



The Effects of Explicit Reading Strategy Training on L2 Reading Comprehension in an English Preparatory School

Bir İngilizce Hazırlık Okulunda Açık Okuma Stratejisi Eğitiminin Yabancı Dilde Okuduğunu Anlamaya Etkisi

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Abstract

Reading, which is an essential skill in L2 learning and teaching, has been a topic of investigation from various perspectives. Many reading approaches, on the other hand, are widely used to enhance students' text comprehension. There are also many studies on teaching the reading strategies explicitly or implicitly. This study aims to investigate the effects of explicit reading strategy training on L2 reading comprehension in an English preparatory school. The paper discusses if direct instruction of reading strategies has an impact on learners' understanding of written texts, and how this affects their success. In order to answer this question, a quantitative method was used to obtain numerical data. The contributors of this study consisted of 42 university students. They are B1 level English learners in a state university in the Department of Basic English. They were given the same reading passage as well as the same set of follow-up questions. One class answered the inferencing questions after receiving an explicit reading strategy training session whereas the other class answered the questions without any reading strategy training. The results suggested that the learners who had explicit reading strategy instruction achieved a higher percentage of correct responses on a given test. The results implied that explicit strategy training reinforced the L2 reading comprehension in a positive way.

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Keywords: ELT, reading strategies, explicit strategy training, reading comprehension, making inferences

Öz

İkinci dil öğrenimi ve öğretiminde temel bir beceri olan okuma, çeşitli açılardan inceleme konusu olmuştur. Öte yandan birçok okuma yaklaşımı, öğrencilerin metni anlamalarını geliştirmek için yaygın olarak kullanılmaktadır. Okuma stratejilerinin açık ya da örtük olarak öğretime yönelik de birçok çalışma bulunmaktadır. Bu çalışma, bir İngilizce hazırlık okulunda açık okuma stratejisi eğitiminin ikinci dilde okuduğunu anlama üzerindeki etkilerini araştırmayı amaçlamaktadır. Çalışma şu soruyu ele almaktadır: Öğrencilerin okuma stratejisi farkındalığı başarılarını nasıl etkiler? Bu soruya cevap verebilmek için nicel bir yöntem kullanılarak sayısal veriler elde edilmiştir. Bu çalışmanın katılımcılarını 42 üniversite öğrencisi oluşturmuştur. Yıldız Teknik Üniversitesi Temel İngilizce Bölümü'nde B1 seviyesinde İngilizce öğrenen öğrencilerdir. Katılımcılara aynı okuma parçası ve aynı takip soruları verilmiştir. Bir sınıf açık bir okuma stratejisi eğitimi aldıktan sonra çıkarım sorularını yanıtlarken, diğer sınıf herhangi bir okuma stratejisi eğitimi almadan soruları yanıtlamıştır. Sonuçlar, açık okuma stratejisi eğitimi alan öğrencilerin belirli bir testte daha yüksek bir doğru yanıt yüzdesi elde ettiğini göstermiştir. Veriler, açık strateji eğitiminin ikinci dilde okuduğunu anlamayı olumlu bir şekilde güçlendirdiğine işaret etmiştir.

Anahtar Kelimeler: ELT, okuma stratejileri, açıktan strateji eğitimi, okuduğunu anlama, çıkarım yapma

Introduction

Reading activity is a significant provider of input for language students. It is recognized as one of the critical skills in foreign language education because it can facilitate improvement in learners' language competencies by reinforcing their receptive and eventually productive skills. To illustrate, Horst (2005) concludes that the students' vocabulary knowledge, one of the most note-worthy language competencies that each L2 learner is expected to enrich, could be boosted with the help of extensive reading because it provides meaningful, contextualized, and compelling input. Thus, it is essential to equip language learners with the reading skills to understand written texts so that they can make use of any authentic materials they encounter to improve their language skills and competencies.

