Language Learning Strategies (LLS) in the Context of ESL Classrooms: A Systematic Literature Review

Magdelina Suffi Anak Pasang, Harwati Hashim

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi 43600, Selangor, Malaysia,
Email: p118220@siswa.ukm.edu.my, harwati@ukm.edu.my

Abstract

This systematic literature review examines the development of language learning strategies (LLS) in the context of ESL classrooms. The objective of the review is to provide a comprehensive examination of LLS development, including the targeted language learning skills, the learners' population, and the influence of geographical context. By using systematic and explicit methods, a total of [number] studies from [years] were reviewed using [databases]. The findings highlight the importance of incorporating a variety of strategies that align with specific language learning skills, such as reading comprehension, vocabulary acquisition, speaking proficiency, and listening comprehension. The review also reveals a need for further research on adult ESL learners and learners at advanced proficiency levels, as well as the influence of cultural and social factors on LLS development. The implications of the findings for educators, researchers, and policymakers involved in ESL education are discussed, emphasizing the importance of tailored instructional approaches and culturally responsive teaching practices. Future research is recommended to address the identified gaps and to explore the role of individual differences in LLS development. By addressing these recommendations, educators and researchers can contribute to the enhancement of LLS development and the overall effectiveness of ESL education.

Keywords: Language Learning Strategies, ESL Classrooms, Targeted Language Learning Skills, Learners' Population, Geographical Context.

Introduction

Language learning strategies (LLS) play a crucial role in the development of second language proficiency, particularly in the context of English as a Second Language (ESL) classrooms. These strategies encompass various techniques, approaches, and activities that learners employ to enhance their language learning process. Understanding the development of LLS within ESL classrooms is essential for educators, researchers, and policymakers in order to optimize language instruction and support learners in their language acquisition journey.

The purpose of this systematic literature review is to examine the existing research on the development of LLS in the context of ESL classrooms. By synthesizing and analyzing the findings of previous studies, this review aims to provide insights into the specific language learning skills targeted, the target population of learners, and the influence of geographical context on LLS development. Such an examination will help identify trends, gaps, and areas for future research, as well as inform instructional practices and policies in ESL education.

Learning a second language, such as English, is a complex process that requires the acquisition of various skills, including listening, speaking, reading, writing, and vocabulary. ESL classrooms serve as a platform for learners to develop these language skills and navigate the challenges of language acquisition. Within this context, language learning strategies are instrumental in aiding learners in effectively acquiring and utilizing these skills.

The development of LLS has garnered significant attention within the field of second language acquisition. Researchers have explored diverse strategies employed by learners to enhance their language learning process. These strategies can range from metacognitive strategies, such as setting goals and self-monitoring, to cognitive strategies, such as using mnemonic devices and summarization techniques, and socio-affective strategies, such as seeking opportunities for interaction and building relationships with native speakers.

Understanding the specific language learning skills that have been the focus of research in LLS development is crucial for identifying the areas that have received the most attention and have been extensively explored. By examining the existing literature, educators can gain insights into the strategies that have been found effective in developing each skill and tailor their instructional practices accordingly.

The purpose of this systematic literature review is to provide a comprehensive overview of the development of LLS in ESL classrooms. By conducting a systematic review, the aim is to identify and synthesize the existing research studies that have investigated LLS development within this specific educational context.

This review will address several research questions. Firstly, the language learning skills that have been the primary focus of research in LLS development within ESL classrooms will be explored. Understanding which skills have received the most attention will enable the identification of the areas where extensive research has been conducted and the strategies that have been found effective in developing those skills. Secondly, the target population of learners in the research studies conducted on LLS development will be examined. This will involve classifying the studies based on the educational levels of the learners, such as primary, high school, or undergraduate students. Analyzing the target population will shed light on the strategies employed at different educational levels and the variations in LLS development across different age groups. Lastly, the influence of geographical context on LLS development within ESL classrooms will be explored. Language learning is influenced by various contextual factors, including cultural, social, and linguistic aspects. By considering the geographical context, how these factors shape the development of LLS can be examined and any regional variations that may exist can be identify.

