentage (40.0%) has strongly agreed with " Instructors usually like asking my students about the general view of the reading topic before going to the main section ". There are (17) persons with percentage (34.0%) have agreed on that, and (10) persons with percentage (20.0%) have fair about that, while (2) persons with percentage (4.0%) have disagreed; also only one person with percentage (2.0%) has strongly disagreed about that.

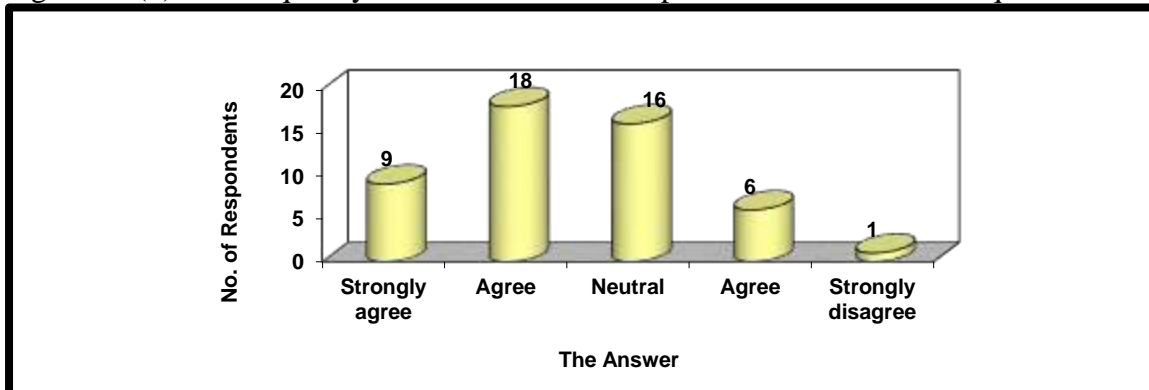
**Question No.(2):** Instructors always encourage students to relate their background knowledge about the topic of the reading.

Table no.(2) The frequency distribution for the respondents' answers about question no.(2)

Answer	Number	Percent
Strongly agree	9	18.0
Agree	18	36.0
Neutral	16	32.0
Disagree	6	12.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2020

Figure no.(2) The frequency distribution for the respondents' answers about question no.(2)



Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(2) and figure (2) that there is (9) persons in the study sample with percentage (18.0%) has strongly agreed with " Instructors always encourage my students to relate their background knowledge about the topic of the reading". There are (18) persons with percentage (36.0%) have agreed on that, and (16) persons with percentage (32.0%) have fair about that, while (6) persons with percentage (12.0%) have disagreed; also only one person with percentage (2.0%) has strongly disagreed about that.

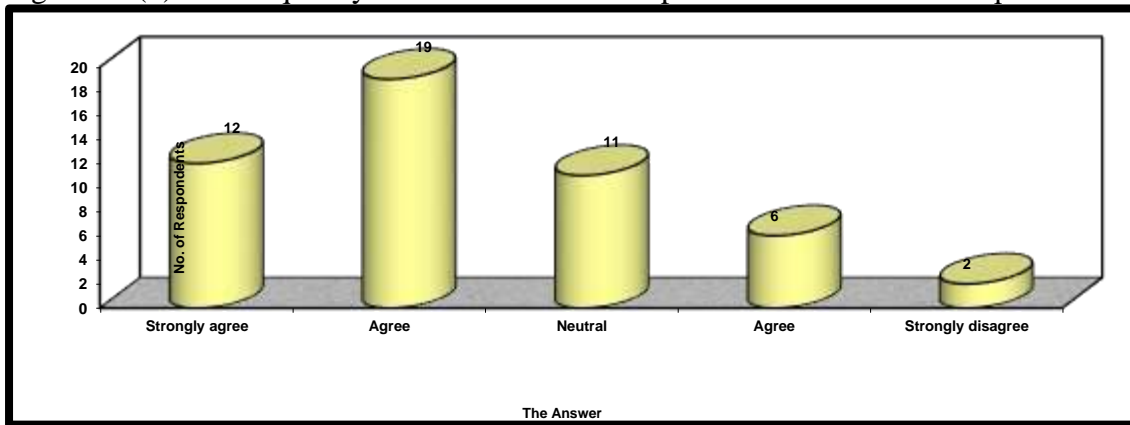
**Question No.(3):**Instructors usually interested in directing students to read English literary texts

Table no.(3) The frequency distribution for the respondents' answers about question no.(3)

Answer	Number	Percent
Strongly agree	12	24.0
Agree	19	38.0
Neutral	11	22.0
Disagree	6	12.0
Strongly disagree	2	4.0
Total	50	100.0

Source: The researcher from applied study, 2020

Figure no.(3) The frequency distribution for the respondents' answers about question no.(3)



Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(3) and figure (3) that there is (12) persons in the study sample with percentage (24.0%) has strongly agreed with " Instructors encourage students to read English literary texts ". There are (19) persons with percentage (38.0%) have agreed on that and (11) persons with percentage (22.0%) have fair about that, while (6) persons with percentage (12.0%) have disagreed; also (2) persons with percentage (4.0%) has strongly disagreed about that.

**Question No.(4):** Instructors often fond of asking students to make predictions about what will happen next in the text they are reading.

