Improving reading comprehension and vocabulary through explicit vocabulary instructions

Melhorar a compreensão de leitura e o vocabulário através de instruções de vocabulário explícitas

Mejoramiento de lectura comprensiva y vocabulario a través de vocabulario explícito

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Abstract
Reading and vocabulary are widely regarded as essential to enhance reading comprehension in a second language. Therefore this study focuses on inserting English vocabulary into students to aid a number of EFL learners to improve their reading comprehension in a remote setting district public school located in Ecuador, where the lack of technological tools presents them. This study tries to explain the advantages of using explicit vocabulary guidelines in reading activities to improve reading comprehension in this group of young learners. The thirty-eight children were separated into two groups of nineteen students; each had six reading lessons. After the class, they completed in a reading comprehension quiz. The findings demonstrate that students had improved their reading comprehension after applying the explicit vocabulary instruction method on them, which mean is (M=7.17). Traditional methods, such as implicit vocabulary instruction, show lower reading comprehension in learners; the mean was (M= 6.89). Other findings in this study demonstrate that girls had a better positive impact on their reading than boys. (31.6 %) girls were better in score in comparison with boys, who rose to (18.4%). Moreover, all the students recognized that in 5 months, they had learnt more English vocabulary words than in two years of classes out of campus. Thus their reading comprehension improved on them.
Keywords: Explicit vocabulary instructions; Implicit vocabulary instructions; Reading comprehension; Learners.

Resumo
O vocabulário e a leitura são amplamente considerada essenciais para melhorar a compreensão da leitura em uma segunda língua. Portanto, este estudo se concentra na inserção de vocabulário em inglês em alunos para melhorar a compreensão de leitura em um grupo de alunos de EFL em uma escola pública de distrito rural no Equador, onde a falta de ferramentas tecnológicas os apresenta. Este estudo tenta explicar as vantagens do uso de diretrizes de vocabulário explícito em atividades de leitura para melhorar a compreensão de leitura neste grupo de jovens aprendizes. As trinta e oito crianças foram separadas em dois grupos de dezenove alunos; cada um teve seis aulas de leitura. Após a aula, eles responderam a um teste de compreensão de leitura. Os achados demonstram que os alunos melhoraram sua compreensão leitora após a aplicação do método de instrução de vocabulário explícito neles, cuja média é (M=7,17). Os métodos tradicionais, como a instrução de vocabulário implícito, mostram menor compreensão de leitura nos alunos; a média foi (M= 6,89). Outros achados deste estudo demonstram que as meninas tiveram um impacto positivo melhor na leitura do que os meninos. (31,6%) as meninas tiveram melhor pontuação em comparação com os meninos, que subiram para (18,4%). Além disso, todos os alunos reconheceram que, em 5 meses, aprenderam mais palavras do vocabulário em inglês do que em dois anos de aulas fora do campus. Assim, sua compreensão de leitura melhorou neles.
Palavras-chave: Instruções de vocabulário explícito; Instrução de vocabulário implícito; Compreensão de leitura; Aprendizes.

Resumen
La lectura y el vocabulario se consideran esenciales ayudar a aumentar la comprensión de lectura en un segundo idioma. Por lo tanto, el objetivo de esta investigación es insertar vocabulario en inglés en los estudiantes para aumentar la comprensión lectora de un grupo de alumnos de primaria en una escuela pública de un distrito rural en Ecuador donde la falta de herramientas tecnológicas los presenta. Este estudio trata de explicar las ventajas de utilizar pautas de vocabulario

