



INVESTIGATING THE ROLE OF ANALYTICAL FACTORS IN DECODING THE WRITTEN DISCOURSE

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ABSTRACT

This paper aims to investigate to what extent analytical factors (audience, stand point, arguments, author's purpose and, evidence) help in understanding the written discourse? The researcher has adopted the quantitative method as well as the questionnaire as tool for collecting data relevant to the study. To bring to the light the importance of analytical factors in terms of understanding a written discourse. The sample of this study comprises of (60) teachers. The marks obtained from the questionnaire were compared. From one hand, the results have revealed that the students encountered difficulties in using understanding the written discourse. The result has shown that the questionnaire significance indicates that there is highly difference among students. Therefore, this indicates that Post-Graduate students do not know how to decode a written discourse.

Keywords: R, EFL, ESL, BRS and RC

Introduction

Reading (R) is the most important for students, because it is chosen as instrument to widen their knowledge. It is very essential for students who study English as a foreign language (EFL) because most texts book, the sources of science knowledge and information on higher technology are published in English.

Most of the four year university students, who will study English for four years. However, while I am teaching English, I have found that they have problems in reading English texts. Therefore, the study is designing to yield data that would contribute to our understanding of the nature of problems that our students encounter in comprehending English texts s and the way they process such texts. Through investigating the reading process, I can learn a great deal about how students approach reading and what kind of strategies they use.

Reading is an extremely essential skill that equips individuals with the ability to interact with written texts. The ability to read allows one to attach meaning to written words thereby facilitating fluency and comprehension. There are numerous skills, which are extremely essential when it comes to grasping the ability to read. Reading plays a significant role since it brings tremendous satisfaction to individuals through enabling them to be informed and enriched. Competence in reading makes it possible for readers to understand and learn how to attach meaning to various texts.

It is essential for students and teachers to have an easy access to pertinent reading materials. This is mainly comprehending a foreign language is a difficult task that can only be made possible through matching the interests of students with appropriate learning materials.

Contemporary reading tasks involve various phases, which include pre, while and post-reading stage. Pre-reading phase entails motivating students before engaging them in an actual reading exercise. This plays a pertinent role in aiding the activity of the appropriate schema, thereby facilitating the comprehension of a text. The while-reading stage is aimed at enhancing the ability of students to develop their linguistic and



schematic knowledge too. Post reading phase on the other hand emphasizes the enhancement of learning comprehension through reference to matching exercises, cut-up sentences and comprehension questions. Studies on the efficient teaching of reading skills have, in recent times, dwelt on the use of computers (MacGregor, 1988; Knaack, 2003; Johnson, Perry & Shamir, 2010) or considered the role of information technology, such as the Internet (Laborda, 2007).

Teachers make use of different reading strategies in order to enhance comprehension by students. It is essential to note that the teachers are exceptional when it comes to teaching about reading strategies. The teachers demonstrated the fact that they did not teach students how to establish the purpose of regular reading exercises. It is also essential to note that the students were not competent when it comes to generating questions concerning various texts in a consistent manner. The strategy of assessing the comprehension process was taught to students some of the time only as opposed to regularly. However, comprehension strategies are essential when it comes to enhancing reading processes.

Reading competence enables one to undergo the process of understanding and constructing meaning from a piece of text (Zhao, 2009). Therefore, the improvement of reading competence among English as a foreign language/English as second language (EFL/ESL) learners is a primary and overriding goal in the English-language pedagogy.

Aims and Scope of the Study

This study aims to investigate to what extent analytical factors (audience, stand point, arguments, author's purpose and, evidence) help in understanding the written discourse?

The scope of the study is limited to English language teachers in the Sudan. There are (60) English language teachers at different Sudanese universities.

Literature Review

Reading Comprehension

Definition and Implications: A disability in the area of Reading Comprehension (RC) affects a student's ability to understand and make meaning of text. The RAND Reading Study Group defines comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" Cox, c, 2002). Reading comprehension is a complicated set of processes that has been studied relatively little compared to the other areas of reading. In spite of the lack of research on reading comprehension only disabilities, there is consensus that all students with any type of reading disability benefit from direct, systematic, explicit instruction in reading comprehension skills and strategies.

It is most common for students to have Basic Reading Skill (BRS) deficits combined with comprehension deficits, and/or fluency deficits. If this is the case, it is critical to instruct on the basic skill deficits, as well as the comprehension deficits. Although it tends to be more unusual for a student to have a comprehension only deficit, this can occur. A reading comprehension deficit assumes that basic reading skills are intact and that the student can read fluently without errors. Students with a reading comprehension disability are typically not identified until the shift occurs from learning to read to reading to learn. In most cases, this is around the third or fourth grade.

Characteristics

Reading comprehension encompasses a multi-faceted set of skills. First and foremost, children with this deficit may have more basic struggles in the area of oral language including new vocabulary development. In *Overcoming Dyslexia*, Sally Shaywitz determined that a child learns about seven new words per day, which amounts to three thousand words per year (Shaywitz, 2003). If students struggle with acquiring oral language, this will certainly impair their ability to comprehend written language. Typically students who struggle in this area use smaller words and need significantly more exposure to new words. These students may also be challenged by how to form sentences. Their ability to understand what makes a complete sentence and what



order to put words in may be impaired. For students with breakdowns in language comprehension, phonological processing is often intact.

Intervention and Progress Monitoring

In spite of the fact that assessment tools are limited for identifying specific reading comprehension deficits, there is good news about reading comprehension interventions. Both specific skills instruction and strategy instruction have been shown to result in very positive outcomes.

As the name implies, specific skills instruction includes direct instruction on improving the skills required to be a successful reader and can include vocabulary instruction, instruction on how to find the main idea, fact finding and making inferences. Teachers should model and coach students in these skills. Instruction must be explicit.

