

Enhancement of English Reading Proficiency through Using Reading Strategies in ESL Classrooms

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Abstract

This study examines how primary reading techniques, with a focus on metacognitive, cognitive, and compensatory strategies, can improve reading competency. Students can take charge of their reading process by using metacognitive techniques like self-monitoring and self-questioning, which help them discover areas of difficulty and cultivate a growth mentality. The study adopted experimental framework with equal number of control and experiment group students equally distributed through the technique of random assignment. Through active engagement with the text, cognitive methods like summarizing and picturing help students grasp the material more deeply and retain it better. Compensation techniques give students extra support and aid in their confidence and fluency development. Examples of these techniques include the use of technology and visual aids. Through the explicit instruction and modeling of these tactics, educators and parents may enable elementary school pupils to become successful readers, endowing them with the tools and abilities required to excel in their academic endeavors. This study demonstrates how well these tactics work to advance reading competency and offers guidance to parents and educators on how to help youngsters acquire these abilities. Additionally, by encouraging a love of reading, this strategy can support personal development and lifetime learning.

Key words: Reading strategies; Metacognitive strategies; Compensation strategies; Reading proficiency; Pedagogical interventions

1. Introduction

A glut of research on teachings of second language reading has been conducted over the past ten years, while the study of second language learning has steadily advanced in its comprehension of efficient teaching. The learning outcome for excellent reading comprehension and students' willingness to learn have been favorably connected, according to empirical research. How best to encourage students' interest in reading is still a mystery. In order to close this gap, this study will examine the benefits of teaching advanced EFL learners reading strategies (cognitive and metacognitive knowledge) based on real reading materials, with an emphasis on the learners' reading development and learning experiences.

The usage of reading strategies by pupils was investigated through qualitative and quantitative studies. When reading English texts, learners tend to favor metacognitive information over cognitive knowledge, according to the results. Authentic reading materials are also observed to positively affect learners' attitudes and willingness to learn because of a number of important variables. Using relevant reading materials in the classroom helps learners become more conscious of their second language reading strategies. This has various theoretical and pedagogical implications. Not all students in higher education have yet acquired the critical skill of quickly, effectively, and efficiently processing huge amounts of academic literature” (Trudell, 2019).

Moreover, given the growing prevalence of ESL reading in academic settings, it is even more critical to extend L2 reading strategy education beyond the secondary school level (Holligan, 2018). A range of instructional pedagogies were utilized to teach the reading techniques, including raising awareness, presenting methods, teacher modeling, helping students use

strategies both alone and collaboratively, providing feedback, scaffolding, and explaining the benefits of each strategy as well as when and how to use it. Instead of just teaching reading techniques without any background information, it has been discovered that teaching students the why and how of reading strategies helps them read more comprehension (Paris et al., 2016).

1.1 Research Questions

1. What difficulties do English language learners face during developing reading proficiency at primary level?
2. What type of reading strategies are used by ESL teachers while teaching reading to students at primary level?
3. What is the impact of using reading strategies on teaching Reading Components to the grade 5 students?
4. What is the effect of instructional technique on grammar and vocabulary competence of ESL learners at primary level?

1.2 Significance of the Study

It provides valuable insights into effective pedagogical practices; this kind of study is highly significant in the field of education. Curriculum creation, teacher training programs, and educational policies targeted at improving literacy instruction can benefit from an understanding of which reading strategies produce the most significant advances in reading proficiency. In a range of courses, it improves students' academic performance. Effective reading strategies are identified and validated through conducting multidimensional research, which improve students' overall learning results and consequently lays a solid basis for their academic path. The study can address differences in reading competency among children from different socioeconomic origins, language diversity, and learning ability by concentrating on numerous reading strategies that are customized to each individual's learning style. It encourages more inclusive teaching methods that address the needs of variety of learners; hence closing the achievement gap. A study that highlights efficient reading techniques helps young students develop a love of reading. This promotes information literacy, critical thinking, and lifetime learning in addition to helping with immediate academic advancement. Strong reading abilities from a young age promote literacy in society, which in turn promotes informed decision-making and societal growth. Findings from the study offer valuable guidance for educators. Insights into effective strategies and their impact help teachers adapt their instructional methods to fetch their students' needs. Additionally, it can pave the way for continuous professional development initiatives that focus on enhancing teaching practices related to literacy instruction. The study's conclusions provide excellent advice for teachers. Teachers can modify their teaching practices to meet the requirements of their students by having a deeper understanding of effective strategies and their impact. It can also provide doors for ongoing professional development programs aimed at improving literacy instruction-related teaching techniques.

1.3 Methodological Framework

In this case, the quantitative method has been employed in this study; questionnaires and reading proficiency tests were employed by the researcher to gather and analyze data in accordance with the study's objectives.