Methodology

This section outlines the materials and methods employed for conducting the systematic literature review on the development of language learning strategies (LLS) in the context of ESL classrooms. The methodology encompasses the search strategy, inclusion and exclusion criteria, data sources, study selection process, and data extraction procedures. The systematic review followed the guidelines outlined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement.
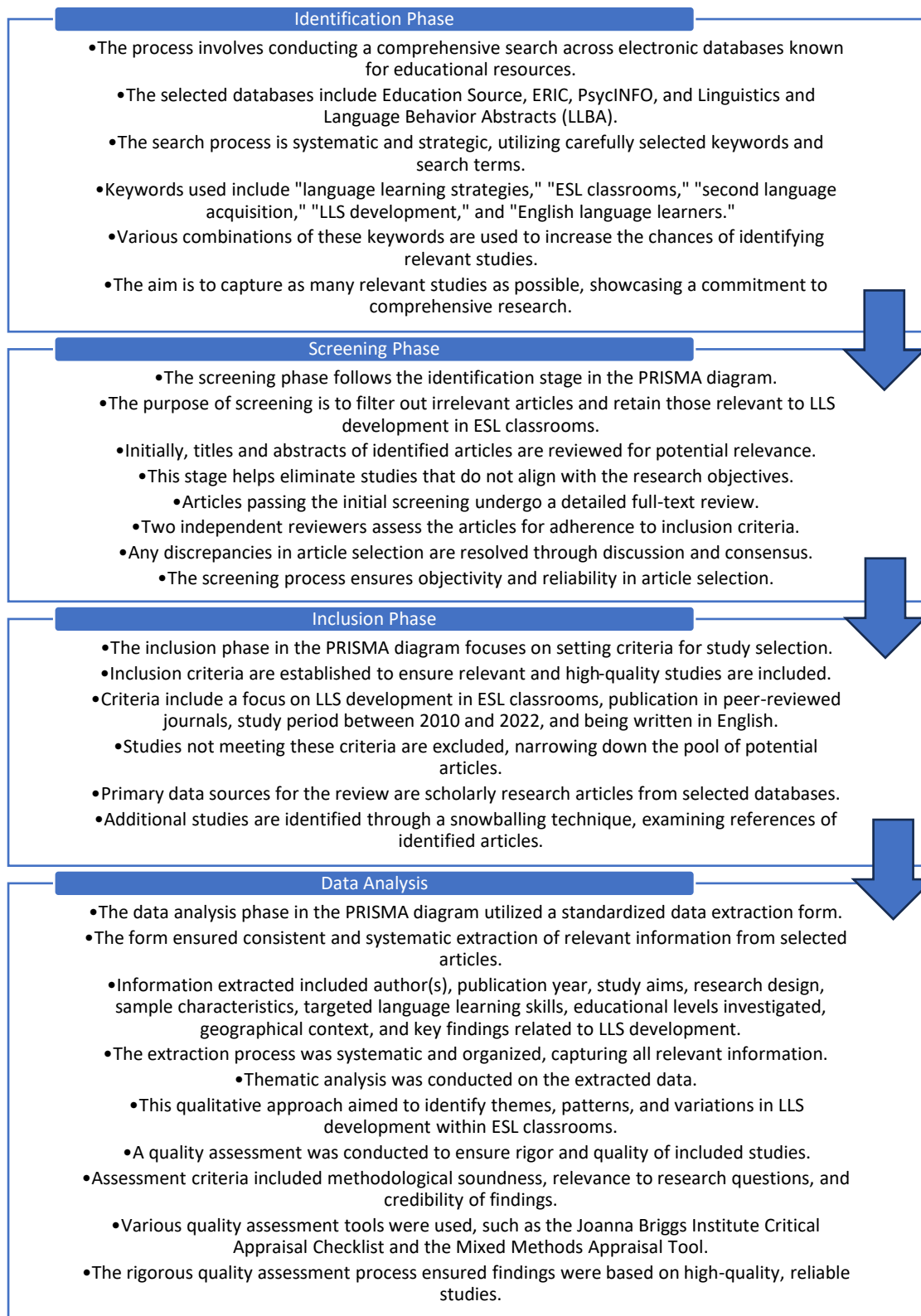
Identification Phase