Strategy instruction is "viewed as [instruction on] cognitive processes requiring decision making and critical thinking" (Clark & Uhry, 1995). This includes instruction on activating prior knowledge, comprehension monitoring, and understanding how to read for different purposes.

The National Reading Panel outlined the following seven categories of text comprehension instruction that have a solid, established scientific basis:

1. Comprehension monitoring, where readers learn how to be aware of their understanding of the material
2. Cooperative learning, where students learn reading strategies together
3. Use of graphic and semantic organizers (including story maps), where readers make graphic representations of the material to assist comprehension
4. Question answering, where readers answer questions posed by the teacher and receive immediate feedback
5. Question generation, where readers ask themselves questions about various aspects of the story
6. Story structure, where students are taught to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read
7. Summarization, where readers are taught to integrate ideas and generalize them from the text information (National Reading Panel, 2000)

While many of these strategies are effective in isolation, they are far more powerful and produce greater effect sizes when used in combination in a multiple-strategy method. As with the area of assessment, there is significantly fewer progress monitoring tools available to measure the specific areas of comprehension. AIMS web and Ed Checkup do have made progress monitoring tools that measure overall comprehension.

Methodology and Tools of the Study

The researcher has used the descriptive analytical and quantitative methods as well as a questionnaire as a tool in the collection of relevant data and information in pursuing this paper. Population of this study is drawn exclusively from English language teachers in the Sudan. The population is English language teachers at Sudanese universities. A sample of (60) teachers was randomly selected for the questionnaire.

Results and Discussion

The researcher has used the questionnaire as a tool in the collection of data relevant to this study. The researcher has designed a questionnaire to answer the question "to what extent analytical factors (audience, stand point, arguments, author's purpose and, evidence) help in understanding the written discourse? Among the Post Graduate students who study English as Second Language to provide answers to the problems encountered teachers who do not know why these took place? The tables below are going to illustrate what has been stated earlier.



Teachers' Questionnaire

This item tries to elicit information from the teachers concerning their views about Post Graduate students who do not know how to read the written discourse critically.

Table (1) by knowing the field of discourse you can easily understand the intended meaning of written discourse.

Valid	Frequency	Percent (%)
Strongly agree	48	80.0
Agree	12	20.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Table 1 above shows that a vast majority of the respondents (100%) Strongly agree and agree that by knowing the field of discourse you can easily understand the intended meaning of written discourse. Only 00% do not agree to that. This indicates that the field of discourse you can easily understand the intended meaning of written discourse.

Table 2 by knowing the mode of discourse you can easily understand the intended meaning of written discourse.

Valid	Frequency	Percent (%)
Strongly agree	27	45.0
Agree	30	50.0
Neutral	3	5.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Table 2 above shows that a vast majority of the respondents (95%) Strongly agree and agree that by knowing the mode of discourse you can easily understand the intended meaning of written discourse. Only 00% do not agree to that. This indicates that by knowing the mode of discourse you can easily understand the intended meaning of written discourse.

Table 3 by knowing the tenor of discourse you can easily understand the intended meaning of written discourse.

Valid	Frequency	Percent (%)
Strongly agree	21	35.0
Agree	33	55.0
Neutral	6	10.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Table 3 above shows that a vast majority of the respondents (90%) Strongly agree and agree that by knowing the tenor of discourse you can easily understand the intended meaning of written discourse. Only 00% do not agree to that. This indicates that by knowing the tenor of discourse you can easily understand the intended meaning of written discourse.



Table 4 by knowing the language of discourse you can easily understand the intended meaning of written discourse.

Valid	Frequency	Percent (%)
Strongly agree	24	40.0
Agree	33	55.0
Neutral	3	5.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Table 4 above shows that a vast majority of the respondents (95%) Strongly agree and agree that by knowing the language of discourse you can easily understand the intended meaning of written discourse. Only 00% do not agree to that. This indicates that by knowing the language of discourse you can easily understand the intended meaning of written discourse.

Table 5 by knowing the style of discourse you can easily understand the intended meaning of written discourse.

Valid	Frequency	Percent (%)
Strongly agree	33	55.0
Agree	18	30.0
Neutral	6	10.0
Disagree	3	5.0
Strongly disagree	0	0
Total	60	100.0

Table 5 above shows that a vast majority of the respondents (85%) Strongly agree and agree that by knowing the style of discourse you can easily understand the intended meaning of written discourse. Only 5% do not agree to that. This indicates that by knowing the style of discourse you can easily understand the intended meaning of written discourse.

The data collected was analyzed in relation to the study hypothesis. The data was collected by questionnaire which had given to teachers who do not know why these took place.

Also analyzing the data collected from the questionnaire which had been given to teachers exclusively drawn from English language teachers in the Sudan. The population is English language teachers at Sudanese universities -2015-2016. A sample of (100) teachers was randomly selected for the questionnaire.

The researcher has used the questionnaire as a tool in the collection of data relevant to this study. The researcher has designed questionnaire to identify the problems encountered teachers who do not know why Post-Graduate students do not know how to read a written discourse critically.

The marks obtained from the questionnaire for all participants were analyzed and compared statistically by using frequencies and percentages. The analysis showed that the highest percentage which is represented strongly agree and agree is estimated by (75%) in contrast to the percentage of strongly disagree and disagree which is estimated by lesser than this one. Accordingly, this justifies that there is statistical difference in terms of teachers' point of views that Post-Graduate students do not know how to decode the written discourse critically.



Report Discussion

After the comparing and calculation of the sub-hypotheses; we have found that the total number of the five sub-hypotheses percentage (100%+95%+90%+95%+85%) equal (75%) which represents negative respond justifies that teachers do not know why Post-Graduate students do not know how to decodethe written discourse critically.

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