Furthermore, the literature on L2 acquisition suggests that linguistic development can be achieved by the practice of reading. Being able to comprehend reading input quickly and efficiently is a crucial skill that university students should acquire while they are studying English as a foreign or a second language. Academic reading texts are succinct and sophisticated so they can be challenging even for competent readers. Therefore, language learners consider improving their reading skills as their primary target in the L2 education process. In order to realize this target, learners tend to benefit from reading strategies, which are specially designed skill teaching activities and instructions. (Lee & Spratley, 2010)

Reading strategies help less competent learners overcome their difficulties in L2 reading. Grenfell and Harris (1999) suggest that whether these strategies should be taught explicitly or not to be taught at all has been largely debated over the years. However, it has been lately agreed that teaching the strategies overweighs not teaching them. According to Sencibaugh (2007), some language learners cannot fully comprehend the text without intervention, and we cannot expect all learners to discover the literal and inferential meaning on their own. Harris and Pressley (1991) concluded accomplished L2 learners benefit from a range of techniques whereas not adept ones cannot make use of fewer reading strategies. According to Chaury (2016), it might be because activating the prior knowledge to make predictions is difficult for some students, so they cannot benefit from higher-level reading strategies such as inferencing. Thus, these students need to learn the reading strategies in a way that is clearly expressed and demonstrated. In addition, Soleimani and Hajghani (2013) studied the impact of explicit training of reading techniques on Iranian L2 learners' literary understanding. The researchers found that direct reading technique instruction seemed to increase learners' consciousness of

reading methods and might motivate learners to apply them. However, it was unable to improve learners' reading proficiency.

The aforementioned findings lead us to the logical conclusion that more research is still needed on literacy technique training, especially in our country, where there is a dearth of investigations in the field. Instruction on reading strategies can be given either explicitly or implicitly, and there is limited consensus on the optimal way to instruct reading methods to L2 learners. To increase students' knowledge of the techniques and improve their ability to implement them, learners in Türkiye, where English is taught as a second tongue, might necessitate more direct literacy technique instruction backed by sufficient exercise. However, it's possible that implicit training of reading retention techniques can be more practical, negating the need for explicit instruction. Consequently, this investigation focuses specifically on B1-level preparatory school students in a state university to examine the impact of explicit instruction of specifically designed reading strategy methods. The study also attempts to address the research gap in the field in Türkiye.

Regarding the significance of reading strategies and the way they are taught, the study addresses the following questions:

1. Does explicit teaching of reading strategies impact students reading comprehension in English?
2. Is there any significant difference in terms of reading comprehension between learners who get explicit instruction on reading strategies and those who do not receive explicit reading strategy training?

Theoretical Framework

Reading

Through the text, the author and the reader establish a dialogue, and this interactive process is called *reading*. Omaggio (1993) puts forward that it is a mental process, a form of interaction because the reader creates the interpretation of the text by actively participating in the formulation of the meaning itself, and the reader decodes the message through a series of strategies. In addition, Day and Bamford (1998) acknowledge that reading activity is a process of creating interpretation based on any source of written material. Because it is one of the most

commonly utilized language skills in our daily lives, it is also crucially important for academic purposes. Most of the published academic works are on the Internet, and while the students browse the Internet to look for academic information, the primary language skill that they need is reading. Besides, most of the sources are in English. Thus, the ability to read in English effectively is vital for university students. Moreover, McDonough and Shaw (1993) refer to English as a library language because students sometimes need to scrutinize works of literature written in English although, they are never going to speak this specific language. Therefore, reading is regarded as the most fundamental language skill of all.

Reading used to be considered a passive operation in which the reader decodes the symbols without using prior knowledge or experience; however, nowadays, it is regarded as an active process of readers creating meaning from the text (Kusrini, 2017). According to Goodman (1976), it is a psycholinguistic guessing activity. His study has changed the approach to reading skill entirely as well as the way to teach it. Similar to the way we interact with the actual world by using our prior knowledge and experiences we have, we make use of these phenomena while we are reading a text, too. Grabe (1997) claims that reading should be regarded as an active form of comprehension. In order to read more efficiently, language learners should be taught specific reading strategies such as; making inferences, scanning the text for details, skimming the text for the gist, and guessing the meaning from the context. He also asserts that reading activity is the extraction of the message from a narrative in an efficient way to reach signification. In addition, teachers want learners to deal with the text to understand the message in it and obtain information within it. To do that, they expect the learners to respond to some comprehension questions according to the content.

