



**THE ROLE OF EXPLICIT STRATEGY  
INSTRUCTION IN IMPROVING EFL STUDENTS'  
PERFORMANCE IN LEARNING ENGLISH**

**2022  
MASTER THESIS  
DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE**

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**June 2022**

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## **THESIS APPROVAL PAGE**

I confirm that Haneen Faez SALEH'S thesis, titled "THE ROLE OF EXPLICIT STRATEGY INSTRUCTION IN IMPROVING EFL STUDENTS' PERFORMANCE IN LEARNING ENGLISH" is totally appropriate in breadth and content as a Master of applied linguistics thesis.

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The examining committee of the English Language and Literature Department unanimously approved this thesis as a Master of Applied Linguistics thesis, and it was recognized as such by the department. June 16, 2022

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The thesis submitted has been accepted by the Administrative Board of the Institute of Graduate Programs at Karabuk University for the award of the Master of Applied Linguistics degree..

Prof. Dr. Hasan SOLMAZ

.....

The Institute of Graduate Programs Director

## **DECLARATION**

By signing this document, I certify that this thesis is the product of my own efforts, and that all material included within it has been gathered and explained in line with the academic regulations and ethical code established by the institution. In addition, I affirm that any assertions, findings, and materials that are not unique to this thesis have been mentioned and referenced in their actual form throughout this thesis.

I agree the moral and legal ramifications of any detection that is in violation of the aforementioned declaration without regard to a certain time frame or deadline.

**Name Surname:** Haneen Faez Saleh ALAANI

**Signature:**



## **FOREWORD**

First of all, all praises go to Allah as my every success in life is from the uncountable blessings of Allah Almighty. The success of this dissertation depends on many people. I feel overjoyed to be able to acknowledge and express my profound gratitude to all who played significant roles to obtain my MA.

Special thanks to my supervisor, assistant professor. Dr. Manal Omar Mousa for her precious advice and her constant support of my thesis. And finally, special thanks also go to the students of AlFadhael Secondary School that voluntarily took part in the experimental part of this study. Last but not least, I wish peace and prosperity to all those who made any contribution at any level of this dissertation.

I would like to thank my husband (Omar Khudhair Ahmed) who is my second half and supports me to complete my study as well as my lovely girls (Sidra and Mira) who are the motivation of my life.

I would like to express my thanks to my Mother, sister and brothers and my family that have supported me during my studying, and special appreciation to my colleagues and all people who helped me finically and morally.

## **ABSTRACT**

The purpose of this study is to determine whether utilizing an explicit strategy instruction while teaching a foreign language increases EFL learners' competency. It examines teacher candidates' learning experiences with explicit instruction in English. It also examines the degree to which explicit teaching might aid EFL students in improving their comprehension abilities while learning English. The study sample is (100) students in the 2<sup>nd</sup> grade at Al-Fadhael intermediate school during (2021-2022) academic year. This study is a quantitative study, employing the experimental design by giving pre and posttest to the participants. Then, the data are gathered by pre and posttest on those participants (the experimental and control groups). This study depends on SPSS to analyze the gathered data. The results indicates that the teachers and students acclimated positively with the Explicit Strategy Instruction. This strategy develops their ideas and improves their English language skills. The main findings of this study demonstrates the importance of inspiring collaborative thinking for regulating and supporting students' learning by allowing students to increase their capacity to monitor and govern their cognitive processes via teacher scaffolding. This strategy can be beneficial at all academic levels.

**Keywords:** Explicit Strategy Instruction; Role; Performance; EFL Learners

## ÖZ

Bu çalışmanın amacı, yabancı dil öğretirken açık bir strateji öğretimi kullanmanın İngilizce öğrenenlerin yetkinliklerini artırıp artırmadığını belirlemektir. Öğretmen adaylarının İngilizce açık öğretimle öğrenme deneyimlerini inceler. Ayrıca, açık öğretimin, İngilizce öğrenirken İngilizceyi yabancı dil olarak öğrenen öğrencilere anlama yeteneklerini geliştirmede ne derece yardımcı olabileceğini de inceler. Araştırmanın örneklemini (2021-2022) eğitim-öğretim yılında Al-Fadhael ortaokulunda 2. sınıfta okuyan (100) öğrenci oluşturmaktadır. Bu çalışma, katılımcılara ön test ve son test uygulanarak deneysel desenin kullanıldığı nicel bir çalışmadır. Daha sonra bu katılımcılardan (deney ve kontrol grupları) ön ve son test ile veriler toplanmıştır. Bu çalışma, toplanan verileri analiz etmek için SPSS'ye bağlıdır. Sonuçlar, öğretmenlerin ve öğrencilerin Açık Strateji Öğretimi ile olumlu bir şekilde uyum sağladıklarını göstermektedir. Bu strateji fikirlerini geliştirir ve İngilizce dil becerilerini geliştirir. Bu çalışmanın ana bulguları, öğrencilerin öğretmen iskelesi aracılığıyla bilişsel süreçlerini izleme ve yönetme kapasitelerini artırmalarına izin vererek öğrencilerin öğrenmesini düzenlemek ve desteklemek için işbirlikçi düşünmeye ilham vermenin önemini göstermektedir. Bu strateji tüm akademik seviyelerde faydalı olabilir.

**Anahtar Sözcükler:** Açık Strateji Öğretimi; Rol; Performans; Geliştirme; İngilizce Öğrenme

### ARCHIVE RECORD INFORMATION

<b>Title of the Thesis</b>	The Role of Explicit Strategy Instruction in Improving EFL Students' Performance in Learning English
<b>Author of the Thesis</b>	Haneen Faez Saleh
<b>Supervisor of the Thesis</b>	Assoc. Prof. Dr. Manal Omar MOSA
<b>Thesis Status</b>	Degree of Master
<b>Thesis Date</b>	16/07/2022
<b>Thesis Field</b>	English Language and Literature
<b>Thesis Place</b>	KBU/LEE
<b>Total Page Number</b>	108
<b>Keywords</b>	Explicit Strategy Instruction; Role; Performance; EFL Learners

## ARŞİV KAYIT BİLGİLERİ (in Turkish)

<b>Tezin Adı</b>	EFL Öğrencilerinin İngilizce Öğrenirken Performansını Artırmada Açık Strateji Öğretiminin Rolü
<b>Tezin Yazarı</b>	Haneen Faez SALEH
<b>Tezin Danışmanı</b>	Assoc. Prof. Dr. Manal Omar MOSA
<b>Tezin Derecesi</b>	Yüksek Lisans Derecesi
<b>Tezin Tarihi</b>	16/07/2022
<b>Tezin Alanı</b>	İngiliz Dili ve Edebiyatı
<b>Tezin Yeri</b>	KBÜ/LEE
<b>Tezin Sayfa Sayısı</b>	108
<b>Anahtar Kelimeler</b>	Açık Strateji Öğretimi; Rol; Performans; Geliştirme; İngilizce Öğrenme

## **ABBREVIATIONS**

<b>ESI</b>	: Explicit Strategy Instruction
<b>EFL</b>	: English as a Foreign Language
<b>Ex</b>	: Experimental Group
<b>Co</b>	: Control Group
<b>MS</b>	: Mean Scores
<b>DP</b>	: Discrimination Power
<b>DL</b>	: Difficulty Level
<b>SD</b>	: Standard Deviation
<b>DF</b>	: Degree of Freedom
<b>CALLA</b>	: Cognitive Academic Language Learning Approach

## **SUBJECT OF THE RESEARCH**

The Role of Explicit Strategy Instruction in Improving EFL Students' Performance in Learning English

## **PURPOSE AND IMPORTANCE OF THE RESEARCH**

The purpose of this study is to determine whether utilizing an explicit strategy instruction while teaching a foreign language increases EFL learners' competency. It examines teacher candidates' learning experiences with explicit instruction in English. It also examines the degree to which explicit teaching might aid EFL students in improving their comprehension abilities while learning English.

## **METHOD OF THE RESEARCH**

This study is a quantitative research by using an experimental design. The researcher examines the participants by giving the two groups (experimental and control groups) pre and posttest.

## **HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM**

The process of teaching English in Iraqi schools depends on the teacher explaining in the mother tongue and solving homework at home, which makes it difficult for students to master the four language skills and rely on special revisions to solve the book's exercises without actually practicing English. The attitude of EFL students to learn a foreign language in intermediate schools is really affecting the achievement and enrolment for language-oriented subjects. The negative attitude possessed by students could be ameliorated using a strategy that involves repetition and mastery at every step of teaching. Therefore, this study determines the effect of explicit instructional strategy on students' attitudes to learn a foreign language.

## **POPULATION AND SAMPLE (IF AVAILABLE)**

The total population of the current study consists of (100) 2nd intermediate school year students from Hor-Rajab/Baghdad city who attended school throughout the academic year (2021-2022). So, (35) students served as experimental group, (35) students served as control group, whereas a total of (30) students are enrolled as a pilot study.

## **SCOPE AND LIMITATIONS / DIFFICULTIES**

This study is limited to the role of Explicit Strategy Instruction. The present project is also limited to Iraqi EFL 2<sup>nd</sup> year class students at Al-Fadhael Intermediate School who study “English for Iraq” during the academic year 2021-2022.

This quantitative study uses the experimental design by giving participants pre and posttests. The sample of this study was (110); there are (80) participants served in two groups: (40) served as the experimental group, (40) served as the control group and (30) served as the pilot study.

## **SCOPE AND LIMITATIONS / DIFFICULTIES**

This study is limited to the use of the Story Reenactment strategy. The present project is limited to Iraqi EFL Third-year class students at Al-Salam University College who study English novel "Hard Times" during the 1st course of the academic year 2021-2022.



# 1. INTRODUCTION

This chapter represents the problem statement, questions of the study, the research objectives, hypotheses of the present research, the method adopted, the study scope, the significance of the study, limitations of the study, the definitions of terms, and the chapter summary.

## 1.1. The Problem Statement

When anyone tries to learn a foreign language, the four language skills serve as the conduit via which it is encountered, comprehended, practiced, and taught. Learners may interact with one another in order to attain certain objectives and convey their thoughts, perspectives, wishes and intentions via the use of a variety of communication tools. People who can speak a foreign language are referred to be speakers of that language in order to underline the significance of mastering the four skills that are required while studying a foreign language.

The term ‘explicit instruction’ is a kind of instructional strategy in which interactions between students and the instructor are deliberately planned and constructed. Teachers clearly declare a teaching aim and follow a specified instructional sequence while delivering their lessons to students. They determine how much knowledge students already had on the topic and then tailor subsequent education to that initial assessment of students' abilities.

It is a series of supports that includes establishing a learning goal, informing students what to do, teaching them how to do it, and then leading them through the process of applying their new knowledge in a hands-on environment (Instructional Strategies Online, 2011). A clear description of what to do (telling), followed by modeling of the activity (showing), followed by many chances for practice (guiding) until independence is achieved are all components of explicit teaching. Explicit instruction progresses systematically from considerable teacher input and limited student’s accountability at the beginning of the learning cycle to complete student’s responsibility and little instructor’s engagement at the end of the learning cycle (Instructional Strategies Online, 2011). A significant portion of the special education

literature on learning English as a foreign language has emphasized the need for clear and methodical training (Fuchs & Fuchs, 2003).

The process of teaching English in Iraqi schools depends on the teacher explaining in the mother tongue and solving homework at home, which makes it difficult for students to master the four language skills and rely on special revisions to solve the book's exercises without actually practicing English. The attitude of EFL students to learn a foreign language in intermediate schools is really affecting the achievement and enrolment for language-oriented subjects. Students believe that the subject is meant for certain students who are highly talented, without considering the contributions of the subject to other fields of study. The negative attitude possessed by students could be ameliorated using a strategy that involves repetition and mastery at every step of teaching. Therefore, this study determines the effect of explicit instructional strategy on students' attitudes to learn a foreign language.

## **1.2. Research Questions**

As a response to the previous studies' limitations on explicit strategy instruction, the current study seeks to address these research questions by incorporating explicit instruction into the usual classroom setting for a period of ten weeks including Iraqi EFL intermediate school students:

1. How does using an explicit strategy instruction in teaching foreign language increase the proficiency of EFL learners?
2. What is the impact of using teaching English through explicit instruction on teachers' learning experiences?
3. How can traditional way help EFL students of control group to improve their comprehension skills in learning English language?
4. To what extent does the impact of the Explicit Strategy Instruction improve Iraqi EFL students' achievement at the two levels (recognition and production) in the posttests of the experimental group?

### **1.3. The Research Objective**

This study aims at:

- 1- Finding out whether using an explicit instruction strategy in teaching foreign language increases the proficiency of EFL learners.
- 2- Exploring teacher candidates' learning experiences using teaching English through explicit instruction.
- 3- Finding out the impact of traditional way on control group students' performance in learning English language.
- 4- Finding out the effect of explicit instruction on EFL students in improving their comprehension skills in learning the English language.

### **1.4. Hypotheses of the Study**

To achieve the study's objective, the following hypotheses are intended to be tested:

- 1- There is a statistically significant difference between the result of the experimental group which is taught by the explicit strategy instruction and the control group which is taught by the traditional method in the posttest.
- 2- There is a statistically significant difference between the mean scores of the experimental group in pre and posttests.
- 3- There is a statistically significant difference between the mean scores of the control group in the pre and posttests.
- 4- There is a statistically significant difference between the mean scores of the experimental group in recognition and production levels.

### **1.5. The Method and Model Adopted**

The model of Explicit Instruction is adopted by Huffman and Spires (1994), Direct or Explicit instruction, is a model in which the instructor takes the lead. This study is a quantitative research by using an experimental design. The sample of this study is (100) Iraqi EFL students enrolled in the second grade of intermediate school

(AlFadhael) to examine the Role of Explicit Strategy Instruction in improving EFL students' performance in learning English. It consists of the experimental group, who are taught by the ESI, and the control group, who are taught by using the conventional way. The researcher collects the data by giving Pre and posttests for the two groups. Before implementing the strategy, the researcher administers a pretest to the students.

### **1.6. The Scope of the Study**

The scope of current study is about using Explicit Strategy Instruction in Improving EFL Students' Performance in Learning English using a quantitative approach and conducting the pre and posttests for two groups of participants, experimental group and control group. Those participants are second class students at AlFadhael intermediate school Iraq/ south Baghdad, Hor Rajad village during the academic year (2021-2022).

### **1.7. The Significance of the Study**

The following is a summary of the significance of the present study: Firstly, In terms of application, it has a practical value since it is valuable for intermediate school instructors. It is expected to be similar with Mizumoto & Takeuchi (2009) study, which contributes to enhance EFL learners' vocabularies. Secondly, the results of this study have beneficial to EFL learners' listening skills since it improves their performance in the listening skill via applying the five stages of CALLA which is consistent with Amin, Amin, and Aly (2011). Thirdly, when trying to develop reading skill into the teaching and learning process, an Explicit Strategy Instruction is beneficial since it helps students become more motivated to develop EFL learners' collaborative reading which is agreed with Koukourikou, Manoli & Griva (2018) study. Fourthly, the findings of this study will be beneficial to instructors since they will increase their understanding of how to teach English textbooks by recommending alternative teaching approaches that may be adopted by the teachers.

So that, the beneficial of this study is in line with the beneficial of Abigail and Ballou (2012) study which proves the comprehension of teachers to how teach the English textbooks. Finally, the importance of this study is expected to be consistent

with the importance of El Sakka. (2019) study which enhances speaking performance significantly after receiving the explicit affective strategy instruction.

### **1.8. The Study Plan**

The following steps are used to verify the hypotheses and fulfill the research objectives by nominating a random sample of EFL intermediate school students and dividing them into two sets, one experimental and one control, that are comparable in age and parental education level. Furthermore, the first group, which used the Explicit Strategy Instruction, is indicated as the experimental group, whereas the second group used the conventional method, and is indicated as the control group. The two tests "pre and posttests" were given to both the Ex and Co groups in order to determine the effect of the Explicit Strategy Instruction on students' progress. Moreover, preparing a pre-and posttest. Estimating the validity, reliability, power of discrimination, and level of difficulty of the test. Following that, conducting an accomplishment test on the control and experimental groups. Finally, analyzing the given data statistically.

