

Language Learning Strategies Used for Enhancing Receptive Skills among Malaysian ESL Primary School Pupils

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Abstract

Language learning strategies (LLS) have been proven effective in helping global English learners to acquire the language effectively. While English is taught as a second language in Malaysian schools, developing strong receptive skills is crucial for effective communication and academic success. However, research focusing on identifying LLS for enhancing English receptive skills is scarce. This study aims to identify the language learning strategies employed by Malaysian primary school pupils to enhance their English receptive skills. Young Learners' Language Strategy Use Survey (YLLSUS) was adapted and administered to a sample of primary school pupils to gather quantitative data on the language learning strategies they employ. Convenience sampling was used to select 30 participants for this study. The findings of the study reveal a range of language learning strategies employed by Malaysian primary school pupils to enhance their English receptive skills. The study contributes to the understanding of language learning strategies used by Malaysian primary school pupils to enhance their English receptive skills. The findings can inform language instruction practices and curriculum development to better support pupils' language learning needs. Further research could explore the effectiveness of these strategies and the impact of various contextual factors on their implementation and outcomes.

Keywords: Language Learning Strategies (LLS), English, Receptive Skills, Young Learners' Language Strategy Use Survey (YLLSUS)

Introduction

With an expanding global trend towards globalisation and cross-cultural communication, English as a Second Language (ESL) has been a subject of attention for many years. More than 1.5 billion people worldwide today speak English as a second language, according to a survey by the Education First English Proficiency Index (EF EPI). Given its critical role in education, where the emphasis has been placed on the learners, the importance of learning a language,

particularly a second language (L2), has grown substantially over the years (Avelino et al., 2021). People from all around the world can now easily access a wide range of excellent academic learning resources and instructional materials that are available online thanks to the role that English has played in bridging communication gaps (Chanderan & Hashim, 2022). Language acquisition is a challenging process that takes longer than expected. Language learning is described as the process of increasing a person's language proficiency. It takes methods, procedures, and routines to learn a language (Hashim et al., 2018).

The process of mastering a language is distinctive to each person. In the context of English as a Second Language, this is known as Language Learning Strategies (LLS). Numerous scholars and experts from other fields have described language learning strategies. According to Wenden (1987), language learning behaviours such as mastering and controlling the meaning of a second or foreign language, cognitive theory such as pupils' strategic knowledge of language learning, and affective theory such as pupils' motivation, attitude, and so on can all be used to define language learning strategies. According to previous studies, language learning strategies can be categorised into three main groups: metacognitive, cognitive, and social affective. Language learning strategies are actions, procedures, or methods that language learners use to speed up the learning of a language (Rubin, 1987).

Many research were undertaken to establish the strategies used by learners because everyone learns a language differently. Researchers discovered that language learners typically do better when they apply learning strategies (Adi et al., 2019). This statement was supported when Kehing and Yunus (2021) stated that it is essential to understand the learning processes of successful learners in order to generate learners with strong speaking abilities. Hence, knowledge of pupils' learning methods is necessary to enhance teaching methods and the development of good language learners (Lestari & Fatimah, 2020). However, relatively little study has focused on particular language skills. The literature on reading strategies for Malaysian Primary ESL pupils is lacking (Dawi & Hashim, 2022).

As a contribution to the study of language learning strategy, it is imperative that we identify the most preferred way of language learning style used by primary pupils. Thus, this research aims to identify the language learning strategies used for enhancing English receptive skills among primary school pupils. Research questions are specified in the form of questions as stated below

1. What are the most preferred language learning strategies for listening skills among Year 6 English pupils?
2. What are the most preferred language learning strategies for reading skills among Year 6 English pupils?

Literature Review

This section explains the concepts involved in this study include the language learning strategies, English receptive skills for primary pupils and successful language learners.

Language Learning Strategies

Language learning and language acquisition have been an integral part in every level of education. The strategies in learning languages have been widely discussed amongst the researchers globally. Language learning strategies (LLS) refer to the methods, approaches, activities, or gadgets that language learners employ to acquire language and fulfil their learning goals (Oxford, 1990; Putri & Sari, 2020). Hence, the strategies are to be determined

by the language learners themselves depending on their individual preferences. According to Adan and Hashim (2021), LLS refer to methods for learning and mastering a language, whether it is one's native tongue, a second language, or a foreign language. These methods are classified as cognitive, social, metacognitive, emotional, and compensatory (Park, 1997). LLS are important because they can make learning easier, faster, more enjoyable, self-directed, more successful, and more transferable to other situations (Nawawi & Osman, 2021). As a result, LLS should be taught in schools, with an emphasis on effective techniques that can increase strategy training results (Park, 1997).

