

Language Learning Strategies in Enhancing ESL Primary School Students' Reading Skills

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Abstract

Effective learning strategies are crucial in Malaysia, where English is taught as a second language, as they encourage active participation and communicative competence among students. Hence, a closer investigation at pupils' strategies while reading second language texts would provide insight into how they overcome reading obstacles. The study aims to identify common language learning strategies for reading skills and identify the strategies successful learners prefer to enhance their language learning experience. A quantitative method which consists of a survey was applied in this research to collect data from 32 Year 6 pupils. The survey was adapted from the Young Learners' Language Strategy Use Survey. The collected data was analyzed using descriptive statistics in the form of frequency analysis and percentages. The results revealed that pupils are inclined to employ effective strategies in order to enhance their reading skills. Language learners' success stems from a mix of intrinsic motivation, active engagement with texts, and adaptive strategies in dealing with challenges. This study offers valuable insights for educators, policymakers, and researchers in the field of and language learning by highlighting the specific strategies employed by ESL primary school students to enhance their reading skills.

Keywords: ESL, Reading Skills, Language Learning Strategies, Language Learning Experience, Successful Language Learner

Introduction

The United Nations Sustainable Development Goals (SDGs) comprises 17 goals and the 4th SDG goal is Quality Education. The fourth goal focuses on "lifelong learning for all" (Boeren, 2019). SDGs are essential steps in the direction of human development. Self-directed learning, problem solving, critical thinking and future-oriented skills are essential skills to have as students must be decisive, assume responsibilities and create solutions (Kwee, 2021). Education plays an important role in the production of knowledge and skill development for students to face challenges in the world today and in the future. The Sustainable Development Goals (SDGs) are not legally obligatory, but it is suggested that governments adopt national initiatives for their implementation and monitoring (Chaleta et al., 2021).

The education sector in Malaysia has stressed that students are currently living in the era of globalization (Huei et al., 2021). Worldwide emphasis has been placed on teaching language skills in the context of teaching and studying English as a second or foreign language. According to Musa (2017), teachers employ various teaching and learning methodologies to equip students with necessary skills and grow them into well-rounded individuals capable of competing globally. Besides that, grammar, reading, writing, speaking, listening, and writing are all essential for learning a new language. (Yaacob et al., 2022). Malaysia has been attempting to raise the standard of its educational system. The ELT curriculum has been aligned with the Common European Framework of Reference for Languages (CEFR) as one of the initiatives by the Malaysian government (Halil & Nazim, 2022). According to Ramalingam et al (2023), English language proficiency is essential to accomplishing SDG4. The Roadmap for English Language Education 2015–2025 has likewise stressed the importance of English language proficiency. As has been mentioned in the curriculum, reading skill is an important skill that pupils are required to master which is aligned with the education policy.

Language learning research is continually expanding in response to current educational demands. Khamkhien (2010) found a high link between second language acquisition and learning. The importance of strategies for learning in second language acquisition has led to extensive research into their theories and applications. Several pioneers, including John Schumann, Avram Chomsky, Stephen Krashen, and Lev Vygotsky, have developed theories on how to learn a second language to a high level of proficiency (Friedrichsen, 2020). These theories include the acculturation model, sociocultural theory, universal grammar hypothesis, interlanguage theory, Krashen's theory of second language acquisition, and Menezes's complexity theory (2013). Understanding second language learning may help mainstream teachers better serve their students.

Many past study findings influence the choice of learning strategy. Learning proficiency is one of the elements that influence strategies for learning selection (Zare, 2012). When it comes to reading skills, students have varying experiences with the process. Braden (2012) mentioned reading ability is one of the variables that determine reading attitude. Pupils confront varying problems while reading depending on their level of reading ability. A closer investigation at pupils' activities while reading second language texts would provide insight into how they overcome reading obstacles (Dawi et al., 2021). With that goal in mind, it is a fascinating branch to investigate students' preferred learning strategies when reading. This research, therefore, seeks to explore the common language learning strategies by pupils in reading skill and specific strategies do successful language learners prefer to optimize their language learning experience in reading skill. This research was conducted to answer two research questions:

1. What language learning strategies are commonly employed by ESL primary school students to enhance their reading skills?
2. What specific strategies do successful language learners prefer to optimize their language learning experience?

