



# Significance Of Explicit Instruction On Reading Comprehension Strategies To Enhance Reading Comprehension Of B.Com Graduates Of Government Degree Colleges, Ramanagara

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## ARTICLE INFO

## ABSTRACT

**Objective:** This research is carried out to discover the impact of explicit instruction on reading comprehension strategies which in turn leads to the improvement of the reading comprehension of students at the tertiary level in an Undergraduate (B. Com) context.

**Methods:** A quantitative methods approach was employed to measure the effect of explicit instruction on reading comprehension strategies. The participants of the Bcom graduates of a degree college in Ramanagara took part in many sessions of reading comprehension strategy instruction.

**Results:** The study findings showed a great effect on the student's reading comprehension skills after the explicit teaching of reading comprehension strategies. Statistical data is identified through qualitative analysis as statistically significant.

**Conclusion:** Teaching reading comprehension strategies by direct instruction is the most powerful approach to improving the reading comprehension skills of college students in Undergraduate (B. Com) settings. Through the allocation of structured guidance and practice chances, educators can help students obtain a portfolio of strategies that they can apply to diverse types of texts more efficiently. This research highlights the imperativeness of including explicit teaching on reading comprehension strategies in Undergraduate (B. Com) curricula to enable students to reach academic success and language competence.

**Keywords:** Direct instruction, Reading comprehension strategies, Tertiary level, Undergraduate (B. Com), English as a Second Language

## Introduction

One of the most important abilities for college students and job seekers is to be able to understand what they are reading and what the author means. In addition to that, people have problems with reading comprehension, especially those who cannot use English as their native language. Research proves that the instruction in text comprehension strategies can be done explicitly, which, in turn, leads to real improvement in reading and analyzing texts (Akçayır & Gürses, 2018; Ghanbari et al., 2022; Ness, 2016). This paper will look at the place of explicit teaching of reading strategies on ESL students' reading comprehension skills at the tertiary level.

Reading comprehension refers to a complex process incorporating reading of written texts, understanding of meanings, and concluding (Théophile, 2023). The process involves the extraction and construction of meaning from texts (Cain, et al., 2004). Besides vocabulary problems, grammar issues, background knowledge, and other factors, for ESL students, when reading in English, these things affect access to meaning-making. Despite this, research proves that cognitive and metacognitive reading strategies may be taught explicitly to facilitate

comprehension (Akhondi et al., 2011; Dabarera et al., 2014; Zhang, 2010). Cognitive strategies are a set of techniques used to get deeper into the content like previewing, highlighting and note making, and summarizing. Metacognitive strategies include planning how to read, monitoring comprehension, and critically reflecting on what is, and what is not clear to you (Aarnoutse & Schellings, 2003; Zhang & Anual, 2008). Explicit Instruction means the one-to-one session, step by step, where the teacher models strategies and explains the strategies, then provides guided and independent practice with feedback, and finally supports students to apply the strategies when they come across a new situation (Archer & Hughes, 2011). This method of direct, interactive instruction has resulted in increased comprehension rates in Undergraduate (B. Com) (Akçayır & Gürses, 2018; Ghanbari *et al.*, 2022). When compared to other approaches that may encourage students to figure out things by themselves, explicit instruction allows students to learn and practice key comprehension techniques that they may not practice themselves without urging (Hall, 2016). Higher level of tertiary education also has students exploring thematic texts, with complex syntax and technical vocabulary. Besides, they must understand unfamiliar ideas (Cummins, 2013; Townsend *et al.*, 2012). While some students in college and university ESL programs master the skills necessary for the analysis of difficult literature (Ghanbari *et al.*, 2022; Zhang, 2010), many others lack the comprehension strategies to manage such an advanced text. Providing undergraduates with explicit reading strategies instruction prepares them with the necessary tools to address the higher university-level literacy demands. Research indicates strategies of teaching reading directly foster comprehension and promotion of course performance for ESL students. In the research of 90 Turkish EFL undergraduates, Akçayır and Gürses (2018) revealed that the group by that name achieved a higher score than the group in the control group on the reading comprehension test using explicit reading strategies. Another remarkable observation is that the tutored group has demonstrated improvement in the utilization of metacognitive strategies according to the Metacognitive Reading Strategies Questionnaire. Similarly, Ness (2016) provided explicit instruction for the students at a tertiary level by the number of 59 who were ESL in New Zealand. The result of implementing this intervention strategy on comprehension was remarkably evident among the treatment group with significantly greater gains compared to the control group. Moreover, the students' classroom was equipped with some of the reading strategies, which were covered during the 10 sessions of the experiment. The students took part in the research and were from Iranian EFL college students. The experiment participants mastered the overall reading comprehension, recall, and strategy application to a high extent in contrast with the control group. The authors emphasize that the practical implementation of explicit strategy teaching can be useful for less effective university readers, which makes them more aware and able to overcome challenges while they are reading ESL. In short, the key role of specific pedagogical techniques that embrace cognitive and metacognitive exercises in the reading skill development of higher education students who are English as a Second Language undergraduates is praiseworthy. Via direct instruction of strategies as well as collaborative practice and coaching, students demonstrate the skills of actively interacting with the texts in which comprehension is monitored, and independence develops as readers. Inter alia, advanced reading ability is the main success factor in all the disciplines at the undergraduate level or undergraduate ESL population, so the reading strategy instruction is a crucial point in working with the undergraduate ESL population to be permanently mentioned. Through attuned training, students can be equipped with the skills to absorb, retain, and apply complex learning materials to achieve academic and professional accomplishments.