LLS are necessary for learners to maximise their language acquisition and increase their capacity to acquire that language (Srisopha, 2022). With the appropriate strategies, they can learn different language skills more effectively. These strategies can be direct or indirect, and they support learners' autonomy in language acquisition as well as their own successes in language skills (Saefurrohman, 2021). In other words, the learners are to decide on which strategies best fit them and vary based on the language skills. Furthermore, LLS have been shown to improve language acquisition as well as promote self-efficacy and peer support (Aberle-Grasse, 2020). As a result, LLS should be incorporated into language learning programmes to assist learners in achieving their language learning objectives.

In conclusion, LLS are deliberate approaches, techniques, activities, or gadgets that learners employ to acquire language and fulfil their learning objectives. These strategies are significant for language acquisition because they may make it simpler, quicker, more fun, self-directed, more successful, and transferable to different settings. As a result, LLS should be taught in schools, incorporated into language learning programmes, and concentrated on effective methods that can increase strategy training results.

Successful Language Learners

Language learning strategies, on the other hand, are invariably connected with good language learners. According to Hashim et al (2018), many scholars have expressed an interest in studying the idea of a good language learner. Rubin (1975) defined successful language learners as those who constantly examine their own and others' utterances, strive to communicate and receive the appropriate message, and take advantage of opportunities to speak the target language. Successful language learners in language learning strategies are characterised by their active use of language learning strategies, high awareness of their language learning strategies, and high frequency use of language learning strategies. Learners who are taught strategies have a better chance of succeeding in their language acquisition (Hanafiah et al., 2021). Successful language learners are able to control their own learning by developing language skills, increasing confidence, and motivation in the target language learning process. Additionally, language learning strategies have a substantial impact on students' progress in language learning, and careful consideration should be given to language learning strategies by teachers, students, and language learners.

For instance, Hanafiah et al (2021) found that successful language learners are acutely aware of their language learning strategies, which may benefit not just them as a successful language learner, but also their students, since they may coach their students to success in English language acquisition in a variety of ways. Similarly, Mokhtari (2023) suggests that learners who are taught strategies are more likely to be successful in their language learning. Furthermore, Kölemen (2021) found that successful language learners are characterised by their high frequency use of language learning strategies and their ability to control their own learning by developing language skills, increasing confidence, and motivation in the target

language learning process. Overall, the studies suggest that language learners who are highly aware of their language learning strategies, actively use them, and are able to control their own learning by developing language skills, increasing confidence, and motivation in the target language learning process are considered successful.

English Receptive Skills for Primary Pupils

English is a second language for a small number of people, but it has evolved into a language of instruction and educational modules in many countries. English is also taught as a second language in Malaysia, Singapore, India, and the Netherlands (Bayuon et al., 2019). English receptive skills are essential for primary school pupils because they create the groundwork for efficient communication and comprehension of spoken and written language. English receptive skills for primary pupils refer to the ability to understand and comprehend English language (Nuraeningsih, 2022). These skills include listening and reading comprehension, which are essential for effective communication and language learning. To begin with, listening comprehension is essential for young pupils to grasp instructions, participate in classroom discussions, and absorb stories. Developing this skill allows individuals to efficiently follow oral commands and assimilate information (Fielding-Barnsley, 2010). Furthermore, reading comprehension is required for elementary pupils to derive meaning from written materials. It entails decoding words, comprehending terminology, and drawing conclusions in order to comprehend the overall content of the text (Cain & Oakhill, 2019). Primary school pupils may have access to a wide range of material and develop a love of reading by improving their reading comprehension abilities.

Landa-Torres et al. (2012) claim that a melody in music may contain sequential information that can be used to precisely reconstruct the information collected. Aside from the various advantages of listening to music, pupils will also learn a new language by doing so. Copple and Bredekamp (2009), who argued that music may have a key influence in cognitive development, may lend credence to this. Furthermore, cognitive techniques are frequently utilised by language learners to learn to read (Aziz & Shah, 2020; Sartika & Santihastutiin, 2019). These students chose to read in English for leisure since using this method will help them subconsciously improve their English in general.