explícito en actividades de lectura para aumentar la comprensión de la lectura en este grupo de jóvenes estudiantes. Los treinta y ocho niños fueron separados en dos grupos de diecinueve estudiantes; cada uno tenía seis lecciones de lectura. Después de la clase, completaron un cuestionario de comprensión de lectura. Los hallazgos demuestran que los estudiantes mejoraron su comprensión lectora después de aplicarles el método de instrucción de vocabulario explícito, lo que significa (M=7.17). Los métodos tradicionales, como la instrucción de vocabulario implícito, muestran una menor comprensión lectora en los alumnos; la media fue (M= 6,89). Otros hallazgos en este estudio demuestran que las niñas tuvieron un mejor impacto positivo en su lectura que los niños. (31,6 %) las niñas obtuvieron mejores puntajes en comparación con los niños, que ascendieron al (18,4 %). Además, todos los estudiantes reconocieron que en 5 meses habían aprendido más palabras de vocabulario en inglés que en dos años de clases fuera del campus. Por lo tanto, su comprensión de lectura mejoró en ellos.
Palabras clave: Instrucciones de vocabulario explícito; Instrucción de vocabulario implícito; Comprensión lectora; Aprendices.

1. Introduction

Reading is a necessary component of English skill which needs to be accomplished by any EFL learner to explore new comprehension (Yahya, 2014). Reading skills also develop intonation and smooth awareness through a text or a word that students need to acquire while the reading is in progress (Othman et al., 2014). Thus, it is crucial to develop good reading from an early age, since primary school. (Othman, et al., 2014). As Hammond (2018) mentioned, the competence to read and comprehend match ideas with real context and answer questions related to the topic.

Sirin (2005) says that children born in poverty often have fewer odds of having access to materials which can help them develop better reading comprehension. Such as technological tools, motivation, environmental exposure, experiences, etc. (Deci, & Ryan, 2012). As scholars live in a poverty areas where access internet is limited. Their understanding of L2 may also be less pleasant reading in a target language. Therefore this study is focused on improving reading comprehension in children from sixth grade through explicit vocabulary instruction by comparing it with implicit vocabulary instructions. The result is that vocabulary instruction is an essential contributor to reading for comprehension, as mentioned by (Shakouri et al., 2014). For this reason, enriching knowledge in students by introducing vocabulary as much as possible before a reading comprehension text in the field will provide an essential point at the beginning of the activity. In other words, Saengpakdeejit (2014) claimed that having insufficient vocabulary knowledge will struggle EFL learners' reading comprehension. This group of EFL children class has a lack of knowledge of English vocabulary. Moreover, the pandemic (Covid 19) related to campus classes, and the only English class for them was via a WhatsApp app. Al-Jar, R. (2022) clarify that not having a vast amount of technology use is a disadvantage to learning EFL. Hence, through not being in classrooms or the use of technological tools to learn L2, as Clark (2004) mentioned that children who are not having around them the hearing constantly vocabulary words in the target language; do not have much acquisition of L2 in order to remember words, can also be considered an important part to learn or acquire more vocabulary words in the target language.

2. Literature Review

As Wilkins (1972) mentioned, that vocabulary instruction is an essential part of reading text to reach the point of comprehension. Sedita (2005) supports Wilkin's suggestion that word knowledge is crucial for understanding texts. They cited in (Al-Darayseh, 2014). In other words, not knowing vocabulary words seem challenging for students to enrich their reading comprehension (Cunningham & Stanovich, 1998). For instance, they introduced vocabulary as the explicit and implicit forms to analyze which one would be the best way to do in order to enrich reading comprehension in children. Is supported by Soureshjani

(2011), who also mentioned that vocabulary words in a text play an essential role in making reading comprehension suitable for anyone; for this reason, the lack of vocabulary knowledge in students could be a negative factor in the process of reading.

In other words, reading is essential to developing EFL learners to increase their knowledge of the context. Ibhar, M. Z. (2022). Therefore vocabulary knowledge plays a critical role in this field.

On the other hand, improving reading comprehension is hard to do; that is why every teacher who does this is responsible (Al-Darayseh, 2014). Therefore, every reading lesson must know these points to work on vocabulary words and the distinction between explicit and implicit instructions, depending on tutors' decisions on which instruction should apply to students.

In summary, using implicit or explicit vocabulary in reading comprehension is essential for every part of the reading text to improve students' reading comprehension (Ellis, 1994). With the result that as reading has a cognitive outcome that stands beyond the task, being careful when reading comprehension on children refers to the extended vocabulary in the text could frustrate children in understanding the context. (Cunningham & Stanovich, 1998) In other words, by having time spent on reading from an early age, children could learn new vocabulary words to improve not just their reading but their vocabulary words as well as this is doing correctly.