### **1.9. Definitions of Basic Terms**

The definitions of the fundamental words used in this research are provided below.

**Explicit instruction** "is a term that summarizes a type of teaching in which lessons are designed and delivered to novices to help them develop readily-available background knowledge on a particular topic" (Hammond, 2019, p.5).

**Explicit strategy instruction** is "a cognitive approach to teaching that helps students to learn conscious processes and techniques that facilitate the comprehension, acquisition, and retention of new skills and concepts" (O'Malley & Chamot, 1990, p.28).

**Strategy:** According to Chandler (1962) "the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources for carrying out these goals."

**Role:** According to Delbridge, A. (1999: p152) "the role is defined by the Macquarie Dictionary as Proper or customary function".

**Performance:** an activity or kind of conduct that entails a great deal of attention to more details or too few details that are not very significant (Levinson, 1968, p.34).

## **1.10. Summary of the Chapter**

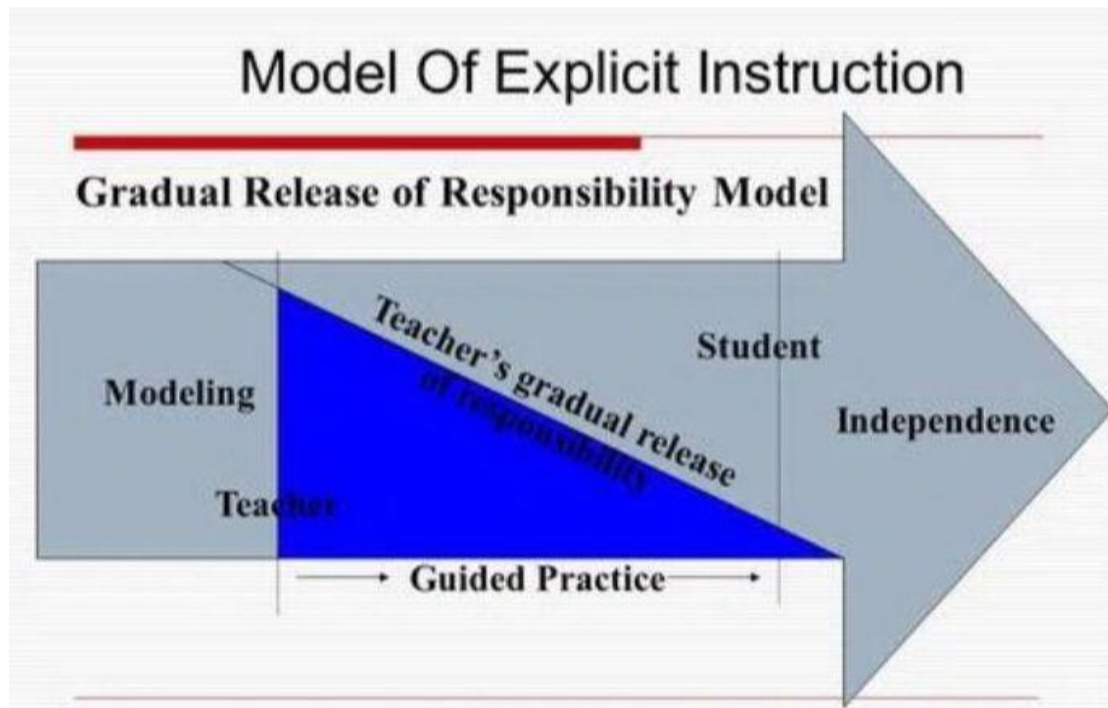
This chapter clarifies the problem statement, the research questions, the research objectives, hypotheses of the present study, the study scope, the significance of the study, limitation of the study, and definitions of terms.

## **2. LITERATURE REVIEW**

### **2.1. Introduction**

According to Archer and Hughes (2010), when educators are attempting to enhance students' academic progress, explicit instruction is regarded one of the most effective methods that deal with cognitive theory. It is an organized, methodical, and successful process for teaching academic skills. This strategy of teaching is referred to as explicit since it is unambiguous and straightforward in nature, and it encompasses both delivery processes and instructional design. The term 'explicit teaching' is characterized by unambiguous assertions about the goal and rationale for acquiring clear explanations, new skills, the instructional objective demonstrations, supportive practices with feedback, and eventually autonomous mastery of the new ability. For the most part, children understand that print and contemplating have significance from a very young age. It is important to encourage children to continue to engage in fun activities at home and school, such as listening to audiobooks and reading books. Using their imagination to bring imaginary locations and characters to life and building links between books and their daily lives, story-time and silent reading assist youngsters to establish links between books and their daily lives in order to understand what is happening around them. Aside from that, through participating in informal discourse with parents, teachers, classmates, and other adults about and beyond books, children learn to feel that they are part of a reader's community in which reading and associated activities are highly appreciated. During these early experiences with print, infants learn key habits and abilities that will serve them well in the future in terms of reading and writing.

Concerning the Model of Explicit Instruction by Huffman and Spires (1994), Direct or Explicit instruction, is a model in which the instructor takes the lead. The simple fact of the matter is that the educator stands at the front of the classroom or lecture hall and provides students with clear, guided instructions in a conversational tone. This strategy is more effective for the acquisition of specific talents rather than for the development of skills that need experimenting.



**Figure 1.** Model of Explicit Instruction by Huffman and Spires (1994).

Cohen (2003, p. 6) states that explicit training in the use of a broad array of strategies for learning English as a foreign language (EFL) vocabulary as well as strategies for learning English language skills such as grammar, reading, writing, listening, and speaking has highlighted as an important issue in second language acquisition (SLA) research (as described in Cohen & Macaro, 2007).

Although the question of whether Explicit Strategy Instruction improves learners' performance in learning English and strategy transfer in an Iraqi EFL environment is still debatable, the evidence suggests that it does. Unfortunately, concerning this domain of educational significance, there is a paucity of research; as a result, this study was conducted to generate some evidence that will lend further assistance to the impacts of strategy-explicit instruction on students' performances and strategy transfer in this specific learning context.



## **2.2. The Role of Explicit Strategy Instruction in the Educational Process**

According to Hammond (2019, p12. ), the Explicit Strategy Instruction "is a term that summarizes a type of teaching in which lessons are designed and delivered to novices to help them develop readily-available background knowledge on a particular topic". Between these years (1960 and 1970), researchers performed experiments that resulted in explicit instruction. Researchers sat in the back of classes, observing certain behaviors of successful instructors to identify links between such behaviors and the academic achievement of children. Based on the findings, the instructors who achieved the highest outcomes spent more time reviewing previously acquired ideas, ensuring that students understood topics, and addressing misunderstandings throughout the session. Explicit instruction approaches include demonstrating to students exactly what they should do and how they should accomplish it. Explicit instruction is similar to baking a cake in that it is a step-by-step procedure in which straying from the recipe or removing components might result in disappointing outcomes.

An alternative method of learning is one in which students are given to practice a task before being provided the important knowledge, and then they are asked to uncover and build part or all basic data themselves. Thus, this is referred to as "inquiry-based learning" in certain circles. The experiment may be beneficial for someone who wishes to get learning about condensation and evaporation by hands-on experience, assuming that they are familiar with the properties of different "solids, liquids, and gases", as well as how to operate a Bunsen burner safely and effectively (Ibid).

Hammond (2019) prepares some concepts to clarify the explicit instruction such as:

### **1. Remembering what we have been thinking about**

Fully guided practice is another term for explicit instruction. Instructors who use an explicit method clarify, illustrate, and model everything by mixing sounds together to decipher vocabulary, constructing a complicated phrase using figurative language, kicking a football, and a few activities. Even while some students attain success very fast, others need a significant amount of additional practice time. Teachers who use explicit instructions deliver regular evaluations of previously gained information and abilities to become second nature to the students. When used with

more strenuous activities, for instance, writing, reading, or playing games (AFL), they become more effective.

The information processing model, a learning theory that emphasizes explicit instruction, serves as a foundation for explicit education. This information is predicated on the premise that we only remember what we think about and maintain thinking for a long period of time. For example, if anyone can recall his childhood telephone number, it is most likely due to the number of times he/she utilized and accessed that information over the years. In addition, it is commonly recognized that the human brain limits how much new knowledge it can comprehend and how much can be kept in our long-term memory at any time. These understandings combine to generate a concept named "cognitive load theory", which enhances the efficacy of explicit instruction by providing an additional value.

Therefore, Hammond (2019) explains that knowing precursor mathematical abilities, including such timetables and the distinction between the denominator and numerator, helps alleviate the burden on the limited amount of space available in your brain. As a result, it may free up some mental space to learn more sophisticated arithmetic concepts, such as fraction simplification. Specific approaches are grouped together under the umbrella title of explicit instruction, and they include "explicit instruction, explicit direct instruction, Direct Instruction", and (I do, we do, you do). Based on comparable instructional concepts, these models relate to a particular lesson design and delivery components that are included in the lesson.

## **2. Instructional direction and reading teaching**

Direct Instruction is a collection of commercially accessible teaching tools produced from the work of "American educator Siegfried Engelmann in the 1960s". Due to the high degree of scriptedness of the model, it is both inflexible and successful; therefore, some instructors criticize the method for being too rigid. Direct instruction has been found to be effective when it is followed to the letter. As a result of its use in isolated aboriginal communities, the approach has been shown to be highly beneficial.

Thus, explicit instruction does not follow a script and there is a considerable variation in the way instructors use it, as well as in the individual components of this strategy. As a result, it is difficult to make precise claims about its effectiveness.

### **3. Then, what exactly is the source of the disagreement?**

Hammond (2019) clarifies that at the end of the 1970s, more child-centered methods dominated teachers' education and instructional strategies globally, and this has continued to this day. Discovery learning and inquiry are two examples of these strategies. Constructionist theories of learning are the foundation for these programs, which believe that the learning process is the activity that happens in the class.

She states that teachers who use the constructivist method of learning give students chances that allow them to develop their own unique understandings of what they are learning. It is popular and ubiquitous since it personalizes learning, emphasizes the active production of information, and places a strong focus on hands-on learning to address real-world issues. While critics of explicit education often contend that it is based on a deficit model, in which children spend their days passively sitting in rows and participating in rote learning, this is a misinterpretation of explicit instruction, which – when done correctly – is attractive and seldom done for lengthy periods of time, as is the case with this scenario.

Therefore, this model indeed compels students to stand in front of the instructor, and the procedure entails the instructor asking a large number of questions. In addition, during the class, s/he might also instruct the students to write on blackboards to demonstrate students' comprehension. It is also unfounded to argue that explicit education does not enable instructors to accommodate a wide variety of students' skills. It is possible to teach the same topic to all students while yet differentiating at the time of individual practice thanks to explicit instruction.

### **4. Language acquisition at a young age is critical for the country's multilingualism**

After explaining the subtraction method, students get the opportunity to work on issues of increasing complexity. However, not all students will proceed in the same manner, for instance, some of them will be able to solve (13-29), and others may be able to solve (101-189), whereas others (1331-1692).

It is preferable for us, as adults, to have knowledge broken down into digestible pieces to have the instructor verify for comprehension and to be given the opportunity to practice the skills we will need before attempting to jump from a cliff or skydive.

As a result, explicit instruction will have a role in the classrooms, especially when students' prior knowledge is limited and the work is tough.

### **2.1.1. Definitions of Explicit Strategy Instruction (ESI)**

Explicit Strategy Instruction is a way of conveying information in a plain and orderly manner. Torgesen (2004) describes explicit instruction as “instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own.” Because Explicit instruction is used in the classroom, teachers may guarantee that the courses are perfectly comprehensible. They illustrate to young children how to properly begin and positively finish a task. They also give several chances to the students to get feedback and achieve their skills. As a result, explicit teaching is a method of instructing directly and systematically.

In another study, Rosenshine (1987, p. 23) describes Explicit Strategy Instruction to be “a systematic method of teaching with an emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all students.” As a result, this strategy is a deliberate method of explicitly instructing students. A clear-cut and finite method of teaching, which encompasses both instructional and delivery techniques, is referred to as explicit in this context.

Briefly, the term ‘explicit instruction’ can be defined as a sequence of instructional practices that increase the chance of students’ success. Consider it as increasing students’ outcomes via the advancement of your profession. Teaching practices that will be examined include increased modeling, giving students numerous chances to react, and providing students with the opportunity to practice in both guided and autonomous settings. The use of explicit instruction occurs when a teacher tells students what they need to accomplish by providing clear explanations, as well as modeling and discussing new information (Fletcher, Lynn, Fuchs, & Barnes, 2019).

### **2.1.2. The Functions of Explicit Instruction**

According to Rosenshine and Stevens (1986), there are six functions of Explicit Instruction:

#### **1. Reviewing.**

- a. Go through your schoolwork and any prior learning that is applicable.
- b. Go through the required abilities and knowledge.

#### **2. The manner in which the presentation is made**

- a. Outline the objectives of the lesson.
- b. Introduce new contents in gradual increments.
- c. Procedures that are modeled.
- d. Provide examples as well as non-examples of your work.
- e. Speak in plain English.
- f. Stay away from digressions.

#### **3. Observed and guided practice**

- a. Require a large number of answers on a regular basis.
- b. Ensure that high success rates are achieved.
- c. Input timely feedback, tips, and reminders to ensure success.
- d. Instruct students to continue practicing until they are proficient in the language.

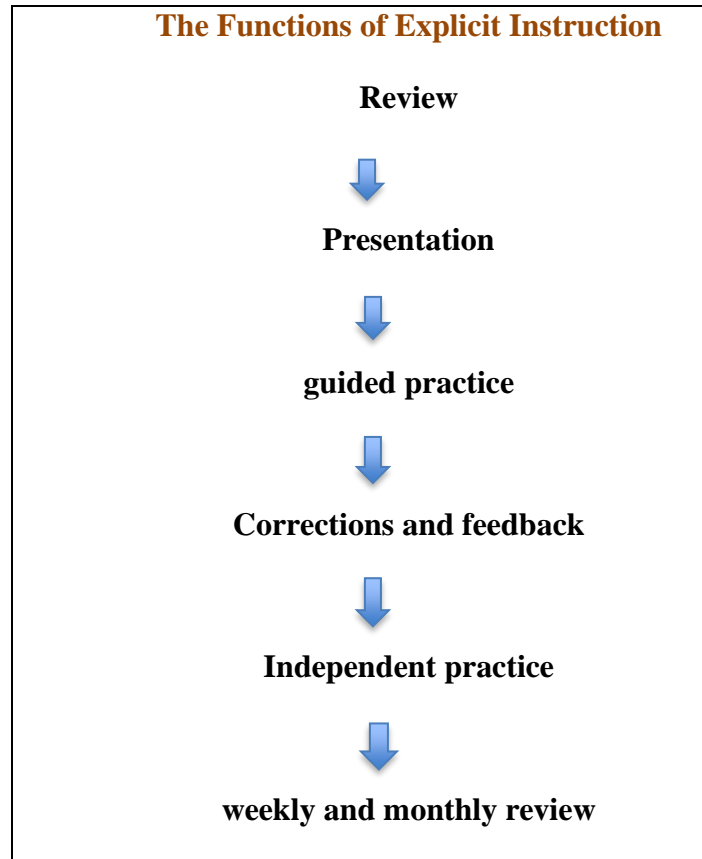
#### **4. Corrections and feedback**

- a. If required, repeat the lesson.

#### **5. Independent practice is important**

- a. Keep track of your first few practice efforts.
- b. Encourage students to keep practicing so that practice becomes subjective.

#### **6. Finally, review your progress on a weekly and monthly basis**



**Figure 2.** Explicit Instruction Functions by Rosenshine and Stevens (1986)

### **2.1.3. The Main Factors Which Contribute to the use of this Strategy**

According to several studies (Grenfell & Harris, 1999; Hismanolgu, 2000; Harris & Gasper, 2001), there are a variety of causes that already have contributed to the growing interest in explicit instruction; some of which are as follows:

1. Instead of focusing on instructors and teaching, the greatest emphasis is placed on learners and their learning.
2. Academics who are concerned with foreign language acquisition focus on how learners get new information and the types of methods they adopt to interpret, acquire, or recall new information.
3. The obvious connection between learner's autonomy and learning techniques, as well as the teach-ability of learning strategies.
4. The need for giving failing students a diverse range of techniques to become successful learners.