Literature Review

English as a Second Language (ESL)

English is acknowledged as a global language and continues to be indispensable for individuals' seeking success in the 21st century. This universal language has been incorporated into the curriculum of numerous educational institutions and is mandated as a primary subject in many countries (Si, 2019). Hence, proficiency in English is essential to address the demands of an increasingly evolving world. Acquiring English is essential, as it acts as the primary means for knowledge dissemination (Anbalahan et al., 2023). This understanding has prompted the Malaysian education system to emphasize the teaching and learning of English.

English stands as an important language for many sectors including education in Malaysia. English is taught as a second language in schools, alongside Bahasa Malaysia, the national language (Nair et al., 2021). The Malaysian education system incorporates English into the curriculum from primary school onwards (Rojalai et al., 2021). One of the central goals highlighted in the Malaysian Education Blueprint (2013-2025) is to cultivate pupils who possess bilingual proficiency in both Malay and English languages. In the Standards-Based Curriculum and Assessment Document (DSKP), four skills are highlighted which are listening, speaking, reading and writing. The integration of these skills in the curriculum provides pupils with holistic language learning experiences, enabling them to become proficient users of the English language.

According to Yee (2021), teaching English as a second language should hold an incredibly crucial role in facilitating the development of language proficiency among beginners. Yet, proficiency levels still vary. Adan (2021) stated a huge number of ESL learners in Malaysia are not able to use the language proficiently, resulting in poor command of the language. This is supported by Amir (2018) where pupils often fail to learn English because they do not know how to learn it properly. Without proper guidance, pupils may find it challenging to progress in their language acquisition journey. Additionally, each language learner differs from one another. A group of learners taught by the same teacher and in the same environment might not achieve the same level of proficiency by the end of the lesson (Adan, 2021). Thus, this underscores the importance of recognizing and addressing individual needs and employing strategies in order to support all learners.

Reading Skills

Reading skills include a variety of qualities that allow people to understand written materials successfully. These abilities are essential for academic achievement, career growth, and everyday communication. Okasha (2020) emphasizes the significance of strategic reading approaches in developing English as a Foreign Language (EFL) reading skills. Strategic reading entails using purposeful tactics like previewing, anticipating, and summarizing to improve understanding. This active interaction with texts allows students to generate meaning and acquire metacognitive awareness, which leads to enhanced reading skills.

Categorizing reading skills can assist educators in identifying specific areas for instruction and correction. Reading abilities are frequently classified into various areas, including decoding, fluency, vocabulary, comprehension, and critical thinking. Decoding is the ability to convert written symbols into sounds, whereas fluency entails reading with accuracy, speed, and expression. Vocabulary skills include comprehending words and their meanings, whereas comprehension is making sense of the text and determining meaning. Critical

thinking skills allow readers to critically analyze, evaluate, and interpret texts. By categorizing reading skills, educators can target teaching to address learners' unique needs while also supporting their overall growth as proficient readers.

Language learning strategies are essential for developing reading skills. Rojalai et al (2021); Dawi et al (2021) investigate the language learning strategies used by students to improve their reading skills in various educational settings. These methods can include cognitive skills like detecting, summarizing, and assessing understanding, as well as metacognitive strategies like goal setting, planning, and progress evaluation. These tactics enable learners to actively engage with texts, regulate their learning processes, and overcome comprehension obstacles. Integrating language learning strategies into reading instruction allows students to become more autonomous and effective readers, ultimately improving their reading skills and instilling a lifetime love of reading.

To summarize, reading skills are critical for academic success and lifetime learning. Strategic reading approaches can help learners enhance their reading skills and build metacognitive awareness. Organizing reading skills into categories allows educators to tailor education to students' unique needs. Language learning methods are essential for improving reading skills because they allow students to actively connect with texts, regulate their learning processes, and overcome comprehension obstacles. Individuals can develop the reading abilities required for success in school, job, and everyday life by receiving excellent teaching and practicing strategically.