Mathew's effects reflect that poor reader could get poorer even though time passes by (Cain, & Oakhill, 2011). Accordingly to this consent, the strategies for reading comprehension must be well developed by the tutor to avoid some negative impact on children while reading comprehension is developing. Perfetti (1985) stated that children with poorly-meaning words are very close to failing to understand the text because of the lack of decoding skills in reading comprehension "a effect is that they are presumably less likely to be inspired to read in their down time than toddlers with higher reading skills, (Cain, & Oakhill, 2011). The development of reading a text in children should be clear and conscious of the vocabulary words used in the reading text; otherwise, children can get frustrated in reading comprehension.

On the other hand, Handayani (2013) suggest that having short stories reading text in students perhaps can mitigate difficulties in reading comprehension and the motivation to read can rise on them. It is an expectation that through storying telling, students will follow the line; moreover, students can show interest in it while developing. (Handayani 2013) besides using prior knowledge, they can have better word recognition skills and can also develop reading strategies to aid in making connections between ideas and identifying vocabulary, which can lead to predictions in context (Moreillon, 2007)

2.1 Research Question:

Are there any improvement from total mean score on students from experimental group from those with implicit vocabulary instructions?

Is there any positive effect on children's perception of reading comprehension through explicit vocabulary instructions compared with implicit vocabulary instructions?

3. Methodology

The data in this study is quantitative, as Mackey and Gass (2005) stated that the comparison from an experimental group of learners must exist to answer research questions. Whereby the study focused on improving reading comprehension through explicit vocabulary instructions (EVI) to compare with the group of students with implicit vocabulary instruction (IVI)

3.1 Instruments for Data collecting

Mathison (1988) suggests that having a variety of data collection will aid in finding expected results. To carry out this study, six reading comprehension tests were given to students downloaded from www.rong-chang.com. The tests had two parts: yes and no answers and completing the sentences. The other part was completing sentences by adding input strategies given in a box to select the correct one that best fits the sentence. Each test had five yes/no questions and five complete sentences. Moreover, additional questions were added to acquire students' perceptions after the explicit vocabulary instructions with the experiment group and implicit vocabulary instruction in the other group.

Short stories from the section start reading for children (I) simple tense, filthy words per passage were selected to collect the data from learners of sixth grade. Additionally, vocabulary from the context was added to the test, which they had known since the first term.

Each test that added additional familiar vocabulary words was carefully monitored to avoid confusing children with unfamiliar contexts.

3.2 Participants

This study was done from May to October 2022 in a group of thirty-eight students from 6 grades between 9- 10 years of age, twenty-two girls and sixteen boys.

Classes were on campus every Wednesday once a week for one hour.

3.3 Research Procedure

Schmitt (2000) points out that children will probably retain and remember more daily by having many vocabulary words immersed with games and their context. Thus, the procedure begins by introducing many vocabulary words to children: transportation, alphabet, colours, body parts, fruits and vegetables, since May 2022. We worked on these vocabularies, adding games, colouring, and methods. As (Zucker, et al., 2021). Suggests that building a solid knowledge of vocabulary words in students to develop better reading comprehension is vital. The reading activity includes vocabulary words learned so far; moreover, new vocabulary words were added to both groups, the implicit vocabulary instruction (IVI) group with 19 female and male students.

They were selected randomly, and 19 other students were for the group with Explicit vocabulary instruction (EVI).

Students returned to campus after two years of absence because of the pandemic covid 19; classes were virtual all this time. At the beginning of the new scholar year, the course was united all in one group, yet when the reading process started, two groups were set up in the workshop, one for the experiment and the alternative for the implicit vocabulary instruction (IVI)

The class started with a friendly activity, for instance, playing Simon says, guess what is missing, and reviewing vocabulary words learned; after it, the activity went through the next by presenting a flashcard to let students guess what the title of the reading was.