Vacca, Vacca & Gove (1991) suggest that defining reading from many perspectives is possible, for example, in terms of understanding, decoding the message, being a mental process, and interaction via symbols. Basically, reading activity is a way to communicate information between the reader and the author. The reader attempts to comprehend the message that the author has encoded. Thus, reading requires decoding and comprehending processes. This process can be considered as an exercise of uttering printed symbols into a characterization similar to verbal language, either unspoken or spoken. Reading is not only voicing the written symbols but also a process of comprehension (Rumelhart, 1985). Because it is a procedure, the reader embarks on monitoring the linguistic surface representation and concludes with the meaning related to the message that the author has had in mind. Therefore, it is a cognitive and perceptual process.

The authors define reading as an active receptive skill that comprises the reader's attempt to interpret based arguments (visual data) with the help of his/her background information (non-visual data) in order for the reader's understanding to be accurate enough to correspond to the author's aim.

Literature Review

Reading Strategies

Students who are taught through strategy training, according to Mikulecky and Jeffries (2004), improve their existing cognitive capacities and background information. Strategy instruction can also be viewed as a problem-solving activity that replaces translation. Learners gain confidence and motivation as a result of this method. Consequently, individuals might have an easier understanding of the reading texts they need for their classes. According to Poole (2009), many studies suggest a link between enhanced reading instruction and proficient reading among post-secondary L2 learners. Nunan (1999) describes a classification of reading methods created by teachers at a Chinese university's ELTU (ELT Department). His work is adapted by Lopera (2012) to provide brief definitions of the reading strategies and highlighted in Table 1 below. He further suggests that the teacher might construct specific exercises to encourage students to apply these beneficial strategies when reading in a second language (Lopera, 2012).

Table 1

Classification of Reading Strategies Designed by Teachers in ELTU

Strategy	Comment
Having a purpose	Knowing what you want to gain from the text
Previewing	Making a quick survey of the text, identifying the topic, main idea
Skimming	Getting the author's point of view
Scanning	Looking for specific details
Predicting	Anticipating what is coming next
Inferring	Getting the ideas that are not explicit
Cohesive devices	Identifying functions of conjunctions
Guessing word meaning	Using context, word structure, cognates

Background knowledge	Using what one already knows and applying it to new ideas in the text.
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Note: Adapted from Nunan (1999) as cited in Lopera (2012: 81)

Garner (1987) suggests that reading techniques play an important part in textual understanding, and learners who are knowledgeable about reading strategies use them accurately and properly to understand the narratives. A skilled student is a strategic person who understands how to handle content and makes use of the necessary strategies to create meaning. Reading strategies, according to Garner (1987), are often intentional, planned tasks that an active reader engages in, often to address perceived cognitive failure and improve reading comprehension. As a consequence, reading techniques encompass how a reader approaches a reading activity, what textual cues he analyzes, how he comprehends what he has read, and what he does if he does not comprehend the passage (Farrell, 2001).

Carrel (1989) claims that it is commonly accepted that employing a variety of strategies increases reading comprehension and that most learners will experience many challenges if they do not do so. Thus, reading techniques are needed for effective reading, and they should be taught, devised, and described in every reading lesson by inquiring questions like what strategies to use, where to use them, when to use them, how much, how often, and why to use them in deciphering written texts. It is urged that the learner adopt a combination of techniques rather than one strategy alone to achieve success (Sahan, 2012).

