

Investigating the Effect of Explicit Teaching on Developing Reading Sub- Skills.

اثر التدريس الظاهري أو التوضيحي في تطوير مهارات القراءة الفرعية لدى
طلاب السنة الأولى للمرحلة الجامعية

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Abstract:

This study aimed at investigating the effect of explicit teaching on developing reading sub-skills. The researcher adopted the analytical method. The population of the study is university students. The sample of this study is (100) first class students from Sudan university of science and technology. For collecting the needed data for the present study the researcher used Homogeneity test, (Pre-test, Post-test) and questionnaire. In the tests the experimental group was taught explicitly, while the control group was taught implicitly. After the treatment post-test was administered to check any progress as a result of instruction. The scores obtained by control group were computed to make a comparison between the pre-test and the post-test scores. The scores were calculated to ascertain the difference between the two mean scores. There was no significant difference between the average of the scores.

The scores obtained by the students in the experimental group were computed to compare the pre-test with the post-test. Next, the scores were calculated to find the difference between the two mean scores. It was found out that the students performed better in post-test rather than pre-test. The study concluded that there was a fairly big difference between the subjects' performance in pre-test and post-test. So, accordingly, it can be said that the students who received the treatment have better performance. And the results of

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questionnaire show that explicit teaching of reading sub skills can improve students' ability of guessing meaning of unfamiliar words; explicit teaching of reading sub skills can improve students in scanning and skimming reading; explicit teaching of reading sub skills take time and effort and explicit teaching is better than implicit teaching in developing inferencing.

Based on the results, the researcher recommended that English language teachers should take into account the importance of explicit teaching. English language and students should be aware that explicit teaching develops students in reading sub-skills. English language students should be aware that explicit teaching needs extra time.

English language teachers should focus on explicit teaching rather than implicit teaching.

And suggested for coming studies investigating the effect of explicit teaching on developing listening, speaking and writing skills.

Key words: explicit teaching.implicit teaching.Reading sub-

المستخلص

هدفت هذه الدراسة لتقصي اثر التدريس الظاهري في تطوير مهارات القراءة الفرعية. استخدم الباحث المنهج الوصفي التحليلي. ضمت عينة الدراسة 100 طالب وطالبة من السنة الأولى من جامعة السودان للعلوم والتكنولوجيا. استخدم الباحث اختبارين واستبانته كأدوات لجمع البيانات. تم تحليل البيانات باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS).

توصلت الدراسة إلى أن التدريس الظاهري لمهارات القراءة يحسن أداء الطلاب في القراءة السريعة والدقيقة كما يساعدهم في فهم النصوص و تخمين معاني المفردات وتخمين واستنتاج ما سيتضمنه النص. كما انه يساعدهم على استرجاع المعلومات

السابقة. بناءا على النتائج التي تم التوصل إليها توصي الدراسة معلمي اللغة الانجليزية بتدريس مهارات القراءة الفرعية تدريسا ظاهريا وقد أوصت الدراسة معلمي اللغة الانجليزية الاهتمام أو التركيز على التدريس الظاهري. كما حثت معلمي وطلاب اللغة الانجليزية على الوعي بدور التدريس الظاهري في تطوير مهارات القراءة الفرعية. وحثت الطلاب على العلم بان التدريس الظاهري قد يحتاج وقتا أطول. أخيرا أوصت المعلمين بالتركيز على التدريس الظاهري. واخترعت دراسة مستقبلية بعنوان نقصي اثر التدريس الظاهري في تطوير المهارات اللغوية الأخرى مثل الاستماع، التحدث و الكتابة.

Introduction:

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. The most relevant of the four language skills to this generation is reading. In fact learner production capacity may be affected by their difficulties in understanding the words, and also the content, when the students are not familiar with the subject dealt with in a text. This paper will highlight the importance of explicit teaching on developing reading sub-skills.

The researcher observed that the Students have difficulty in finding specific information (scanning), in finding the gist of the text (skimming), have difficulty in thinking in advance to anticipate forthcoming information (prediction) and they have difficulty in 'reading between the lines' (inferencing).

Statement of the Problem:

The present study attempts to investigate the effect of explicit teaching on developing reading sub-skills.