Explicit vocabulary group, every new word from each sentence was introduced to children with a flashcard or by pasting them on the whiteboard. Besides, the text was written on the board to follow the lecture and the paper given; before continuing, the tutor asked the experimental group what the reading was about and if any students had a cloud of the topic. The reading was developing well with the tutor's help to halt any haste from children. At the end of each sentence, the feedback for the new vocabulary word was introduced with a flash card; whether it was hard for students, the tutor said it in their mother tongue.

With the other group, which was intrinsic vocabulary instruction (IVI), the As a warm-up activity, the teacher introduced the flash card to guess the topic of the reading; after it, any student or the tutor read loud in the classroom, all the rest participants follow the reading to keep the pace of the text.

After it, the participants started to complete the questions in the test. In this case, no explicit vocabulary instructions were developed for this group of learners. Neither was a flash card introduced for the vocabulary despite those students answering the questions formulated in the test.

4. Results and Discussion

The gathered data was examined using IBM SPSS software. to answer the research questions from a positive impact on reading comprehension compared with the explorer group.

Also, the IBM SPSS software program was used to compare the mean in reading comprehension in both groups.

The experimented group with 19 students who used explicit vocabulary instructions (EVI) in reading comprehension has got (M= 7.17; *see Table 1* in comparison with the group that used the traditional method of implicit vocabulary instruction (IVI), the mean here was (M= 6.89) on them *see Table 4*. There was a significant advanced in the group of students that (EVI) method was used. Besides the (SD = 1.39) in the experimented group from scores was higher than the group that used (IVI) (SD = 1.28) *see table 4*

The results in this Experiment group of 19 students *see Table 2,* where we wonder to see results perception impact on learners demonstrate that female students were more effective in the scores than males. Boys rose to 18.4%, and girls were more precise with 31.6%; twelve girls acquired better results than seven boys *see Figure 1*

Table 1 - Mean on score from the test made on students of the experimented group.

Statistics

|		Score	Gender	EVI
N	Valid	19	19	19
	Missing	19	19	19
Mean		7.174	1.63	1.00
Std. Deviation		1.3968	.496	.000

Source: Moncayo (2022).

Table 2 - Impact the experimented had by score on gender in the tested group of EFL learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
			Gender		
Valid	Male	7	18.4	36.8	36.8
	Female	12	31.6	63.2	100.0
	Total	19	50.0	100.0	
Missing	System	19	50.0		
Total		38	100.0		

Source: Moncayo (2022).

Figure 1 - Score on female was better than males students perception of reading comprehension through (EVI).
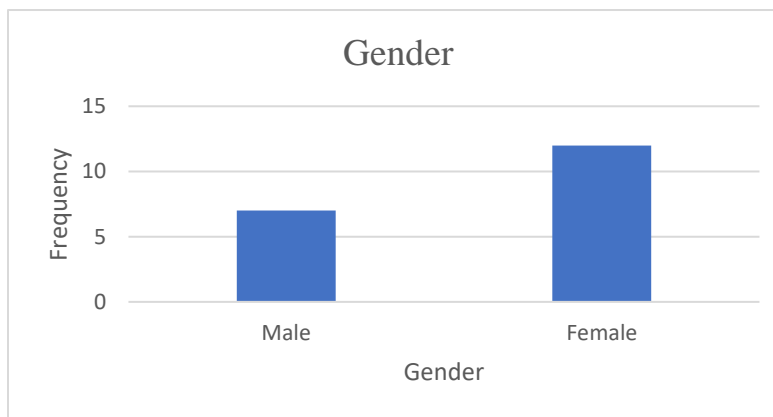
Source: Moncayo (2022).

On the other hand, in the group with 19 students who used implicit vocabulary instructions (IVI) in reading comprehension, the impact on perception on a female was better than the male students; as shown in table 5, the male rose to 21.1 %. Females rose to 28.9 on their scores, which is lower than the (EVI) group.

Even though the (IVI) group girls scored better than boys *see Figure 2*. Eleven girls increased better scores than the eight boys.