Teacher input, bilingualism, critical thinking abilities, and online learning all have an impact on the development of receptive skills in primary school pupils. According to Javed et al (2020), English receptive skills may be enhanced by using technology such as EyeRIS, which helps to increase both receptive and productive abilities in primary school English language learners. Kok and Aziz (2019) stated that the introduction of Common European Framework Reference (CEFR), as a framework of reference, is a significant component in the Malaysia Education Blueprint, which intends to raise the country's educational level to worldwide standards during the next ten years. It is worth noting that receptive skills are one of two language skills evaluated in Malaysian primary and secondary school examinations, with reading and listening being the receptive skills tested. Listening comprehension examinations, reading comprehension exercises, and other tasks that examine pupils' ability to comprehend and interpret English language texts are examples of these evaluations. As a result, developing English receptive skills is critical for pupils in primary school to excel in language acquisition and academic success.

Methodology

This section explains the methodology of this study such as research design, population,

sample, instrument, data collection procedure and data analysis.

Research Design

Using a quantitative method, this study used a survey research design. According to Creswell (2017), quantitative research is an approach of study that collects numerical information and uses statistical tools to examine it to explain events in question. This research design may be able to achieve the study's goals, which include identifying the most popular language learning techniques used by Year 6 pupils to advance their reading and listening comprehension in the English language. There were three sections to this questionnaire, all of which dealt with language learning techniques based on the two primary receptive language abilities of reading and listening. Cohen and Oxford's Young Learners Language Strategy Use Survey (YLLSUS), published in 1995, served as the basis for the questionnaire's development. The language of this survey was English. This survey was created in English. One of the researchers, who is also their English teacher, printed then distributed it to the participants.

Population

This research was conducted in a rural, national elementary school in Kluang, Johor. This study's main focus was on Year 6 children in upper primary schools. There were XX classrooms with mixed-ability pupils for this particular level. They are primarily taught English at school as a second language, along with their mother tongues of Malay, Mandarin, and Tamil. This population was chosen because it consists of pupils of one of the researchers involved in the study.

Sample

This study involved 30 learners aged 12 years old who were conveniently selected to participate in this research. The samples were chosen based on the pupils' availability, in which the researcher has easy access to the target participants (Bhardwaj, 2019).

Instrument

A questionnaire was distributed to selected Year 6 pupils from one of Kluang's schools for this investigation. Cohen and Oxford's (1995) Young Learners' Language Strategy Use Survey (YLLSUS) served as the basis for the questionnaire. This version was chosen because the sentences and phrases used were short, concise, and simple to understand for beginners and low intermediate learners (Dawi et al., 2021). These statements were used to assess the language learning strategies utilised by young learners aged 9 to 13. This questionnaire classified language acquisition processes into four categories: cognitive, metacognitive, memory-related, and affective. Because the emphasis skills were receptive language skills, 34 brief questionnaire items focused on listening (18 statements) and reading (16 statements) skills, which were customised based on the Young Learners' Language Strategy Use Survey by (Cohen and Oxford, 1995).

There were three sections to the questionnaire. Section A focused on the participants' demographics. Section B was assigned 18 listening skill statements, whereas Section C was assigned 16 reading skill statements (16 items). To accommodate the participants of this study, a few changes were made to the questionnaire statements and YLLSUS's 3-point Likert scale. The instrument employs emoticons instead of writing a (+) if the statement accurately represents them, a tick (✓) if it is slightly related to them, or a negative (-) if it is not

comparable to them. According to Alshenqeeti (2016), emoticons are employed because they are easier for primary school pupils to understand and apply, and they help to bridge the nonverbal communication gap between meaning and emotion in messages. The instrument was then sent for validation by two experts. One of them is an associate professor in Universiti Kebangsaan Malaysia (National University of Malaysia) and the other one is the head of the English panel in one of the primary schools. Both the experts gave similar feedback in which the instrument was well-planned and ready to be used.

Data Collection Procedure

The researcher distributed the questionnaire to the respondents based on the number of participants in this study. Because the participants were primary school pupils of varying language abilities, the researchers reviewed the questionnaire items with the pupils to ensure that they understood each one. The survey completion method was then monitored to ensure that all questions were answered correctly.

Data Analysis

The Statistical Package for the Social Science (SPSS Ver. 27) was then used to compile and examine the questionnaire's numerical data. To determine pupils' preferred language learning methods for reading and listening skills, the research objectives of this study were measured using descriptive statistics. The findings were provided as percentages, and the frequency of scores. The results were then displayed in tabular format, explained, and discussed in the findings section.

