

Identifying Language Learning Strategies for ESL Listening and Speaking Skills Among Year 5 Chinese Primary School Pupils

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Abstract

Various researchers have extensively studied language learning strategies. In the context of acquiring a second language, these strategies play a significant role in guiding pupils to enhance their language proficiency. They are crucial in facilitating pupils' reflection on their individual learning style. It is imperative for educators to possess a comprehensive understanding of the language learning strategies employed by second language learners. Therefore, the objective of this study is to identify the language learning strategies utilized by pupils in an urban school in Melaka, specifically in listening and speaking skills. The research methodology employed is a quantitative approach, using a questionnaire as the survey instrument. A total of 64 pupils of year 5 participated in the survey, selected through purposive sampling technique. The questionnaire used was adapted from Cohen and Oxford Young Learner's Language Strategies Use Survey, consisting of 20 Likert scale questions. The mean and percentages of each strategy was analysed using SPSS Version 28. From the findings of the research, it is found that the pupils have significant listening and speaking strategies that they used in English. These findings will assist educators in catering to the needs of these pupils and promoting their language learning. Future recommendations for the study can focus on addressing strategies related to other language skills.

Keyword: Language Learning Strategy, Chinese Pupils, Second Language Learners, Listening Skill, Speaking Skills

Introduction

A good language learner is one who possesses different strategies and characteristics to learn and acquire a new language, by using various strategies which includes cognitive and metacognitive strategies (Nyikos & Oxford, 1989). A language learner is said to have the need

to possess good language learning strategies as it can aid their learning process of English, where they can benefit the learners in various ways. Benson & Voller (1997) believed that language learning strategy can help mould the learners to possess learners' autonomy in which allowing them to learn by their own, while Surma (2004) ascertained that language learning strategies can help the learners to be alert of their own roles in language learning process, which corroborates Holec (1981), in which the learners' own responsibility was highlighted. In the account of language learning, Cohen (2001) believed that language learning strategies provide ways for learners to improve their knowledge and pivot towards the learning of the target language, which Oxford (2003) similarly mentioned that it can help learners to determine how and how well they learn a target or foreign language.

In Malaysian primary schools, English language was made a compulsory subject which denotes its functions as one of the mediums of instructions in the language learning classroom, which Oxford (2003) noted that many inputs are existing in this second language. English learning processes as the target language includes the learners to acquire language skills such as speaking, listening, writing, and reading skills. According to Lestari (2020), listening skills is one of the most important skills to direct the learners in the second language learning, and similarly with this, Hoa & Thao (2020) noted that speaking skills is a fundamental skill a learner needs to be able to master. However, according to Tram & Thao (2020), specifically in listening learning strategy, listening comprehension is not a simple and easy concept, as it includes multiple processes for the learners to listen, process and comprehend. Bayuong (2019) highlighted that teachers and learners lack the understanding of how listening and comprehension is achieved.

In the account of speaking learning strategies, Javed & Ali (2018) noted that there are not many studies that explore the speaking learning strategies, especially in Malaysian context (Ooi et al., 2021). Hence this study aims to identify the listening and speaking and learning strategies used by primary school students in a SJKC in Malacca, as well as to investigate to what extent they use listening and speaking learning strategies to learn a second language. This study was conducted using a speaking and listening learning strategies questionnaire adopted from Bayuong (2019), which derived from Young Learner's Language Strategy Use Survey by Cohen and Oxford (2002) as cited in (Cohen and Weaver, 2005). Specifically, this study intends to answer the following guiding research questions

- 1) What are the listening strategies used by ESL learners in their language learning process?
- 2) What are the speaking strategies used by the ESL learners in their language learning process?

Hence, this study will help to provide educators, teachers, language instructors, ESL researchers and stakeholders a useful knowledge and information on the use of language learning strategies, specifically in the skills of listening and speaking among primary school students, which will them shed lights on the needs to prepare better learning according to their strategies' needs.