The researcher observed that the students' skills of locating specific information and getting the gist of a text through fast reading is poor. These are two sub-skills of reading (scanning and skimming) that crucial for the academic and non-academic

life. They need them for following instructions and teaching material during the lessons or the lectures. They need them for examinations. They are also important for communication and specially e-communication (e.g. text messages, e-mails, etc.)

It is also noticed that the students are not sufficiently competent in anticipating what will come next in a stretch of written discourse. This sub-skill (prediction) is supposed to make reading fluency and reading comprehension much easier as it is a process of text-reader interaction which involves the process of meaning-making.

All these problems and deficiencies have apparently resulted in the weakness of the students in this vital language skill (reading).

Question of the Study:

This study seeks to find answers to the following questions:

- To what extent can explicit teaching of reading sub-skills help students' development?

Hypothesis of the Study:

This study has the following hypothesis:

- There will be a statistically significant difference between the explicit and implicit teaching of reading sub-skills.

Objective of the Study:

This study aims:

- To find out whether explicit teaching of reading sub-skills helps students' development or not.

Significance of the Study

This study is significant because it will highlight the importance of explicit teaching on developing reading sub-skills. And it will encourage teachers to adopt the explicit teaching of reading sub-skills in their teaching.

Terms:

1. **Explicit Teaching:** is a method of teaching in which a teacher gives examples and pictures and so on for explanation.
2. **Implicit Teaching:** is a method of teaching in which a teacher neglects examples and pictures and so on, and lets students understand in their own ways.
3. **Reading:** reading is the process of making meaning from written texts.
4. **Reading Sub-Skills:** are Scanning, skimming, prediction, and inferencing
5. **Reading Comprehension:** is the ability to understand what we read where words have context and texts have meaning.
6. **Comprehension Sub-Skills:** are four level, Literal level, Inferential level, Evaluation level and Appreciation level
7. **Pre-test:** is test that introduces as first step of data collection
8. **Post-test:** is a test that introduces after teaching 20 hours or more as treatment.

Limits of the Study:

The study will be limited as follows:

In terms of time & place the study was taken place in Sudan University of science and technology, at period of time from (2017 - 2020). The topic under investigation is the effect of explicit teaching on developing reading sub-skills.

The population of this study was EFL first year students. The tools of data collection were tests and questionnaire.

Literature Review:

Definitions of Reading:

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It requires the synchronization of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987),

reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defines reading as an interactive process between the reader and the text. Readers interact with texts as they try to extract meaning. Pourhosein Gilakjani and Ahmadi (2011) state that the major objective of reading is to get the correct message from a text that the writer intended for the reader to receive.

Reading Sub-Skills:

Reading sub-skills include: Scanning, Skimming, Prediction, and inference.

1. Scanning:

According to Grellet (1981:58-59) "scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on" It is a skill which readers use when looking for specific information by reading something quickly such as search for key words or ideas. In most cases, the reader knows what s/he is looking for, so s/he will concentrate on finding a particular answer. It involves moving the eyes quickly down the page seeking specific words and phrases (Wood, 2008: 1-2). In this way, it can be said that scanning is reading quickly to locate specific information (Test Wise Word Association, 2006).

2. Skimming:

According to Grellet (1999: 2-25) this skill is used by readers to get "a general idea about the content of printed materials through reading the text quickly. In this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading". For example; if one does not

want to read the whole texts or articles; s/he may use various techniques to skim:

- Use of quick glance through the pages
- Notice the titles and headings and subheadings
- Read the opening sentence and the conclusion carefully, or
- Read the first and the last sentence of each paragraph in order to gain the main idea of the main points.

So, skimming is one of skills that require readers to read quickly in order to get an overview/the general idea or gist of a section.

3.Prediction:

Prediction means making intelligent guesses about what a text book, chapter or section contains using only a small sample of the text. The more one knows about the subject, the easier it is for them to make predictions because one can relate the samples of new text to one's existing knowledge, when one's knowledge of the subject is limited, one has to make maximum use of all available clues to predict well.

According to (Magiliano et al. 1993) "prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read"(p. 35-53). So, predicting involves thinking ahead while reading and anticipating information and events in the text. Jessica also viewed that "it is used in reading task, it helps learners to think what will happen based upon the text, the author, and background knowledge in other words it makes students elicit their interest, activate their prior knowledge, or pre-teach vocabulary or concepts that may be difficult". In this sense, predicting requires learners to use the text to decide what will

happen next. Readers confirm or deny predictions with support from the text (Test Wise Word Association, 200).