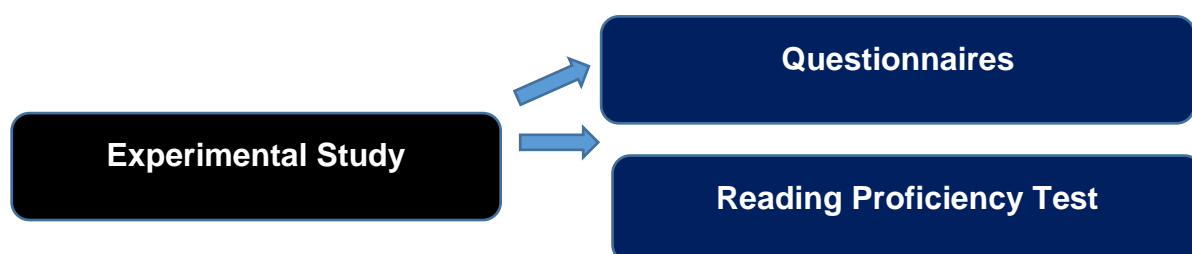


Figure 1. Methodological Framework

Online questionnaires were taken from 50 teachers including 25 male and 25 female of both public and private schools from tehsil Ahmedpur of district Bahawalpur. While reading proficiency test was taken by dividing the students into two groups i.e control group and experimental group. Two types of test were taken i.e. pre-test and post-test.

2. Literature Review

In reading classrooms, the phrase "reading strategy" has become a commonplace word among educators. Reading strategies, according to Afflerbach et al. (2008), p. 368, are "deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meaning of text." Three categories were given for the classification of reading techniques by Mokhtari & Reichard (2002) and Huang et al. (2009). These are support, global and problem-solving strategies. Predicting and previewing are examples of global strategies—those that are consciously and purposefully designed to track reading. Readers employ problem-solving techniques to improve their comprehension of challenging materials. These techniques involve using text content visualization and context cues to determine word meaning. In conclusion, readers employ several forms of support to facilitate their understanding of the text. The usage of reading strategies has been studied in relation to a number of issues.

Strategic learners can attain higher-level language competency by more adept adaptation and employment of various tactics (Habók & Magyar, 2018a; Wu, 2008). Reading comprehension improves when one is aware of reading methods, according to a large body of research (Dabarera, Renandya & Zhang, 2014). According to a number of researchers (Barrot, 2016; Daguay-James and Bulusan, 2020; Ali and Razali, 2019), teaching a wide range of reading strategies is an essential component of instruction. Dabarera (2014) et al.'s findings show that students performed better when they equally relied on several different types of reading strategies. Anita Habok & Andrea Magyar (2019) revealed the study of reading strategy use among learners of English as a foreign language (EFL) represents a crucial area in foreign language (FL) education research. Effective deployment of reading comprehension strategies has been consistently linked to enhanced understanding and retention of information, as well as improved overall language proficiency among learners. This narrative review focuses on a study aimed at developing and validating a model for EFL reading strategy use, encompassing reading proficiency, general English proficiency, and English language attitude across different age groups.

In reading classrooms, the phrase "reading strategy" has become a commonplace word among educators. "Deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meaning of text" is how Afflerbach et al. (2008) define reading strategies on page 368.. "Three categories were given for the classification of reading techniques by Mokhtari and Reichard (2002) and Huang et al. (2009). These are support (SUP), global and problem-solving strategies (PROB). Predicting and previewing are examples of global strategies—those that are consciously and purposefully designed to track reading. Readers employ problem-solving techniques to improve their comprehension of challenging materials. These techniques involve using text content visualization and context cues to determine word meaning. In conclusion, readers employ several forms of support to facilitate their understanding of the text. The usage of reading strategies has been studied in relation to a number of issues Higher-level language competency can be attained by strategic learners by more adept adaptation and employment of various tactics (Habók & Magyar,

2018a; Wu, 2008). According to Anderson (2003), reading is thought to be a necessary ability for both academic performance and second language acquisition. The influence of interventions on students' reading careers increases with the early they receive them, as reading skills are fundamental building blocks (Hausheer, Hansen, & Dumas, 2011). Using strategy-based instruction is one method of teaching reading. Recent studies have examined the effects of teaching reading strategies, with the majority focusing on reading comprehension and reading strategy use (Aghaie & Zhang, 2012; Akkakoson, 2013; Dabarera et al., 2014; Zenotz, 2012; Zhang, 2008), and very few on reading motivation (Wang, 2009) and reading self-efficacy (Tavakoli & Koosha, 2016). Reading comprehension improves when one is aware of reading methods, according to a large body of research (Dabarera, Renandya & Zhang, 2014). A specific screening test for reading comprehension was adopted by Lee and Chang (2017) after it was improved by Ko and Chan (2009). The purpose of the reading assignment on Edmodo was to promote student engagement with peer reviews on the platform. As to their recommendation on page 1512, "networked peer support should be adopted to enhance the reading comprehension skills of students with an executive thinking style." Several scholars (Barrot, 2016; Daguay-James and Bulusan, 2020; Ali and Razali, 2019) contend that teaching a broad variety of reading methods is a crucial part of instruction. The research by Dabarera (2014) et al. demonstrates that when students evenly relied on a variety of reading strategies, their performance improved.