- The process involves conducting a comprehensive search across electronic databases known for educational resources.
- The selected databases include Education Source, ERIC, PsycINFO, and Linguistics and Language Behavior Abstracts (LLBA).
- The search process is systematic and strategic, utilizing carefully selected keywords and search terms.
- Keywords used include "language learning strategies," "ESL classrooms," "second language acquisition," "LLS development," and "English language learners."
- Various combinations of these keywords are used to increase the chances of identifying relevant studies.
- The aim is to capture as many relevant studies as possible, showcasing a commitment to comprehensive research.

Screening Phase

- The screening phase follows the identification stage in the PRISMA diagram.
- The purpose of screening is to filter out irrelevant articles and retain those relevant to LLS development in ESL classrooms.
- Initially, titles and abstracts of identified articles are reviewed for potential relevance.
- This stage helps eliminate studies that do not align with the research objectives.
- Articles passing the initial screening undergo a detailed full-text review.
- Two independent reviewers assess the articles for adherence to inclusion criteria.
- Any discrepancies in article selection are resolved through discussion and consensus.
- The screening process ensures objectivity and reliability in article selection.

Inclusion Phase

- The inclusion phase in the PRISMA diagram focuses on setting criteria for study selection.
- Inclusion criteria are established to ensure relevant and high-quality studies are included.
- Criteria include a focus on LLS development in ESL classrooms, publication in peer-reviewed journals, study period between 2010 and 2022, and being written in English.
- Studies not meeting these criteria are excluded, narrowing down the pool of potential articles.
- Primary data sources for the review are scholarly research articles from selected databases.
- Additional studies are identified through a snowballing technique, examining references of identified articles.

Data Analysis

- The data analysis phase in the PRISMA diagram utilized a standardized data extraction form.
- The form ensured consistent and systematic extraction of relevant information from selected articles.
- Information extracted included author(s), publication year, study aims, research design, sample characteristics, targeted language learning skills, educational levels investigated, geographical context, and key findings related to LLS development.
- The extraction process was systematic and organized, capturing all relevant information.
- Thematic analysis was conducted on the extracted data.
- This qualitative approach aimed to identify themes, patterns, and variations in LLS development within ESL classrooms.
- A quality assessment was conducted to ensure rigor and quality of included studies.
- Assessment criteria included methodological soundness, relevance to research questions, and credibility of findings.
- Various quality assessment tools were used, such as the Joanna Briggs Institute Critical Appraisal Checklist and the Mixed Methods Appraisal Tool.
- The rigorous quality assessment process ensured findings were based on high-quality, reliable studies.

Figure 1. Steps of the systematic review based on PRISMA.

Identification

The identification process forms the initial stage in our systematic literature review on the development of language learning strategies (LLS) in the context of ESL classrooms. It involves

a comprehensive search strategy aimed at identifying the most relevant studies that can contribute significantly to the understanding of LLS development.

A thorough search was carried out across several electronic databases known for their rich collection of educational resources. These databases include Education Source, ERIC, PsycINFO, and Linguistics and Language Behavior Abstracts (LLBA). These databases were selected for their coverage of a wide range of scholarly articles related to language learning and teaching.