Literature Review

Definition of Language Learning Strategies (LLS)

The definitions of language learning strategies by Gu (2005); Zare (2012); Cohen (1995); Oxford & Nyikos (1989) highlight different aspects of LLSs. Gu emphasizes their intentional nature, Zare (2012) dwells on their role in language system development, Cohen (1995)

highlights their strategic nature, and Oxford & Nyikos (1989) focus on their cognitive aspect. Collectively, these definitions make a point that LLSs are intentional, strategic approaches employed by learners to facilitate language learning. They contribute to skill and knowledge development and involve cognitive processes. Understanding and utilizing LLSs can enhance language learning outcomes and promote learner autonomy.

Good Language Learners

Previous studies on good language learners (GLL) have identified common strategies and characteristics that contribute to their success in language acquisition. Strategic learners possess metacognitive knowledge and understanding of task requirements, allowing them to choose effective strategies. Characteristics of GLL include a strong desire to communicate, active engagement in exercises, self-monitoring, creating favorable learning situations, and expanding understanding of the target language. Individual learning styles and the adaptation of strategies are important for success, as highlighted by (Reiss, 1985; Oxford, 1990). The frequency and preference in employing language learning strategies distinguish GLL from poor learners. Language learning strategies can be trained, supporting learners in developing effective approaches. In summary, GLL demonstrates metacognitive awareness, active engagement, communication focus, adaptability to learning styles, and utilization of various strategies, enhancing language acquisition and proficiency.

Classification of Language Learning Strategies (LLS)

Language learning strategies (LLS) have been categorized into different types. O'Malley and Chamot (2020) identified three categories: metacognitive, cognitive, and social mediating strategies. They found that students use strategies more for easier questions and that frequently used strategies require less cognitive processing. Chanderan and Hashim emphasized the significance of LLS in higher education but noted a gap in understanding among students in private universities. Habók and Magyar (2018) found that young learners preferred social and affective strategies, while proficient learners used more LLS with positive effects. Pawlak and Kiermasz (2018) observed higher LLS use by second language learners, while successful learners favored cognitive, metacognitive, and socio-affective strategies. Adan and Hashim (2021) found that ESL learners were receptive to metacognitive strategies. Nair et al discovered that memory strategies were preferred in a rural primary school. Dawi and Hashim (2022) highlighted effective strategies, with teachers playing a crucial role in introducing appropriate LLS. Classification of LLS includes direct strategies (memory, cognitive, compensation) and indirect strategies (metacognitive, affective, social), with Oxford's classification widely recognized. Teachers' guidance in LLS selection is important for enhanced language learning outcomes.

Taxonomy of Language Learning Strategies (LLS)

Oxford (1990); O'Malley and Chamot (1990) developed widely used taxonomies for language learning strategies. Oxford's taxonomy includes direct strategies (memory, cognitive, compensation) and indirect strategies (metacognitive, social). O'Malley and Chamot's framework (1990) categorize strategies into cognitive, metacognitive, and social/affective. Memory strategies involve mental connections and active engagement, metacognitive strategies focus on directing learning and self-assessment, cognitive strategies include practicing and critical analysis, and affective strategies address anxiety and emotional well-being. Oxford's taxonomy highlights student actions and incorporates socio-affective

strategies. Cultural contexts may influence strategy preferences, and teacher training on LLS benefits is crucial for effective classroom implementation.

Listening Strategies

According to Djabborova (2020), listening is the first skill to master to develop critical managerial skills. In an ESL classroom, listening skills are crucial because the learning process only occurs when information is received and perceived concurrently by the learners (Nushi & Orouji, 2020). Listening strategies in LLS are defined as the methods and strategies that are widely used by ESL learners, aiming to learn a new language using listening (Bayoung et al., 2019). Suwaranak (2019) postulates that LLS for listening is crucial as learners themselves select and acquire applicable and suitable listening strategies for their learning achievement. However, listening is often difficult to teach (Chitravelu, Sithamparam & Choon, 2005; Celce-Murcia, Brinton & Snow, 2014; Bayuonng, Hashim & Yunus, 2019) due to a few reasons: (a) lack of materials provided (Puspita, 2021), (b) anxiety (Hidayati, Dewi, Nurhaedin, 2020), (c) lack of background knowledge (Nushi & Orouji, 2020) and receiving excessive input that leads to confusion (Harahap, 2020). Therefore, teachers act as a facilitator in guiding learners in discovering suitable listening strategies, building strategy repertoire, investigating and pursuing different various strategies, and finally mould themselves into effective listeners.