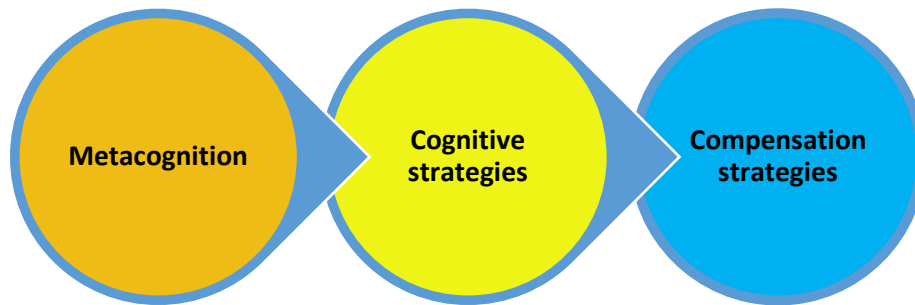


Figure 2. Reading Strategies

2.1 Metacognitive Strategies

Anderson (2002a, pg.1) defines metacognition as "thinking about thinking" (significant work also seen in Flavell, 1971, 1979, and Flavell and Wellman, 1977). Applying metacognitive strategies, in Anderson's opinion, can improve performance and lead to higher-order learning (see also Zhang 2010a). According to Anderson (2002b) (p. 1), "Developing metacognitive awareness may lead to the development of stronger cognitive skills." Furthermore important is the possibility that these methods may lead to the growth of more automatic reading abilities (Afflerbach et al. 2008; Zhang and Wu 2009). JC Meniado (2016) found that readers employ a variety of metacognitive reading techniques to understand texts. The usefulness in enhancing text comprehension and retention was investigated by A Muhid, ER Amalia, 2020. Employing efficient techniques supports students' growth into self-directed, self-regulated learners who take responsibility for their education (Habók & Magyar, 2018b; Oxford, 1990, 2016). Researchers from reviewed studies discovered that the following are some of the most popular support reading strategies are

1. Using a dictionary and speaking in their mother tongue
2. Using reading comprehension techniques on images
3. Reading aloud
4. Taking notes

Reading research on metacognition has traditionally focused on the effective functioning of metacognition rather than investigating the growth of comprehension monitoring. The performance of pupils can be significantly influenced by the development of metacognitive knowledge and skills. Metacognitive methods include planning for learning, thinking about the learning process, keeping an eye on the learning task, and assessing one's own learning progress, according to Chamot and Kupper (1989). There are three categories of metacognitive strategies.

2.2 Cognitive Strategies

These are techniques, according to Chamot and Kupper (1989) (p. 14), "in which learners work with and manipulate the task materials themselves, moving towards task completion". The cognitive strategy was characterized by Winstead (2004) as a "learner-centered approach that takes into consideration the learner's knowledge base, intrinsic motivation, environment or situational context in which the learner learns, in addition to improving the learner's ability to process information via cognitive and metacognitive approaches" (p. 31). Translation, inference, and transmission of information; forecasting from prior knowledge; self-reflection; analyzing text organization by searching for patterns; taking notes by outlining the main idea or important points; and summarizing are a few examples of cognitive techniques. Hartini (2021) examines the cognitive processes that readers use to improve their comprehension when reading.

Cognitive strategies are important because they have been linked to academic performance in the classroom and can be used for more complex tasks that require comprehension of the information, like reading a text, as well as simpler memory tasks like recalling words, lists, or information. Organizational, elaboration, and rehearsal methods are the three main categories into which Weinstein and Mayer (1986) separated these cognitive learning processes.

1. Rehearsal techniques include highlighting the material, reciting a word or phrase loudly, and employing mnemonic devices. Despite being passive in nature, these tactics are designed to support students in focusing on, identifying, and retaining key textual information in working memory.
2. Elaboration techniques include drawing comparisons, summarizing or paraphrasing the content to be learned, elucidating concepts to others, taking creative notes, and posing and responding to questions on the text.
3. Organizational tactics include actions like summarizing the text that needs to be learnt, identifying the primary idea from the text, and applying a range of specialized methods to choose and arrange the ideas in the content. All of these organizational techniques, in accordance with Weinstein and Mayer, can be utilized to verify and test the accuracy.