5. Through this method in learning strategies, it is possible to increase students' motivations and their variety of available options. The most recent advancement in attribution theory implies that learners' perception of control over their learning process may be a contributing factor to their success.

6. The difficulty of teaching all educators, in the same way, is due to the truth that everyone learns differently.

7. The importance of assisting students in their learning process.

#### **2.1.4. Guidelines for explicit strategy instruction**

According to Grenfell and Harris (1999, p. 98-107), as well as Harris and Gaspar (2001, p. 21-23), and Cohen (2008, p. 49), there are overviews of explicit strategy instruction guidelines, which are as follows:

1. Identify the aim of an explicit instruction strategy and communicate it clearly to the learners.

2. Incorporate the Explicit Strategy Instruction within the standard course curriculum.

3. Incorporate the Explicit Strategy Instruction within the standard course curriculum and choose stuff who are neither too simple nor too hard.

4. Teach techniques that are most successful when used in conjunction with the language skills that are being taught.

5. Concentrate on a single skill area (for example, remembering words) since there is a diverse variety of solutions available within each talent.

6. Discuss what it is like to (read, write, listen, or speak) in someone's native language at the beginning of the lesson.

7. Increase awareness of the instruction that students are currently using in the classroom.

8. Provide methods to students at all levels, including beginners and more experienced students.

9. Avoid attempting to teach many methods at the same time. Keep things as basic as possible.

10. By thinking aloud about your own mental techniques, you might serve as a role model for students.

11. Create many practice opportunities to assist learners in transitioning to self-directed application of methods by gradually withdrawing their reliance on the instructor's guidance and scaffolding.

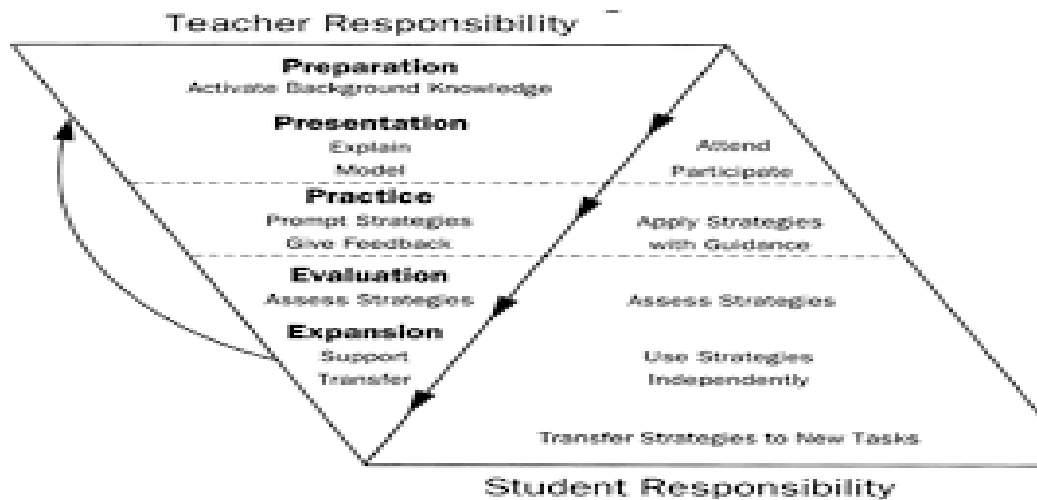
12. Put the concepts into practice during the school years.

13. Prepare the instruction explicit and unambiguous. Mention the materials by their proper names. The strategies should be given names in the target language.

14. Encourage learners to keep track and assess the efficacy of the explicit instruction methods they are using, as well as their attempts to transfer these methods to other activities and situations.

The CALLA technique, which was created by O'Malley and Chamot, is an example of a strategy-based approach to problem-solving. It is based on the cognitive learning theory and concentrates on the strategy of explicit language instruction in the context of language acquisition. CALLA is divided into five stages; each of them requires the instructors to blend the three components of topic, language and learning methodologies into one lesson. In addition, it provides an instructional design sequence to guide the instructors through the process of incorporating the components and ideas of CALLA into their lesson preparation, teaching, and evaluation. The CALLA instructional design is task-based and contains the following components:





**Figure 3.** A conceptual framework for instructional strategies cited from (Chamot, et al. 1999, p.36)

According to Chamot (2007), these Activities (teacher-directed and learner-centered) depict the responsibilities of the instructor and students in CALLA as shown above in Figure 2.3.

The instructional sequencing developed for CALLA is organized into a five-stage cycle that includes introducing, teaching, practicing, assessing, and implementing language learning methodologies. The five steps of the CALLA instructional process is not usually followed in precise order but are often recurrent (Chamot, 2001, p. 2).

Also, O'Malley and Chamot (1990 p.158) developed a "scope and sequence framework for learning strategy instruction" that must be used by CALLA's instructors.

**Table 1.** The five stages of the CALLA model, as well as the goal of each stage and the actions that lead to it.

<b>Stages</b>	<b>Aims</b>	<b>Steps</b>
<b>Preparations</b>	Students' awareness of various strategies may be raised by doing the following activities:	a. Retrospective interview with a small sample of students about tasks of school. b. Teaching students to think aloud is a two-step process. c-Interview discussion and think-aloud.
<b>Presentations</b>	Enhance students' understanding of methods by doing the following:	a. Justifying the use of strategy. b. Naming and describing strategy c. Approach for modeling.
<b>Practices</b>	Improve students' ability to use academic learning methodologies by implementing the following:	a. Tasks requiring cooperative learning. c. Think-loud-while-solving-a-problem. c. Academic instruction on a three-to-one basis. d. Discussions of a group.
<b>Evaluations</b>	Improve students' abilities to assess their own strategy utilization by doing the following activities:	1. To write a strategy that is employed shortly after completing the work. 2.To discuss the use of strategy in the classroom. 3.To keep a conversation journal (with the instructor) on the use of strategy.
<b>Expansions</b>	Implementation of strategies into new tasks should be enhanced through:	1. Extra experience on comparable academic assignments, if possible 2. Assignments are given to students to use learning methodologies and activities that are connected to their cultural backgrounds.

### 2.1.5. Explicit Instruction Elements

The sixteen elements of explicit education are described in detail by the author (Archer & Hughes, 2011). In research investigations, it has been shown that these elements have an impact on students' learning and that they are readily accessible to the instructors to consider. We will now take a closer look at each of the components and their characteristics separately.

### **1. Concentrate instruction on the most important material**

Create a curriculum that focuses on terms of vocabulary, rules, concepts, strategies, and skills that will enable students in the future while also meeting the educational requirements of the children in a classroom setting (Ibid1).

When teaching a course on plants, for example, you would not concentrate on the numerous varieties of plants; instead, you would concentrate on the key aspects of plants and how they help to save a plant alive. Therefore, students' future success is more dependent on their understanding of the components of plants and how plants survive on their knowledge of many sorts of plants.

### **2. Use logic to organize your talents**

The process of teaching easier skills before more difficult skills and high-frequency skills before low-frequency ones are some of the factors you should think about when planning your curriculum. Separating strategies and skills that are similar so that students do not get mix up is also important, as is making sure students know the prerequisites for a skill before teaching the skill itself (Ibid2).

For instance, you would not teach your students how to perform double addition with regrouping before first teaching them how to do basic addition without regrouping. Students' ability to apply the necessary addition skill to the more difficult addition skill with regrouping will enhance if teachers ensure that students have mastered the essential skills of addition.

### **3. Reduce the complexity of complicated abilities and strategies by breaking them down into smaller instructional units**

Small measures should be taken while teaching. The division of complicated skills into small educational units of new information resolves concerns about cognitive overload, processing demands, and students' working memory capacity by segmenting difficult skills into smaller instructional units of new content. Units are synthesized once they have been mastered. (i.e., it is practiced in its entirety.) (Ibid3).

For instance, even in the case of a whole new high school science course on sound and light, you would not be able to cover all the material and skills in only one day. First, you would divide the content into separate subjects and teach each subject

independently. Then the whole subject would then be covered in one sitting, beginning with the smallest components and working your way up.

#### **4. Create classes that are well-organized and focused**

Make certain that classes are well-focused and organized to be available most of the teaching time. Thus, lessons that are organized on the subject will be carefully scheduled, and do not include any extraneous digressions.

For instance, in the case of a lesson plan, the topic to be taught, the order in which it will be taught, any modeling that will take place, chances for students to react are all included, as well as a section devoted to the order in which you would educate the subject. This implies that your lesson is structured around the delivery of the key material and is centered on the manner when you will teach skills.

#### **5. Prepare for lessons by stating the objectives of each session and your expectations at the start of each class**

Explain to students exactly what they need to learn and why it is vital. When students understand the educational objectives and findings that are anticipated from them, and also how the material or abilities that are being taught will benefit them.

For instance, you would not just begin the session without informing students of what they would be studying and why they will be taking it whenever you start a class. You also would not simply start a session without informing the students what you want them to learn throughout the course of the lesson. The skills that students will be acquiring, as well as the reasons for why they are learning them and what you anticipate from them throughout the class you are going to teach, are all things you would describe to them.

#### **6. Before commencing lessons, go through any prior knowledge and skills you may have**

Describe a thorough study of the pertinent facts. Check to see whether students have the necessary knowledge and skills to acquire the skill which is taught in the class by observing them. The inclusion of this aspect also gives a chance to connect the new ability to other relevant skills (Ibid6).

For instance, before the teacher begins a lesson on two-by-two multiplication, he would first check to see that students have the necessary multiplication abilities

before proceeding. If a student does not possess the essential abilities, it may be necessary to do a refresher lesson before proceeding. Students will see that fundamental multiplication abilities are connected to higher-order multiplication skills, such as multiples of two numbers by two number digits, resulting from this demonstration.

### **7. Give detailed instructions on how to do the task**

By thinking aloud while doing a skill, you may demonstrate the skill and illustrate the decision-making process that is required to execute a job or procedure. To provide students with a model of competent performance, it is necessary to show the objective skill or technique in detail.

For instance, if the phrase "I do, we do, you do" is the component of the lesson, the following steps are taken: substantial modeling of the new skills or materials by the teacher "I do," communicate with students as well as many chances to react to built-in "we do," and lastly students communicate both guided and independently after the instructor "you do".

### **8. Speak in a concise and clear manner**

Make use of language and terminology that is consistent and clear. For the sake of avoiding any misunderstanding, the sophistication of your speech (e.g., sentence structure, vocabulary) ought to be dependent on students' receptive vocabulary.

For instance, if presenting a meteorological lesson, you would not simply refer to clouds as clouds. Cumulonimbus and stratus are the terms used to describe them. Using precise language to describe the clouds is an important aspect of teaching the subject matter. Whenever you are instructing, you should maintain the same tone and vocabulary throughout the class and any following practice that students will do.

### **9. Give a sufficient number of examples as well as non-examples**

Examples and non-examples should be used in conjunction with one another in order to set clear boundaries between the times when a skill or a technique should be used or not. It is vital to provide a diverse variety of examples depicting scenarios in which the ability will be utilized or applied so that students do not underutilize it. On the other hand, providing a diverse variety of non-examples minimizes the likelihood that students may misuse the skill incorrectly.

For Instance, it is more effective to use examples and non-examples when teaching students about nouns since it allows students to distinguish between nouns and other components of speech. The following is an example of a noun and a non-example of it: for instance "A dog is a noun because a dog is a thing," as an example, whereas "fast is not a noun because it is not a person, place, thing, or idea," would be non-example of the opposite. Students learn to discriminate between the key aspects of content and skills and the changeable qualities of content and skills by providing them with examples and non-examples.

#### **10. Give directed and encouraged exercise**

Throughout the session, the complexity of practice chances should be controlled to encourage early success and confidence-building, and students should be directed through skill performance. When students exhibit accomplishment, you may progressively raise the complexity of the task while simultaneously decreasing the degree of help.

To illustrate, if a teacher provides a session on one-digit subtraction without additional process, s/he may assign their students 101 tasks to do on their own after s/he finishes teaching the topic. Instead, s/he would give students 5 examples to do with them, followed by 5 tasks to complete with a partner, and finally, 5 tasks to complete alone once they have completed the examples. By doing so, the students will be able to practice first with him or her before moving to another student and then practicing on their own.

#### **11. Make frequent answers a requirement**

Create a high degree of pupil-instructor engagement by using questions in your lesson plans. The practice of having students react regularly (either verbally or in writing, or via action replies) helps them stay focused on the lesson subject, gives possibilities for students' preparation, supports you in determining student knowledge, and maintains students' engagement and attention.

For instance, providing students with high levels of chances to answer during a lesson ensures that they are assertively linked in the instruction process while also providing you as teachers with frequent chances to observe students' advance throughout the lesson. The students' may respond with an action-reaction, such as a

thumbs up or down, an oral answer, such as minus or plus for the operations required, or a written answer, such as writing their answer on a tiny whiteboard. By including them in your lesson plan, you can guarantee that you are aware of when and during which section of the session you will be requesting students to answer.

### **12. Highlight close attention to how well students are doing**

Pay close attention to and carefully listen to students' comments so that you can determine whether they have mastered the material and can make timely modifications to their training if they are making mistakes. Close observing also enables teachers to offer feedback to kids on how well they are doing in their studies.

For instance, when teachers ask students if a vehicle is a noun and get a unanimously negative response, depending on their findings, they may decide to reteach the subject or provide another set of examples and non-examples. If two students are having a difficulty recognizing nouns on a worksheet during guided practice, they may take those two students aside and have them reteach or model the information. Checking throughout lessons teaching and practices ensures that students never arrive at the end of a class without a complete understanding of the topic.

### **13. Give quick positive and remedial reviewing**

Check students' answers as soon as possible once they have responded. Students' receiving immediate review on the correctness of their replies helps guarantee that they achieve high success rates and lowers the probability of their rehearsing mistakes.

For instance, reviewing is a positive way of improving students' achievements (Hattie & Timperley, 2007). Providing students rapid formative reviewing makes sure that they never get to the end of a class without knowledge or skills that they do not understand or that they do not use skills or techniques inappropriately. Students' favorable outcomes for the class increase when they get rapid and corrected reviewing during instruction and practice sessions. Students' learning is acknowledged and reinforced via the provision of detailed behavioral and academic reviewing, which ensures that students are recognized for their work and progress throughout instruction and learning.

#### **14. Provide a quick pace for the lesson delivery.**

Make use of a suitable pace to maximize instructional time, the quantity of material that can be provided, and the amount of time spent doing tasks. For example, making use of a quick presentation pace allows for enough time for students to think about and absorb what they have learned, particularly when they are learning new information. Ideally, the instruction process is neither too sluggish nor too fast for the students to get disinterested or unable to follow along (Ibid14).

Providing learners with explicit instructions with numerous opportunities to respond to increases the likelihood that they will remain engaged and on target throughout the course. Additionally, by adopting the modeling technique "I do, we do, you do" and giving ample time for students' responses, they may grow and acquire new knowledge more effectively than they otherwise would.

#### **15. Assist students in organizing their skills**

Since many students struggle to perceive how certain abilities and ideas fit together, it is critical to use instructional approaches that make these connections more obvious or evident. Teachers who arrange and link materials together make it easier for students to obtain knowledge while also making it easier for students to integrate existing knowledge with new information.

Through instructing students about how plants nourish themselves via photosynthesis, linking the plant parts to their photosynthesis functions can assist students to comprehend that both are required for a plant to produce food. This will help them discover and recover relevant materials and skills more quickly if they can connect relevant content and skills together in a meaningful way.

#### **16. Make cumulative and distributed practice available**

Distributed practice (as opposed to massed practice) indicates several chances to employ skills over a period of time rather than in one sitting. In order to provide scattered practice, accumulated practice entails offering chances for practice that target both previously learned abilities and newly acquired skills in the same session. Students should be given a lot of chances to practice so that they can deal with issues with memory and autonomic functioning..



For instance, giving students repeated chances to develop essential and present abilities assists ensures that students maintain previously learned skills while simultaneously providing them with an opportunity to practice new ones. Practice distribution is possible before, during, and after a class, as well as days or even weeks after a lecture that has already been presented. Not only will you be providing practice opportunities for students, but you will be also monitoring their grasp and ability to apply acquired skills.