Language Learning Strategies (LLS)

Language learning strategies are known as techniques or methods used by learners to enhance their language proficiency or skills. However, the definitions have been expanded to include a wider explanation as the strategies are further explored and repetitively studied (Dawi et al., 2021). There are few types of language learning strategies that were found from past studies. Those techniques vary depending on individual preferences, learning style and the language that is being learned. LLSs have experienced developmental stages. The classification started in the 1970s aligns with the emergence of researches in the LLSs field (Adan et al., 2021). They are encompassed with cognitive, metacognitive, social, and affective strategies that learners use to acquire a language.

Rojalai et al (2021); Yee et al (2021) conduct a research respectively to identify the language learning strategies used for reading skills among primary school students. Both researchers employed a survey as an instrument to collect data from the participants. The finding in Rojalai et al (2021) research indicates that the majority of the students preferred to read with the aid of some graphics in order to improve their comprehension of the content they were reading where else based on Yee et al (2021) research, it is concluded that majority of the participants chose to apply Problem-Solving Strategies compared to other strategies which are Global Reading strategies and Support Reading Strategies. Aside from that, Muhid et al (2020) investigated the implementation of metacognitive strategy to improve students' reading comprehension. The researchers used "The Metacognitive Strategy Questionnaire (MSQ)" and "the Reading Comprehension Test (RCT)" to gather the data. The results showed that metacognitive strategy improved pupils' reading achievement.

There are few studies that have been conducted on the most and least preferred language learning strategies. Adan et al (2021); Dawi et al (2021); Sani et al (2021); Dawi et al (2022); Anbalahan et al (2023) explored the most preferred language strategies among young ESL learners. Adan et al (2021); Sani et al (2021); Anbalahan et al (2023) used Strategy Inventory for Language Learning (SILL) as a data collection instrument. According to Habok & Magyar (2018), Oxford's SILL is commonly used by researchers worldwide in studying LLS employed by learners. Lee (2010) posited that the SILL questionnaire is the more comprehensible and detailed instrument designed to test the learning strategy used by ESL/EFL learners. Dawi et al (2021); Dawi et al (2022) adapted "Young Learners' Language Strategy Use Survey" to collect data. The findings from those surveys revealed that the pupils preferred metacognitive strategies, cognitive strategies and affective strategies. However, those strategies depend on individual preferences and learning styles. Besides, teachers play an important role in introducing and familiarizing students to diverse reading strategies. They should prioritize the needs and preferences of their students above everything else. As a result, learners can become more proficient in the language as well as more independent and productive language learners by incorporating these strategies into their study practice.

Language Learning Experience

Language learning experience is a complex phenomenon shaped by various factors, including individual differences, educational settings, cultural contexts and technological advancements. With a focus on quantitative analysis, numerous researchers have discovered that the L2 learning experience was a strong predictor of a number of criterion measures, such as actual L2 achievement and intended learning attempts (Li & Liu, 2023). Understanding the intricacies of language learning experiences is crucial for educators and learners alike, as it informs pedagogical approaches, curriculum design and learner support mechanisms.

One prominent theme in the literature is the influence of individual differences on language learning experiences. Factors such as age, motivation, aptitude and prior language knowledge significantly impact how learners engage with the language learning process. For example, younger learners may exhibit more enthusiasm and openness to new linguistic experiences, while older learners may draw upon existing cognitive abilities and life experiences to facilitate language acquisition. Without doubt, motivation plays a key role for successful learning (Mehmet et al., 2020). Motivation, both intrinsic and extrinsic, plays a pivotal role in sustaining learner engagement and perseverance throughout the language learning journey.