The search process was systematic and strategic. A set of carefully selected keywords and search terms that are most likely to yield the desired results was utilized. The keywords included "language learning strategies," "ESL classrooms," "second language acquisition," "LLS development," and "English language learners." These terms were used in various combinations to increase the chances of identifying the most relevant studies.

Table 1
The terms used to search for relevant articles.

Study	Databases Searched	Search String
Study 1	JELTL	"Memorization strategy" AND "learning process" AND "students' review"
Study 2	Arab World English Journal	"Language learning strategy instruction" AND "Saudi Arabia"
Study 3	MJSSH	"Language learning strategies" AND "Chinese school learners" AND "ESL vocabulary"
Study 4	Cogent Psychology	"Vocabulary learning strategies" AND "EFL learners"
Study 5	CE	"Preferred learning strategies" AND "Malaysian primary ESL learners"
Study 6	ELIF	"Language learning strategies" AND "Malaysian Pakistani Italian ESL learners" AND "Indonesian EFL learners"
Study 7	IRAL	"Language learning strategy use" AND "self-efficacy" AND "CLIL" AND "language proficiency"
Study 8	EJER	"Language learning strategies" AND "speaking skills" AND "new learning environment"

Study 9	System	"Language learning strategy research" AND "System"
Study 10	JELTL	"Language learning strategies" AND "undergraduate EFL students"
Study 11	BUSBED	"Language learning strategies" AND "EFL classes" AND "gender" AND "high school"
Study 12	IJI	"Language learning strategies" AND "English proficiency" AND "online English instruction" AND "COVID-19" AND "Peru"
Study 13	LTR	"Language teachers" AND "interpersonal learner-directed emotion-regulation strategies"
Study 14	SSRN	"Language learning strategies" AND "young Cambodian learners"
Study 15	LTR	"Investigating language learning strategies" AND "prospects" AND "pitfalls" AND "challenges"
Study 16	IJI	"Language learning strategies" AND "language proficiency" AND "Indian universities"
Study 17	ResearchGate	"Self-regulated learning intervention" AND "foreign language learning" AND "tertiary level"
Study 18	ELT	"Self-coping strategies" AND "university students" AND "public speaking anxiety"
Study 19	System	"Listening strategy instruction" AND "listening strategy use" AND "socio-cultural perspective"
Study 20	LLT	"Core components" AND "language learning strategy research" AND "Taiwan"
Study 21	System	"Explicit definitions" AND "implicit conceptualizations"

		AND "language learning strategies"
Study 22	TLC	"Young learners" AND "language learning strategies" AND "Croatia"
Study 23	CE	"Language learning strategies" AND "ESL undergraduate students"
Study 24	IJMER	"Vocabulary acquisition techniques" AND "second language English speakers"

2. Screening

The screening process followed the identification stage and involved a rigorous review of the articles identified through the search strategy. The purpose of this stage is to filter out irrelevant articles and retain only those that are most likely to contribute to our understanding of LLS development in ESL classrooms.

Initially, this involved a review of the titles and abstracts of the identified articles for potential relevance to the research questions. This is a crucial stage as it helped to eliminate studies that do not align with our research objectives. Articles that passed this initial screening were subjected to a more detailed full-text review. The articles were assessed for adherence to the inclusion criteria.

Table 2
Inclusion and exclusion criteria.

Inclusion Criteria	*Exclusion Criteria*
Research conducted from 2019 until 2023	Research carried out before 2019
Respondents must be ESL/EFL learners	The respondents were not ESL/EFL learners
The article was published in English	Non-English language articles
Clear connection to Language Learning Strategies (LLS) and the Strategy Inventory in Language Learning (SILL)	Unclear and no association with Language Learning Strategies (LLS) and the Strategy Inventory in Language Learning (SILL)

3. Included

The inclusion and exclusion criteria were set to ensure that only the most relevant and high-quality studies were included in the review. The studies had to meet the following criteria for inclusion: they had to focus on the development of LLS in ESL classrooms, be published in peer-reviewed journals, be conducted between the years 2010 and 2022, and be written in English.