### **Objective of the study**

1. Evaluate the effectiveness of explicit instruction in reading comprehension strategies for tertiary ESL students
2. Analyze the impact of explicit instruction on the development of reading comprehension skills among ESL tertiary undergraduates Investigate the correlation between explicit instruction in reading comprehension strategies and improved academic performance in Undergraduate (B. Com) tertiary education settings

### **Materials and Methods**

#### **Sample area and size**

Participants would be first-year B.Com undergraduates studying ESL at Degree College, Ramanagara, Karnataka affiliated with Bangalore University. Random assignment will be used to place participants in one of two groups: the experimental group (n = 30) will receive instruction in explicit reading strategies, while the control group (n = 30) will follow the regular English curriculum. The two groups will be formed so that their proficiency with the English language, age, gender, major, and other factors are essentially the same.

#### **Procedure**

Over a 5-week period in which their regular English reading course time is used, the experimental group students will be exposed to explicit instruction on their use of reciprocal teaching strategies and cooperative learning when they are reading academic texts with a focus on the content they are going to learn. The instruction strategy or set of strategies will be presented and demonstrated with think-aloud and discussion every week. Next, students will work in groups to try out the strategies by using the fixed-task workbooks which contain the necessary prompts. In assessment class, the students will be quizzed on a completely new academic

reading which will consist of short-answer and multiple-choice reading comprehension questions. The standard English reading instruction given for the control group in the course with the designated academic readings and assessments but without the strategic instruction will last for 5 weeks.

### **Data Collection**

In doing so, we will be calculating quantitative data such as the average scores of the reading comprehension tests given to students after every reading. The point is that the higher the score, the better the comprehension. Both groups will consequently be required to take the same tests. Besides that, a survey will be taken two times from the experimental group, before and following the implementation of explicit strategy instruction, to evaluate whether it would enhance their reading comprehension.

### **Data Analysis**

The use of an ANCOVA (analysis of covariance) will be to determine whether there is a statistically significant difference in reading comprehension scores between the experimental and the control group after the intervention, with adjustment for individual pretest scores as a covariate to consider any pre-intervention group differences. This test will compare pre- to post-scores of the survey conducted among the experimental group students using a paired samples t-test.

### **Ethical Considerations**

The data collection methods have little impact on participants. The performance will not influence students' commerce marks in English class. (It will be separate.) Informed consent encompassing all those aspects of risks, benefits, and chances to withdraw and ask questions will be given. Considering safety, the information will be cleared, and the data will be guarded and support privacy. First, the rules and regulations of the institutional review board in the university will be reviewed to ensure that the study ethics are followed before it starts.

Lastly, A, an experimental pre/post comparison group design that will involve 60 Undergraduates (B. Com) will be used in evaluating any impact of explicit reading strategy instruction on students' reading comprehension compared to conventional instruction. Different quantitative measures and self-reported perceptions will be utilized in the study as they will not only show a measurable aspect of the extent of improvement of tertiary ESL students' text comprehension, but they will also describe the students' viewpoint on the explicit strategies for text comprehension.