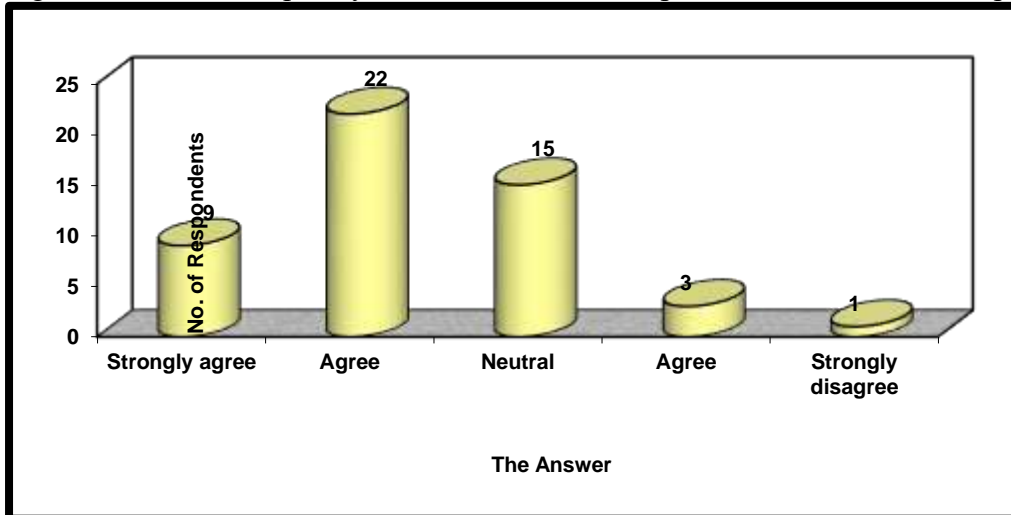
Table no.(4.) The frequency distribution for the respondents' answers about question no.(4)

Answer	Number	Percent
Strongly agree	9	18.0
Agree	22	44.0
Neutral	15	30.0
Disagree	3	6.0
Strongly disagree	1	2.0
Total	50	100.0

Source: The researcher from applied study, 2020



Figure no.(4) The frequency distribution for the respondents' answers about question no.(4)



Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4) and figure (4) that there is (9) persons in the study sample with percentage (18.0%) has strongly agreed with "Instructors often fond of asking students to make predictions about what will happen next in the text they are reading.". There are (22) persons with percentage (44.0%) have agreed on that, and (15) persons with percentage (30.0%) have fair about that, while (3) persons with percentage (6.0%) have disagreed; also only one persons with percentage (2.0%) has strongly disagreed about that.

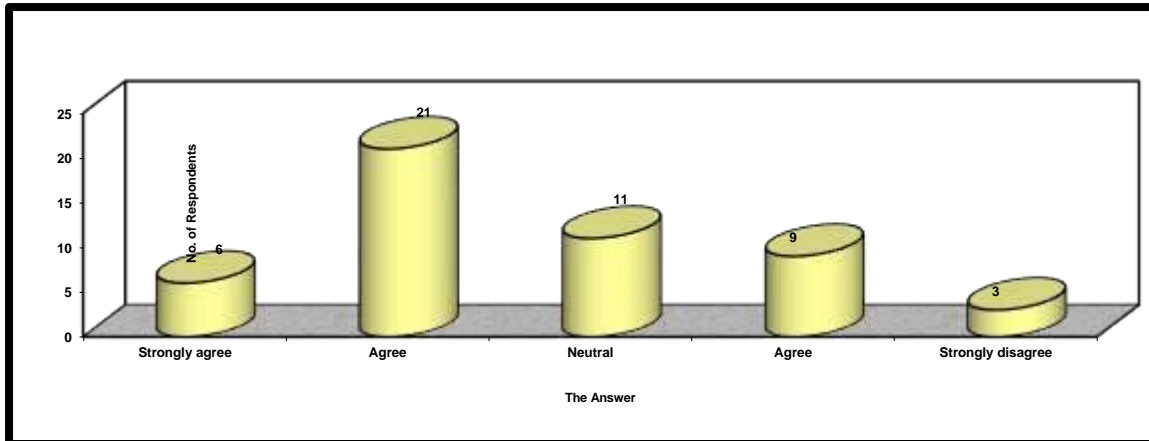
**Question No.(5):** Instructors sometimes prefer to direct students in identifying the main ideas of what they have read.

Table no.(5) The frequency distribution for the respondents' answers about question no.(5)

Answer	Number	Percent
Strongly agree	6	12.0
Agree	21	42.0
Neutral	11	22.0
Disagree	9	18.0
Strongly disagree	3	6.0
Total	50	100.0

Source: The researcher from applied study, 2020

Figure no.(5) The frequency distribution for the respondents' answers about question no.(5)



Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(5) and figure (5) that there is (6) persons in the study sample with percentage (12.0%) has strongly agreed with "Instructors sometimes prefer to direct students in identifying the main ideas of what they have read". There are (21) persons with percentage (42.0%) have agreed on that and (11) persons with percentage (22.0%) have fair about that, while (9) persons with percentage (18.0%) have disagreed; also (3) persons with percentage (2.0%) have strongly disagreed about that.

## DISCUSSION

In this section, the data is analyzed and discussed in terms of the results of the questionnaire. There was one question and one hypothesis to be answered and tested respectively. The respondents, on whom the questionnaire was applied, were 50 respondents. The method used to analyze the data was descriptive statistics (frequency and percentages).

Statistical Package for the social Sciences (SPSS) was used to analyze the data. Chi-Square tests were applied to examine the observed differences in the distribution of frequencies responses on all the items of the questionnaire in order to guarantee their statistical significance.

### Results of the Study

From the analysis and discussion of the data in the previous subsections, the following results are obtained:

1. Instructors always encourage students to relate their background knowledge about the topic of the reading.
2. Instructors usually like asking students about the general view of the reading topic before going to the main section
3. Instructors sometimes prefer to direct students in identifying the main ideas of what they have read.

### Recommendations

In the light of the results of the study, the followings are recommended:

1. Instructors should ask students to make predictions about what will happen next in the text they are reading.

2. Instructors should be interested in directing students to read English literary texts
3. Instructors should be well-trained in using effective technique in teaching reading skill.

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