2.3 Compensation Strategies

According to the studies, increasing one's vocabulary is another factor that contributes to reading success (Caverly, 1997; Yang, 2004). However, a major problem faced by many EFL readers is that unfamiliar vocabulary and concepts make it difficult for them to understand (Zhang, 1993). Several scholars recommend teaching students active compensating strategies in order to achieve understanding (Oxford, 1990; Sinatra & Dowd, 1992; Zhang, 1993). Sinatra and Dowd (1992) provided a comprehension paradigm for the application of context cues. It

contained semantic and syntactic clues, which have to do with the links between and within sentences' meanings and grammatical structures, respectively. Sinatra and Dowd argued that readers should be able to infer a new sentence's meaning in addition to comprehending the writer's use of syntax. Odden (2002) examined how readers compensate for lack of comprehension through reading strategies.

Oxford (1990) additionally classified ten compensatory strategies for intelligent word guessing into two categories: other clues (using text structure, including titles, transitions, summaries, introductions, and conclusions, as well as general background knowledge) and linguistic clues (using word order, suffixes, and prefixes to infer meanings). These decoding abilities aid readers in figuring out an article's theme in addition to helping them get over a vocabulary gap. These kinds of learning techniques can undoubtedly increase efficiency and reading speed. Teachers that implement reading strategy guidelines can help students' understanding. According to research, the following strategies can aid in reading comprehension: summarizing, anticipating, making connections, picturing, inferring, and asking questions (Block & Israel, 2005). In order to effectively teach strategies, it is crucial to identify them, explain how to utilize them, and model their application through think-aloud exercises, group, pair, and solo activities (Duke & Pearson, 2005).

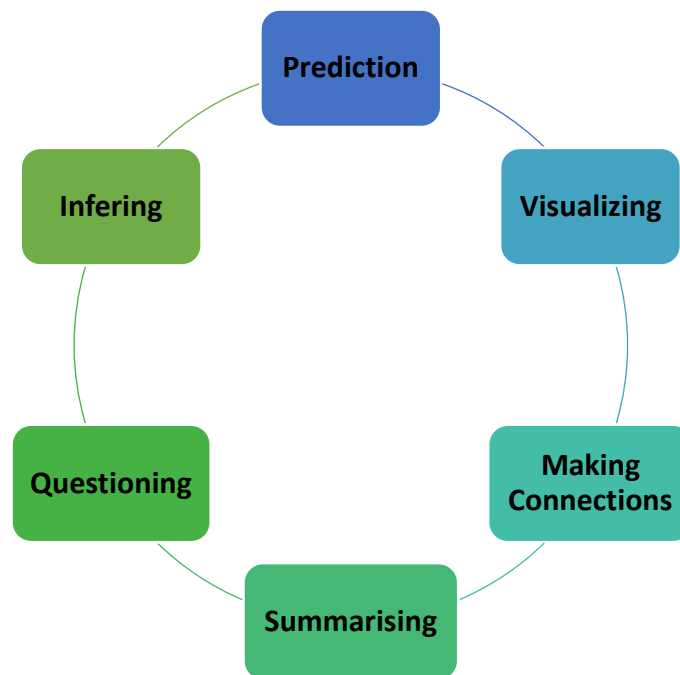


Figure 2. Compensation Strategies

2.3.1 Forecasting/Predicting

The learners' or their own specified goal and objective should be to become proficient readers. Prediction is one tactic for improving reading comprehension since it can assist the reader in setting reading objectives. Research has shown that successful readers predict and generate concepts during reading by drawing from their past experiences and knowledge (Block & Israel, 2005). This strategy encourages curiosity and improves understanding of the subject matter, which leads to greater student involvement (Oczkus, 2003). It is important for the learner to compare the text's outcome with the prediction process because doing so will

improve their understanding of the subject. knowledge (Pearson & Duke, 2005). Having is still another crucial strategy for prediction.

2.3.2 Visualizing

Visualization is another method proficient readers use to understand a book (Adler, 2001). Readers who use visualization must conjure up an image of what they have read. The Reading Panel, 2000 is where this picture is stored. Instructors can help students visualize the story's plot and encourage them to write or draw the picture that comes to mind after they have done so.

2.3.3 Making Connections

Making connections is an additional method that can be employed during the reading process. By doing this, students are able to access prior knowledge stored in their brains and apply it to the text at hand based on personal experiences. When a reader applies the concepts in the text to their own experiences, reading takes on new meaning. With the use of various writing instruments, students can draw links between texts. By making links between the text and the outside world, these connections can be made clearly and powerfully.

2.3.4 Summarizing

Students learn how to identify the key ideas in a text and how to summarize it in their own words through this approach. Students will be able to distinguish between supporting and major concepts in the text by employing this strategy. Students that use summarizing strategies will be able to quickly grasp the main idea of lengthy texts that they might find challenging to understand otherwise.

2.3.5 Questioning

One way that teachers can engage their pupils in the reading process is by asking questions. Students will be able to discover solutions, grow in comprehension, create meaning, and extract data from the assigned text through this approach. Using this method, pupils quickly scan the text in order to locate the answers to the teacher's questions as they read it.