The educational context significantly shapes language learning experiences, encompassing formal classroom settings, online platforms, immersion programs and self-directed learning environments. Each setting offers unique affordances and challenges for language learners. Traditional classroom instruction provides structured learning opportunities, peer interaction and teacher guidance, whereas online platforms offer flexibility, accessibility and multimedia resources. There is an increasing trend in the use of ICT in teaching and learning processes in several global higher education institutions (Mashau & Nyawo, 2021). Immersion programs immerse learners in authentic linguistic and cultural contexts, fostering rapid language acquisition through real-world communication experiences. Self-directed learning environments empower learners to take ownership of their learning trajectory, promoting autonomy and self-regulation skills.

Besides, cultural and sociocultural factors profoundly influence language learning experiences, shaping learners' attitudes, beliefs and identities. Culture and language are related domains that influence one another reciprocally (Tawfiq, 2020). It serves as a medium for expressing cultural values, norms and practices. Learners navigate cultural differences and intercultural encounters as they strive to communicate effectively in diverse linguistic contexts. Sociocultural theories highlight the importance of social interaction, collaborative learning and community engagement in language acquisition. Language learners construct meaning through participation in social activities, negotiation of meaning with peers and instructors and exposure to authentic language use in sociocultural contexts.

In addition, advancements in technology have revolutionized language learning experiences, offering a myriad of digital tools, applications and platforms for language acquisition. Technological advancements in computer-assisted language teaching and learning have altered language instruction and the language learning environment, and this change has also led to a shift in the roles of educators and learners, which has placed additional demands on teachers' ability to teach (Wang et al., 2021). Mobile learning, virtual reality and gamification have transformed the way language learners engage with course content, practice skills, and interact with peers and instructors. Technology-enhanced language learning environments provide personalized learning experiences, adaptive feedback mechanisms and immersive simulations that cater to diverse learner needs and preferences.

Successful language learner

Motivation plays a pivotal role in the success of learning a new language. According to Darwin and Norton (2023), it has been observed that individuals who achieve high levels of success in language learning possess two types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to the drive that comes from within an individual, such as a personal interest or curiosity about the language, and an innate desire to communicate effectively using the target language. This form of motivation is powerful because it stems from the learner's own aspirations and interests. Extrinsic motivation, on the other hand, involves external factors and rewards that encourage the learning process. This could include the desire to achieve good grades, gain recognition, or fulfill requirements for a job or educational program. Both forms of motivation are crucial for language learning success. They fuel the learner's commitment and effort in mastering a new language.

The research further highlights the importance of engaging with the language in meaningful ways to boost motivation and facilitate the learning process. This includes using authentic materials, such as books, movies, and articles written for native speakers, which provide a rich context for the language and make the learning experience more relevant and enjoyable. Cultural immersion, either by traveling to a country where the language is spoken or interacting with native speakers, offers invaluable opportunities for practical application and understanding of the language in its cultural context. Additionally, meaningful interactions with others, whether through conversation practice or collaborative learning, significantly enhance motivation. According to Qureshi et al (2023), such engagement not only deepens the learner's connection with the language but also supports the intrinsic and extrinsic motivations necessary for successful language acquisition.

Successful language learners manage their own learning process effectively. They set their own learning goals, actively look for resources and chances to practice, and regularly assess and think about their progress. These learners are aware of their own thinking

processes, have good planning and problem-solving skills, and are open to trying new ways of learning (Mercer & Dörnyei, 2020). Successful learners also use effective strategies to learn languages. Wahyudin et al (2021) stated that skilled learners use a variety of strategies, such as planning their learning, keeping track of their progress, evaluating their understanding, finding ways to remember information better, organizing their learning materials, visualizing concepts, asking for explanations, working with others, and dealing with nervousness. They are also good at changing their learning strategies to fit different tasks and situations.

According to Huseynli (2024), to succeed in learning a new language, it is essential to immerse oneself in that language through listening, reading, and interacting with materials like books, movies, and podcasts. It is equally important to practice speaking and writing in the language, ideally with those who are fluent, to improve understanding and fluency. Furthermore, understanding the culture associated with the language is also key. Successful learners dive into the culture's traditions, values, and ways of life, acknowledging how deeply culture and language are connected. This cultural knowledge not only helps with language skills but also builds a bridge of respect and empathy between different communities.