4. Inference:

Inferences are often referred to as what you “read between the lines”. According to (Zimmermann and Hutchins2003, p. 106) “[W]riters give clues, but readers have to amass the evidence and draw conclusions for themselves.” This means the author wants the reader to make the jump to the same conclusion the author has made. He states also that “Drawing inferences from text is a technique which requires readers to use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text” (p23). So, the inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

According to (Richards et al, 2002) the following are different kinds of inference:

- Propositional inferences are those that follow on logically and necessarily from a given statement.
- enabling inferences are related to causal relationships between events or concepts
- pragmatic inferences provide extra information which is not essential to the understanding of a text, but which expands on it
- bridging inferences are those that are needed if a text is to be understood coherently
- elaborative inferences are not actually necessary to understand a text.

Comprehension Sub-Skills:

Barrett (1976) developed a Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension. Barrett talks about the teachers encountered error of two different

concepts in the teaching process about reading comprehension. These misconceptions; as one of perception and understanding of the reading comprehension skills is to assume covers from many different unmanageable and uncontrollable skills. According to Alderson & Urquhart (1984), Barrett developed four levels of reading comprehension. They are as follows

- Literal level
- Inferential level
- Evaluation level
- Appreciation level

1 Literal Comprehension:

It is recognized as the first and most basic level of comprehension in reading. According to Ko (2012: 57), “learners must know the majority of the vocabulary in any text to be able to guess the meanings of unknown words successfully”

Literal comprehension can be broken down as follows:

1. Recognition

- Recognition of Details
- Recognition of Main Ideas
- Recognition of a Sequence
- Recognition of Comparison
- Recognition of Cause and Effect Relationships
- Recognition of Character Traits

2. Recall

- Recall of Details
- Recall of Main Ideas
- Recall of a Sequence
- Recall of Comparison
- Recall of Cause and Effect Relationships
- Recall of Character Traits

2 Inferential Comprehension:

Inferential comprehension is the ability to understand language in context and to fill in information that is not explicitly stated. In other words, it is the ability to 'read between the lines'. To be able to do this successfully requires depending on knowledge of the world, previous contextual experience and social scripts. Leinonen and Letts (1997) include inferential understanding under the umbrella of pragmatic comprehension as it involves going beyond linguistic comprehension to the integration of internal world knowledge, previous experiences and 'social scripts' (what is said in certain situations) to be able to work out the possible intended meanings of the speaker.

Adams et al (2001) describe inferential understanding as an 'above-sentence level' comprehension ability. This includes understanding of suprasegmental features of spoken language. Ryder et al (2008) define inferencing as the integration of contextual information (via a reasoning process) and pragmatic demands in language comprehension to work out an intended meaning. They call this ability 'implicature'. Filiatrault-Veilleux et al (2015) state that inferential comprehension requires the ability to understand each word, morpheme and sentence; have a knowledge of the world; take into account others' knowledge, motivations and intentions; understand expected social behavior; and to 'read between the lines.'

Van Kleeck (2008) defines inferencing in reading as when a reader goes beyond information that is directly provided in a text to fill in information needed to understand the scenario or to elaborate on the information given.

Inferential comprehension is often described simply as the ability to read between the lines. It requires a reader to blend the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make

hypotheses. Barrett's Taxonomy of Reading Comprehension (1974) identifies the following eight subtasks that enable students to make inferences with facility.

- Inferring supporting details—guessing about additional facts the author could have included in the selection that would have made it more informative, interesting, or appealing
- Inferring the main idea —providing the main idea, general significance, theme, or moral that is not explicitly stated in the selection
- Inferring sequence—guessing what action or incident might have taken place between two explicitly stated actions or incidents or making hypotheses about what could happen next
- Inferring comparisons—inferring likenesses and differences in characters, times, or places
- Inferring cause-and-effect relationships—hypothesizing about the motives of characters and their interactions with others and with time and place
- Inferring character traits —hypothesizing about the nature of characters on the basis of explicit clues presented in the selection
- Predicting outcomes —guessing the outcome of a selection after reading an initial portion of it
- Inferring about figurative language —inferring literal meanings from the author's figurative use of language.