<b>ELEMENTS OF EXPLICIT INSTRUCTION</b>	
<b>Element 1:</b>	Focus instruction on critical content
<b>Element 2:</b>	Sequence skills logically
<b>Element 3:</b>	Break down complex skills and strategies into smaller instructional units
<b>Element 4:</b>	Design organized and focused lessons
<b>Element 5:</b>	Begin lessons with a clear statement of the lesson's goals
<b>Element 6:</b>	Review prior skills and knowledge before beginning instruction
<b>Element 7:</b>	Provide step-by-step demonstrations
<b>Element 8:</b>	Use clear and concise language
<b>Element 9:</b>	Provide an adequate range of examples and non-examples
<b>Element 10:</b>	Provide guided and supported practice
<b>Element 11:</b>	Require frequent responses
<b>Element 12:</b>	Monitor student performance closely
<b>Element 13:</b>	Provide immediate affirmative and corrective feedback
<b>Element 14:</b>	Deliver the lesson at a brisk pace
<b>Element 15:</b>	Help students organize knowledge
<b>Element 16:</b>	Provide distributed and cumulative practice

Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York, NY: The Guilford Press.

**Figure 4.** Elements of Explicit Instruction adapted from Archer and Hughes (2011)

### **2.1.6. The Explicit Instruction Strategy Steps**

According to Archer and Hughes (2011), the Explicit Strategy Instruction process is divided into four steps:

**A. Direct Instruction:** when the instructor conveys to the students exactly what they are doing and why they are studying it. An instructor determines a learning objective for a class and establishes precise transparent success criteria for that

learning aim. Each of these requirements is communicated to students and thoroughly discussed.

**B. Modeling or demonstrating:** The instructor acts as a model or shows (how). Through physical examples, the instructor clearly demonstrates to students what they should do and how they should accomplish it.

**C. Guided Practice:** When students learn when or how to use a technique, the instructor leads and aids them in their learning process. Periodically, the instructor checks to see whether the students have grasped the material. Towards the conclusion of a class, the instructor will go over the material that has been presented in order to summarize knowledge and learning.

**D. Application:** The instructor guides students through the process of practicing the method until they are able to do it on their own. Students are supplied with all of the knowledge they need to perform an ongoing activity or assessment in the content of the assignment or assessment.



**Figure 5.** Explicit Instruction Strategy Steps as adopted from Archer and Hughes (2011)

### 2.1.7. The Explicit Instruction Strategy Advantages

According to Govender et al. (2014), there are several advantages of explicit instruction summarized in the following:

**1. Performance that is accelerated:** Explicit instruction has been shown to be useful in increasing students' performance. The goal of explicit instruction is to move students away from rote learning and to strive to sequence learning for them.

**2. More flexibility:** Learning of explicit instruction may be done in real-time or via video materials, which provides students with a good opportunity to review the material outside the classroom. This material may be produced from the ground up and customized to your individual class' needs and requirements.

**3. Obvious anticipations:** Using explicit teaching strategies may help ensure that all students understand the requirements. Setting the stage for each lesson or

session, summarizing previously taught knowledge, and outlining goals and objectives for the next lesson or session are important parts of the process.

**4. Sequential and Systematic:** Explicit instruction is usually sequential and systematic in its nature. Because it provides direct assistance for guided practice via the use of a set of stages, it is perfect for improving hands-on teaching skills instead of more abstract notions in the classroom.

### **2.1.8. Disadvantages of Explicit Strategy Instruction**

Hasibuan (2019) mentions in his study "The Effect of Using Explicit Instruction Strategy on Students' Listening Comprehension of Procedure Text" that there are disadvantages of explicit strategy instruction in the class. These disadvantages can be summarized as follows:

1. The framework of explicit instruction may be rigorous to the point that it inhibits the teacher's ability to be creative.

2. This strategy is based on a step-by-step process, so there is a minimal possibility for improvisation. Introduction, followed by the justification for the teaching, and finally the instruction itself are the typical steps in a method. The method concludes with a summary, which is then accompanied by an evaluation.

3. Explicit instruction, when used by inexperienced instructors, may have severe consequences. The instructor must be knowledgeable about the subject topic, produce well-organized information, and have outstanding communication skills in order for explicit instruction or teaching to be successful. Without these characteristics, an instructor would be unable to successfully carry out explicit instructions or direct instructions, as well as they would not be able to help students gain higher thinking abilities.

### **2.1.9. Teachers' Role in Explicit instruction**

The teacher's essential role in explicit instruction is to train his students on how to get better in the process of education to become familiar with their duties, interests, motivations, and teaching methods. The teachers must have great aspirations. They are

always striving to be renowned educators who assist their students in reaching their full potential in the study of the target curriculum. The teacher knows the actual learning process that students use and understand their activities during the classes (Mathew et al., 1998). The teacher asks several questions about whether students seek clarification on complex issues in the learning process or cooperate with their preaching and communication outside the classroom to make this process well. After getting answers, he evaluates these answers to determine the students' weak points. After that, the teacher knows the purpose of learning strategies from the survey, results, and educational activities, like knowing the reason behind their learning activities. Thus, the teacher knows the goals and motivations of students to learn curriculum strategies and clearly understand the classroom. Consequently, each teacher has different styles and various ways of learning strategies that differ. The teacher in the class can not give importance to one group without the other in the classroom regarding the positive role that teachers play in teaching and learning strategies. They need to provide resources and tasks to match the study methods and styles instructed by students. This role is represented by analyzing specialized textbooks on these strategies, training students to discover their talents, and searching for new educational tools that enable students to learn everything within the learning process framework.

#### **2.1.10. Students' Role in Explicit instruction**

The role of students is not less important than the role of teachers as they are the second pillar in the education process. The teachers offer students the information they need to make informed judgments and develop ideas based on their knowledge. In other words, a significant impact on the learning outcomes of students in the class will produce a good generation. So, the students and teacher relationship, such as feeling-based experiences that clear out of teachers' on-going link with their students. When teachers are refillable with trustworthy people, students tend to link with the teacher and begin to see the teachers as a person who is there to protect them and award them all the tips. Thus, the educational environment will be substantial because the educational climate between teacher and student will show themselves as able and

assured of the learning process. According to Trickett and Moos (1973), the classrooms have three overall dimensions.

A-The ability of students to develop their skills.

B-The age range in which students participate in the educational activity.

C- The teacher's overall tasks and arrangement of the courses.

In explicit teaching, the students use different ways for learning their lessons in fulfilling learning tasks and dealing with new information they acquire. So, the quantity of new information to be treated with those learners is essential in language teaching. The language learning process is the best point to how students' tasks or issues are faced in the method of language learning. As Fedderholdt (1997) mentions that the learner or student adept at using an explicit learning process suitably can enhance his language factors in the best way. This way contains the organization of learning time and self-evaluation. Also, it includes systems using former knowledge to help resolve new troubles.

The teachers manage the classes and support their students, which will help students know their role in the classroom and be active in the learning process by making communication and practical tools. The most characteristic feature of the process of explicit teaching is that it seeks to make the learning go on. Therefore, it implies that using a system where learners work in groups supports this process by employing possible curriculum resources in enhancing the new methods of education.

Therefore, we can summarize the students' role in the explicit teaching process:

A- Participate in the implementation of learning and the preparation of the educational environment.

B- Sometimes they work independently to access information and sometimes within a group.

C- The students try to solve the problems which face them scientifically by developing a hypothesis and analyzing the data. Furthermore, to ensure that the outputs are correct and logical, he is in a constant search for knowledge and takes all the ways to reach it. They ask intelligent questions, discuss, conclude, analyze and evaluate results. Thus, they can evaluate themselves and others impartially and accurately.

D- The students can carry out extracurricular activities away from the classroom atmosphere as educational and scientific activities.

### 3. PREVIOUS STUDIES

#### 3.1. Introductory Note

This part reviews previous studies on the explicit strategy instruction and its role in improving the performance of EFL students.

Several studies have been conducted on explicit instructions in different contexts including varied sampling. For instance, in Mizumoto and Takeuchi's (2009) study, the results indicated that Explicit instruction in VLSs improves vocabulary test scores. It resulted in an increase in strategy usage among learners who already utilize it at a low or moderate level. It may also result in minimal change among high-use learners; nevertheless, their instruction may reinforce previously held views about their efficacy. Certain VLSs are soon abandoned owing to their time-consuming nature or perception of inefficiency in other areas. It may result in learners who are more intrinsically motivated. These findings support previous research on strategy teaching, which indicated that it resulted in improved strategy usage, enhanced self-efficacy, and increased motivation, a broader understanding of strategy, and more favorable styles "Chamot, Barnhardt, El-Dinary, & Robbins, 1996 and Nunan, 1997". According to these reasons, one might argue that VLS teaching should be extended and enhanced in traditional classroom settings.

Another study by Amin, Amin, and Aly (2011) used (SPSS) version 17 to deal with the statistical aspects of the study. In this study, the "t-value as well as the mean scores, standard deviation, and degree of freedom" were calculated. Using the explicit language instruction, it was discovered that the Ex group made more increases in their English language listening comprehension competence and each sub-skill compared with the control group.

As for Ballou's (2012) study, the study did not find evidence that explicit strategy instruction enhances students' skills to answer comprehension questions accurately, but it is significant to mention that it did support students' attitude toward reading and their ability to use various strategies independently while reading. Thus, explicit strategy teaching is worth adopting in the class, even if it is not for the benefit of all students, but for the benefit of some.

Besides, in Koukourikou et al. (2018), the findings have shown that Explicit Strategy Instruction improved students' reading performance not only in the post period, but also in the delayed posttest period, which has not been widely studied in the relevant literature. The positive results of their study may imply the start of a new strategy for reading comprehension teaching in Greek public schools, thus incorporating collaborative learning and Explicit Strategy Instruction into the curriculum.

As for El Sakka (2019), the study found that explicit affective strategy instruction was helpful in improving Egyptian EFL university students' speaking performance. As a consequence of the findings, the increasing body of research on the beneficial impact of explicit instruction of affective strategies on enhancing the speaking performance of EFL university students gains a new dimension.

**Table 2.** Details of previous studies Authors, titles of thesis or articles, aims, samples, instruments, and research design

N	Author/s	Title of thesis or articles	Aims	Samples	Instruments	Research design
1	Mizumoto & Takeuchi (2009)	"Examining the effectiveness of explicit instruction of vocabulary learning strategies with Japanese EFL university students (pre-print version)"	The research purpose was to identify the efficacy of explicit teaching in vocabulary learning strategies (VLSs) with a sample of 146 female EFL students from two universities in Japan during a ten-week semester.	The participants were about 204 female EFL students from two special institutions in western Japan (116 and 88 learners, respectively). Their ages varied from 18 (1st grade) to 22 (4th grade), and they were all studying humanities as their primary field of concentration.	The students were required to complete a vocabulary test as well as questionnaires on VSLs and motivation.	The research design of this study was quantitative and qualitative research
2	Amin, Amin, and Aly (2011)	"The effectiveness of using an explicit language	Its purpose was to improve the listening	The participants were 80 female 1st year secondary	The statistical analysis of the instruments used in this	This study is based on the CALLA approach



		learning strategy-based instruction in developing secondary school students' EFL listening comprehension skills"	comprehension abilities of EFL students via the use of strategy-based instruction depended on the "CALLA" technique.	school students who participated in the study at "Al-Shimaa Secondary School for Girls" in Benha, Qalyoubiya Governorate in Egypt .	research was carried out using the version 17 (SPSS) in this study.	
3	Abigail and Ballou (2012)	"Using Explicit Strategy Instruction to Improve Reading Comprehension"	The purpose is to determine the impact of a multiple approach intervention on the reading performance of Greek EFL secondary school students.	The study sample was a small group of (3) students and (1) teacher at The Harley School in a fourth-grade classroom.	In qualitative research, the researcher used conventional sources like teacher questionnaires and study surveys, developed rating scales, interviews, used inventories, made observations documented and collected audio recordings in his field notes. In order to gather quantitative data, the researcher prepared a scoring system for the students' audio recordings, surveys, and comprehension evaluations.	The study depended on qualitative and quantitative research.
4	Koukourikou, Manoli, Griva (2018)	"Explicit collaborative reading strategy instruction: A pilot intervention in	The purpose is to determine the impact of utilizing	This study included 62 Greek EFL students between the ages of 14 and	The test of "TOEFL" Junior was given as "a pretest, posttest", and	A quasi-experimental design was used.

		the EFL context"	Explicit Strategy Instruction on the reading performance of Greek EFL secondary school students.	15 who were enrolled in the 3 <sup>rd</sup> class of "Junior High School" at two separate schools in the city of Thessaloniki. The experimental group consisted of 40 students from two distinct classrooms who received specific reading technique training. The control group consisted of 22 students from a single class who did not receive a specific strategy instruction.	follow-up assessment to both the Co and Ex groups. A test was administered before and after the intervention, and interviews.	
5	El Sakka, S. M. F. (2019)	"Explicit Affective Strategy Instruction to Develop Speaking Performance of Egyptian EFL University Students"	This study aims to evaluate the impact of explicit affective strategy instruction on the speaking performance of first-year students English majors enrolled at the Education Faculty at Suez University in Egypt.	There are 80 EFL first-year students who were selected from the Faculty of Education at Suez University to participate in the current research. The students were divided into two sets: the Co group (which included 40 students) and the Ex group (which included 40 students). All participants spent at least twelve years studying EFL.	pre-tests/posttests of speaking performance and the Kuder-Richardson Formula 20des	A pre-post quasi-experimental ign.

This table is a brief summary of the details of previous studies and how they were conducted. The table above consisted of the basic components of the previous studies, such as the names of the authors, the titles, the aims, the samples from different areas and grades, the tools which were used in the studies as well as the basic design. Some of them were quantitative designs (questionnaire, survey, and quasi-experimental), qualitative designs (observations and interviews), and mixed designs (quantitative and qualitative research).

## **4. A METHODOLOGY OF RESEARCH**

### **4.1. Introduction**

Briefly, this chapter outlines the methods implemented to collect and analyze the necessary data for this study. In addition, a comprehensive explanation of each of the samples and populations involved and the design of both pretest and posttest is provided, and a discussion of the used statistical techniques to evaluate the data gathered is presented.

### **4.2. Research Design**

According to Leedy (1997), the design of a study is a collection of data that contains significant information, which is determined by taking research procedures into consideration. In other words, it is a collection of data or facts that have been studied via the development of a hypothesis and the subsequent generation of substantive results in an organized manner. In addition to academic study, scientific research may be also carried out in certain cases.

This study is a quantitative research by applying the experimental design. As per to Campbell and Stanley (1963, p.171), the experimental research design is "that portion of research in which variables are manipulated and their effects upon other variables observed". Consequently, a research design is essentially a basic structure for the numerous research methodologies and procedures that are used by a researcher throughout the course of his or her investigation.

In order to determine whether there is a cause-and-effect connection between two variables, the experimental research approach must be used. To achieve this result, this method tries to manipulate one variable while simultaneously measuring a second variable and controlling the other factors involved. This design includes Experimental and Control groups with an independent variable to deal with the pre and posttest only as described in Table 3 below.