Findings & Discussion

Findings

The findings of this study managed to achieve this study's objectives which are to investigate the most preferred language learning strategies for listening and reading skills among year 6 pupils. The findings were divided into three sections, section A is for demographic questions, followed by section B, which looks at listening strategies and then followed by section C, which looks at the reading strategies. The data was analysed and tabulated into two sections.

Table 1

Listening strategies

Item	Scores		
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>
1. I listen to the radio in English	17 (56.7%)	4 (13.3%)	9 (30%)
2. I watch TV shows in English	21 (70%)	4 (13.3%)	5 (16.7%)
3. I go to movies that use English	21 (70%)	6 (20%)	3 (10%)

4. I listen to English songs	26 (86.7%)	1 (3.3%)	3 (10%)
5. If I hear people speaking English, I listen	20 (69%)	3 (10.3%)	6 (20.7%)
6. I find sounds in the language that are like sounds in English	3 (10%)	26 (86.7%)	1 (3.3%)
7. I try to remember unfamiliar sounds I hear	13 (43.3%)	16 (53.3%)	1 (3.3%)
8. I ask the person to repeat the new sound	17 (56.7%)	11 (36.7%)	2 (6.7%)
9. I listen to the rise and fall of sounds (music of the language)	2 (6.7%)	27 (90%)	1 (3.3%)
10. I listen for the important words	25 (83.3%)	4 (13.3%)	1 (3.3%)
11. I listen for what seems interesting	25 (83.3%)	5 (16.7%)	0 (0%)
12. I listen for words that are repeated	20 (66.7%)	9 (30%)	1 (3.3%)
13. I ask the person to repeat	20 (66.7%)	8 (26.7%)	2 (6.7%)
14. I ask the person to slow down	26 (86.7%)	4 (13.3%)	0 (0%)
15. I ask a question	15 (50%)	5 (16.7%)	10 (33.3%)
16. I happy guess meaning from the person's tone (such as angry or happy)	15 (50%)	11 (36.7%)	4 (13.3%)
17. I guess the meaning from how the person moves or stands	18 (60%)	6 (20%)	6 (20%)
18. I guess the meaning from what I heard before	15 (50%)	13 (43.3%)	2 (6.7%)

Table 1 displays the responses of pupils when asked about listening strategies in general. The pupils were asked to give responses to eighteen statements in this section. The highest rated statements were Statement 4 and Statement 14 with 26 samples (86.7%). The pupils strongly agreed that they listen to English songs and when they do not understand, they would ask a

person to slow down when speaking. Meanwhile, 27 pupils, which takes the percentage of 90% of the respondents, agreed to Statement 9. These 27 pupils agreed that when they try to understand sounds, they would listen to the rise and fall of sounds. However, 33.3% of the respondents disagreed on Statement 15. Apparently, these respondents disagreed that they do not ask a question upon trying to understand a meaning.

However, Statement 6 received the lowest percentage for a statement that truly explains what pupils do to understand sounds. Only 3 samples (10%) strongly agreed that they find sounds in the language that are like sounds in English. As for the statement the respondents marked agreed, Statement 4 was least preferred. Only 1 sample (3.3%) agreed that listening to English songs helps them to enhance their listening skills. Meanwhile, the lowest percentage for statements that the respondents disagreed are Statement 11 and Statement 14. Both statements carry 0% percentage for votes. The pupils disagreed that if they still do not understand what someone says, they would listen for what seems interesting and ask a person to slow down.

Table 2
Reading strategies

Item	Scores		
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>
1. I read a lot in English	20 (66.7%)	7 (23.3%)	3 (10.0%)
2. I read for fun in English	27 (90.0%)	2 (6.7%)	1 (3.3%)
3. I find things to read that interest me	22 (73.3%)	7 (23.3%)	1 (3.3%)
4. I look for things to read that are not too hard	21 (70.0%)	10 (30.0%)	0 (0.0%)
5. I skim over a reading to get the main idea	5 (16.7%)	20 (66.7%)	5 (16.7%)
6. I look for important facts	9 (30.0%)	15 (50.0%)	6 (20.0%)
7. I read things more than once	20 (66.7%)	5 (16.7%)	5 (16.7%)
8. I look at the pictures and what is under the pictures	24 (80.0%)	5 (16.7%)	1 (3.3%)
9. I look at the headings	26 (86.7%)	4 (13.3%)	0 (0.0%)

