

Impact of Explicit Reading Strategy Instruction on Literal Reading Comprehension of ESL Learners in a State School in Sri Lanka

KW Yenushka* and S Amarasiri
College of Technology, Galle, Sri Lanka
*yenushkasachini@gmail.com

Reading in a second or foreign language is considered as one of the most difficult tasks that most ESL / EFL students face. When reading, students need to comprehend what they read. In fact teachers can provide ample guidance to their students by giving explicit reading strategy instruction to develop their reading comprehension skills. Yet, there seems backwardness in providing proper guidance by the teachers to their students in this regard. The same situation can be seen in the Sri Lankan teaching context also. Hence, this study is motivated by the fact that, most of the teachers in Sri Lanka may not practice explicit reading strategy instruction when they teach reading comprehension. Therefore, the purpose of this study was to examine whether explicit reading strategy instruction has an impact on literal reading comprehension. The present study is designed as a quasi-experimental research study. The population was 40 Grade 10 students in a state school in the Galle district and those students were divided into two groups: experimental group and control group. The sample was selected by using convenience sampling technique. The data was gathered qualitatively and quantitatively. The instrument for collecting data was tests and semi-structured interviews. The experimental group had the intervention with a focus on explicit reading strategy instruction while the control group was taught using strategies other than explicit reading strategy instruction. The pre-test was re-administered in the posttest and given to both the experimental and control group. The gathered data was analyzed using SPSS software and thematic analysis. The results of both quantitative and qualitative data postulated that explicit reading instruction has an impact on literal reading comprehension and students improved their literal reading comprehension after receiving explicit reading strategy instruction.

Keywords: *Explicit Reading Strategy Instruction, Literal Reading Comprehension, Reading Strategies, Scanning, Skimming*