**Table 3.** The details of Experimental Design

N	Pre-test	Groups	Independent variable	posttest
1	Pre-test	Experimental	Explicit Strategy Instruction	posttest
2		Control	Traditional method	

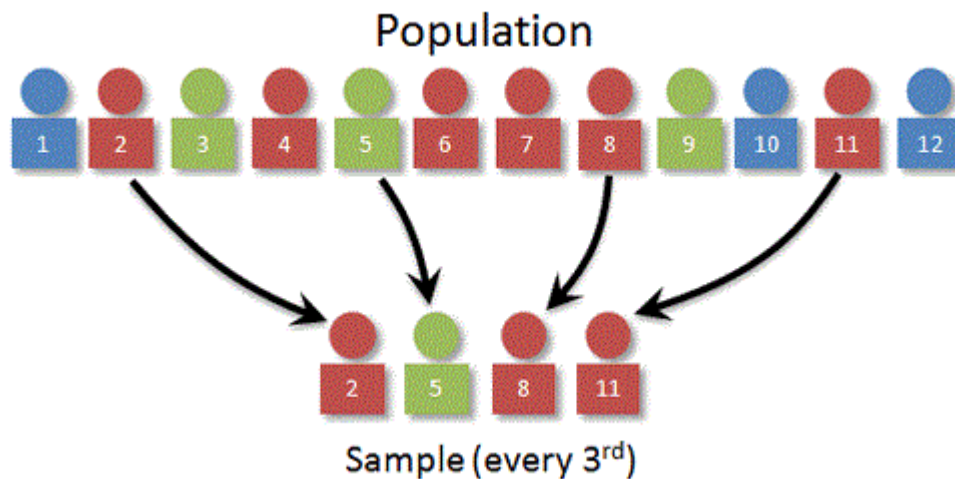
The procedures of the experimental design can be carried out firstly, by choosing two groups of students (Ex and Co). Secondly, making a balance in certain variables between the students of the Ex group and the others in the Co group. Thirdly, restricting the administration of the independent variable to the Ex group alone. Fourthly, dealing with the Co group in the identical teaching materials that were given to the Ex group, but in a more conventional manner. Fifthly, conducting a follow-up test with both groups of students. Finally, utilizing statistical techniques to examine the data gathered and show the findings.

### 4.3. Population and Sample

According to Franscisco (2017), the term "population" refers to the total number of residents of a single species in a certain location or area, whether it is a state, a city, a country, or any other region or district. Additionally, it might refer to a certain race or class. The indigenous population or the student population is two examples of this. Populations might be small or huge, depending on the geographical region being studied. However, in statistics, the term "population" has a somewhat different connotation; it may apply to non-animated persons. It is the collection of data, persons, specimens, or things from which your statistical research will get its data. The term "population" is also sometimes used interchangeably with the "universe." It is the whole or entire collection that will be evaluated or investigated, and it contains the topic of interest in its entirety.

On the other hand, the term "sample" is a tiny fraction or subset of anything, whether it is a specific race, community, data, or object, used to demonstrate or reflect the total. Its statistical significance is very comparable to its original meaning. In

statistics, a sample is a subset of the population being tested or studied; it is a slice of the population with all its features. A sample should be generated randomly to avoid bias and ensure that it encompasses all features of the population under study; otherwise, the findings will be invalid. In a nutshell, each member of the sample that you have chosen is a member of your target demographic. It is beneficial to acquire samples, since studying and obtaining the necessary information from the complete population is challenging.



**Figure 6.** Fransisco (2017): Difference between Population as well as Sample

The total population of the current study consists of (100) 2<sup>nd</sup> intermediate school year students from Hor-Rajab/Baghdad city who attended school throughout the academic year (2021-2022). The students are divided into two groups, designated as A and B. Sections A and B were chosen to serve as the control and experimental groups, respectively, with a total number of 100 respondents. (51) students make up Section A, (49) students make up section B, whereas a total of (30) students are enrolled in Section C as a pilot study, as shown in Tables 4,5.

**Table 4.** The current study's population

N	Name of the Area	Name of Schools	Number of Students
1	Hor- Rajab village	ALFadhael	100

**Table 5.** The Study's Sample

Two Groups	Population No.	Sample No.	Pilot studies No.
Experimental	49	35	14
Control	51	35	16
Total	100	70	30

#### **4.4. Study Data Collection**

This study adopts an experimental research design on 100 respondents employing the Explicit Strategy Instructions on the second-year students at Al-Fadhael Intermediate School. This strategy is used as an educational method to increase the reliability of data analysis, which the researcher adopted in the study. The pre and posttests are used to test the students. Data are collected in a specified period by evaluating the pre and posttests. The students' answers to the two tests are evaluated to examine how this strategy affected improving their English language learning.

#### **4.5. Data Collected Analysis**

To analyze the data collected, the researcher depends on the (SPSS) to examine the quality of the discussion samples obtained from the respondents during the pre and posttests in order to achieve quality in the management of data analysis, which was the goal of the study.

#### **4.6. Equivalence of the (Ex and Co) Groups**

According to Steiner and Cook (2012), controlling the elements that may produce a variation in the learners' accomplishments, such as their general level in English class and their parent's educational level, is necessary for equivalence between the two groups.

#### 4.6.1. Students' age

To see whether there is a difference in the students' age in the two groups, the months of their age must be calculated until the first of November in 2021. The results are provided in the appendix (G). These results are confirmed by applying the t-test procedure on the two groups, which shows that there is no statistically significant difference in ages between the two groups because the means values of the experimental group are (**179.89**), the standard deviation is (**10.50**), and the means values of the Co group are (**180.66**) and the SD is (**10.61**), respectively. Using the DF (**68**) and the significance level (**0.05**). Furthermore, the calculated t-value is (**0.31**), which is determined to be lower than the tabular value, which is (**1.99**). Thus, the students in the two sets are of equal age, as indicated in Table 6.

**Table 6.** The Mean, SD, LS and T-Value of Age of Students

Sets	No.	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Experimental	35	179.89	10.50	0.31	1.99	68	0.05
Control	35	180.66	10.61				

#### 4.6.2. Academic Achievement of the Parents

##### 4.6.2.1. Fathers' Academic Achievement

The calculation of chi-square is employed to determine "whether there is a statistically significant difference in educational levels between the data of the students who participated in the study". The findings reveal that the chi-square of the estimated value is equal to (**3.49**), The resulting number is observed to be decreased than the tabulated value (11.07), when the degree of freedom is **five** and the level of significance is (**0.05**), thus indicating that there is no statistically significant difference between the two sets based on the educational levels of their fathers, as detailed in Table 7.



**Table 7.** The Value of Chi-Square for the Fathers' Academic achievement

Education Level	Groups		Total	Value of Chi-Square		DF	Level of Significance
	Ex.	Co.		Calculated	Tabulated		
Higher studies	4	2	6	3.49	11.07	5	0.05
Bachelor	12	9	21				
Diploma	2	1	3				
Secondary	10	14	24				
Primary	5	4	9				
Illiterate	2	5	7				
<b>Total</b>	<b>35</b>	<b>35</b>	<b>70</b>				

#### 4.6.2.2. Mothers' Academic achievement

When the chi-square formula is used, The researcher discovers that both groups are equivalent in terms of their mothers' educational levels. At the DF is (**five**) and the level of significance (**0.05**), the calculated value is (**1.98**), which is less than the tabular value, which is (**11.07**). This points that there is no statistically significant difference between the two sets in terms of that measure, as indicated in Table 8.

**Table 8.** The Value of Chi-Square for the Mothers' Academic achievement

Level of education	Groups		Total	Chi-Square Value		DF	Level of Significance
	EG	CG		Calculated	Tabulated		
Higher studies	2	1	3	1.98	11.07	5	0.05
Bachelor	6	4	10				
Diploma	3	5	8				
Secondary	15	17	32				
Primary	8	6	14				
Illiterate	1	2	3				
<b>Total</b>	<b>35</b>	<b>35</b>	<b>70</b>				

### 4.6.3. Students' English Language Proficiency in the Previous Academic Year

Appendix (B) shows how students' English performance throughout the previous academic years (2020-2021) was assessed and compared to the current academic year (2021-2022). There is a significant difference in the mean values of the experimental and control groups: Ex groups' MS (**70.60**) and Co groups' MS (**71.23**), with Ex groups' SD (**8.79**) and SD (**11.09**) for the control group, respectively. At the DF (**68**) and the level of significance (0.05), the calculated t-value is found to be (**0.62**) which is lower than the tabular value (**1.99**), thereby indicating that the calculated t-value is less significant. As indicated in Table 9, this result shows that there is no statistically significant difference between the two groups in terms of their prior accomplishment.

**Table 9.** M Scores, SD and T-value for the Students' Accomplishment in English in the (2020-2021) Academic Year

Sets	No.	MS	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Ex.	35	70.60	8.79	0.62	1.99	68	0.05
Co.	35	71.23	11.09				

### 4.6.4. Students' English Language Proficiency in the Pretest

Using students from two different groups (Ex and Co), the researcher administers the pretest to them. The results shows that the experimental group scored (**56.51**) as MS and an average of (**7.32**) as SD. In contrast, the findings shows that the control group scored (**57.94**) as MS and an average of (**7.22**) as SD. It is found that when the results of the two groups are submitted to a comparison of their MS by using the T-test of two independent sets, there are no statistically significant variations between the two groups' MS (**0.05**). In this case, the calculated t-value which was (**0.82**) is lower than the tabulated value which was (**1.99**), whereas the DF (**68**) indicates that the two sets were equal in the pre-test, as seen in Table 10.

**Table 10.** The Value of T-Test of the Ex and Co G in the Pre-test

Sets	No.	MS	SD.	T-Value		DF	Significance level
				Calculated	Tabulated		
Ex	35	<b>56.51</b>	<b>7.32</b>	0.82	1.99	68	0.05
Co	35	<b>57.94</b>	<b>7.22</b>				

#### 4.7. Educative Materials

The two groups of learners (experimental and control) are given the same material (English for Iraq, textbook), which consists of nine units and twelve lessons. There are two books, the student's Book and the Activity Book for the second class. Each fourth lesson is a re-examination of the three previous. The researcher taught English to 100 Iraqi students, which can be classified as follows:

- Unit (1) explains the Grammar of Simple Present Tense, Lesson Two, Examples about Simple Present Tense, Lesson Six.
- Unit (2) the passage (Keep Fit), Lesson One, (Bob and Basim- the eggs) Lesson Five.
- The unit (3) (London 2012 -Lesson Five and The Panther 0.3D-Lesson Nine).
- Unit (4) (Reviewing the previous lessons).
- Unit (5) reading the passage (Working out the meaning-Lesson Three and The Speed Lesson Six).
- Unit (6) discussing the Topic (What do they do? - Lesson One, Conversation Lesson Five).

The syllabus of the "English for Iraq" consists of six units from the students' book for the second intermediate grade. Each one of these units was determined according to the annual plan contained in the teacher's book. It is limited to reading, writing and listening to passages and conversations that help students develop and enhance their abilities in learning the English language.

It is decided to experiment with this research during the first semester of the academic year 2021 – 2022. The experiment began on two groups of participants (experimental and control) on the first of November and lasted for about ten weeks till the sixth of February, 2022. In the experimental group, explicit strategy instruction

was used, whereas the conventional method was used in the control group to teach the subjects.

#### **4.7.1. Plan of Lesson**

The duration of the experiment at Al-Fadael Intermediate School was from November 1, 2021 to December 10, 2022. The researcher puts lesson plan as a plan to achieve it. According to Al-Owaili and Awad (1988) explain that the term "lesson plan" is a plan developed by a teacher for delivering a specific lesson. A teacher should outline what they s/he wants to educate, why a subject is being taught, and how s/he will present a lecture in this section. A lesson plan includes the following elements: Date, Time, Necessaries, objectives, warm up, Procedures and discussion. Therefore, the objectives of the lesson preparation can be summarized in some points:

1. To make instructors conscious of the objectives and linguistic substance of the class they are teaching.
2. To assist instructors in differentiating between the many phases of lessons and understanding the connection between them.
3. To expound to instructors how to prepare a straightforward lessons plans.

The required lesson plan has already been created in advance of the class. The lesson plan for the control group is developed by the guidelines provided in the teacher's guidelines. The experimental group lesson plan is developed by the Explicit Strategy Instruction guidelines.

##### **4.7.1.1. The experimental group will be taught using a lesson plan developed for them.**

**Date:** The Explicit Strategy Instruction went into effect on the 1<sup>st</sup> of November, 2021, and will remain in effect for the foreseeable future. The preliminary examination took place on that specific day.

The Students from the second class, the intermediate school, are in this class and section.

**Time:** About Fifty minutes is the time limit.

In the book English for Iraq, there is a chapter about a school magazine.

Placement of Students in Pairs: Seating arrangements for students has been modified to place them in pairs.

**Necessaries:** The following materials are required: students' books, activity books, a board, teacher guide, flash cards, chart paper with colored pencils, and markers.

**The following are the objectives:**

-To improve EFL Students' Performance in Learning English via the use of the Explicit Strategy Instruction..

-To assist students in improving their English language learning and to enhance their acquisition of the four basic language skills.

-Writing together: Make it a point to get students to write together.

**The following goals are met by the students::**

-Listen attentively while the teacher is reading a passage.

-In pairs, discuss all the book's events.

-Write about the most crucial aspects of your topic.

-Concisely summarize your findings.

-Have a discussion on the draft summary with your group.

**Warming up: about 5 minuets**

Before beginning the class and identifying students with this approach and processes, the researcher puts out the word "Explicit Instruction" on the board to serve as a warm-up for students and serve as a brainstorming tool for them.

**Procedures: 20 minuets**

1. A total of thirty-five students are divided into seventeen pairs by the instructor with an additional student, for a total of thirty-five students in the experimental sample.

2. The instructor began reading the passage from the book.

3. The students sat up straight and paid close attention to the gathered ideas regarding the text.

4. The instructor instructed his or her students to recreate the paragraph using just the information they had already learned.

5. The students worked in two groups.

6. Each participant offered help to a member of his or her classmate. Attempts are made by the excellent student to help her or his weak classmate understand the content of the book.

7. The pairs of students must finish the reconstruction of the text in their own words, using the information they have gathered.

8. The teacher's responsibility is to observe pairs as they work together to complete their objective within the time constraints that have been established with the students.

9. Each duo speaks aloud based on their own work.

**Discussion: 15 minutes**

1. The researcher explains the importance of his strategy and its effect on their learning English .

2. Each pair writes a text in which they demonstrate their vocabulary skills and understanding.

3. Each pair examines its own comprehension in relation to the other groups in order to identify differences and similarities.

4. Under the teacher's guidance, all the pairs together make a discussion between themselves.

**Estimation time: 10 minutes**

1-The teacher evaluates the students overall achievement (the reconstruction of the text).

2-A quiz at the end of the class allows the teacher to know the students' ability to communicate their thoughts and knowledge, as well as their grasp of the lesson material presented.

#### **4.7.1.2. Teaching the Co Group: Teacher's Lesson Plan**

**Date:** 10<sup>th</sup> November / 2021

**Section and Class:** Second intermediate class

**Time:** 10.55-11.45

**Main Resources:** Activity Book, Student's Book "English for Iraq", and Teacher Guide.

**Used Equipment:** board, flash cards, and markers.

**Topics:** Discussing the passage (Bob and Basim-the eggs) (p: 26) from the Students' Book, Unit Two, Lesson 10

**Seats Arrangements:** Students' seats are kept as they are in their conventional way.

**Aims of Plan:**

- Enhance students' listening skills.
- Increase students' self-confidence in their ability to read and write in English.
- Motivate students to work in groups.

**Objectives:**

When the teacher is reading a text, the students are able to do the following:

- Listen carefully to what the teacher is saying.
- Converse about all the events in the book in pairs.
- Choose the most important points to emphasize in the writing.
- Make a concise summary of them.
- Go through the draft summary with your group and explain it.

**Warm-up: About 10 minutes**

As soon as you finish reading the passage title, have the students tell you what they imagine the book will be about. Present the new vocabulary and instruct the students to first read the given questions, and then rapidly read the text to discover the solutions to the questions.

**Procedures: 40 minutes**

**Phase 1:** In 10 minutes, explore the text and focus on vocabulary.

(Student's Book: Keep Fit P:17 Unit Two-Lesson One) (Activity Book, Keep Fit p: 18 Unit Two-Exercise A).

Ask the students to review the text for phrases and words that correspond to synonyms and antonyms.

**Phase 2:** In 10 minutes absorb and respond to the questions.

(Student's Book: London 2012 p: 36 Unit Three-Lesson Five) (Activity Book: London 2012 p: 37 Unit Three-Lesson Five).

-Students will be required to compose answers in their own words once the questions have been given.

**Phase 3:** In 10 minutes, concentrate on language

(Student's Book: Working out the meaning p: 49 Unit Five-Lesson Three) (Activity Book: Working out the meaning p: 50 Unit Five-Lesson Three).

Students should be encouraged to read and interpret the speech texts in their Student's Book in order to learn about the meaning.