The result demonstrates that explicit vocabulary instruction positively impacts this group of experimented students. *See Figures 4 and 5*, whereby applying this method of reading comprehension through (EVI) to get a better understanding of EFL learners than the implicit vocabulary instruction as it was to answer the research question of improvement from traditional methods to teach reading comprehension emerged the results expected. In this public school. However, the results demonstrate that the mean is (M=7.17) in the experimented group, and female students' scores are better than male students. This test had both results in the explored group and a positive effect and improvement in the traditional method, demonstrating that female students were better in both groups than male students.

5. Conclusions

A crucial aim of this study was to improve reading comprehension in children from this public school in a rural area by applying explicit vocabulary instruction (EVI) to the enrichment knowledge from vocabulary to finish reading comprehension from May to October 2022. The finding indicates that students developed more interest in learning English as they were absent from campus for two years due to the pandemic; besides, they agreed that learning a second language is better for them. *See Figure 2* as the figure shows that students felt more confident reading in the target language in face-to-face class than having English classes by an app but with the English teachers absent.

Figure 2 - Survey demonstrate that all students agree that early age is better to learn EFL.
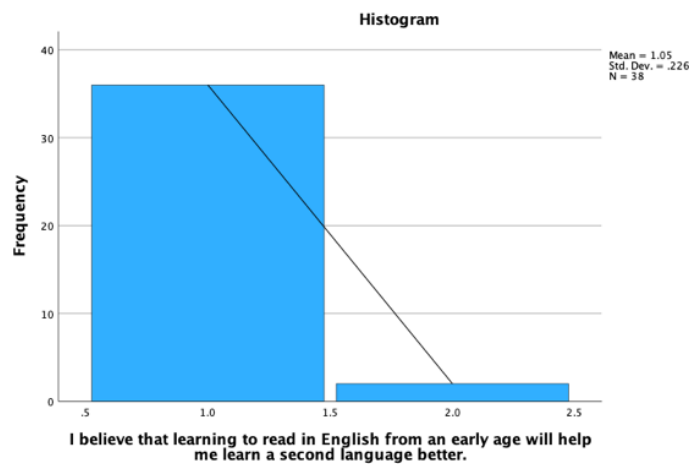
Source: Moncayo (2022).

Consequently, English teachers can apply this method by using Explicit Vocabulary Instruction (EVI) in reading comprehension with their students using flashcards and all materials needed in the actual context. The questionary must be developed with images for new vocabulary words they are learning. Thus it can enhance their reading comprehension in the target language.

Also, starting with as much vocabulary as possible for students is recommended for future researchers, as it was worked from the beginning to improve learners' reading comprehension.

A vast amount of teaching English vocabulary to students will aid the acquisition of a second language besides making them study all necessary vocabulary by constantly listening to create a helpful addition for children.

However, this study faces some limitations as some students face problems, for instance, the lack of the use of the internet at home, children, cannot listen repeatedly and constantly the videos sent through WhatsApp to watch on YouTube.

On the other hand, just an hour of English class per week. The English vocabulary started months before the reading comprehension, and added some more English vocabulary words in the reading comprehension experiment. As most students agree that they have learnt English compared to two years out of campus, *see table 3*. Moreover, the lack of technologies in these remote areas to engage students to enjoy reading and learning a second language was satisfactory for them. as the results demonstrate. *See Table 3. Question #2*

Considering that the time to implement more English vocabulary is vital to introduce children to raise their knowledge and acquisition as Al-Khairi (2015) assists with the conclusion that it might be difficult to teach English as a foreign language since not

all pupils like learning it. Therefore, future researchers will be good to implement more vocabulary words from the first term to get better results at the end of the scholar year, which gives more time to students of more reading comprehension through Explicit vocabulary instruction (EVI). Besides the questionnaire, the questionary adds some new vocabulary words used in a test for children to help better understand the developing topic.

Table 3 - Perceptions of EFL learners after spending two years out from school due to the epidemic.