Speaking Strategies

According to Rao (2019), speaking skills is the language productive skills to be conceived preliminary as it allows verbal communication in daily life, formally and informally, between listeners and speakers to interact, inform and exchange information. The importance of speaking skills has been accentuated by many researchers (Nesraoui et al., 2022; Ehsan et al., 2019; Nair & Yunus, 2021; Mangaleswaran & Aziz, 2019) which includes ensuring effective communication, building relationship, exploring ideas, influence decisions, and motivate changes. John et al (2021) acclaimed that speaking English as SL is not strenuous. To articulate well and motivate speaking, learners are obligated to learn and utilize the language learning strategies that focus on speaking. A successful LL is ascertained by the employment of learning styles and strategies, along with the degree on how learners associate and gain benefits from teachers (Abdolmehdi, 2007 as cited in Kussin et al., 2018). In other words, learners need to search for suitable LLS-speaking strategies and be successful LL to encourage effective communication.

Research Methodology

Research Design

The study employed a quantitative research design, utilizing a questionnaire as the primary data collection technique. This study aimed to identify the listening and speaking strategies employed by year 5 Chinese pupils in an SJKC in Malacca.

Population

Primary pupils who attend an urban primary school in Malacca.

Sampling

The sample for this study consisted of 64 year 5 pupils attending an urban primary school in Malacca. The selection of participants was done through purposive sampling, which involves

deliberately selecting respondents who can provide relevant information to address the research objectives. Based on the research design, year 5 pupils were deemed the most suitable respondents for this study.

Instrument

A questionnaire was utilized as the research instrument. The questionnaire was adapted from previous studies conducted by (Cohen, 1998; Bayuong, 2019). It comprised three sections: Section A gathered demographic information, Section B focused on listening strategies, and Section C addressed speaking strategies. The reliability and validity of the questionnaire were assessed using the Cronbach Alpha coefficient to ensure its reliability before administering it to the respondents. The Cronbach Alpha value is 0.816 which shows that the instrument is reliable.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.816	.853	20

Data Collection Procedure

One of the researchers personally administered the questionnaire to the respondents in the classroom. The researcher provided instructions, explanations, and demonstrations on how to answer the questionnaire items. The researcher also supervised the respondents to ensure their active participation and completion of the questionnaire. Once the respondents finished answering the questionnaire, the researchers manually entered the data for further analysis.

Data Analysis

Following data collection, the collected data were analysed descriptively using SPSS version 28 software. Descriptive statistics, such as means, frequencies, and percentages, were computed to provide the summary of the data. The findings of the listening and speaking strategies employed by the year 5 pupils were presented in the form of tables depicting the statistics.

Findings & Discussion

Table 1

Demographic profiles of the respondents

No	Items	%
1	Age	Standard 5 (11 years old)
		64 (100%)
2	Gender	Female
		25 (39.1%)
		Male
		39 (60.9%)
3	Ethnicity	Chinese
		57 (89.1%)
		Malay
		4 (6.3%)
		Indian
		1/64 (1.6%)
		Others
		2/64 (3.1%)

Table 1 shows the demographic analysis on the profile of the respondents. The respondents are 64 Standard 5 students who are studying in an urban Chinese-vernacular school in

Malacca. 89.1% of them are Chinese, 6.3% are Malays, 1.6% Indians and 3.2% are from different ethnicities (Iban and Dusun). Their first language differs from Mandarin to Bahasa Malaysia to Tamil and English. One of the Iban respondents speaks his dialect at home growing up. The following section will be segregated into a few tables to deliver a detailed and comprehensible discussion based on the result of the questionnaire.