2.3.6 Inferring

Students use the strategy of inferring to draw conclusions from the text using both provided material and their own prior knowledge. With the aid of provided information and illustrations, students are able to deduce meaning, formulate predictions, and examine underlying themes. With the use of images, graphs, dates, titles, drawings, and language, students can deduce the meaning of the text.

2.4 Instructions through Reading Strategies

Li et.al conducted a study in 2022 to explore how teaching explicit reading strategies affected Chinese university students learning English as a foreign language. The study focused on motivation, self-efficacy, and reading competency, and included 117 first-year university students who were divided into experimental and control groups. The experimental group received training in embedded reading strategies for 16 weeks, while the control group did not receive any training. The primary findings showed a significant improvement in reading comprehension for students who received the reading strategy instruction. However, there were no significant changes in motivation, self-efficacy, or reading strategy use. The interview data highlighted the experimental group's positive sentiments towards the reading strategy training, but also revealed a complex interaction between individual and contextual factors that affected the lack of significant increases in motivation, self-efficacy, and reading strategy use. The study aimed to understand how Chinese university EFL students respond to strategic reading teaching and its effects on academic performance and attitudes. Despite its strong scientific foundation, the study acknowledged some limitations, including a limited sample size and potential lack of applicability to larger student groups. Future research could benefit from enrolling students from various educational backgrounds and institutions, and investigating delayed-test designs

to capture long-term changes in students' reading strategies, motivation, and self-efficacy. Overall, the study concluded that explicit reading strategy training led to significant increases in reading comprehension, but also highlighted complex issues in improving reading strategy use, motivation, and self-efficacy among university-level EFL learners. The research emphasizes the importance of considering instructional approaches and individual learner characteristics in fostering effective language learning outcomes.

Anesti Budi Ermerawati (2019) discussed integrating the e-book application "Let's Read!" into the School Literacy Movement (GLS) program to enhance literacy skills among elementary school students. The GLS initiative requires 15-minute daily reading activities, but faces challenges in limited English storybooks and ready-to-use activities. "Let's Read!" supplements existing reading activities with a range of English books and follow-up activities, promoting extensive reading and language learning. The approach supports L2 learner language development, boosts motivation, and cultivates reading habits. It leverages technology to engage students in online reading activities aligned with 21st-century learning needs. The article highlights the importance of adapting teaching resources to meet Generation Z students' preferences and learning styles. "Let's Read!" provides diverse and accessible materials, fostering a positive learning cycle through task-based learning. The article concludes by advocating for task-based projects to enhance student motivation and engagement, reinforcing the positive impact of extensive reading practices on language development and reading habits. Lin Guo (2018) used structural equation modeling to investigate the relationships between metacognitive knowledge, L1 reading proficiency, L2 proficiency, and L2 reading comprehension among 268 EFL students in China. The study found that metacognitive knowledge, L1 reading ability, and L2 proficiency directly and indirectly affect L2 reading comprehension. Metacognitive knowledge plays a key role in regulating language knowledge and cognitive processes, maximizing the L2 reading experience. The study highlights the importance of incorporating metacognitive education and utilizing L1 literacy resources in L2 curricula to improve L2 reading outcomes. Teachers can support students by raising metacognitive awareness and offering scaffolding through L1 literacy. The study concludes that integrated teaching strategies building on students' cognitive processes and linguistic competences are crucial for successful L2 reading abilities.

Jessie Barrot (2016) study explored how ESL learners use reading strategies across different text types. The research found that learners used global reading strategies more often than problem-solving or support strategies, which was linked to their reading competence levels. The study suggested that learners use strategies based on their prior knowledge of text forms and cognitive frameworks. However, the study had limitations, such as relying on self-reporting and a limited sample size. Future research should use qualitative or mixed-method designs to enhance generalizability. The study's findings have implications for teaching, emphasizing the importance of integrating various reading strategies into instructional approaches and helping students develop skills in orchestrating multiple strategies. Additionally, the study suggested practical applications for teachers, such as using formative assessment to understand students' preferred strategies and learning styles to support personalized learning experiences.

Joel C. Meniado (2016) investigated the relationships between metacognitive reading strategies, reading motivation, and reading comprehension among Saudi college-level EFL students. The study found that students used metacognitive strategies moderately, favoring problem-solving approaches, but with no significant impact on reading comprehension. Despite high motivation to read, there was no correlation with comprehension levels. The study highlights the need for explicit instruction in metacognitive strategies and a balanced approach to reading instruction that incorporates fun and educational materials. Limitations include a

focus on a specific demographic and institution type, and future research should explore additional variables and diverse student populations to validate findings. The study concludes that metacognitive strategies and motivation are insufficient to improve comprehension outcomes and that a holistic approach integrating cognitive, motivational, and instructional elements is necessary to optimize reading comprehension.