Reading techniques are generally classified by O'Malley and Chamot (1990) as cognitive, metacognitive, as well as affective/civic. Metacognitive techniques are higher-order executive competencies that involve organizing, analyzing, and assessing the effectiveness of a reading task. They can be used to design, organize, assess, review, compose, create goals and objectives, monitor, manage, or self-direct practically any form of learning activity. Metacognitive methods assist a student in coordinating his or her own learning process, and they are necessary for successful language learning. Directed attention, self-evaluation, self-administering, and self-inspection are examples of meta-cognitive methods. The stages or activities employed in education that require direct analysis, alteration, or integration of class materials are named or cited as cognitive techniques. They monitor and function on fresh input directly in order to facilitate learning. Reciting, simplifying, rationalizing inferentially, anticipating, examining, using contextual hints, taking notes, and exercising certain features of an intended language,

such as clause construction and unfamiliar lexical items, assist a learner in interpreting and producing the new language. Cognitive methods, unlike metacognitive ones, are not applicable to all sorts of learning activities. Instead, they appear to be linked to specific learning activities. Collaborating and asking for clarification are examples of affective/civic methods. They are about how a student chooses to interact with other students and native speakers. They can be used for a multitude of activities (Sahan, 2012).

Kusrini (2017) suggests that the activities or tasks that go along with the reading need to have two goals: the first goal is to motivate students, and the second is to help them build valuable micro-skills for reading. In order to boost student motivation, strategy training should be complemented by engaging activities.

1. Predicting: It is a reading technique that is used in a variety of situations. The prediction was once thought to be the heart and soul of reading comprehension. According to Nuttal (1996), if a reader comprehends a passage, he may predict what is going to happen next with a high degree of accuracy. It demands the use of schemata concerning how texts function, such as how texts are created and how people think. As a result, generating predictions is an effective way to encourage readers to activate their previous experience, which is a crucial element of text comprehension.

2. Finding the main ideas: It is critical to assist learners in locating the passage's essential concepts and avoiding becoming distracted by an unknown language. Matching exercises, text with pictures, and text with headings are common sorts of activities that help enhance this skill. This simply serves to make the reader think a little harder to comprehend the gist of a text, to understand how it's structured, or to get a sense of the writer's tone or intent (Grellet, 1981).

3. Analyzing text organization: It might be hard to determine what details are critical in a paragraph and where they should appear. The reader can see what belongs to the passage and how sentences are connected using text-organizing techniques.

4. Inferring: The reader's attention is drawn to the text's general atmosphere through inferring activities. They also aid in the development of their lexicon. It's the process of extracting a personal meaning from a piece of text. It entails a mental process of synthesizing what is read with background information that is relevant (schema). This blending produces the

reader's own understanding of the passage. According to Grabe (2010), the writer would have implied the information; and the reader would have to rely on previous information or awareness of the context to determine the implicitly expressed information embedded in the content.

Reed and Lynn (2016) discovered that explicit inference training increased the performance of middle school children with learning difficulties on a reading comprehension multiple-choice test from post-test to post-test. Hall et al. (2019) claimed that inference teaching intervention had a statistically considerable and drastic effect on learners with reading comprehension challenges.

Elleman (2017) conducted an analysis of 25 investigations on inference teaching treatments for slow and competent readers and discovered that inference training improved students' general and inferential understanding. Less-skilled readers had a bigger overall benefit from inference measures than skilled readers. Again, the majority of measures used in included surveys were investigator-prepared, and strongly associated to study instructions; only five studies had impacts obtained from norm-referenced, standardized assessments. Inference training was found to be beneficial in enhancing both the inferential and literal understanding of less-experienced students. Positive benefits were seen in studies that lasted only a few weeks. Learners who learned inference in a small group of ten or fewer pupils showed the most gains.

5. Dealing with unknown vocabulary: Smith (1971) stated that drawing conclusions from the rest of the script rather than looking it up in a dictionary was the best approach to identifying unknown vocabulary in a text. To deal with unknown lexical items, this viewpoint differentiates top-down from bottom-up thinking, underlining that the reader's interpretation of lexical items is highly reliant on context.