Case Processing Summary

| | Cases | | | | | |
| | Valid | | Missing | | Total | |
	N	Percent	N	Percent	N	Percent
After two years of returning to face-to-face classes, I think I have learned quite a bit of English so far.	38	100.0%	0	0.0%	38	100.0%
I found it fun to learn to read in English.	38	100.0%	0	0.0%	38	100.0%

Source: Moncayo (2022).

Table 4 - Results on the mean on score from the test made on students of the traditional method (IVI).

Statistics

|		Score	Gender	IVI
N	Valid	19	19	0
	Missing	19	19	38
Mean		6.895	1.58	
Std. Deviation		1.2865	.507	

Source: Moncayo (2022).

Table 5 - Score on Female was even better than male students in the group of EFL learners in the traditional method.

Gender

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	21.1	42.1	42.1
	Female	11	28.9	57.9	100.0
	Total	19	50.0	100.0	
Missing	System	19	50.0		
Total		38	100.0		

Source: Moncayo (2022).

Figure 3 - Shows that the perception of reading comprehension through (IVI) in girls was better than in boys.
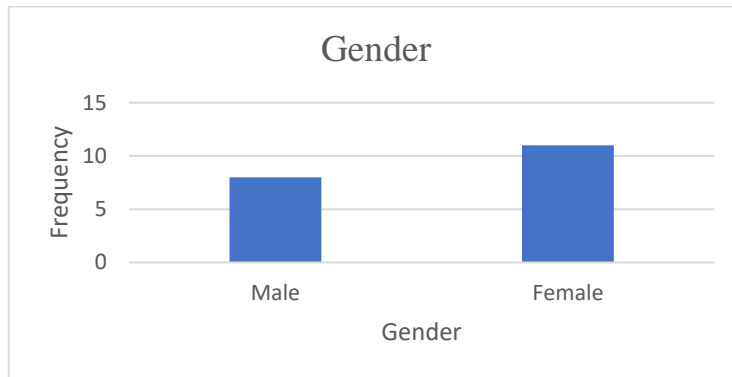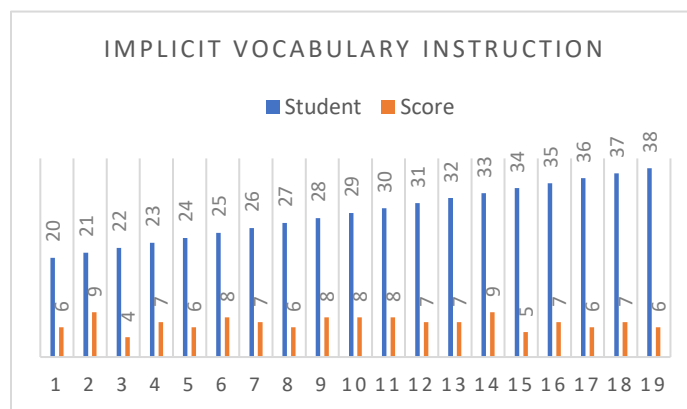

Source: Moncayo (2022).

Figure 4 - This table shows better scores obtained with (EVI) method with the group tested.
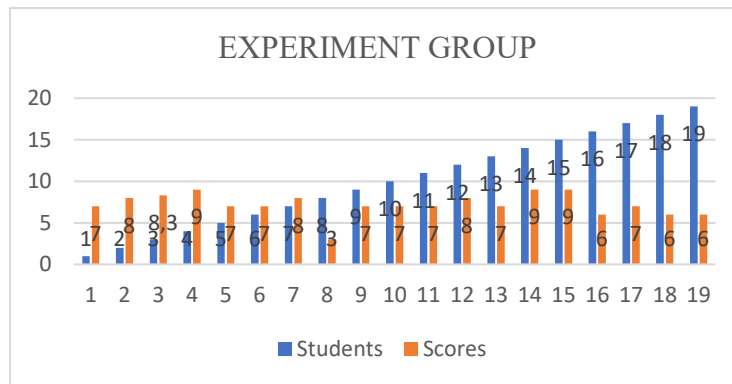
Source: Moncayo (2022).

Figure 5 - This table shows low score with traditional methods on students in reading.

Source: Moncayo (2022).

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