3. Research Methodology

In this case, the quantitative method has been employed in this study; questionnaires and language proficiency tests were employed by the researcher to gather and analyze data in accordance with the study's objectives.

3.1 Research Design

This study uses a strong experimental research approach, namely a pre-test and post-test design, to thoroughly investigate how reading methods affect primary-level kids' English reading competency. The study used a randomized controlled trial design, in which participants either are assigned at random to the experimental or control groups. This approach minimizes bias and maximizes internal validity. The experimental group receives targeted teaching on certain reading techniques that have been selected based on their proven ability to enhance reading comprehension, whereas the control group receives no explicit instruction on reading strategies. The researcher can isolate the effect of reading approaches on English reading ability by using this methodology to account for unimportant variables. With the pre-test and post-test methodology, participants' reading proficiency may be assessed both before and after the intervention, giving researchers a comprehensive picture of how reading strategies affect reading outcomes. Using this design, the study guarantees a high degree of generalizability, reliability, and internal validity, allowing the researcher to make significant inferences regarding the usefulness of reading techniques in improving English reading proficiency.

3.2 Sampling

In order to ensure a representative and unbiased sample, the study uses random sampling to choose participants from government and private schools. A carefully selected sample size of 30 students was used to ensure a dependable and broadly applicable representation of the population. Particular inclusion and exclusion standards are set in order to protect the study's integrity. Participating students are those who have never been taught any particular reading strategy before, which enables the researcher to evaluate the intervention's effects independently of the effects of prior training. However, students with special needs or substantial learning issues are not included in the study due to the unique demands they have, which may influence the validity and generalizability of the findings.

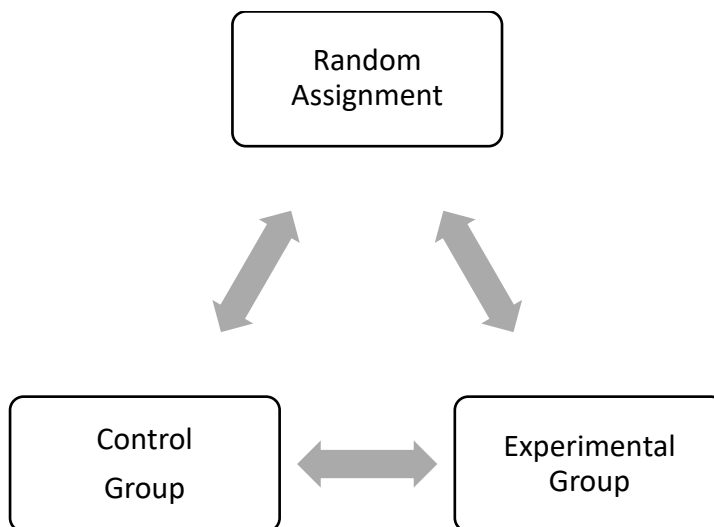


Figure 3. Sample Distribution

Table 1. Sample Size of Students

Group	Number of Students	Total
Experimental Group	30	
Control Group	30	
Total		60

Table 2. Sample Size of Teachers

Teachers	Sample Size
Male	25
Female	25
Total	50

3.3 Instrumentation

The research study employed a mixed-methods approach. Two types of tools are used in it i.e questionnaires from teachers and reading proficiency test from students. Teachers completed questionnaires to provide insights into their current reading instruction practices and perceived effectiveness of various reading strategies. Additionally, students were divided into control and experimental groups to assess the impact of targeted reading strategies on their reading proficiency. The experimental group received instruction in specific reading strategies, while the control group received traditional reading instruction. Pre-tests and post-tests were administered to both groups to measure changes in reading proficiency. The questionnaires and tests provided valuable data to compare the effectiveness of different reading strategies and inform evidence-based teaching practices. This design enabled researchers to investigate the impact of reading strategies on primary-level students' reading proficiency and provide recommendations for teachers to enhance reading instruction. By exploring the effects of targeted reading strategies, this study aimed to improve reading outcomes for young learners. Teacher's questionnaire was composed of five sections including difficulties faced by English language learners in developing reading proficiency, practices / experiences, awareness regarding reading strategies, using reading strategies in teaching and benefits of reading strategies. Furthermore, the researcher used 5 point Likert scales ranging from strongly agree to strongly disagree. Data was gathered from 50 teachers including 25 male teachers and 25 female teachers, who shared their views about the implementation of reading strategies at primary level. The teachers were selected from both public and private schools of grade 5.