10. I think about what will come next in the reading	17 (56.7%)	8 (26.7%)	5 (16.7%)
11. I stop to think about what I just read	10 (33.3%)	11 (36.7%)	9 (30%)
12. I underline parts that seem important	15 (50.0%)	8 (26.7%)	7 (23.3%)
13. I mark the reading in different colours to help me understand	18 (60.0%)	4 (13.3%)	8 (26.7%)
14. I check to see how much I understood	15 (50.0%)	10 (33.3%)	5 (16.7%)
15. I guess the meaning by using clues from other parts of the passage	13 (43.3%)	10 (33.3%)	7 (23.3%)
16. I use a dictionary to find the meaning	22 (73.3%)	4 (13.3%)	4 (13.3%)

Table 2 displays the responses provided by pupils when asked about reading strategies in general. The pupils were asked to respond to sixteen statements in this part. The highest rated statement was Statement 2 with 26 samples (90.0%). The pupils strongly agreed that they read English for fun. Meanwhile, 20 pupils, which takes the percentage of 66.7% of the respondents, agreed to Statement 5. The pupils agreed that they skim over a reading to get the main idea when they are trying to understand what they read. However, 30% of the respondents disagreed on Statement 11. Apparently, these respondents disagreed that in order for them to understand what they read, they have to stop and think about what they just read.

Statement 5 has the lowest proportion for a statement that truly represents what pupils do to grasp what they read. Only 5 samples (16.7%) strongly agreed that they skim over a reading to get the main idea when they are trying to understand what they read. As for the statement the respondents marked agreed, Statement 2 was least preferred. Only 2 samples (6.7%) agreed that they read English for fun. Meanwhile, the lowest percentage of respondents disagreed with are Statement 4 and Statement 9. Both statements carry 0% percentage for votes. The pupils disagreed that in order for them to read more, they would look for things to read that are not too hard and in order for them to understand what they read, they would look at the headings. listen for what seems interesting and ask a person to slow down.

Discussion

The discussion shall focus on answering the research questions. There are two research questions on the most preferred language learning strategies for listening skills and reading skills among Year 6 English pupils. The frequency and percentages of listening and reading strategies are used to answer each of these research questions.

RQ1: What are the most preferred language learning strategies for listening skills among

Year 6 English pupils?

According to Yavuz and Celik (2017), listening ability is a key factor in oral output since it provides a solid foundation for speaking the language. Based on the findings, the most preferred LLS for listening skills is "Listen to English Songs" with a frequency of 86.7% or 26 samples. These findings indicate pupils are more likely to use memory strategies to improve their English listening skills. According to Oxford (1990), the mind has the capacity to store up to a trillion pieces of knowledge, but only a small portion of that may be used by pupils unless they use memory techniques. The school is located in a rural area. Thus, the pupils do not live in an environment where listening to others conversing in English feels like a second nature to them. Hence, the majority of them strongly agreed that by listening to English songs, this would be able to help them to enhance their listening skills. Moreover, according to Landa-Torres et al (2012), a melody in music may contain sequential information that can be used to accurately rebuild the information that has been obtained. Aside from having the other benefits of listening to music, they will also get to learn new vocabulary by listening. This could be supported by Copple and Bredekamp (2009) as they stated that music may play a significant role in cognitive development.

The findings also show that the primary pupils preferred some of the listening strategies in learning English. The ability to receive and grasp the English language is referred to as English receptive abilities for primary school pupils (Nuraeningsih, 2022). Listening comprehension is required for young learners to understand instructions, participate in classroom discussions, and absorb stories. Individuals who have this talent are better able to obey spoken orders and assimilate information (Fielding-Barnsley, 2010). The findings from this study are in line with Hanafiah et al (2021) who discovered that successful language learners are acutely aware of their language learning strategies, which may benefit not only them as a successful language learner, but also their pupils, because they can coach their pupils to succeed in English language acquisition in a variety of ways. Similarly, Mokhtari (2023) claims that pupils who are given techniques are more likely to succeed in language learning. Furthermore, Kölemen (2021) discovered that successful language learners use language learning strategies frequently and have the ability to control their own learning by developing language skills, increasing confidence, and motivation in the target language learning process. Pupils who lack confidence in oral communication are able to talk to the others after applying the listening strategies in their language learning process.

RQ2: What are the most preferred language learning strategies for reading skills among Year 6 English pupils?