Understanding the culture associated with the language is also key. Successful learners dive into the culture's traditions, values, and ways of life, acknowledging how deeply culture and language are connected. This cultural knowledge not only helps with language skills but also builds a bridge of respect and empathy between different communities (Mansilla & Jackson, 2022). Persistence is another crucial trait for language learners. According to Anabel and Simanjuntak (2022), challenges will arise, such as making mistakes or facing communication barriers, but the ability to keep going, learn from these experiences, and view them as growth opportunities is what sets successful learners apart

In summary, becoming fluent in a new language requires more than just studying. It involves a mix of motivation, independence, strategic learning, cultural understanding, and the resilience to overcome obstacles. Educators play a significant role by fostering these qualities in learners, guiding them towards achieving their language goals.

Methodology

This research used a quantitative approach to identify language learning strategies that are commonly employed by ESL students to enhance their reading skills and specific strategies that successful language learners prefer to optimize their language learning experience. A survey method was applied in this study. Survey research strategies are techniques in quantitative research in which the researchers detect and investigate students' surveys to define the characteristics of the sample to infer opinions, solutions, and recommendations (Creswell, 2008). Therefore, a survey was conducted among the upper primary students aged 12 years old. Survey was conducted at a school which is located in Selangor, Malaysia. This study mainly focused on upper primary school students which were Year 6 pupils. The respondents were varied in proficiency level and socioeconomic background.

Purposive sampling method was employed to select participants. A total of 32 upper primary students aged 12 years old were purposely chosen to participate as respondents in the study. The respondents were Year 6 pupils, 19 female and 13 male respondents respectively. They learn English in school as their second language and their mother tongue is Chinese. The instrument of this study was a questionnaire which aims to explore language learning strategies that students prefer to optimize their reading skills. The questionnaire consists of three parts which was adapted from Dawi et al (2021) where the researchers tailored from the Young Learners' Language Strategy Use Survey (Cohen & Oxford, 2002). Part A is on what students do to read more, Part B is about what students do to understand what they read and Part C is on what students do when they don't understand what they read. The questionnaire consists of 16 items and each item was quantified by a Likert Scale of 1 to 3 (1= Disagree, 2= Neutral and 3= Agree). The questionnaire was distributed among 32 Year 6 primary students to answer the research questions. The data from the questionnaire was analyzed using descriptive statistics in the form of frequency analysis (Mean and Standard deviation) and percentages. Then, the results were tabulated.

Findings

The aim of this study is to identify language learning strategies that are commonly employed by ESL students to enhance their reading skills and specific strategies that successful language learners prefer to optimize their language learning experience. Responses were obtained from 32 pupils of a school in Selangor. In response to the research objective, their responses were tabulated and were further analyzed to identify language learning strategies that are commonly employed by ESL students to enhance their reading skills. The findings of this research will be discussed under three subsections namely 'What I do to read more', 'What I do to understand what I read' and 'What I do when I don't understand what I read'.

Table 1

What I do to read more

Strategy	Agree	Neutral	Disagree
1. I read a lot in English language.	78.1%	21.9%	0%
2. I read for fun in English language.	81.3%	0%	18.8%
3. I find things to read that interest me.	68.8%	31.3%	0%
4. I look for things to read that are not too hard.	50%	31.3%	18.8%

Based on the table above, pupils were asked what they do to read more. There were four statements given and the goal is to find out what inspires pupils to read more in English. Statement 2 records the highest percentage of responses with the percentage of 81.3%. 26 out of 32 pupils read for fun in English language. 78.1% or 25 out of 32 pupils read a lot in English language. 68.8% or 22 out of 32 pupils responded that they read books that they find to interest them. Only 50%, half of the pupils preferred to look for things to read that are not too hard.