Table 3. Description of Teachers' Questionnaire

No	Categories	Items
1.	Difficulties Faced by Learners in developing Reading Proficiency	5
2.	Practices / Experiences	6
3.	Awareness Regarding Reading Strategies	7
4.	Using Reading Strategies in teaching	6
5.	Benefits of Reading Strategies	6
	Total	30

3.4 Framework of Analysis

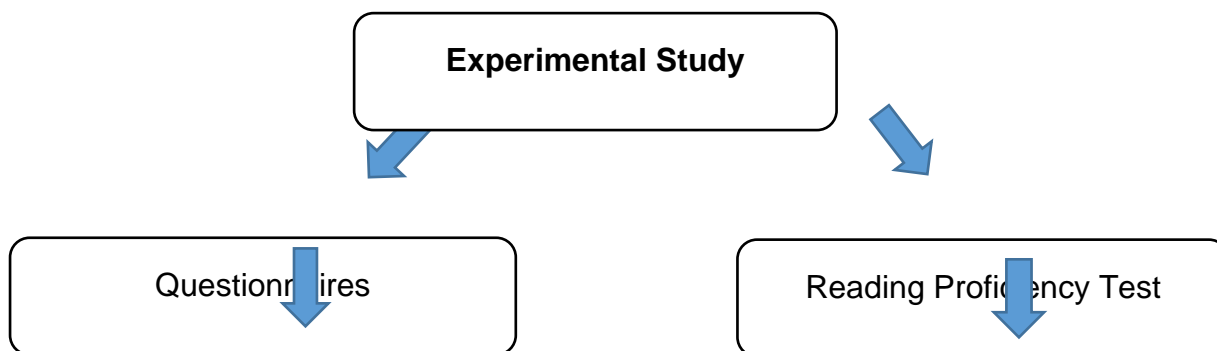
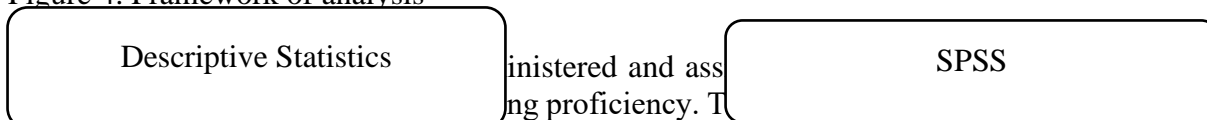


Figure 4. Framework of analysis



administered and assessed reading proficiency. The data was analyzed by running in SPSS program. Moreover, paired sample t-test was used to compare the mean of the both control and experimental group. Furthermore, the data was tabulated at first, which was followed by narrative interpretation. Researcher further compared the results of both groups at pre and post-test level.

Table 4. Pre & Post experimental & control group students

Group	Test Type	N	Mean	SD	t-value	df	Sig. (2-tailed)
Experimental Group	Pre-Test	30	21.5333	2.31537	-11.309	58	0.000
	Post-Test	30	29.9000	3.32545			
Control Group	Pre-Test	30	19.8667	3.77591			
	Post-Test	30	30.1333	4.15006			

Table 3 provides a summary of the independent sample t-test results for language proficiency pretest and posttest scores. An evaluation of the efficiency of the intervention used with the experimental group was made possible by the comparison of the mean scores of the experimental and control groups. In the 2.31537 was the standard deviation (SD) and 21.5333 was the pre-test mean score for the experimental group. The post-test mean score increased significantly to 29.9000 with an SD of 3.32545 after the intervention. The degrees of freedom (df) for this comparison were 58, and the t-value was determined to be -11.309. There was a statistically significant difference between the experimental group's pre-test and post-test

scores, as indicated by the significance level (p-value) of 0.000. This finding implies that participants' language proficiency in the experimental group was significantly improved by the intervention. The mean score for the control group was 19.8667 with an SD of 3.77591 before the exam, and it rose to 30.1333 with an SD of 4.15006 after the test. Nevertheless, the t-test was not used in the investigation. Findings for the control group, which restricts the possibility of directly comparing the experimental group statistically. Although not as noticeable as that shown in the experimental group, the rise in mean scores for the control group nevertheless suggests some progress. The experimental group's higher post-test results relative to their pre-test scores demonstrated how much the organized intervention improved their language ability. The results demonstrate the value of focused instructional techniques in enhancing language competency and the necessity of using comparable methods in language proficiency programs.

5. Justifications of Research Questions

The first research question assessed that English language learners (ELLs) in primary school face numerous challenges in developing their reading skills, including language barriers, cultural variations, cognitive difficulties, and instructional obstacles. Despite the critical importance of reading proficiency for academic success, research has largely focused on general reading instruction and language learning methodologies, leaving a significant knowledge gap. This study aims to investigate the unique challenges ELLs encounter in reading development, informing teacher training, evidence-based instruction, and policy decisions to improve reading outcomes for linguistically diverse students. By exploring these challenges, educators, policymakers, and researchers can work together to create targeted interventions, supportive learning environments, and effective reading programs that help ELLs overcome obstacles and achieve academic success.