RQ 1: What are the listening strategies used by ESL learners in their language learning process?

Table 2

Distribution, frequency and means on the first section of listening strategies

	Item Statistics					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean
I watch TV shows in the language.	6 (9.2%)	8 (12.3%)	36 (55.4%)	7 (10.8%)	7 (10.8%)	3.94
I go to movies that use the language.	6 (9.2%)	13 (20.0%)	19 (29.2%)	14 (21.5%)	12 (18.5%)	3.72
If I hear people speaking the language, I listen.	1 (1.5%)	6 (9.2%)	31 (47.7%)	9 (13.8%)	17 (26.2%)	4.44
I find sound in the language that are like sounds in English.	4 (6.2%)	6 (9.2%)	24 (37.5%)	14 (21.9%)	16 (25%)	4.28
I listen for the important words.	3 (4.6%)	2 (3.1%)	30 (46.2%)	19 (29.2%)	10 (15.4%)	4.50

Based on the table shown, the highest mean of the first section of listening strategies is 4.50 and the lowest is 3.72. Among 64 participants, 19 respondents react neutrality when answering "I go to movies that use the language". This stipulates that most of the respondents have mixed opinions when watching English TV movies lead to the improvement of their English. The reasons are (a) the difficulties in understanding subtitle of the movies for learners due to underdeveloped linguistics skills (Truuts, 2021), and (b) the translation error (Halima, 2019).

Subtitle is often used to convey the gist of a story and provide translation to a non-native speaker. However, when the learners' listening skills are stunted, they might unintentionally stop listening due to the trouble of apprehending the information. Thus, their attention will divert to visual clues (reading subtitles). As a result, they opt for movies that do not require subtitles or are in their mother tongue. As mentioned by Halima (2019), translation error often happens in Malaysia's movies. Omission errors of a complete text without translating, mistranslated and errors of untranslated items due to the inconsistency of translation in English dialogue could lead to respondents losing interest in listening English as the plot of the storyline might not add up to what is perceived. The other 14 respondents that watch English TV shows are most likely high proficient English speakers. As suggested by Singh et al (2021), a subtitled, dubbed and translated movies can leads to the improvement of listening and reading comprehension, word recognition, linguistics skills, decoding and acquisition of vocabularies for a highly-illiterate English learners.

Listening is important to gain information and receive input from teachers. Without it, the learning process is dampened, and social interaction is restricted. From the findings, only 3 respondents strongly disagree that they listen for important words whereas 31 of them are neutral and 17 strongly agree. The cause of the reluctance of that three respondent could be due to lack of motivation from the teachers. Learning and utilising the listening strategies will benefit learners but as reported by Robillos & Bustos (2022), teachers surmised that the focus on teaching listening skills is on the product, not the process. Hence, learners are left with unsolved frustrations as they do not comprehend the linguistics and non-linguistics features, nor do they know how to utilize effective strategies in listening. Thus, they are demotivated, passive, and not participating in the classroom which ended up with ineffective listening (Robillos, 2019; 2020).

On the contrary, 19 respondents who agree emphasises that learners have knowledge on the metacognitive listening strategies which assist their listening skills as they know how to track and synchronize their listening development. When others are speaking English, they choose to listen, process the information which contributes to their understanding of the context. Appropriate and suitable listening strategies when utilise correctly enable selective attention which eventually guide listeners to establish, address gaps in their understanding, assess and reflect on what is important in a context (Goh, 2008; Vandergrift & Tafaghodtari, 2010; Ahmad, 2021). Hence, learners' knowledge on listening strategies and how to utilise it effect the learners' choice of listening – whether it is selective listening or no listening to it at all.