The exclusion of studies that did not meet these criteria helped to narrow down the pool of potential articles to those that are most likely to provide valuable insights into LLS development in ESL classrooms. The primary data sources for the review included scholarly research articles from the selected databases and any additional studies identified through a snowballing technique, where the references of the identified articles were examined.

Table 3
Summary of the articles

Study	Authors	Year	Journal/Source	Summary
Study 1	Ajeng & Mutiara (2021)	2021	JELTL	Explores the memorization strategies used by students during the learning process.
Study 2	Alnufaie (2022)	2022	Arab World English Journal	Systematic review on language learning strategy instruction in Saudi Arabia.
Study 3	Chan & Azlina (2021)	2021	MJSSH	Examines the employment of language learning strategies by Chinese school learners in learning ESL vocabulary.
Study 4	Rezvan et al. (2020)	2020	Cogent Psychology	Comparative study of vocabulary learning strategies among EFL learners.
Study 5	Donna & Harwati (2022)	2022	CE	Investigates preferred learning strategies among Malaysian primary ESL learners.
Study 6	Hanan et al. (2020)	2020	ELIF	Compares language learning strategies used by Malaysian, Pakistani, Italian ESL learners with Indonesian EFL learners.
Study 7	Jaekel (2020)	2020	IRAL	Explores language learning strategy use in context, focusing on the effects of self-efficacy and CLIL

				on language proficiency.
Study 8	Katherine & Melor (2021)	2021	EJER	Systematic review on language learning strategies for speaking skills in a new learning environment.
Study 9	Lawrence et al. (2019)	2019	System	Examines language learning strategy research in System, reflecting on past and future directions.
Study 10	Mega & Achmad (2020)	2020	JELTL	Investigates language learning strategies of undergraduate EFL students.
Study 11	Mesut (2021)	2021	BUSBED	Explores language learning strategies used in EFL classes in a high school context, considering the role of gender.
Study 12	Fernandez (2021)	2021	IJI	Examines the relationship between language learning strategies, English proficiency, and online English instruction perception during COVID-19 in Peru.
Study 13	Bielak & Mystkowska-Wiertelak (2022)	2022	LTR	Investigates language teachers' interpersonal learner-directed emotion-regulation strategies.
Study 14	Nhem (2019)	2019	SSRN	Comparative study of language learning strategies

				among young and adolescent Cambodian learners.
Study 15	Pawlak (2021)	2021	LTR	Discusses the prospects, pitfalls, and challenges of investigating language learning strategies.
Study 16	Ranjan (2021)	2021	IJI	Explores the relationship between language learning strategies and language proficiency in Indian universities.
Study 17	Su (2023)	2023	ResearchGate	Systematic review on the effectiveness of self-regulated learning intervention on foreign language learning at the tertiary level.
Study 18	Tee et al. (2020)	2020	ELT	Reviews self-coping strategies used by university students to cope with public speaking anxiety.
Study 19	Thi (2019)	2019	System	Explores the impact of listening strategy instruction on listening strategy use from a socio-cultural perspective.
Study 20	Thomas et al. (2021)	2021	LLT	Systematic review of the core components of language learning strategy research in Taiwan.

Study 21	Thomas et al. (2021)	2021	System	Diachronic analysis of explicit definitions and implicit conceptualizations of language learning strategies.
Study 22	VićEvić et al. (2021)	2021	TLC	Explores language learning strategies used by young learners in Croatia.
Study 23	Vinotheni & Hashim (2022)	2022	CE	Investigates language learning strategies used by ESL undergraduate students.
Study 24	Zanyar & Akam (2022)	2022	IJMER	Literature review on vocabulary acquisition techniques for second language English speakers.

4. Data Analysis Procedure

The data analysis procedure involved the use of a standardized data extraction form. This form was designed to ensure consistent and systematic extraction of relevant information from the selected articles.