The second research question investigates the reading strategies used by ESL teachers when teaching primary-level students. This inquiry is crucial because primary-level students are developing their foundational reading skills, and effective instruction can significantly impact language acquisition. ESL students have varying language proficiency levels, learning styles, and cultural backgrounds, requiring tailored reading strategies. Understanding the reading strategies used by ESL teachers can inform evidence-based teaching practices, enhance student outcomes, and provide practical tools to support instruction. Limited research exists on reading strategies for primary-level ESL learners, making this investigation essential. By exploring the reading strategies used by ESL teachers, we can better understand how to support young learners' reading development and improve their English language proficiency. This knowledge can be used to develop targeted professional development programs for ESL teachers, ensuring they are equipped to support their students' diverse needs. Effective reading instruction can lead to improved academic achievement and a lifelong love of learning.

The third research question investigates the impact of reading strategies on teaching reading components to grade 5 students, a critical stage where students transition to more complex texts. Effective reading instruction significantly impacts reading proficiency, and this study examines how reading strategies enhance comprehension, fluency, vocabulary development, and overall reading proficiency. Grade 5 students develop reading skills in various genres and have diverse learning styles, language proficiency levels, and cultural backgrounds. This study identifies reading strategies that cater to these needs, promoting inclusive learning and addressing knowledge gaps. By informing evidence-based teaching practices, this study enhances teacher effectiveness and improves student outcomes. It provides valuable insights for teachers, researchers, and policymakers, contributing to the development of effective reading programs that foster proficient readers and lifelong learners.

The fourth research question focused on examining instructional techniques' impact on primary-level ESL learners' grammar and vocabulary competence is crucial. Grammar and vocabulary form the backbone of language proficiency, influencing learners' ability to communicate effectively. Research shows that early language skills predict subsequent academic achievement. ESL learners face linguistic barriers and cultural adjustments, but effective instructional techniques can mitigate these obstacles. Investigating optimal teaching methods can support ESL learners. The primary education stage is pivotal for language development, and early intervention facilitates long-term linguistic proficiency. Instructional techniques greatly influence learning outcomes, and innovative approaches may surpass traditional methods. This study aims to investigate instructional techniques' impact, identify effective techniques, and explore technology-enhanced instruction benefits. The findings will inform instructional strategies, enhance ESL curriculum design, and improve learner outcomes. Enhancing primary-level ESL learners' grammar and vocabulary skills has profound long-term implications for academic and professional success. This research addresses a critical need, offering actionable insights for stakeholders to optimize ESL instruction at the primary level.

6. Conclusion

In conclusion, this study has provided compelling evidence for the benefits of reading strategies in improving the English reading proficiency of elementary school students. The findings emphasize how crucial it is to give children specialized instruction in compensatory, cognitive, and metacognitive strategies in order to enhance their vocabulary acquisition, fluency, and reading comprehension. Teachers have the ability to enable children to become skilled, strategic, and engaged readers by implementing reading techniques into their lessons. For educators, legislators, and academics, the study's findings have important ramifications since they highlight the need of focused professional development, curriculum design, and budget allocation. In the end, by demonstrating the transformative potential of reading methods to enhance student performance and promote a lifetime love of reading, this research adds to the ongoing search for effective reading education. We, as educators and stakeholders, need to take advantage of these results to build inclusive learning environments that foster literacy, reading proficiency, and academic achievement for every student. If we accomplish this, we may open the doors to a better future in which reading serves as a means of achieving personal development, socioeconomic mobility, and an endless array of opportunities. Through the incorporation of reading strategies into instructional methods, educators can enable children to develop into skilled, strategic, and engaged readers, so establishing the groundwork for both academic success and lifetime literacy abilities.

7. Recommendations

The impact of using reading strategies on teaching reading components to grade 5 students is a crucial area of investigation. Grade 5 is a critical stage where students transition from basic reading skills to complex texts, and effective reading instruction can significantly influence their reading proficiency. By examining the impact of reading strategies on teaching reading components, we can determine how these strategies enhance students' reading comprehension, fluency, vocabulary development, and overall reading proficiency. Grade 5 students are developing their reading skills in various genres, including fiction and nonfiction texts, and reading strategies can help them navigate these different types of texts. Students at this level may have varying learning styles, language proficiency levels, and cultural backgrounds, making it essential to identify reading strategies that cater to these diverse needs. This study can inform evidence-based teaching practices, enhance teacher effectiveness, and improve student outcomes. By understanding the impact of reading strategies on teaching reading components, teachers can refine their instruction, address knowledge gaps, and provide

targeted support to students. This study aims to provide valuable insights for teachers, researchers, and policymakers, ultimately contributing to the development of effective reading programs that foster proficient readers and lifelong learners. Effective reading instruction can lead to improved academic achievement, increased student motivation, and a lifelong love of learning. By investigating the impact of reading strategies on teaching reading components, we can help ensure that all students receive the support they need to become proficient reader.

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