Table 3

Distribution, frequency and means on the second section of listening strategies

	Item Statistics					Mean
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	
I listen for what seems interesting.	5 (7.7%)	5 (7.7%)	9 (13.8%)	22 (33.8%)	23 (35.4%)	4.50
I listen to words that are repeated.	8 (12.3%)	7 (10.8%)	14 (21.5%)	16 (24.6%)	19 (29.2%)	4.56
When I listen to something I still don't understand, I ask the person to repeat.	10 (15.4%)	5 (7.7%)	9 (13.8%)	18 (27.7%)	22 (33.8%)	4.56
When I listen to something I still don't understand, I ask the person to slow down.	5 (7.7%)	5 (7.7%)	23 (35.4%)	15 (23.1%)	16 (24.6%)	4.72
When I listen to something I still don't understand, I guess the meaning from what I heard before.	5 (7.7%)	2 (2.1%)	17 (26.2%)	19 (29.2%)	21 (32.3%)	4.67

As shown in Table 3, the strategy *“When I listen to something I don't understand, I ask the person to slow down.”* indicated the highest mean score for the second section of the listening strategies, by 4.72%. This is followed by the strategy *“I listen for what seems interesting.”* with a mean score of 4.50, which is indicative of the lowest mean in this section.

From the findings, 23 of the respondents, which is most of them, chose neutral which indicates that the respondents have mixed and neutral perceptions on the strategy *“When I listen to something I don't understand, I ask the person to slow down.”* In language listening strategies, asking others to slow down, or requesting for a slower speech rate to listen can heighten the listening active processes and increase the benefit of contextual clues, which in turn, easing listening effort (Winn, 2021). 16 respondents strongly agree, and 15 respondents stated agree, inferring the meaning that they believe by asking other people to slow down

while speaking, it can help them to listen better to some things that they don't understand. Wingrove (2017) suggested that slow rate of speech in the means of listening to learn and understand, is generally believed to be easier to understand and comprehend, as it gives the learners time to process the words together with the stream of information in a slower rate of production and delivery.

It also allows the learners to have autonomy on their listening strategies, by requesting a slower rate of speech from another person, to relay the space and time for comprehension, which explains the 5 respondents who disagreed and 5 respondents who strongly disagreed on this strategy. Van Os et al (2020) suggested that some people might feel reluctant to request for a slower speech rate from another person, and the reason is slowing down speech rate could decrease fluency ratings. Teece (2020) believes that it may inflict the feeling of embarrassment and self-consciousness about one's language ability, which also may cause learners to worry about offending the speakers and teachers or disrupting the class and conversation flow. However, Teece (2020) also believes that most learners may not know how to request slower speech rate for their listening strategies to take place effectively, hence explains why the majority of the respondents by 23 people choose neutral on this statement.

In the account of language listening strategies, Puspita (2020); Newton (2018) clarified that in assisting a successful language listening activities or situations in the classroom, a learner tends to possess the learning autonomy. From the findings of the lowest mean score, 23 of the respondents stated that they strongly agree and 22 of the respondents stated that they agree on the strategy *"I listen for what seems interesting."* Listening to interesting topics is one of a learners' choice to possess learning autonomy, to assist in a better language learning process. Learning autonomy is defined as a way for learners to achieve personal and individual targets through assisted and independent learning that can be accessed through internal or external sources (Puspita, 2020). Mandasari (2019); Brunfault (2015) mentioned that interesting topics in language learning can also be derived from authentic materials outside of the classroom.

Hence Newton (2018) suggested that for the learning of listening skills to exist within the classroom, the learners must be interested in the input and wanting to understand it. This is because the proper learning processes of listening skills with learners' equipped interest on the topic can aid for a holistic meaning-focused input strand (Rosello-Aguillar, 2017). If a learner listens to what seems to be interesting to them, (Newton, 2018) believes that they will be able to establish interest or familiarity with the context that they are learning, hence they can gain more knowledge of the target language items through background knowledge and contextual clues. However, 9 of the respondents stated neutral which might be indicative of the incapability of them to find interest in the target language, and 5 of the respondents stated disagree and another 5 of them stated that they strongly disagree, which shows that they may unable to establish familiarity of the target language, thus causing a hindrance in cultivating understanding of background knowledge and the interest of the language being learned (Rosello-Aguillar, 2017).

RQ 2: What are the speaking strategies used by the ESL learners in their language learning process?