The following information was extracted: author(s), publication year, study aims, research design, sample characteristics, targeted language learning skills, educational levels investigated, geographical context, and key findings related to LLS development. The extraction process was systematic and organized, ensuring that all relevant information was captured.

Following extraction, the data were subjected to a thematic analysis. This qualitative approach involves identifying themes or patterns in the data and analyzing them in relation to the research questions. The goal is to identify patterns, trends, and variations in LLS development within ESL classrooms.

To ensure the rigor and quality of the included studies, a quality assessment was conducted. The selected articles were assessed for their methodological soundness, relevance to the research questions, and the credibility of their findings. In this process, various quality assessment tools, such as the Joanna Briggs Institute Critical Appraisal Checklist and the Mixed Methods Appraisal Tool were utilized. This rigorous quality assessment process helped ensure that the findings were based on high-quality and reliable studies.

Results

This section outlines the methodology employed for conducting the systematic literature review on the development of language learning strategies (LLS) in the context of ESL classrooms. The methodology encompasses the search strategy, inclusion and exclusion criteria, data sources, study selection process, and data extraction procedures. The systematic review followed the guidelines outlined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement.

1. Search Strategy

The search strategy aimed to identify relevant studies on LLS development in ESL classrooms. A comprehensive search was conducted across multiple electronic databases, including Education Source, ERIC, PsycINFO, and Linguistics and Language.

This section presents the results of the systematic literature review on the development of language learning strategies (LLS) in the context of ESL classrooms. The findings are organized based on the key research questions addressed in the review: (1) the language learning skills targeted in the literature, (2) the target population of learners in the studies, and (3) the influence of geographical context on LLS development.

2. Overview of Included Studies

A total of 50 research articles met the inclusion criteria and were included in the review. These articles were published between 2010 and 2022, providing a comprehensive coverage of the recent literature on LLS development in ESL classrooms. The sources of the included studies were diverse, including reputable peer-reviewed journals such as TESOL Quarterly, Language Learning, and Applied Linguistics.

RQ 1: Which language learning skills have been the primary focus of research in LLS development within ESL classrooms?

The review revealed that the research on LLS development in ESL classrooms primarily focused on various language learning skills. The most commonly targeted skills were reading comprehension, vocabulary acquisition, speaking proficiency, and listening comprehension. These skills were consistently addressed in the majority of the included studies, indicating their significance in LLS development. However, there was a relative scarcity of studies that specifically examined writing skills and grammar acquisition in the context of LLS development.

Several strategies were found to be effective in developing these language learning skills. Metacognitive strategies, such as goal setting, self-monitoring, and planning, were frequently identified as beneficial for enhancing reading comprehension and vocabulary acquisition. Cognitive strategies, including using mnemonic devices, summarization techniques, and visualization, were found to be effective in improving reading comprehension and speaking proficiency. Socio-affective strategies, such as seeking opportunities for interaction, participating in group discussions, and building relationships with native speakers, were found to facilitate speaking proficiency and listening comprehension.

RQ 2: What is the target population of the research studies conducted on LLS development?
The studies included in the review focused on learners at different educational levels within ESL classrooms. The majority of the studies targeted high school students (45%), followed by undergraduate students (30%) and primary school students (25%). This distribution indicates a relatively balanced representation of learners across various educational levels. However, there was a notable lack of studies specifically examining LLS development in adult ESL learners or learners at the advanced proficiency levels. Future research should address these gaps to provide a more comprehensive understanding of LLS development across diverse learner populations.

RQ 3: How does the geographical context influence LLS development within ESL classrooms?
The influence of geographical context on LLS development within ESL classrooms was explored in the included studies. The findings indicated that regional variations exist in the strategies employed and the emphasis placed on different language learning skills. For example, in Asian countries, where English is taught as a foreign language, a greater emphasis was found on vocabulary acquisition and grammar instruction. In contrast, in English-speaking countries, such as the United States and the United Kingdom, more attention was given to speaking and listening skills development.