Table 2

What I do to understand what I read

Strategy	Agree	Neutral	Disagree
1. I skim over a reading to get the main idea.	34.4%	46.9%	18.8%
2. I look for important facts.	34.4%	50%	15.6%
3. I read things more than once.	50%	43.8%	6.3%
4. I look at the pictures and what is under the pictures.	50%	40.6%	9.4%
5. I look at the headings.	59.4%	21.9%	18.8%
6. I think about what will come next in the reading.	21.9%	59.4%	18.8%
7. I stop to think about what I just read.	56.3%	18.8%	25%
8. I underline parts that seem important.	9.4%	34.4%	56.3%
9. I mark the reading in different colours to help me understand.	15.6%	9.4%	75%

10. I check to see how much I understood.	15.6%	34.4%	50%
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The responses obtained in the second section of the questionnaire were tabulated as above. Based on the data, 59.4%, which equals to 19 out of 32 pupils, prefer to look at the headings in order to better comprehend the materials or articles they are reading. 56.3% or 18 out of 32 pupils stop to think about what they just read. Strategy 3 and strategy 4 recorded the similar percentage of 50% (16 out 32 pupils). This shows that pupils read things more than once and they will also look at the images and the content beneath them in order for them to comprehend the reading materials better.

Table 3

What I do when I don't understand what I read?

Strategy	Agree	Neutral	Disagree
1. I guess the meaning by using clues from other parts of the passage.	81.3%	9.4%	9.4%
2. I use a dictionary to find the meaning.	3.1%	25%	71.9%

In this section, pupils were asked what they do when they do not understand what they read. It is revealed that 81.3% (26 out of 32 pupils) preferred to guess the meaning of the words by using clues from other parts of the passage. Only 3.1% (1 out of 32 pupils) chooses to use a dictionary to find the meaning.

Table 4

Mean and standard deviation of what I do to read more

Strategy	Agree	Neutral	Disagree	Mean	SD
1. I read a lot in English language.	25	7	0	8.33	9.00
2. I read for fun in English language.	26	0	6	8.67	10.00
3. I find things to read that interest me.	22	10	0	7.33	6.00
4. I look for things to read that are not too hard.	16	10	6	5.33	4.11

Based on the table, statement 2 where pupils read for fun in English language records the highest mean and standard deviation which are 8.67 and 10.00. Statement 4 (pupils look for things to read that are not too hard) have the lowest mean (5.33) and standard deviation (4.11).

Table 5

Mean and standard deviation of what I do to understand what I read

Strategy	Agree	Neutral	Disagree	Mean	SD
1. I skim over a reading to get the main idea.	11	15	6	3.67	3.68
2. I look for important facts.	11	16	5	3.67	4.50
3. I read things more than once.	16	14	2	5.33	6.18
4. I look at the pictures and what is under the pictures.	16	13	3	5.33	5.56
5. I look at the headings.	19	7	6	6.33	5.91
6. I think about what will come next in the reading.	7	19	6	2.33	5.91
7. I stop to think about what I just read.	18	6	8	6.00	5.25
8. I underline parts that seem important.	3	11	18	1.00	6.13
9. I mark the reading in different colours to help me understand.	5	3	24	1.67	9.46
10. I check to see how much I understood.	5	11	16	1.67	4.50

Based on the table, pupils who agree with statement 5 that is looking at the headings records the highest mean of 6.33 whereas statement 8 that is underlining parts that seem important records the lowest mean of 1.67. There is the highest standard deviation of 9.46 with the statement pupils will mark the reading in different colours to help them to understand. Statement 1, pupils skim over a reading to get the main idea has the lowest standard deviation of 3.68.

Table 6

Mean and standard deviation of what I do when I don't understand what I read?

Strategy	Agree	Neutral	Disagree	Mean	SD
1. I guess the meaning by using clues from other parts of the passage.	26	3	3	8.67	10.84
2. I use a dictionary to find the meaning.	1	8	23	0.33	9.18

Based on the table, statement 1 records a higher mean and standard deviation of 8.67 and 10.84. More pupils choose to guess the meaning by using clues from other parts of the passage.

Discussion

The discussion will center on addressing two research questions: firstly, the language learning strategies commonly employed by ESL primary school students to enhance their reading skills, and secondly, specific strategies that successful language learners prefer to optimize their language learning experience. These research questions will be explored by examining the overall frequency and percentages of reading strategies employed.