**Phase 4:** Last 10 minutes, Listen with attention and answer.

(The Student's Book: What do they do? p: 62 Unit Six-Lesson One), (Activity Book: What do they do? P: 63 Unit Six-Lesson One).

Students are listening to the recorded audio, and then they try to find out the names of jobs. The students should comprehend what the terms imply in context and put in suitable sentences.

#### **4.8. The Structure of the Achievement Test**

An accomplishment test was devised and executed in line with the educational material's content and behavioral objectives. As described in Table 3.8, the posttest consists of five questions with a total of (19) items and is scored on a 100-point scale.



- Question (1) consists of (A and B) items; concerning (A) question, the students are required to describe the personality of John through their understanding and comprehending the passage that was provided. The mark of (A) item is (10) marks. In (B) question, the students should answer (5) items about the passage itself. The mark for each item is (2) marks and the total mark of (B) item is (10). The mark of this question (A+B) is (20).

- As for Question (2), the students have intellectual questions. They are required to use their mind and memories to write a perfect paragraph. The mark of this question is (20) marks.

- Regarding Question (3), there are total of (5) points. The first three points are questions related to the texts of the book, and the last two points are to fill in the blanks, and their answers are also from the texts of the book. The mark of each point is (4) marks. The overall mark of this question is (20).

- Concerning Question (4), there are also a total of (5) points. The students should choose the words from the brackets to fill in the blank. The answers to this question depend on the meaning. The mark of each point is (4) and the total mark of the question is (20).

- Finally, Question (5) has two items (A and B); in (A) item, the researcher requested the students to write a paragraph about a famous city. In (B) item, the researcher asked them to use their thoughts to describe the English lesson to test their ability to express their opinion. The total mark of each item is (10) and the total mark of the overall question is (20).

The test is based on the last four units of the "English for Iraq" students' book and activity book. The accomplishment test was used to evaluate behavioral objectives. (For further information, see Appendix F).

**Table 11.** Contents and Descriptions of the posttest through Behavioral, Items, and Marks

Level	No. of Questions	Content	Behavioral Objectives	No. of Items	Marks
Recognition	1	Fill in the blanks with the suitable information	Students ability to understand and answer the questions	15	30
Recognition	2	Answer the sentences whether true or false	The students ability to distinguish whether the sentences are true or false	6	20
Production	3	Write down the key words of the text and work together	The students ability to combine ideas by reconstructing a text	1	10
Production	4	Complete the table with complete sentences	Students ability to create, comprehend and guess about what will probably done in the dialogue	5	30
Production	5	Write a postcard about a holiday	Students ability to develop their understanding and integrate their ideas	1	10

#### 4.9. Scoring Scheme of the Posttest

Scoring is distributed as follows:

-The first question: is a passage, and there are two items (A-B)

A- This item is a composition to describe a personality.

1-Ten scores are given for a good paragraph.

2-From (0-8) scores are given to the terrible paragraph.

B- There are five questions on the passage.

1- Two scores are given to the correct answer.

2- Zero score is given to the wrong answer.

-The second question: is to write a paragraph with six questions as a help tool.

1-From (0-20) scores are given to a good paragraph.

2-Zero score is given to an empty answer.

-The third question: is questions from the Text-book

1-Five scores are given to each correct answer.

2-Zero is given to the wrong answer.

-The fourth question: is completion and meaning.

1-Four scores are given to the correct completion.

2-Zero is given to the wrong completion.

-The fifth question consists of (A-B)

A-Write a short paragraph.

1-From (0-10) scores for the correct idea.

B-composition

1- From (0-10) scores for the correct idea.

According to the posttest questions, there are four questions. The first/A, second, and fifth A/B question are subjective questions and evaluated by a committee of two members in the same school. While the the first/B, third, and fourth are objective questions and evaluated by the researcher himself. The subjective questions are scored as certain criterias such as grammar, vocabulary, spelling, and idea. As described in Table 12.

**Table 12.** The Posttest Scoring Scheme.

Criteria	Qualities	Scores			
		Q1 A 10	Q2 20	Q5 A10	Q5 B10
Grammar	Very good	2	5	3	2
	Good	1	3	2	1
	Weak	0	0	0	0
Vocabulary	Very good	2	5	2	2
	Good	1	3	1	1
	Weak	0	0	0	0
Spelling	Very good	2	5	2	2
	Good	1	3	1	1
	Weak	0	0	0	0
Idea	Very good	4	5	3	4
	Good	2	3	2	2
	Weak	0	0	0	0-1

These subjective questions are examined by the researcher in addition to a specialized committee consisting of two members in the same school (Al-Fadhael). The researcher puts her notes in her notebook and compares them with the notes of the two experts. The two members are:

1. Inst. Mohammed Ihsan Mohammed
2. Inst. Luma Ra'ad Yaseen

#### **4.10. The Achievement Test Validity**

Regarding the test scores or other forms of assessment, validity is "an integrated evaluative judgment about the extent to which empirical data and theoretical rationales support the adequacy and appropriateness of conclusions and action based on those scores or other means of assessment" (Bachman,2004 p.38).

The experts should investigate whether the content of the test is indicative of the abilities that are intended to be tested. Checking for conformity between the syllabus material, test goal, and test contents is an important part of this process. The content validity may be shown if a test's contents correspond to or exceed the goals of the test, which in turn correspond to or exceed the requirements of the syllabus (Brown, 2002: p.23-24). Hughes (2005, p. 26) agrees with Brown's point of view, stating that "a test is considered to have a content validity if the content contains a representative sample of the language abilities, structures, and so on with which it is intended to be concerned". It indicates that a test will have a content validity if the test items are relevant to the objectives of the instructors who will administer the test.

It is very crucial to distinguish between two kinds of validity: "face validity and content validity". Face validity, according to Johnson and Harris (1967, p.7), is described as "the way the test seems to examinees, test administrators, educators, and others who are familiar with it." As stated by Anastasia and Urbina (1997, p. 14), the validity of content indicates to "the systematic examination of the test content to determine if it covers a representative sample of the behavior domain to be measured".

Experts are requested to examine the achievement test in order to determine its face validity. A few remarks and revisions were made by them, but they all agreed that the test items were appropriate for their respective courses, except for one. All of the comments and amendments are taken into consideration.

#### **4.11. Test Pilot Administration**

According to Richards and Schmidt (2013), a pilot study is a representative sample of the participants to determine the success of the employed strategy and its function at any study. Thus, in order to acquaint the researcher with any potential barriers that may arise in the period of the testing procedure, a pilot study is an initial study that is performed using a sample that is different from the study sample. As for Good (1973), the pilot study's goals are as follows:

1. Check to see whether the items are appropriate for the context before employing them.

2. For each test item, examine its difficulty level, as well as its power discrimination between different groups.

3. Make sure you read the test instructions carefully.

4. Calculate how long it will take for the test takers to finish the test.

As a result, thirty students were selected randomly from the Section to take the test. Test-takers need from 45 and 50 minutes to complete all the questions and there is no ambiguity in the exam's guidelines, according to these data.

#### **4.12. Achievement of Test Reliability**

Reliability refers to the consistency of test results. Reliable tests mean that a test must rely and fit on several aspects in conducting the test itself. A test should be reliable for students. Bachman (2004, p. 153) states that "reliability is a consistency of measures across different conditions in the measurement procedures". The reliability of test findings relates to the consistency with which they are obtained. A reliable test is one that can be relied on and fits numerous characteristics of the testing process while it is being conducted. Besides, a test must be trustworthy in the eyes of the students taking it. An organized test is one that is administered consistently, and this is what defines a well-organized test. On the other direction, poor administration and unexpected arrangements of a test might cause it to be ineffective in terms of gauging students' achievement.

According to Kirk and Miller (1986), it is important to specify the estimated validity and reliability of the results in the research. When someone takes two distinct papers on the same test on two distinct days, the outcomes must be the same on both tests, according to the example above. When determining the reliability of a posttest result, the Alpha-Cronbach Formula is used. In the test questions, this is indicated by the number (0.80), which shows that they are homogenous in their content.

#### **4.13. Analyses of the Test Items**

It is necessary to analyze the test items in order to establish two key characteristics of the test: the discrimination power and the difficulty level.

#### **4.13.1. The Level of Difficulty**

A good test is neither too simple nor, conversely, too tough for students to complete. It should include an optional response that students choose from and not to be too far away from the essential answer. Students with lesser abilities should be given relatively simple goods to help them feel successful and act as warm-up items. In comparison, students with higher abilities should be given extremely tough objects to challenge those with higher abilities (Brown, 2004). If the test provided to them is consistently too easy or too tough, it forces students to recognize and record the peculiarities of the teacher's examination. As a result, the exam should be standard and meet the requirements of a good test. The difficulty level is a numerical value that indicates the amount of difficulty of an exam (Arikunto, 2006). The scores in this index are divided into two categories: minimal and maximum. The greater is the difficulty of an exam, the lower is the index of the test. Moreover, the better is the score, the simpler the exam is to pass.

When designing the difficulty level of test items, there are a number of considerations that every test constructor should keep in mind. Mehrens and Lehmann (1984) point out that the idea of difficulty, as well as the choice of how tough the exam should be, are dependent on a number of important elements:

- 1) The test's goal.
- 2) The students' ability to do the tasks.
- 3) the age of the student in the grade.

It is the degree to which an item seems to be complex or facilitated for a certain number of tests that is referred to as an item difficulty. According to a scale of 1 to 10, the item difficulty of the most acceptable test item will range between 0.15 and 0.85.

In the current test items, it was determined that the ranges are from "0.33 to 0.67", as described in Table 13.

#### **4.13.2. The Power of Discrimination**

As for the Discrimination Power, it indicates to the degree to which an item distinguishes between test takers with high and low ability levels. If test items can

discriminate more effectively, they will be more reliable, discrimination is significant (Hughes, 2005). Moreover, it is a measure of how successfully an item distinguishes between a bad candidate and an excellent candidate in a given situation. In this regard, Alderson (1995, p. 80), defines the term Discrimination Power as “calculating the degree to which a particular item's results correspond with the results of the entire test”. Consequently, low power of discrimination is shown when both high- and low-skilled students correctly assess the identical item, which shows that the object has a low power of discrimination.

Items with a weak index difficulty are those that cannot distinguish between intelligent students and those who are not intelligent. It occurs when both intelligent and unintelligent students get the same score on the same test item. However, a question that receives the right replies from the majority of high-ability group members and erroneous responses from the majority of low-ability group members has excellent discriminating power (Brown, 2004, p. 59).

It is the degree to which a particular item can discriminate between exceptional and poor performers in terms of performance that is referred to as item discrimination. An activity that collects only accurate answers from the good students and only wrong responses from the bad students demonstrates the capacity to differentiate between good and poor students. As an example, consider the fact that in this case, high power of discrimination will be closed to 1.0, and that no power of discrimination will exist at all (Brown, 2010). According to the data gathered, the test item DP is somewhere between 0.23 and 0.47 on a scale of one to five. The following table below is a list of the test items that were administered in both DP and DL:



**Table 13.** DL and DP

Questions	Items	Higher	Lower	Difficulty	Discrimination
Q1/A	1	98	63	0.54	0.23
Q1/B	1	10	5	0.50	0.33
	2	13	7	0.67	0.40
	3	9	4	0.43	0.33
	4	11	7	0.60	0.27
	5	9	5	0.47	0.27
Q2	1	222	125	0.58	0.32
Q3	1	10	3	0.43	0.47
	2	9	5	0.47	0.27
	3	11	6	0.57	0.33
	4	8	4	0.40	0.27
	5	11	7	0.60	0.27
	6	10	6	0.53	0.27
	7	9	4	0.43	0.33
	8	10	6	0.53	0.27
	9	10	5	0.50	0.33
	10	9	3	0.40	0.40
Q4	1	10	5	0.50	0.33
	2	10	6	0.53	0.27
	3	7	3	0.33	0.27
	4	11	6	0.57	0.33
	5	10	6	0.53	0.27
Q5/A	1	99	65	0.57	0.23
Q5/B	1	108	59	0.56	0.33

#### **4.14. Posttest is finally administered**

After confirming the reliability, validity, and pilot administration, the test is ultimately administered to two groups of students on the fourth of January in 2022. (Experimental and control). The study team gave the test papers to the intended test subjects and instructed them to neatly examine the instructions for each question and to respond to each question within the time constraints of the test session (50 minutes). At the full time of that period, all the test papers were gathered and assessed in accordance with the scoring system that was established. After confirming the reliability and validity, the test was ultimately administered to two sets of students (Ex. G and Co. G).

## **5. FINDINGS AND DISCUSSION**

### **5.1. Introduction**

This chapter presents the results of research questions answers and hypotheses evidence outlined earlier and discuss these results and comparing them with previous studies results.

### **5.2. An Overview of the Four Research Questions and Their Answers**

The major objective of this study is to investigate the impact of the ESI on improving the performance of EFL students in the English language learning process. A total of 100 students took part in this study. The Ex group and the Co group were established from among the participants, and they were classified into two groups. The Ex group included 35 participants, whereas the Co group included 35 participants. Besides, the pilot study included 30 participants who were chosen randomly. The students were between the ages of 14 and 16 years old. The Explicit Strategy Instruction (ESI) is used in this study to increase the English language acquisition of Iraqi EFL students. The experimental group got two months and half of instruction on how to learn English as a second language using the ESI approach. On the other hand, the control group continued to teach English as a second language using the traditional approach. In Table 14. The researcher gives the four research questions as well as the sources of information that were used to answer them.

**Table 14.** Research Questions and their Sources of Answers

No	Questions of Research	Sources of Answers
1.	How does using explicit instruction strategy in teaching foreign language increase proficiency of EFL learners?	The scores of both the Ex and Co groups on the posttest were compared for each of the two groups.
2.	What is the impact of using teaching English through explicit instruction on teachers' learning experiences?	By evaluating the scores of the Ex group students in the pre and posttests.
3.	How can traditional way help EFL students of control group to improve their comprehension skills in learning English language?	By examining the pre and posttest responses of the Co group's students.
4.	To what extent does the impact of the Explicit Strategy Instruction improve Iraqi EFL students' achievement in the two levels (recognition and production) in the posttest of the Ex group?	By examining the answers of the experimental group in the two levels (recognition and production) in the posttest.

### **5.3. Discussing the Four Research Questions and Hypotheses Findings**

The fundamental purpose of this study is to draw attention to the importance of the ESI method in English learning by Iraqi EFL students. A total of 100 students took part in this research. These individuals were classified into two groups: one is for the Ex group and the other is for the Co group. The Ex group included 35 participants, whereas the Co group involved 35 participants. From 14 to 17 years old, the students were enrolled in this study. The Explicit Strategy Instruction method was used in this research to increase the English language learning of Iraqi EFL students. For two month and half, the experimental group was instructed on how to teach English as a second language by relying on the ESI. In contrast, the control group continued to learn English as a second language using the traditional approach. To answer the questions and hypotheses of this study, the researcher analyzed and evaluated the following:

### 5.3.1. Evaluation of the Ex Group's Mean Posttest Scores with the Co Group's Mean Posttest Scores

Both mean scores of the Ex group and the Co group are acquired and compared in order to determine if there is a statistically significant deviation between the mean scores of the Ex group and the Co group in the posttest. The findings reveal that the MS of the Ex group is (61.69) as well as SD (9.24), whereas the MS of the Co group is (48.46) and SD (5.70). The t-test formula for two-independent samples yield a calculated t-value of (7.21), whereas the tabular t-value yields a value of (1.99) at the significance level (0.05) and the freedom degree (68), as seen in Table 15.

**Table 15.** The Ex and Co Groups' Test Achievement in term of The Means Scores, Standard Deviations, and T-Values.

Groups	No. of students	MS	SD.	T-Value		DF	Level of Significance
EG	35	61.69	9.24	Calculated	Tabulated	68	0.05
CG	35	48.46	5.70	7.21	1.99		

Regarding the answer to the research's first question which is "How does using explicit strategy instruction in teaching foreign language increase proficiency of EFL learners?" it is shown that the proficiency of the experimental group is increased by applying the explicit strategy instruction because they achieved high scores in MS, SD, and T-valued as illustrated in the table above.