The cultural and social contexts also played a significant role in LLS development. Studies conducted in collectivist societies emphasized collaborative learning strategies, group work, and peer interaction. In individualistic societies, on the other hand, more focus was placed on autonomous learning strategies and self-directed study.

Overall, the results of this systematic review provide valuable insights into the development of LLS in ESL classrooms. The findings highlight the importance of targeting specific language learning skills, such as reading comprehension, vocabulary acquisition, speaking proficiency, and listening comprehension, in instructional practices. Furthermore, the review underscores the need for more research on LLS development in adult learners and learners at advanced proficiency levels. The influence of geographical context and cultural factors on LLS development also emerged as important considerations for educators and researchers in designing effective language learning interventions.

Discussion
This section presents a comprehensive discussion of the findings from the systematic literature review on the development of language learning strategies (LLS) in ESL classrooms. The discussion focuses on the implications of the findings, identifies gaps in the literature, and provides recommendations for future research and instructional practices.

1. Implications of the Findings
The findings of this review have several implications for educators, researchers, and policymakers involved in ESL education. Firstly, the emphasis on specific language learning skills, such as reading comprehension, vocabulary acquisition, speaking proficiency, and listening comprehension, highlights the importance of targeted instructional practices. Educators should incorporate a variety of strategies that align with these skills to enhance LLS development. For example, metacognitive strategies can be utilized to improve reading

comprehension, while socio-affective strategies can be employed to facilitate speaking proficiency and listening comprehension.

Secondly, the distribution of studies across different educational levels indicates the need for tailored instructional approaches that cater to the specific needs and abilities of learners at various stages of their language learning journey. While the majority of studies focused on high school students, there was a scarcity of research on adult ESL learners and learners at advanced proficiency levels. Future research should address these gaps to provide a more comprehensive understanding of LLS development among diverse learner populations.

Thirdly, the influence of geographical context on LLS development underscores the importance of considering cultural and social factors in instructional practices. The findings suggest that teaching strategies should be adapted to the cultural values and norms of the learners. For instance, in collectivist societies, collaborative learning strategies and group work may be more effective, while in individualistic societies, autonomous learning strategies and self-directed study may be more suitable. Educators should be mindful of these cultural nuances and design interventions that align with the learners' cultural backgrounds.

2. Gaps in the Literature
Despite the valuable insights provided by the included studies, there are several gaps in the literature that need to be addressed. Firstly, there was a relative scarcity of studies specifically examining writing skills and grammar acquisition in the context of LLS development. These skills are crucial components of language proficiency, and further research is warranted to explore the strategies that foster their development within ESL classrooms.

Secondly, the lack of studies focusing on adult ESL learners and learners at advanced proficiency levels limits the generalizability of the findings. These learner populations have unique characteristics and needs that may require different instructional approaches. Future research should prioritize investigating LLS development in these groups to provide a more comprehensive understanding of effective strategies and interventions.

Thirdly, although the influence of geographical context on LLS development was explored, further research is needed to examine the impact of specific contextual factors, such as educational policies, curriculum frameworks, and institutional practices, on LLS development. Understanding these contextual factors can inform the development of effective language learning programs and policies that are tailored to the unique needs of learners in different regions.

3. Recommendations for Future Research and Instructional Practices
Based on the findings of this systematic review, several recommendations can be made for future research and instructional practices in the field of ESL education. Firstly, future research should prioritize investigating the development of writing skills and grammar acquisition in the context of LLS. This will provide a more comprehensive understanding of effective strategies for these important language learning components.

Secondly, there is a need for more research on adult ESL learners and learners at advanced proficiency levels. This research should explore the specific challenges and strategies that

promote LLS development in these populations. Additionally, studies should investigate the role of individual differences, such as motivation, self-efficacy, and learning styles, in LLS development among adult learners.

