

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND**

Nowadays, English language is used in many ways and its role and importance is increasing. This can be seen from its dominance in media, international relations, press, travel, business, education or even the internet, since it is being used as a medium to put across and convey the meaning. For instance, when we use the internet, English is widely used. Moreover, education, especially at higher levels, is carried out in English. As mentioned, in order to enable students to study and comprehend the contents of a number of the studies, skills of English are fully needed. When considering this issue, English reading is the most important language skill for academic achievement. Here, there are many researchers defining reading in a wide range of perspectives. Gough (1972) (as cited in Kong, 2006, p. 19) states that “reading is a unidirectional process from letters to sounds to meaning.” Goodman (1967) (as cited in Kong, 2006, p. 19) defines that “reading is as a psycholinguistic guessing game which allows readers to rely more on their existing syntactic and semantic knowledge structures than on the knowledge of graphic and sounds.” Rumelhart (1977) (as cited in Kong, 2006, p. 19) supports that “reading involves flexible processing and multiple information sources, depending upon contextual circumstances.” Whatever the right definition of reading is, the important thing is how to read effectively. Therefore, teachers, in particular the ones teaching English, should have positive aspects as well as be able to provide learners with useful reading strategies.

This study thoroughly investigates the strategies an ESL teacher applies in reading different texts. Researchers in reading have suggested that teaching readers how to use the strategies is a prime consideration in the reading classroom (Anderson, 1999, p. 70). As a result, empirical studies have made an effort to discover what reading strategies are implemented. In addition, this study will be advantageous for ESL teachers who want to teach their students to read for comprehension in the classroom.

## **1.2 STATEMENT OF THE PROBLEM**

As we know, at present English teachers in higher education institutions, especially the ones teaching in English language programs, have more chances to read English academic textbooks. This study aims at these following issues:

1.2.1 What specific reading comprehension strategies are used by ESL teachers when reading an academic text in English for their teaching?

1.2.2 To what extent do ESL teachers use similar or different comprehension strategies when reading academic and general texts in English?

## **1.3 OBJECTIVES OF THE STUDY**

This study consists of three main objectives as follows:

1.3.1 To investigate reading comprehension strategies used by an ESL teacher at university level.

1.3.2 To identify reading comprehension strategies used by an ESL teacher at university level.

1.3.3 To compare the similarities and differences of reading strategies an ESL teacher at university level uses in reading general and academic texts.

## **1.4 DEFINITIONS OF TERMS**

1.4.1 Reading Strategies refer to the techniques an ESL teacher uses to comprehend English texts.

1.4.2 Academic Text refers to an academic text an ESL teacher uses in the classroom.

1.4.3 General Text refers to an English text an ESL teacher is interested in.

## **1.5 SCOPE OF THE STUDY**

The study will be conducted with an ESL teacher at university level who teaches students majoring in English at the Faculty of Arts.

## **1.6 SIGNIFICANCE OF THE STUDY**

The findings of this study will be useful for ESL teachers who want to teach their students to read for comprehension in the classroom.

## **1.7 ORGANIZATION OF THE STUDY**

This study is composed of five chapters as outlined below.

Chapter One presents the rationale, objectives of the study, scope, basic assumptions, definitions of terms and significance of the study.

Chapter Two is a review of relevant literature.

Chapter Three is the procedure of the study and the data analysis.

Chapter Four is the discussion of the data obtained.

Chapter Five is the summary of the study and the discussion of the findings, conclusion and implications and recommendations for future research.