Stated differently, Keene and Zimmerman (1997) observed that when proficient readers infer, they:

- Draw conclusions from text
- Make reasonable predictions as they read, test and revise those predictions as they read further
- Create dynamic interpretations of text that are adapted as they continue to read

- Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read
- Make connections between conclusions they draw and other beliefs or knowledge
- Make critical or analytical judgments about what they read

Proficient readers are better able to remember and apply what they have read, create new background knowledge for themselves, discriminate and critically analyze text and authors, and engage in conversation and/or other analytical responses to what they read.

Conversely, struggling readers have difficulty with some or all of these comprehension skills.

Inferential comprehension can be broken down as follows:

- Inferring Supporting Details
- Inferring Main Ideas
- Inferring Sequence
- Inferring Comparisons
- Inferring Cause and Effect Relationships
- Inferring Character Traits
- Predicting Outcomes
- Interpreting Figurative Language

3 Critical or Evaluative Comprehension:

Barrett's third level, critical or evaluative comprehension, involves the reader making judgments about various aspects of the text—the literary quality of the text, the competency of the author, the right-eousness of the characters and their actions, and so on. This level of comprehension obviously relies on the text, but to an even greater extent, it requires the reader to make personal judgments about the text. In a sense, these are inferences also, but they are highly

dependent on the individual and unique background of the reader.

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. (Evaluative judgment is the key to this category.) Evaluative thinking may be demonstrated by asking the student to make the following judgments.

Evaluative comprehension can be broken down as follows:

- Judgments of Reality or Fantasy
- Judgments of Fact or Opinion
- Judgments of Adequacy and Validity
- Judgments of Appropriateness
- Judgments of Worth, Desirability and Acceptability

4 Appreciative Comprehension:

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

Appreciative comprehension can be broken down as follows:

- Emotional response to the content.
- Identification with characters or incidents.

- Reactions to the author's use of language.
- Imagery.

Instruction of Reading and Comprehension Skills:

1. Explicit Instruction:

Explicit instruction is a method in which rules about language are explained (deductive method) (Doughty, 2008). Therefore, this type of instruction fosters intentional learning and implies the use of explicit information.

2. Implicit Instruction:

Ellis, (2015, p.267) defines implicit instruction as “instruction that caters to incidental acquisition and aims to attract rather than direct attention to form”. According to DeKeyser (2008, p.314); it is “learning without awareness of what is being learned”. Hulstijn (2005, p. 131) defines it as “input processing without such an intention, taking place unconsciously”. For Ellis, (2005, p.2), implicit instruction is “acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations”. Ibid (2015, p. 189) sees implicit instruction as “learning that takes place without any awareness”, According to these definitions, it seems that all of them have in common the factor of unawareness in relation to the amount of knowledge acquired.

3. Explicit Teaching of Reading Skills:

Cooter, R.B. and Flanty, E.S. (2005) as well as Prado and Plourde (2011) believe that students need to see reading skills modelled and be led through guided practice before they are given time to practise independently. Metacognitive instruction about how and why we use strategies and guided practices. Donald, Lazarus and Lolwana (2007:86) argue that through ‘... speaking, reading, writing and interacting within a particular discourse, people internalise that way of thinking.’

As teachers and students interact in small groups with comprehension exercises, the form of language that is used shapes the way they begin to think, and shapes their construction of knowledge.

4. Explicit Teaching of Reading Comprehension:

The conceptualization of comprehension as a problem-solving process has guided much of the instructional research on the topic during the past 30 years. This research has provided us with a clearer vision of how best to help children acquire and use the strategies and skills that foster good comprehension. Several general characteristics of effective strategy instruction have arisen from this body of work. First, we know that it is important for instruction to be explicit (Duffy, 2002; Palinscar & Brown, 1984). The teacher needs to make covert thought processes obvious to the student through modeling, demonstrations, and guidance. Secondly, it is important for the teacher to provide temporary support, or “scaffolding,” to help the student move toward independent application of strategies and skills, and the long-term goals of maintenance over time and generalization to related reading situations (Brown, M. & Palinscar, 1984; Duke & Pearson, 2002).