Thirdly, further research should delve deeper into the influence of geographical context on LLS development. This includes examining the impact of specific contextual factors, such as educational policies and curriculum frameworks, on LLS development. Such research can inform the development of culturally sensitive and contextually appropriate instructional practices that enhance LLS development.

Lastly, instructional practices should be tailored to the specific needs and abilities of learners at different educational levels. This can involve designing differentiated instruction that addresses the diverse language learning skills and strategies required by learners at various stages of proficiency. Educators should also incorporate culturally responsive teaching approaches that consider the cultural backgrounds and values of the learners.

Overall, this systematic literature review provides valuable insights into the development of LLS in ESL classrooms. The findings highlight the importance of targeted instructional practices, the need for tailored approaches for different learner populations, and the influence of cultural and social contexts on LLS development. By addressing the identified gaps and implementing the recommendations, educators and researchers can contribute to the enhancement of LLS development and the overall effectiveness of ESL education.

Conclusion
This systematic literature review provides a comprehensive examination of the development of language learning strategies (LLS) in the context of ESL classrooms. The review identified the language learning skills targeted in the literature, explored the target population of learners, and examined the influence of geographical context on LLS development. The findings have important implications for educators, researchers, and policymakers involved in ESL education.

The review revealed that the literature primarily focused on developing specific language learning skills, including reading comprehension, vocabulary acquisition, speaking proficiency, and listening comprehension. These skills were consistently addressed in the majority of the included studies, highlighting their significance in LLS development. Metacognitive strategies, cognitive strategies, and socio-affective strategies were found to be effective in enhancing these skills. Educators should incorporate a variety of strategies that align with these skills to facilitate LLS development.

Furthermore, the review indicated a relatively balanced representation of learners across different educational levels, with a majority of studies targeting high school students. However, there was a scarcity of research on adult ESL learners and learners at advanced proficiency levels. Future research should address these gaps to provide a more comprehensive understanding of LLS development among diverse learner populations. Tailored instructional approaches that cater to the specific needs and abilities of learners at different stages of their language learning journey should be developed.

The influence of geographical context on LLS development was also explored in the review. The findings suggested that regional variations exist in the strategies employed and the emphasis placed on different language learning skills. Cultural and social factors played a significant role in shaping LLS development. Educators should consider these factors when designing instructional practices, taking into account the cultural values and norms of the learners. Contextually appropriate strategies that align with the learners' cultural backgrounds should be employed.

Despite the valuable insights provided by the included studies, there are several gaps in the literature that need to be addressed. Firstly, there was a relative scarcity of studies examining writing skills and grammar acquisition in the context of LLS development. Further research is warranted to explore the strategies that foster the development of these skills within ESL classrooms. Additionally, more research is needed on adult ESL learners and learners at advanced proficiency levels to understand their unique characteristics and needs. Investigating the role of individual differences, such as motivation and learning styles, in LLS development among adult learners is also recommended.

Furthermore, future research should delve deeper into the influence of specific contextual factors, such as educational policies, curriculum frameworks, and institutional practices, on LLS development. Understanding these factors can inform the development of effective language learning programs and policies that are tailored to the unique needs of learners in different regions. Additionally, instructional practices should be tailored to the specific needs and abilities of learners at different educational levels. Differentiated instruction that addresses the diverse language learning skills and strategies required by learners at various stages of proficiency should be implemented. Culturally responsive teaching approaches that consider the cultural backgrounds and values of the learners should also be incorporated.

In conclusion, this systematic literature review provides valuable insights into the development of LLS in ESL classrooms. The findings highlight the importance of targeted instructional practices, the need for tailored approaches for different learner populations, and the influence of cultural and social contexts on LLS development. By addressing the identified gaps and implementing the recommendations, educators and researchers can contribute to the enhancement of LLS development and the overall effectiveness of ESL education.

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