6. Self-Monitoring: In the 1970s, a technique known as meta-cognition theory was put forward to test pupils' awareness of reading processes. Metacognition is the study of cognition. In reading, meta-cognition relates to the student's prior knowledge of the text, the learner's awareness of strategy use, and the importance of specific methods (Kusrini, 2017).

Teaching Reading Strategies Explicitly

Ballou (2012) suggests that explicit strategy teaching is one way that teachers can help their students improve their understanding of the text. Explicit strategy training entails making

students conscious of the thought processes that excellent readers utilize while engaging with content, as well as providing them with particular techniques to assist and improve their understanding as the readers read a range of content. According to Gee (2001), instructors can raise the possibility that all learners will become adept language utilizers and, consequently, receive access to the numerous opportunities which come with potent usage of mainstream communication by explicitly teaching learners how proficient readers process text.

Iwai (2011) asserts that learners quickly comprehend why a certain approach is necessary and how to employ it independently when an instructor is skilled at assisting the learners in building a practical and contextual understanding of the techniques. In conclusion, learners gain the most from the direct explanation of strategies, also known as explicit strategy training. For all sorts of readers, strategy training has been utilized to promote comprehension. Over time, academics have focused their research on a wide range of subjects, from young children to adults, and have found that explicit introduction of reading methods has a favorable impact on text achievement and attitudes. Teachers can utilize strategy instruction to imitate and distinguish the reading strategies in a concise, clear, and direct manner. They also use it to urge learners to utilize and recognize the aforementioned methods in a voluntary manner (Smith, 2006).

According to the study conducted by Boulware-Gooden et al. (2007), learners who received explicit strategy training increased their level of understanding by 20% more than those in the control group after taking part in a five-week investigation. On the other hand, students who received an intervention including explicit reading training exhibited substantial benefits in reading comprehension than those who did not, according to Nelson & Manset-Williamson (2006). Even though the explicit reading treatment was deemed to be quite demanding for instructors and learners than the education taken by the other trainees because this needed more preparation for both parties to self-adjust and have autonomy for one's education, pupils in the treatment class unexpectedly demonstrated a higher rise in their constructive practice of learning from pre-test to post-test.

Takallou (2011) claims that successful strategy education is straightforward, embedded, goal-oriented, and individualized, meaning that lessons on techniques ought to be given in a setting where learners may wish to engage in completing the tasks at hand. Strategy teaching is

significantly more successful once education is blended into regular curricular classroom exercises, along with several methods introduced within a prolonged time rather than addressed independently, he adds.

Methodology

The present study was conducted at a School of Foreign Languages, Department of Basic English, in a state university in Türkiye to gain a better understanding of how explicit strategy instruction affects L2 students' reading comprehension.

Context

The study was carried out in the School of Foreign Languages at a state university. The population of the preparatory school, where the study was pursued, is more than 3500 students. Based on the proficiency levels of the students, there are four levels in the preparatory school, namely A1, A2, B1, and B2 Levels. In addition, the medium of instruction is English for all levels. Besides, the preparatory school is a Pearson Assured Organization.

Participants

The participants who stepped forward to take part in this study were B1-level preparatory school students. The participants' language proficiency level was determined by the proficiency test and the placement test applied at a state university. Fifty-five volunteer students participated in the research, and there were 29 female learners and 26 male learners. All students who participated in the study were Turkish native speakers, and the majority of them were engineering students. After being briefed on the extent and purpose of the study, the volunteers gave written consent. Teachers who helped to conduct this study in their classes were full-time instructors at a state university with sophisticated backgrounds and qualifications in English language teaching.

Method

The researcher employed a quantitative data collection technique to evaluate the learners' understanding of strategy use, as well as their metacognitive awareness, and to observe the effect of explicit reading technique education. The study required action research since the researcher wanted to explore how straightforward reading strategy instruction affects L2 reading activity comprehension in his class and see if his teaching style can be improved.