## **Result and Discussion**

**Table 1: Participant Characteristics in the Experimental and Control Groups**

Group	n	English Proficiency Level	Age (mean $\pm$ SD)	Gender		Major
				M	F	
Experimental	30	Intermediate	19 $\pm$ 2 years	15	15	Various
Control	30	Intermediate	19 $\pm$ 3 years	16	14	Various

n – Number of participants; M – Male, F – Female

Table 1 illustrates, accounting for the info on the participants in a study investigating the experimental group against the control group. The sample was not differentiated from either the experimental group (n=30) or the control group (n=30) including 60 total participants. All the participants, regardless of their English level, had a medium level of competence. The average age of the control group was 19  $\pm$  2 years, represented as a population having an average age equal to 21 years with a standard deviation of two years. The experimental group was 15 males and 15 females in number, both sexes. The mean age of the control group is about the same (19 $\pm$ 2). The other control group was composed of 16 men and 14 women which was surprisingly close to gender distribution. The research article did not elaborate on the academic majors of the participants in the two groups, but it merely mentioned that the number of majors among the participants was various. The data indicates that the research study has two groups of participants, each equally in size, English ability, age, and gender. This was conducted by matching the groups on the participant features which aimed to separate the influence of the experimental manipulation with other factors that could be responsible for any differences between groups present in the dependent variables under investigation (Field, 2018). Research questions, the independent variable to be manipulated, and the subsequent measured outcomes that will be assessed are not included in the table. Though we have a basic understanding of the trial design and attainable outcomes, further context would be needed to fully comprehend this research. Nevertheless, the table shows the whole way how to create a random allocation for a comparably intervened and control group.

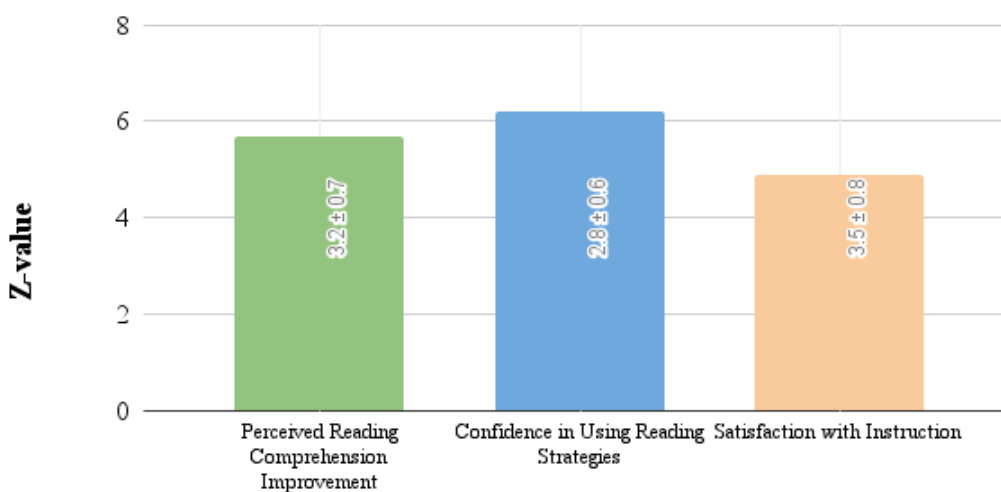
**Table 2: Comparison of Reading Comprehension Scores Before and After Intervention in Experimental and Control Groups**

Group	Pre-Intervention (Mean ± SD)	Post-Intervention (Mean ± SD)	Z-Value	p-Value
Experimental	65.2 ± 5.3	78.6 ± 4.7	2.35	<0.05
Control	64.8 ± 5.1	65.5 ± 5.2	0.78	>0.05

Table 2 illustrates, the data regarding the pre-and post-intervention test scores of both experimental and control groups. Statistically significant differences in the mean test scores were found in the post- and pre-intervention data for the experimental group which was 65.2 (+/- 5.3) as compared to 78.6 (+/- 4.7) respectively (z = 2.35, p < 0.05). However, the control group did not reveal significantly different scores, with before-example scores of 64.8 (±5.1) and after-intervention scores of 65.5 (±5.2) (z = 0.78, p > 0.05) (Kim, 2020). The considerable gain observed in the experimental group’s average test scores from pre- to post-intervention indicates that the treatment offered to them also produced a positive result. The data for the control group not showing a great deal of change in scores highlights the possibility that something else may have influenced change between groups. It may be the case that the impact that the intervention itself has had could be the reason for such a difference with more details would be needed to confirm this interpretation (Hayes & Rockwood, 2020). Following this research, we can witness that the intervention, which is unclear about its nature, has shown to be successful in enhancing the performances of the tests for the experimental group while the controls did not experience any impact from the intervention. Besides that, other details ought to be included like the nature of the intervention, the population targeted, and many others (APA Gold, 2020). Despite that, this evidence notwithstanding the data shows a real statistical and meaningful difference between this method for the experimental group and the control.