According to the results, there is a statistically significant difference between the mean scores of both groups, with a considerable advantage accruing to the experimental group in this instance. As a result, the accomplishment of the Ex group taught by explicit strategy instruction is higher than the accomplishment of the Co group taught by using the conventional manner. This means that hypothesis (1) is accepted as shown in the findings of the table above.

### 5.3.2. Evaluation of the Ex Group's Pre- and Posttest Achievement

Specifically, the second hypothesis, "There are no statistically significant variations in the mean scores of students' accomplishment in the experimental group in the pre and posttests," has to be clarified. The findings show that the MS for the pre-test is (56.51) and the SD is (7.32), whereas the MS for the posttest is (61.69) and the SD is (9.24). The t-test calculation for the two-paired samples is then utilized to assess whether there is a statistically significant difference between the MS obtained from the two-paired samples. As indicated in Table 16, the computed t-value is (15.77), although the tabular t-value is (1.70) at the freedom degree (34) as well as (0.05) only at the significance level.

**Table 16.** The Ex group in the pre-test and posttest in terms of the MS, SD, and T-Values

Experimental Group	No. of students	MS	SD.	T-Value		DF	Level of Significance
Pre-test	35	56.51	7.32	calculated	Tabulated	34	0.05
Posttest		61.69	9.24	4.30	1.70		

Concerning the answer to the research's second question which is "What is the impact of using teaching English through explicit instruction on teachers' learning experiences?", it is obvious through the improvement of students' levels that it depends on the level of the teacher and his ability to convey useful information to students. Therefore, the effect of using English language teaching through Explicit Strategy Instructions on teachers' learning experiences can be known by evaluating the scores of the Ex group students in the pre- and posttest as illustrated in the table and details above.

When comparing the pre and posttest results, the second hypothesis is accepted: which is "there are statistically significant differences in the mean scores of students' achievement of the experimental group in the pre and posttests" because the explicit

strategy instruction played an effective role in enhancing the experimental group students' learning, especially their vocabulary and speaking.

### 5.3.3. Evaluation of the Mean Scores of the Pre and Posttest for the Co Group

Concerning the third hypothesis: "there is a statistically significant difference between students' achievement in the control group in the pre and posttest", based on the findings, the MS for the pretest was (57.94) with an SD of (7.22), whereas the MS for the posttest was (48.46) with an SD of (5.70). The test- formula for the samples of two paired is used to assess whether there is a statistically significant difference between the MS obtained from the two paired samples. As indicated in Table 17, the tabulated t-value is (1.70) and the freedom degree is (34) and the significance level is (0.05), whereas the calculated t-value is (11.17).

**Table 17.** The Co G. Performance in "the Pre-Test and Posttest" in terms of the T-test Value of paired samples

Control G.	No. of students	Mean	SD	T-Value		DF	Level of significance
pretest	35	57.94	7.22	Calculated	Tabulated	34	0.05
posttest		48.46	5.70	11.17	1.70		

The third question which is "How can traditional way help EFL students of control group to improve their comprehension skills in learning English language?" can be answered by evaluating the scores of the control group in the pre and posttests, where the traditional way didn't prove its effectiveness in improving the skills of the control group in the posttest as shown in Table 17.

As a result of what was mentioned above, it was discovered that the pre- and posttest results demonstrate statistically significant differences in the mean scores of the Co group, thus the third hypothesis is accepted because the conventional way did not improve the students' performance and skills in English learning.

### 5.3.4. Evaluation of Students' Achievement at the Recognition and Production Levels in posttest

According to the posttest results, the mean scores were obtained which are related to the students' accomplishment at the level of recognition (29.86) and their production (31.83). In order to establish if there is a statistically significant difference between the MS obtained from the two-paired samples, the t-test formula was conducted. It is shown in Table 18 that the tabular t-value is (1.70), but the calculated t-value is (1.99) at the freedom degree that is (34) and the significance level is (0.05).

**Table 18.** The Ex G Achievement at Recognition and Production Levels in terms of the MS and T-Value

The Two Levels	No. of students	MS	SD.	T-Value		DF	Significance Level
Recognition	35	29.86	3.44	Calculated	Tabulated	34	0.05
Production		31.83	6.94	1.99	1.70		

The fourth question of this study is "To what extent does the impact of the Explicit Strategy Instruction improve Iraqi EFL students' achievement in the two levels (recognition and production) in the posttest of the experimental group?" can be answered by evaluating the MS, SD and T-Value in the table above. These means ensure that the Ex group's achievement at the production level scores higher than the Ex group's achievement at the recognition level. Therefore, the Explicit Strategy Instruction improved the students' ideas and their collaborative thinking.

Based on these results, the performance of students at the production level is superior to their performance at the recognition level. Thus, the fourth hypothesis, which claims that "there is no statistically significant difference between the mean scores of students' accomplishment at the level of recognition and that at the level of production in a posttest" is rejected as explained in Table 18.

#### **5.4. Discussion of the Results**

The results demonstrate that the students' accomplishment of the (EX G) using Explicit Strategy Instruction is superior to that of the (CO G) who used the conventional method. The Explicit Strategy Instruction, as opposed to the traditional way of teaching English, is a very successful and beneficial instrument in the English learning because this strategy is led by two main elements, the teacher and the student alike. The students in the traditional education in Iraq used to be the receiver of the information and the teacher the transmitter of the information, while this strategy succeeded in making the students a productive element of the idea, so the students began to produce creative ideas in writing expressive compositions.

Many elements may have an impact on students' performance in English learning when the Explicit Instruction Strategy is used. Education professionals and students alike may benefit from using the Explicit Strategy Instruction, which is an easy strategy. The Explicit Strategy Instruction aids students in improving their reading comprehension as well as their memorization of texts. Moreover, effective students in the EFL preparation program learn that the Explicit Strategy Instruction is customizable and that they have the option of choosing their own peers in the classroom. It is also enjoyable for them because it allows them to freely express their own opinions while also stimulating their own cognitive process. The Explicit Strategy Instruction also improved the students' four language skills (reading, speaking, writing, and listening), enhanced, and facilitated the process of English learning. Finally, the Explicit Strategy Instruction instills trust in students' ability to learn and encourages them to get acquainted with their partners collaboratively.

Comparing students' performance in terms of recognition against the production, the the results shows that students' achievement in terms of production is higher than students' achievement in terms of recognition. The following causes may be responsible for the discrepancy a) One of the most significant benefits of explicit strategy instruction is that it helps students produce, arrange, and connect ideas more beneficially. B) The Explicit Strategy Instruction, on the other hand, dramatically improves students' capacity to remember information as well as their ability to solve issues and think in novel ways.



The results of the current study are consistent with the results of Mizumoto and Takeuchi (2009) in their study "Examining the effectiveness of explicit instruction of vocabulary learning strategies with Japanese EFL university students (pre-print version)". The objective of this study was to determine whether or not explicit instruction in vocabulary learning strategies (VLSs) is more effective than conventional method with a sample of 146 female EFL students who were enrolled at two institutions in Japan during the course of a ten-week semester. Their study indicated that Explicit Strategy Instruction in VLSs improves vocabulary test scores. It resulted in an increase in strategy usage among learners who already utilize them at a low or moderate level. It may also result in minimal change among high-use learners; nevertheless, their instruction may reinforce previously held views about their efficacy. Besides, it may result in learners who are more intrinsically motivated. These findings support previous studies on strategy teaching, which indicated that it resulted in improved strategy usage, enhanced self-efficacy, and increased motivation as well as a broader understanding of strategy and more favorable attitudes.

The results of this study coincide with the findings of the current study, this strategy positively affected the students of the experimental group, especially the students with a low educational level where it assisted them to use the English language in their daily life and breaks the hesitation in using the English language constantly. This strategy contributed to the improvement of the level of second-year students in intermediate school and the enhancement of their self-efficacy, increased motivation as well as a broader understanding and applying this strategy.

Another study "The effectiveness of using an explicit language learning strategy-based instruction in developing secondary school students' EFL listening comprehension skills" by Amin, Amin, and Aly (2011), the goal of this study was to enhance the listening comprehension skills of EFL students through the implementation of strategy-based education that was dependent on the "CALLA" approach. This study referred that through the learning of Explicit Strategy Instruction, it was discovered that the Ex group made higher increase in their English language listening comprehension competence and each sub-skill compared with the Co group. Therefore, the Explicit Strategy Instruction is effective in improving students' listening and English learning.

The results of the study Amin, Amin, and Aly (2011) were similar with the findings of the current study, so that the students of the experimental group in the 2<sup>nd</sup> stage of intermediate school became more developed and absorbed in the skill of listening, in addition to other language skills through understanding the meaning of the spoken sentence and realizing it from the first sight without the need to repeat it. This was confirmed by the researcher after the end of the first two weeks of the experiment.

However, in another study "Using Explicit Strategy Instruction to Improve Reading Comprehension", Abigail and Ballou (2012), they aims to determine the impact of utilizing Explicit Strategy Instruction on the reading performance of EFL secondary school students in Greece. The researchers did not find evidence that explicit strategy instruction enhances students' skills to answer comprehension questions accurately, but it is significant to mention that it did support students' attitude toward reading and their ability to use a variety of strategies independently while reading. Thus, explicit strategy teaching is worth adopting in classrooms.

Although the researchers Abigail and Ballou (2012) did not discover strong evidence confirming the effectiveness of explicit strategy instructions in enabling students to answer all questions and comprehension tests with high quality. However, it can be said that it improved the students' reading skill, making them ready to deal with different strategies in the future. Therefore, the results of this study go in a straight line with the results of the current study, as this strategy has proven to be of high quality in improving the reading comprehension and other skills of EFL students in learning the English language.

According to Koukourikou et al. (2018) study "Explicit collaborative reading strategy instruction: A pilot intervention in the EFL context", the objective of this study is to analyze the effect that using Explicit Strategy Instruction has on the reading ability of students studying English as a Foreign Language in Greek secondary schools. Explicit Strategy Instruction improved students' reading performance not only in the post period but also in the delayed posttest period, which has not been widely studied in the relevant literature. This study proved that the EFL students have become highly efficient in cooperative reading and text comprehension. In addition, the positive results of this research imply the start of a new strategy for reading

comprehension teaching in Greek public schools, thereby incorporating collaborative learning and Explicit Strategy Instruction into the curriculum.

By comparing the results of the above study with the results of the current study, it was found that both studies are consistent in the results of what was proven by the explicit strategy instructions in improving the reading comprehension of the students of the experimental group. In addition, it proved the possibility of integrating it with the official educational system in Iraq because it is in line with the foundations of modern educational systems.

Moreover, El Sakka (2019), in his study "Explicit Affective Strategy Instruction to Develop Speaking Performance of Egyptian EFL University Students", he aims to examine the impact that explicit instruction in affective strategies has on the speaking performance of first-year English majors who are enrolled in the College Of education at University of Suez in Egypt. found that explicit affective strategy instruction was helpful in improving Egyptian EFL university students' speaking performance. Consequently, several studies have focused on the beneficial effect of explicit instruction on enhancing the speaking performance of EFL university students.

The results of this study and the findings of El Sakka (2019) are very similar, which means that the current study confirmed that the students in the experimental group in the 2nd grade of Al-Fadhael intermediate school became more advanced and absorbed in the skill of speaking, in addition to other language skills. This was accomplished by understanding the meaning of the spoken sentence and realizing it from the first sight without the need to repeat it as the researcher confirmed that.

When it comes to another previous study "The impact of explicit strategy instruction on EFL secondary school learners' reading" by Chinpakdee & Gu (2021), this study investigates how the explicit instruction of reading strategies in the classroom influenced both the reading scores and reading approaches of the students who participated. In addition to this, it investigates how students who took the SBI felt about their ability to read English after completing the course. The students were introduced to nine strategies throughout the intervention. The chosen strategies were supported by previous researches (Chamot, 2009; O'Malley & Chamot, 1990; Zhang, Gu, & Hu, 2008), and the sequence of lecture was based on the content of course, objectives of course, types of text, and interviews of pre-intervention group

wherein the students communally showed a need for successful methods to reading English. A MANOVA was used to make comparisons between the two classes' respective test results. The findings from the pre-, post-, and delayed reading tests as well as the think-aloud reading sessions demonstrated a substantial rise in the reading test scores of the learners who participated in the intervention class as well as their increased strategic approaches to reading. Learners' favorable attitudes regarding reading in English and enhanced confidence in their capacity to freely regulate their reading processes were further revealed via group interviews. 2

This study agrees with the results of the current study, where the ESI proved its effective in enhancing the reading skills. The results extracted from the reading tests showed an increase in students' motivation to read in the English language, and they showed high confidence in controlling reading skill without hesitation.

Finally, another study "Learner profile stability and change over time: the impact of the explicit strategy instruction program (learning light)" by Rogiers, Merchie & Keer (2020) proved the positive effectiveness of the Explicit Strategy Instructions (ESI) and its consistent with the present study, it indicated that this long-term research used a person-centered method to demonstrate a basic relationship between ESI and students' learner profiles during the 1st-year of secondary school. The bulk of the students shown improvements in their strategic repertoire during the length of the ESI program. In contrast, when students were not provided with ESI, their strategic repertoire did not naturally grow nor was it enlarged. Furthermore, it was proven that students who began the program as LSU had the ability to transition toward the "ML, IO, and even ISU profiles" by means of the ESI-program. This was a significant finding. This tendency can only be encouraged by professors that give teaching on long-term strategies and encourage students to create an integrated approach repertoire.

Based on the findings of all previous studies above, this strategy ESI has a great impact because it will be beneficial for intermediate teachers; it will assist them in improving the quality of their instruction via the usage of Explicit Strategy instruction. It is anticipated that the findings of this study would be advantageous to EFL students because they will enhance their performance in the English language learning process via the application of an explicit approach. Further, Explicit Strategy

Instruction is important when using technology in the process of teaching and learning since it may assist students in becoming more motivated to learn. Finally, since the outcomes of this study will help the teachers have better knowledge of how to teach English textbooks, they will be able to offer alternative teaching methodologies that may be used by them.

# **CONCLUSION, IMPLICATION, RECOMMENDATIONS, AND SUGGESTIONS FOR FUTURE STUDIES**

## **Introduction Note**

Chapter five presents the conclusion, the limitations, the implications, the most important recommendations and suggestions proposed for future investigators. Concerning the conclusion, it compares the aims of this study with its findings. It also includes the limitations which limit the researcher in this experiment. In addition, the implication which contains the beneficial of the findings. Finally, the researcher puts some recommendations and suggestions for future studies to depend on other researchers.

## **Conclusion**

The current study aims at finding out whether using an explicit instruction strategy in teaching foreign languages increases the proficiency of EFL learners. It also explores teacher candidates' learning experiences teaching English through explicit instruction. It also tries to determine the Ex group's achievements in the production and recognition levels. Finally, it finds out the impact of explicit instruction on students' performance in learning the English language.

Explicit Strategy Instruction is useful for intermediate school teachers; it improves their teaching. In addition, it is effective for students since it enhances their performance in learning ESL via the use of Explicit Strategy Instruction. Teachers will get significant information from this research, as it will improve their understanding of how to teach English textbooks by recommending alternative teaching strategies that may be adopted by the instructor. The five stages of CALLA have their impact on students' performance in the experimental group and this is similar to the result of Amin, Amin, and Aly's (2011) study. The main findings of this study proved that explicit strategy instructions improve communication between teachers and students because it makes communication direct compared to the traditional method of teaching English, which depends on the teacher being the sender of information and the student as the recipient of the information. Through evaluating the students' performance in terms of recognition versus production, the results show that the students' achievement

in terms of production is higher than the students' achievement in terms of recognition because of the positivity of this strategy and how it contributed to the development of students' creative thinking and their ability to create intellectually connected paragraphs. Therefore, this strategy develops the creative thinking of Iraqi EFL students and makes them a source of information because it stimulates their ideas but, the teacher stays in the lead position. This strategy develops Iraqi EFL learners' four skills and creates an atmosphere of cooperation between teachers and students on the one hand, and between the students themselves on the other hand. The main findings of this study are consistent with previous studies such as Mizumoto and Takeuchi (2009), Amin, Amin, and Aly (2011), Abigail and Ballou (2012), Koukourikou et al. (2018), El Sakka (2019), Rogiers, Merchie & Keer (2020) and Chinpakdee & Gu (2021). The results of previous studies revealed the students' vital role in the classroom through their participation in useful arguments and the addition of vocabulary synonymous with keywords in the curriculum. It is worth mentioning that this study and previous studies proved its effectiveness in developing the students' four language skills in learning English, especially speaking, reading, and writing. In addition, the present study as well as the previous studies confirms their impact in developing the experimental group comparing with the control group.