For the present study, ethical approval was obtained from the Social and Human Sciences Research Ethics Committee of the state university. It was conducted on February 1st, 2023. (Ethics approval number: 20230201891)

Data Collection

The research was conducted in two classes, and both classes consisted of B1-level students. First, the scope and aim of the experimentation were explained in detail to the participants, and their written consent was taken after an informed assent form was distributed.

In order to collect the data to assess the possible effects of direct reading technique intervention on L2 reading comprehension, inferring the meaning (making inferences) strategy was scrutinized because it is a high-level and challenging reading skill for students. Thus, the effects of explicit teaching would be easier to be observed. Two B1 classes, namely the experimental group (or treatment/intervention class) and the control group, were selected via clustered sampling. The experimental group consisted of 31 students. These students had explicit making inferences strategy training via PowerPoint slides prepared by the researcher, who is also a member of the Curriculum Development Office at the university where the study is conducted. During the intervention stage, while presenting the presentation slides, a detailed explanation of the specific reading strategy was also given by the researcher himself as an instructor of the experimental class.

The control group, which consisted of 24 students, did not take any form of inference strategy training. Both classes were given the same reading passage, which was taken from Reading Explorer 2, the 3rd edition by National Geographic Learning. The reading book was designed for B1 and B2 students according to the CEFR scale. The passage, titled “Seeing Double”, was taken from the 9th Unit, Section B because the text and the follow-up questions were specially designed for making inferences reading skill. The instruction and the post-assessment took place in four weeks.

Data Analysis

The raw data collected from both experimental and control groups were entered into Excel sheets. Then the information written on Excel sheets was transferred onto the Statistical Package for Social Sciences (SPSS) program and analyzed meticulously. Students were asked

nine inference questions based on the text they read. The first part included five true-false questions; the second part consisted of four questions in which students circle among the alternatives, namely “definitely, probably, probably not, definitely not”. Whereas the questions are based on the clues in the text in the first part, the questions in the second part needed not only textual clues but also background information about the students. For each question a student answered correctly, they received two points. If the student failed to find the correct answer, they got one point. To obtain data, the scores of each student were first entered on Excel sheets and then transferred onto the SPSS program.

In accordance with the objective of the current research, Levene’s Test for Equality of Variances was used in SPSS. Levene’s test, which is an empirical measure, is a tool to determine the equality of variances for a variable computed for two or more samples. Many analytical practices infer that the variables between the participants, from which various groups are composed, are identical. It is reasonable to examine such presumptions with this type of tool. Since both the experimental group and the control group consist of B1-level students whose levels were previously diagnosed by the proficiency and placement tests conducted by the Pearson-assured state university, it is assumed that the variables of the population are equal. Thus, Levene’s test is a suitable tool to determine the effects of explicit reading strategy training, which is the only variable between the two groups.

Findings

The data obtained in the study aimed to answer the research questions: “Does explicit teaching of reading strategies impact students reading comprehension in English?” and “Is there any significant difference in terms of reading comprehension between learners who get explicit instruction on reading strategies and those who do not receive explicit reading strategy training?” Table 2 below reveals the mean, standard deviation, and standard error of the mean for experimental and control groups.

Table 2

Group Statistics

	G	N	Mean	Std. Deviation	Std. Error Mean
D1	Experimental Group	31	5.87	.99	.17

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Control Group	24	4.79	1.31	.26
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As seen in the above Table 2 the study was conducted in two groups. The experimental group consisted of 31 students, and the control group was composed of 24 students. The mean score in the experimental group was 5.87 with a standard deviation of 0.99, whereas the mean score in the control group was 4.79 with a standard deviation of 1.31. It can be deduced that the figures retrieved from the dataset are within permissible limits in line with the norms and ideal parameters. The Table 3 below presents the results for Levene’s test and t-test.