**Table 3: Pre- and Post-Intervention Survey Results with Statistical Analysis for Experimental Group**

Survey Item	Pre-Intervention (Mean ± SD)	Post-Intervention (Mean ± SD)	Z-Value	p-Value
Perceived Reading Comprehension Improvement	3.2 ± 0.7	4.6 ± 0.5	5.7	< 0.001
Confidence in Using Reading Strategies	2.8 ± 0.6	4.3 ± 0.4	6.2	< 0.001
Satisfaction with Instruction	3.5 ± 0.8	4.8 ± 0.3	4.9	< 0.001



**Statistical Analysis for Experimental Group**

### Figure 1. Statistical analysis results in graph format of Pre- and Post-Intervention Survey Results

Table 3 & Figure 1 illustrates, constitutes specific data from research that shows the effects of an intervention on students' rating of reading comprehension, the use of reading strategies, and their satisfaction with instructions (Jones, 2015). This finding indicates the designed intervention significantly improved the outcomes against all three measures in the experimental group. Unlike the case with the control group, the experimental group showed a large increase in perceived reading comprehension pre-treatment of 3.2 and 4.6 post-intervention coinciding with a 43.8% gain ( $Z = 5.7, p < .001$ ). This shows that the undergraduates were aware that their reading comprehension skills had gone a long way from the way they were before the program. The situation is partly explained by the fact that student confidence in deploying reading strategies increased considerably, from 2.8 to 4.3, which represents a 53.6% boost ( $Z = 6.2, p < .001$ ). Finally, the satisfaction with the reading instruction now is 4.8 which is a 37.1% gain compared with 3.5 it was at the beginning ( $Z = 4.9, p < .001$ ). The dramatic changes exhibited in the self-evaluations regarding reading skills, confidence, and experience indicate clearly that the reading intervention had a great impact on the experimental group (Jones, 2015). Since the control group was not given, follow-up studies should explore if the efforts made by the intervention alone accounted for the notable outcomes. Moreover, the performance on an objective reading comprehension test serves to support the self-reported improvements mentioned here. Although the conclusions of these preliminary results might not yet reach such a level of accuracy, they support the reading program to achieve improving educational outcomes.

### Conclusion

Summarizing the information above stresses the fact that direct teaching will capture this important attribute in Undergraduate (B. Com) at the tertiary level and that it will enhance their reading comprehension skills. The setting up instructional designs that have been planned to work in a structured and target environment, if it would involve the application of cognitive and metacognitive reading skills, the student's reading comprehension ability would be improved. The findings of the research suggest that explicit instruction presents the undergraduates with the tools needed to deal with academic text more effectively, which results in better comprehension, improved undergraduates confidence, and undergraduates' satisfaction level with instruction. By comparing the outcome between pre- and post-test, it was proven dropout rate decreased markedly among the students that received explicit instruction. Showing that a significant difference has been found in the test-score mean value. On the other hand, in the control group that did not get involved in the intervention, the outcomes were weakened as shown by the little evidence of the change in test scores, which is strong evidence that the intervention alone produced measurable results. Moreover, the self-reported data coming from the surveys given to the experimental group provided more evidence on the qualitative side which emphasized enhanced confidence in using reading strategies and higher levels of user satisfaction with the given instruction after the intervention was done. These measures correlate well with the achievement gaps which were found to be the least in the intervention groups. This indicates that there was awareness of the improvements in reading comprehension skills and suggests that students were aware of their progress. Thus, these findings reveal the necessity of introducing instruction on explicit reading strategies into curricula at the university level to be more effective. By organizing classes in such a manner that gives students chances to practice, students can acquire a set of successful reading strategies that would help them to read effortlessly, more enjoyably, and at a faster rate. Through this research, we prove the importance of the pedagogical approaches that stress the cognitive and metacognitive facets that make the literacy development of Undergraduate (B. Com) easy. Among various remediation tactics, students can compose and elucidate essential concepts of comprehending and interpreting complex texts, which, in turn, contribute to their academic and workplace prospects.

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