Effective strategy instruction is not a “quick fix”; rather, it needs to be an integral part of reading instruction on an ongoing basis. Finally, instruction should be differentiated (Mosenthal, 1984; Spiro, 2001). Readers approach texts in varying ways that reflect ability, purposes for reading, and the overall context. Teachers need to respond to the learning needs of individual students and provide varied reading experiences that foster students’ abilities to use strategic approaches flexibly.

In spite of the solid research support for comprehension instruction, large-scale studies of classroom practices in

elementary schools have indicated that, on the whole, teachers devote very little time to it (Durkin, 1978-79; Taylor et al., 2000). As Kamil (2004) notes, effective comprehension instruction is far from simple. The problem may stem, at least in part, from a lack of training and a dearth of instructional resources.

Overall, there was solid evidence that explicit instruction in reading strategies, especially those involving self-monitoring and self-questioning, resulted in improved reading comprehension.

When working with comprehension, it is important to follow explicit teaching as opposed to implicit teaching of reading (Prado & Plourde 2011). Reading comprehension can be improved when these reading strategies are taught (Klapwijk 2012; Oyetunji 2013). Explicit teaching includes teachers providing reasons and purposes for the choice of texts to work with and reasons for activities conducted with texts. Prado and Plourde (2011) believe that the goal of explicit reading strategy instruction should be to improve the reader's comprehension skills. Equipping learners with comprehension skills enables them to read independently.

5. A model for Explicit Instruction:

Research conducted in the 1970s concluded that classroom teachers were spending very little time on the actual process of teaching reading comprehension. For example, Durkin (1978-1979) found that although teachers gave many workbook assignments and asked many questions about what students had read, these exercises usually assessed students' understanding rather than teaching them how to comprehend.

In response to Durkin's findings, much subsequent research during the 1980s was devoted to discovering how to teach

comprehension strategies directly. One widely researched model, explicit instruction, involves four phases:

Phase One: Teacher explanation and modeling of a strategy

Phase Two: Guided practice during which teachers gradually give students more responsibility for task completion

Phase Three: Independent practice accompanied by feedback

Phase Four: Application of the strategy in real reading situations

(Fielding & Pearson, 1994)

Previous Studies

The Following two Studies and their results are Related to this Paper.

First study:

This study (Holakopour, et al., 2014) was carried out in the Department of English Language Teaching, Islamic Azad University, Ilam Branch, Ilam, Iran. The subjects who participated in this study were high school students who were studying at first grade in Susa high schools. They were selected from 100 students, having administered a test of homogeneity; researcher could finally select 60 students for the purpose of this study. The participants were randomly assigned in two groups (the experimental group (EG) and the control group (CG)) each group consisting of 30 female students who were 14, 15 years old. For collecting the needed data for the present study the researcher used Homogeneity test, Pre-test and Post-test. The experimental group was taught using PowerPoint. The control group received a normal classroom reading activities without such a kind of training. After the treatment post-test was administered to check any progress as a result of instruction. The scores obtained by control group were computed to make a comparison between the pre-test and the post-test scores. The scores were,

calculated to ascertain the difference between the two mean scores. There was no significant different between the average of the scores. The scores obtained by the students in the experimental group were computed to compare the pre-test with the post-test. Next, the scores were calculated to find the difference between the two mean scores. It was found out that the students performed better in posttest rather than pretest. The study concluded that there was a fairly big difference between the subjects' performance in pre-test and post-test. So, after investigating subjects' performance. Accordingly, it can be said that the students who received the treatment have better performance.

The Second Study:

This study (Elkins, 2010) was an MA research carried out at the Faculty of the College of Education, Ohio University. The purpose of this study was to examine the effectiveness of a direct instruction method on the reading ability of a student identified with a specific learning disability in reading. Two interventions were implemented: (1) Phase 1 intervention measured the effectiveness of direct instruction on teaching the days of the week in sequence by using flashcards and a video. Having no positive effect using the video, a PowerPoint presentation was implemented with success. (2) Following successful results of Phase 1 intervention, a Phase 2 intervention was implemented, pairing a PowerPoint presentation with direct instruction to determine the effectiveness on reading ability. Constants for both interventions included the same participant, a behavior plan, observations, interviews, pre- and post-assessments that were recorded and graphed. Results of Phase 1 were positive while Phase 2 showed more modest results however, results for both

interventions demonstrated success and promise in with increases in the student's reading ability.