As for the most preferred LLS for reading skills, the highest rated statement was "read English for fun" with a total of 26 samples (89.7%). This indicates that the majority of the pupils use cognitive strategy to enhance their reading skills. Oxford (1990) asserted that cognitive processes, which operate directly on incoming information, are crucial for learning a new language. Other than that, comparing the sounds, vocabulary, syntax, and other components of the new language with those of one's native tongue to identify similarities and contrasts is an illustration of a cognitive strategy. Apparently, this is not a surprise as Aziz and Shah (2020) stated that cognitive strategies are often the most common ones used by language learners to learn to read, supported by (Sartika and Santihastutiin, 2019). These pupils voted reading in English for fun because when applying this strategy, it will help them to subconsciously

improve their English, in general. Having to be located in a rural area, where not many resources could be shared to these pupils in class like reading from movies' subtitles, reading a book is definitely a great alternative to help them to enhance their reading skills, especially on their own.

For young pupils to gain meaning from written information, reading comprehension is essential. The findings of this study are supported by Cain and Oakhill (2019) where they found that in order to comprehend the general content of the text, it is necessary to decode words, interpret terminology, and form inferences. Pupils in primary school may have access to a variety of materials and develop a love of reading by strengthening their reading comprehension skills. The findings were also supported by Javed et al (2020) who stated that adopting technology such as EyeRIS, which helps to strengthen both receptive and productive abilities in primary school English language learners, can improve English receptive skills. Successful language learners are able to direct their own learning by honing their language abilities, building their confidence, and motivating themselves throughout the target language learning process. Learners who used reading strategies while acquiring the English language will have a better likelihood of achieving success in their language acquisition (Hanafiah et al., 2021).

Implications

This research has significant implications for ESL pupils and teachers, especially in Malaysia content. Firstly, actively engaging suitable language learning strategies lead to enhanced language skills. By consistently learning language based on pupils' preferred language learning strategies, they can improve their language skills' comprehension, which in turn enhances their overall language proficiency (Hashim et al., 2018). This improvement can positively impact their ability to understand and communicate effectively in English, both in oral and written forms. In addition to improved language skills, incorporating the appropriate language learning approach such as the use of English songs as one of the language learning strategies can also lead to the increased vocabulary acquisition for ESL pupils (Nawawi & Osman, 2021). Songs provide a rich context for learning new words and phrases, while expanding pupils' vocabulary. This resulted from the repetitive nature of songs, which can aid in vocabulary retention and retrieval, enabling pupils to incorporate these new linguistic elements into their own language production (Kumar, et al., 2022).

For ESL pupils residing in rural areas or lacking natural language exposure, this technique can be a particularly beneficial language learning technique (Nair, et al., 2021). As songs provide a means to create a language-rich environment outside of the classroom, they would actively engage with English songs. They can immerse themselves in the language, improving their listening skills and developing a deeper understanding of English, even in environments where English conversations are not readily available. Moreover, incorporating English songs can boost student motivation and engagement, decrease language anxiety among ESL pupils (Singh & Jeganmohan, 2021). Based on their research, it shows that music has an inherent enjoyable and emotional quality, which can make language learning more enjoyable and comfortable for them. The use of English songs in the classroom can foster a positive attitude towards learning English, while enhancing student motivation, and encourage active participation in language learning activities.

To add on, the preference for the "read English for fun" strategy indicates that pupils are inclined towards cognitive strategies to enhance their reading skills. Engaging in reading English for fun can lead to several positive effects. Firstly, it allows pupils to immerse

themselves in the language and develop a love for reading (Baaqeel, 2021). This can result in increased motivation and enjoyment, fostering a positive attitude towards English learning. Additionally, reading for fun exposes ESL pupils to a wide range of vocabulary, sentence structures, and language conventions, contributing to their overall language development. It also enhances their reading comprehension skills as they encounter various types of texts, which can improve their ability to understand and interpret written information (Celik, 2019). Moreover, by practising reading independently, pupils gain autonomy and self-directed learning skills, enabling them to take ownership of their language learning journey.

Conclusion

In summary, the effects of incorporating suitable language learning tools benefit ESL pupils by enhancing language skills, vocabulary acquisition, motivation, and providing opportunities to overcome limited language exposure. These effects contribute to a more engaging, effective, and inclusive language learning environment for both pupils and teachers. Teachers can use this information to design better teaching and learning methods that align with their students' preferences and promote overall language learning and its development. For future research, exploring the role of technology in language learning and its impact on receptive skills among Malaysian primary school pupils is another area worth investigating. Assessing the use of digital tools, educational apps, or online resources in enhancing English listening and reading skills can provide insights into the effectiveness and challenges of technology integration in language classrooms.

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