In addition to the results, the researcher mentions some recommendations and suggestions for further studies. For instance, teachers should use modern tools to enhance students' learning English. Besides, teachers should motivate the students' collaborative thinking by focusing on this strategy. Future researchers should expand the scope as well as the samples of their studies in employing the explicit strategy instruction.

### **Limitation of the Study**

The current study emphasizes the role of explicit strategy instruction in improving EFL students' performance in English learning. However, this study was limited to one grade of the second intermediate class in the south of Baghdad. Compared to previous studies, the sample of this study was small like Amin, Amin, and Aly's (2011) study; therefore, more respondents can be included in future studies. Finally, the time period of the study was too short (10 weeks); in addition that the

place of the study is limited on one area. So, future studies should take these limitations into account.

### **Implication of the Study**

Based on the findings of this study, EFL school teachers and curriculum designers may better comprehend, create, and utilize language skills in English learning in order to assist students in improving their comprehension and collaborative thinking. Further, the findings of this study highlighted the relevance of motivating collaborative thinking for regulating and supporting students' learning by enabling students with teacher's scaffolding in increasing their competency to monitor and manage their cognitive processes. However, because the current study was designed to examine the role of explicit strategy instruction in improving EFL students' performance in learning English during a specific period of training, a longer period of follow-up treatment is required to determine whether the effects are likely to last for a longer period of time.

### **Recommendations for Future Researchers**

1- Following modern methods in preparing a training program for students that relies on multimedia tools and the Internet to improve the basics of learning the English language.

2- Creating appropriate conditions for students, such as providing video tapes and headphones to hone the listening skills of middle school students.

3- Creating several groups of students in one class to develop students' creative thinking.

4- Activating the role of the theater to represent the roles of the characters in the texts of the book within the approved curriculum.

5- Distributing reading and writing roles among students and making them correct each other's mistakes to develop their reading comprehension.

### **Suggestions for Future Studies**

The researcher puts some suggestions for future studies:

1- Applying explicit strategy instructions on students of English as a foreign language at the university level..



2- Increasing the samples of future studies related to this strategy, due to its positive effectiveness at various academic levels.

3- Relying on special laboratories to develop the four language skills of EFL students.

4- Expanding the scope of the study to include more than one geographical area.

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## APPENDICES

### Appendix (A) The Students' Ages in Months

Experimental Group		Control Group	
No	Scores	No	Scores
1	167	1	175
2	182	2	183
3	194	3	170
4	170	4	170
5	173	5	197
6	198	6	169
7	168	7	183
8	180	8	175
9	169	9	181
10	169	10	168
11	197	11	197
12	177	12	170
13	175	13	175
14	184	14	202
15	173	15	187
16	195	16	186
17	176	17	171
18	171	18	179
19	186	19	171
20	169	20	180
21	166	21	166
22	176	22	187
23	194	23	175
24	176	24	186
25	176	25	171
26	198	26	194
27	177	27	168
28	187	28	182
29	172	29	167
30	174	30	200
31	195	31	184
32	176	32	194
33	188	33	185
34	170	34	198
35	198	35	177

**Appendix (B) Students Previous Year Degrees in English**

Experimental Group		Control Group	
No	Scores	No	Scores
1	70	1	79
2	50	2	50
3	78	3	70
4	75	4	78
5	60	5	50
6	62	6	85
7	85	7	75
8	80	8	73
9	60	9	62
10	75	10	89
11	63	11	92
12	65	12	61
13	75	13	88
14	63	14	67
15	65	15	70
16	75	16	73
17	80	17	87
18	67	18	72
19	84	19	75
20	67	20	66
21	70	21	82
22	69	22	70
23	73	23	91
24	70	24	60
25	75	25	69
26	66	26	69
27	85	27	65
28	75	28	72
29	63	29	55
30	71	30	67
31	72	31	70
32	70	32	62
33	80	33	54
34	83	34	66
35	50	35	79

**Appendix (C) The Pre-test exam for second grade students Pre-test achievement**

**Q1. Read the passage carefully and put (true/false) on each point. (20 marks)**

"Ali and his family live in a big beautiful house. His father works in a hospital. He is a dentist. He helps the people who have bad teeth. His mother is a housewife. She takes care of her children and cooks food for them. His grandmother is an old woman. She likes praying all the night. On Thursdays, they go shopping. But on Fridays, they go fishing, swimming and lying in the sun on the beach. After lunch they go back home to watch T.V. Ali has a great family".

1. Ali's father is architect.
2. Ali's mother is a housewife.
3. Ali's family goes shopping on Tuesday.
4. They go fishing, swimming and laying in the sun on the beach.
5. Ali has a frustrated family.

**Q2: Do as required in correct order. (20 marks)**

1. Suha (play) basketball now. (negative)
2. Layla (go) to the school on foot every day.
3. The pupils (study) history at the moment.
4. Layla and Suha (cook) the lunch at this time.

**Q3. Fill in the blank with a suitable word from your passage in the textbook: (20 marks)**

1. The Panther 3.0D car is a really \_\_\_\_\_ car.
2. The Panther 3.0D has \_\_\_\_\_ seats.
3. There are airbags for the driver and \_\_\_\_\_ inside Panther 3.0D car.
4. This car has a \_\_\_\_\_ engine.

**Q4. Choose the correct in the brackets. (20 marks)**

1. They are (go, going) to the market.
2. Mary (spend, spends) the holiday in Arbil every year.
3. Ahmed (messed, messages) me yesterday.
4. John (go, goes) to the cinema every month.
5. Steve is (calling, call) me now.

**Q5. A.** Describe your journey to the Iraqi museum. (10 marks)

**B.** Express yourself in the first meeting with your close friend. (10 marks)

### Appendix (D) Students' Scores in the Pre-Test

Ex G		Co G	
No	Scores	No	Scores
1	55	1	63
2	40	2	50
3	60	3	54
4	65	4	64
5	62	5	46
6	50	6	61
7	42	7	52
8	55	8	58
9	50	9	55
10	60	10	67
11	48	11	75
12	52	12	54
13	55	13	60
14	55	14	53
15	65	15	62
16	60	16	61
17	52	17	68
18	58	18	57
19	60	19	66
20	62	20	54
21	65	21	68
22	54	22	61
23	58	23	72
24	50	24	54
25	50	25	53
26	65	26	48
27	60	27	57
28	52	28	50
29	45	29	57
30	65	30	45
31	64	31	60
32	67	32	55
33	66	33	48
34	64	34	58
35	47	35	62

## **Appendix (E) A letter for pre/post -test to the Jury Members**

University of Karabuk  
English Language and Literature Department

Dear Mr., Mrs.

The researcher intended to conduct a study in titled “**The Role of Explicit Strategy Instruction in Improving EFL Students’ Performance in Learning English**”

This study aims at:

- 1- Finding out whether using explicit instruction strategy in teaching foreign language increasing proficiency of EFL learners or not.
- 2- Exploring teacher candidates’ learning experiences using teaching English through explicit instruction.
- 3- Finding out the impact of traditional way on control group students’ performance in learning English language.
- 4- Investigate the effectiveness of Explicit Instruction Strategy in improving the EFL learners' performance in English language.

The researcher has constructed an achievement test on Second class students in Baghdad Governorate. The textbook “English for Iraqi **The Role of Explicit Strategy Instruction in Improving EFL Students’ Performance in Learning English**”. In exchange for your time and expertise in the subject of technique of teaching EFL, I would really appreciate it if you could provide your opinion on the validity and usefulness of the test items. Any suggestions for improvements or changes would indeed be extremely valued and respected.

We appreciate you assisting us and cooperating with us in advance.

Yours, M. A. candidate  
Haneen Faiz Saleh

The Supervisor  
Assit.Prof..Manal Omer Mousa (phD)

## Appendix (F) PostTest Achievement

### Post test Achievement

**Q1. Read the passage carefully and answer the questions.**

John lived with his parent at the village. He is friendly person and likes to help all people. He goes to the school on his foot every day. He suffers from the road of the school in rainy days because of the mad road in winter. His father decided to help him by taking him by his car when the weather is rainy. John felt happy because of his father's help. He decided to take any pupil on his way in rainy days. So that he is friendly and gentleman person.

**A. Describe John's Personality. (10 marks)**

**B. Answer the questions (10 marks)**

1. Where did John live?
2. Why did John suffer in winter season?
3. Give another meaning to the underlined word.
4. What was John's plan when his father helped him in the rainy weather?
5. Give a suitable title to this passage.

**Q2. Write a paragraph about a visit to a restaurant. Think about these things and review your memories: (20 marks)**

1-When did you go? 2-Who went with you? 3- What did you order? 4-What did your friend order? 5- What was the food like? 6-Did you enjoy it?

**Q3. Answer the following using the information from your text-book. (20 marks)**

- 1-Where are Bob and Basim going?
- 2- Which three things should be careful about?
- 3-Why is it important to be fit?
- 4- Healthy body is.....

5- Limerick is always .....

**Q4. Choose suitable words from the box: (20 marks)**

**(Pain, lamb, drops, pills, afraid, excited)**

1- ..... is brought up in the farm.

2- I have a ..... in my back.

3- I have an earache so the doctor put in my ear some .....

4. We are going to Australia for a holiday. I feel .....

5. The room is so dark. I feel .....

**Q5. A. Write a paragraph about a famous city you visit it. (10 marks)**

**B. Express your opinion to describe your English lesson in a short paragraph. (10 marks)**



### Appendix (G) Students' Scores in the Posttest

Ex G		Co G	
No.	Scores	No.	Scores
1	60	1	55
2	56	2	40
3	70	3	48
4	76	4	56
5	66	5	42
6	54	6	60
7	48	7	50
8	59	8	40
9	57	9	48
10	68	10	50
11	45	11	60
12	70	12	50
13	52	13	55
14	50	14	45
15	70	15	48
16	67	16	50
17	58	17	48
18	45	18	44
19	62	19	50
20	68	20	45
21	70	21	50
22	65	22	48
23	54	23	58
24	58	24	44
25	50	25	42
26	60	26	45
27	70	27	45
28	55	28	42
29	58	29	55
30	60	30	40
31	68	31	50
32	70	32	48
33	75	33	40
34	85	34	50
35	60	35	55

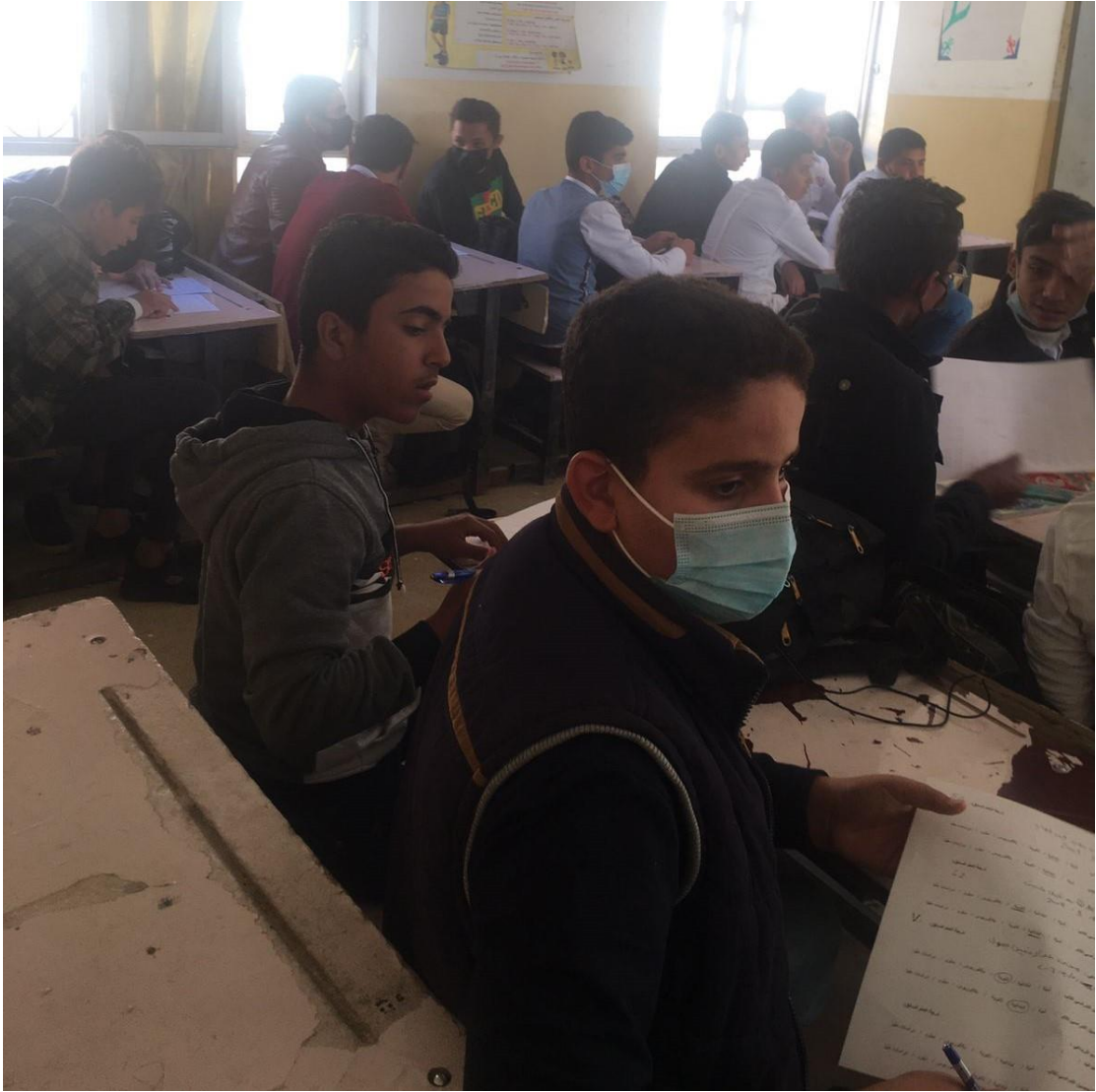
### Appendix (H) "Jury Members"

No.	Names	Specialities	Positions
A	Prof. Dr N. T. Majeed	TEFL	"Tikrit University / Education College for the Humanities". "Baghdad University / Education College". "Mosul University / Education College for the Humanities". "Saladin University / Education College for the Humanities". "Anbar University / Education College for the Humanities".
B	Prof. Dr N. Q. Yahya	TEFL	
C	Asst. Prof Dr. M. O. Musa	TEFL	
D	Asst. Prof. Dr Sh. M. Salih	TEFL	
E	Asst. Prof. Dr Sh. S. Abdulfatah	TEFL	
F	Asst. Prof. Dr B. Sh. Kawther	TEFL	
G	Asst. Prof. Dr A. I. Challob	TEFL	

**Appendix (H) photos of The Role of Explicit Strategy Instruction in the Class**







**Appendix (J) The Form of School Letter**

**Al-Fadhael intermediate**

**coeducational school**

العدد / 14

التاريخ 14 / 11 / 2022

مدرسة متوسطة

الفضائل المختلطة

To whom it may concern

Dear sir(s),

This is to certify that ( Mrs. Haneen Faez Saleh ). M.A student has done the experimental part of thesis entitled ( The Role of Explicit Strategy Instruction in Improving EFL Students' Performance in Learning English ) for the pupils of the second class at AL-Fadhael Intermediate school , in the academic year 2021 – 2022 during the period of 1/11/2021 – 10/1/2022 . She is provided with this document upon her request.

With best regards



**Abbas Fadhil Jassim**

**Headmaster of the school**

## **CURRICULUM VITAE**

Haneen Faez Saleh ALAani is an Iraqi woman. She completed her BA in English Language and Literature at Al-Salam University in 2016. She aspires to be a university professor because of her passion for the English language