Study Procedures

Research Method: This study is experimental in nature, so the researcher adopted the analytical method.

Population:

The population of the study is university students in Sudan University of science and technology.

Sample:

The sample of this study is (100) first class students from Sudan university of science and technology.

Tools of the Study:

The researcher used two tests and supported that tests by questionnaire as tools for collecting data. In Sudan university of science and technology faculty of education first year students in 11/12/2018- 2019. The pre-test and the post test consist of six questions include the same information. The questionnaire includes a covering page which introduces the topic of the research. It designed according to likert 5-points scale (strongly agree, agree, neutral, disagree and strongly disagree). It includes (4) statements given to the experimental group. It was judged by experienced professors and doctors from Sudan University of science and technology. The questionnaire and tests were developed through the following stages:

- (a) They were designed by the researcher in consultation with some colleagues.
- (b) They were then presented to the supervisor for approval.
- (c) Then they were referred to four experts for judgment. Their validity and reliability as follow.

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cranach alpha coefficient = (0.79), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square root so reliability coefficient is (0.89), and this shows that there is a high sincerity of the scale and that in the benefit of the study.

Application of the Tests and Questionnaire

As first step of data collection the researcher divided the sample of the study into control group and experimental group. Then, introduced the pre-test to both control group and experimental one. As second step, she teaches the control group about 20 hours as treatment used the implicit way of teaching; and teaches the experimental group also the same hours but explicitly. As third step the researcher introduces the post-test to both control group and experimental one after one year. Finally she distributes questionnaire to the experimental group after the post – test when they became able to compare between explicit teaching and implicit teaching. Application was done on 2018 and repeated on 2019.

Program of Data Analysis:

After the data has been collected, the researcher introduced the collected raw data to a statist to be analyzed by the SPSS program.

Statistical Analysis Results

After analysis of the two tests and the questionnaire, the following results have been found:

1. Explicit teaching of reading sub skills can improve students' ability of guessing meaning of unfamiliar words by the strongly agree (%68.0) and agree by (%26.0) and neutral by (%2.0) and disagree by (%4.0) and strongly disagree by (%0.0).
2. Explicit teaching of reading sub skills can improve students in scanning and skimming reading by the strongly agree (%50.0) and agree by (%40.0) and neutral by (%6.0) and disagree by (%2.0) and strongly disagree by (%2.0).
3. Explicit teaching of reading sub skills take time and effort by the strongly agree (%58.0) and agree by (%32.0) and neutral by (%2.0) and disagree by (%2.0) and strongly disagree by (%6.0).
4. Explicit teaching is better than implicit teaching in devolving inferencing by the strongly agree (%64.0) and agree by (%22.0) and neutral by (%6.0) and disagree by (%4.0) and strongly disagree by (%4.0).

The following tables show the results of data analysis related to the questionair.

Table (1) illustrates the frequency and percentage for There will be no statistically significant difference between the explicit teaching and implicit of reading sub-skills

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Implicit teaching of reading	26	6	4	3	11

	sub skills cannot improve students' ability of guessing meaning of unfamiliar words	52.0	12.0	8.0	6.0	22.0
2	Implicit teaching of reading sub skills cannot improve students in scanning and skimming reading	7	11	19	9	4
		14.0	22.0	38.0	18.0	8.0
3	Implicit teaching of reading sub skills can save time and effort	9	19	10	9	3
		18.0	38.0	20.0	18.0	6.0
4	Implicit teaching is better than explicit teaching in developing inferring	2	3	3	20	22
		4.0	6.0	6.0	40.0	44.0

Source: IPM SPSS 24 package

Table (2) illustrates chi-square test results for There will be no statistically significant difference between the explicit teaching and implicit of reading sub-skills

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	Implicit teaching of reading sub skills cannot improve students' ability of guessing meaning of unfamiliar words	35.80	4	0.000	5.00	strongly agree
2	Implicit teaching of reading sub skills cannot improve students in scanning and skimming reading	12.80	4	0.000	3.00	neutral
3	Implicit teaching of reading sub skills can save time and effort	13.20	4	0.000	4.00	agree
4	Implicit teaching is better than explicit teaching in devolving differencing	40.60	4	0.000	2.00	disagree