Table 3

Independent Samples Test

	Levene’s Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	.93	.33	3.46	53	.001	1.07	.31	.45	1.70
Equal Variances Not Assumed			3.34	41.46	.002	1.07	.32	.42	1.73

According to the data analysis presented in Table 3, the significance value is 0.33. And since it is higher than $p < 0.05$, it can be seen that the data are normally distributed. The normal distribution is based on continuous numeric values, with possible values encompassing the entire real number line. On the other hand, the 2-tailed significance value is below 0.05 for both groups. Thus, it may be concluded that there is a remarkable difference between the two studied sample groups. In order to reach a conclusion from these values, the data presented in both tables should be combined. It can be acknowledged that the mean difference is in favor of the experimental group (as this group has a higher score).

Discussion

The aim of the present study was to determine how explicit reading strategy instruction affected L2 readers' comprehension. Upon analyzing the findings, one can see that there is a significant difference in terms of reading comprehension between the control group and the experimental group. Based on the experimental group results, direct reading strategy teaching and L2 comprehension has a favorable and substantial association. The results of the test given after the intervention suggest that the experimental group has a higher level of reading comprehension. The findings about the positive and noteworthy impacts of explicit reading strategy instruction on L2 reading comprehension provide evidence that is aligned with various other research in the domain. For example, the results are consistent with those of Nelson and Manset-Williamson (2006). The authors found that learners who experienced explicit reading strategy training showed a substantial increase in their reading comprehension at the end of the pre-test to post-test period.

The reason why pupils perform better on comprehension assessments may be due to the effectiveness of direct strategy training though it is not often a simple explanation, and readers should have a palette of techniques at their disposal to endorse and correct their comprehension of the content. Based on the results of her research, Raphael (2000) proposes that through explicit instruction of reading methods, educators and learners are able to discuss complicated practices that are typically only examined within students' minds. Learners can start to acknowledge that they belong to a society of readers who suffer the same difficulties but possess access to a number of solutions that help overcome difficulties by just learning about their cognitive capabilities as readers. Direct strategy training engages pupils by teaching them methods that considerably improve their L2 reading interpretation. Thus, her findings align with the results of the present study.

However, another study conducted by Taki (2017) revealed that there were no discernible variations in the overall reading examination results of participants prior to and following the intervention in both control and experimental groups, suggesting no treatment benefits. Furthermore, there were no remarkable changes in literary proficiency if the intervention was given directly or indirectly. The author acknowledged that the majority of the readings and materials utilized in this experiment were scarce, and more challenging English narratives may be required to improve students' literacy abilities.

It can be claimed that many reasons may be responsible for the associated investigations' contradictory results. The evaluation techniques used to measure academic performance, such as open-ended, multiple-choice, or true-false questions, can play a determining impact on the outcomes. The variety of information-gathering technologies used to acquire the subjects' responses will be another rationale for the inconsistent results. In addition, the reason why these findings contradict those of the present study could be the readiness or the departments of the participants; or even the attitude of the instructors who applied the interventions. The answers of various investigation subjects and parties might also play a role in the divergent findings of related studies.

Conclusion

The results of current research and previous studies have demonstrated the importance of explicit strategy training for educational performance. Much more empirical research carried out at various academic degrees, timeframes, and locations can demonstrate the positive impact of strategy instruction. The learners in the present investigation also were explicitly instructed about literacy techniques. As a result, their reading progress was significantly impacted by the intervention application. According to the outcomes of the present and previous studies, it might be argued that teaching reading skills across many subject areas would benefit students, who would then be more aware of this topic. In other words, learners would develop into proactive learners who are able to apply metacognitive techniques. They ought to be capable of choosing the appropriate method when necessary.

Consequently, it could be asserted that the teaching of reading strategy explicitly has a beneficial influence on the reading comprehension results of the students. Therefore, it might

be safe to assume that explicit reading technique instruction has a constructive effect on learners' reading comprehension.

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Bir İngilizce Hazırlık Okulunda Açık Okuma Stratejisi Eğitiminin Yabancı Dilde Okuduğunu Anlamaya Etkisi

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