RQ1: What language learning strategies are commonly employed by ESL primary school students to enhance their reading skills?

Based on Table 1: "What I do to read more?", the most employed LLS is "read for fun in English Language" with 81.3% equivalent to 26 out of 32 pupils. These results revealed that pupils are inclined to employ effective strategies in order to enhance their reading skills. Oxford (1990) Classification of Language Learning Strategies stated that effective strategies help to aid pupils monitor their emotions, motivation and attitude that are associated with learning. With the effective strategy, pupils' anxiety towards learning the language is lowered because they are reading for enjoyment. They develop a positive attitude towards the language and continue to find reading materials which are entertaining for them. Next, for Table 2: "What I do to understand what I read?", the most commonly used strategy is "look for headings" with 59.4% or 19 pupils opting for this. Pupils prefer to look at the headings to get an overall idea of the reading text. They may find it useful to predict what comes next in the text to facilitate understanding. Meanwhile for Table 3: "What I do when I don't understand what I read?", a majority of the pupils (81.3%) highly prefer to guess the meaning by using clues from other parts of the text instead of using a dictionary to find the meanings. When pupils guess the meaning, they are employing the compensation strategy. This strategy requires them to rely on contextual clues to overcome difficulties in comprehension while reading the meaning. Additionally, Rubin (1975) highlighted that the features of a good language learner is they are a "willing and accurate guesser". Hence, pupils will use all the clues available to them to understand the meaning of the text.

RQ2: What specific strategies do successful language learners prefer to optimize their language learning experience?

The research findings shed light on how successful language learners adopt specific strategies to enhance their learning. Initially, it shows a clear preference among ESL students for reading materials that are enjoyable and align with their personal interests, with 81.3% reading in English for pleasure and 68.8% choosing content that interests them. This indicates that selecting engaging reading material is crucial, as it facilitates exposure to a wide range of vocabulary and grammatical structures in contexts that learners find engaging.

Additionally, these learners prefer active methods to understand texts better, such as examining headings and pausing to contemplate the content, with 59.4% and 56.3% utilizing these strategies respectively. This approach, along with re-reading sections for clarity (50%), demonstrates their dedication to comprehending and mastering the language. Their active engagement and willingness to invest time in understanding the material are key characteristics of their success. When encountering difficulties, these learners adapt by guessing meanings from the context, with 81.3% using this strategy, which shows their skill in inferring meaning—a critical aspect of language learning. Relatively few (3.1%) turn to a dictionary immediately, indicating a preference to understand language through context rather than direct translation. This adaptive strategy signifies a deep comprehension of effective learning methods, allowing them to overcome obstacles efficiently.

In summary, these learners' success stems from a mix of intrinsic motivation, active engagement with texts, and adaptive strategies in dealing with challenges. They highlight the significance of enjoying the learning process, actively participating in comprehension, and flexibly navigating difficulties. These insights are invaluable for both educators and learners, shedding light on the practical application of language learning strategies to achieve proficiency.

Conclusion

Effective reading education for primary school pupils is essential since it not only promotes knowledge expansion but also improves reading skill. While traditional approaches such as read-aloud and silent reading tactics are widely used by teachers, it is critical to recognise that language learning is a collaborative effort between educators and pupils. Students have an important part in choosing and implementing solutions that best meet their learning preferences and needs. As a result, this study was able to come out with a commonly used language learning approach for reading-skilled students enrolled in primary school. The findings of the research proved that most of the students preferred the use of variety techniques to improve their understanding and pleasure of English texts. When faced with comprehension issues, students frequently employ the compensating technique, in which they depend on contextual signals to infer meaning. This method emphasizes the necessity of teaching students how to actively engage with texts and use contextual information to aid comprehension. Educators who foster this talent allow kids to become more autonomous readers who can confidently navigate complicated materials. The study also highlights strategies used by successful language learners to improve their learning experience. These include prioritizing reading materials, actively examining text, and inferring meaning from context. These strategies emphasize intrinsic drive, active involvement, and adaptation, promoting efficient and enjoyable language acquisition experiences for both educators and learners.

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