Source: IPM SPSS 24 package

Table (3) illustrates the frequency and percentage for There will be a statistically significant difference between the explicit and implicit teaching of reading sub-skills

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	explicit teaching of reading sub skills can improve students' ability of guessing meaning of unfamiliar words	34	13	1	2	0
		68.0	26.0	2.0	4.0	0.0

2	explicit teaching of reading sub skills can improve students in scanning and skimming reading	25	20	3	1	1
		50.0	40.0	6.0	2.0	2.0
3	explicit teaching of reading sub skills take time and effort	29	16	1	1	3
		58.0	32.0	2.0	2.0	6.0
4	explicit teaching is better than implicit teaching in devolving differencing	32	11	3	2	2
		64.0	22.0	6.0	4.0	4.0

Source: IPM SPSS 24 package

Table (4) illustrates chi-square test results for There will be a statistically significant difference between the explicit and implicit teaching of reading sub-skills

No	Phrases	Chi-square value	df	Sig.	Median	Interpretation
1	explicit teaching of reading sub skills can improve students' ability of guessing meaning of unfamiliar words	56.40	3	0.000	5.00	strongly agree
2	explicit teaching of reading sub skills can improve students in scanning and skimming reading	53.60	4	0.000	4.50	strongly agree
3	explicit teaching of reading sub skills take time and effort	60.80	4	0.000	5.00	strongly agree
4	explicit teaching is better than implicit teaching in devolving differencing	66.20	4	0.000	5.00	strongly agree

Source: IPM SPSS 24 package

Results of the Tests

Table (5) Cranach's alpha method for the pre-test

No.	Questions	Control		Experience	
		reliability	Validity	reliability	Validity
1	q1	0.79	0.89	0.80	0.89
2	q2	0.79	0.89	0.79	0.89
3	q3	0.79	0.89	0.79	0.89
4	q4	0.79	0.89	0.79	0.89
5	q5	0.79	0.89	0.79	0.89
6	q6	0.79	0.89	0.79	0.89
Total		0.79	0.89	0.79	0.89

Source: IPM SPSS 24 package

Table (6) Cranach's alpha method for the post-test

No.	Questions	Control		Experience	
		reliability	Validity	reliability	Validity
1	q1	0.79	0.89	0.80	0.89
2	q2	0.79	0.89	0.79	0.89
3	q3	0.79	0.89	0.79	0.89
4	q4	0.79	0.89	0.79	0.89
5	q5	0.79	0.89	0.79	0.89
6	q6	0.79	0.89	0.79	0.89
Total		0.79	0.89	0.79	0.89

Source: IPM SPSS 24 package

Table (7) illustrates the frequency and percentage for total degree

Valid	Pre – test		Post – test	
	Frequency	Percent	Frequency	Percent
Pass	4	8.0%	32	64.0%
Failure	46	92.0%	18	36.0%
Total	50	100.0%	50	100.0%

Source: IPM SPSS 24 package

Discussion of the Result

The above results are presented according to research question.

- To what extent can explicit teaching of reading sub-skills help students' development?

And the research hypothesis.

- There will be a statistically significant difference between the explicit and implicit teaching of reading sub-skills.

Conclusions:

To sum up the statistical analysis generated by SPSS (e.g. frequency, percentage, T-test, p value, and chi-square tests) revealed that the tools are significantly greater for the study.

The main results as follow:

1. Explicit teaching of reading sub skills can improve students' ability of guessing meaning of unfamiliar words.
2. Explicit teaching of reading sub skills can improve students in scanning and skimming reading.
3. Explicit teaching of reading sub skills take time and effort.
4. Explicit teaching is better than implicit teaching in devolving inferencing.

Recommendations:

With regard to results the researcher recommended the following:

1. English language teachers should take into account the importance of explicit teaching.
2. English language and students should be aware that explicit teaching develops students in reading sub-skills.
3. English language students should be aware that explicit teaching needs extra time.
4. English language teachers should focus on explicit teaching rather than implicit teaching.

And suggested for coming studies investigating the effect of explicit teaching on developing listening, speaking and writing skills.

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