Table 4

Distribution, frequency and means on the first section of speaking strategies

	Item Statistics					Mean
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
To practise speaking, I make the sound of the language well.	7 (10.8%)	7 (10.8%)	19 (29.2%)	12 (18.5%)	19 (29.2%)	4.33
To practice speaking, I imitate the way native speakers talk.	15 (23.1%)	8 (12.3%)	19 (29.2%)	10 (15.4%)	12 (18.5%)	4.11
To practice speaking, I practice using new grammar forms when I talk.	7 (10.8%)	0 (0.0%)	23 (35.4%)	21 (32.3%)	11 (20.0%)	3.61
To talk with other people in English, I start conversations.	14 (21.5%)	5 (7.7%)	26 (40.0%)	9 (13.8%)	10 (15.4%)	3.89
To talk with other people in English, I plan what I am going to say.	9 (13.8%)	5 (7.7%)	13 (20.0%)	21 (32.3%)	16 (24.6%)	4.72

As indicated in Table 4, the strategy *"To talk with other people in English, I plan what I am going to say"* received a relatively high mean score of 4.72 and the strategy *"To practice speaking, I practice using new grammar forms when I talk"* obtained a lower mean score of 3.61, suggesting that the participants may engage in this practice to a lesser extent compared to other speaking strategies.

The finding that 32.3% of the pupils agree with the statement *"To talk with other people in English, I plan what I am going to say"* indicates that a significant number of pupils recognize the importance of preparing their speech before engaging in conversations in English. This agreement suggests that it is correlated with Le (2018) in his study, where he found that some learners do take the time to plan what they want to say. It is to ensure that their message is clear and coherent. Planning allows them to think about the specific language structures, vocabulary, and expressions they want to use, enabling them to convey their thoughts more effectively (Le, 2018). When pupils plan what to say, it can help them to alleviate anxiety or nervousness that may arise during conversations. In turn it can make pupils feel more confident and at ease when interacting in English. This confidence can positively impact their overall speaking performance, allowing them to express themselves more freely and with greater clarity.

Meanwhile, the strategy in this section *"To practice speaking, I practice using new grammar forms when I talk"* is the least used by the learners in speaking strategy. According to Jaramillo (2021), it was found that certain strategies in language learning, such as applying grammar rules to different contexts and organizing vocabulary based on meaning, proved to be effective. These strategies can contribute to a deeper understanding and application of the language. However, the results of the current study reveal that a significant proportion of the pupils (21%) demonstrated a neutral stance when it came to utilizing new grammar forms during English conversations. This finding suggests that there may be factors influencing their reluctance or limited engagement with incorporating new grammar structures while speaking.

One possible explanation for this neutral attitude could be the prevalence of the learners' mother tongues in their daily lives. Aziz and Kashinathan (2021) reported that when learners primarily use their native language in their day-to-day interactions, they may face challenges in fully embracing and incorporating new grammar forms into their English speech. The familiarity and comfort of using their mother tongue may hinder their willingness or ability to actively employ new grammar structures. To add to that, speaking in a target language, such as English, can be an intimidating and daunting process for some learners.

Table 5

Distribution, frequency and means on the second section of speaking strategies

	Item Statistics					Mean
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	
To talk with other people in English, I ask the other person to correct me when I talk.	13 (20.0%)	10 (15.4%)	19 (29.2%)	11 (16.9%)	11 (16.9%)	4.56
While speaking, if I don't remember the words I want to say, I ask the person to help me.	7 (10.8%)	9 (13.8%)	11 (16.9%)	16 (24.6%)	21 (32.3%)	4.72
While speaking, if I don't remember the words I want to say, I use words from my own language.	15 (23.1%)	6 (9.2%)	19 (29.2%)	13 (20.0%)	11 (16.9%)	4.78
While speaking, if I don't remember the words I want to say, I try to say it a different way.	16 (24.6%)	11 (16.9%)	14 (21.5%)	14 (21.5%)	9 (13.8%)	4.56
While speaking, if I don't remember the words I want to say, I move my hands and body so the person will understand me.	33 (50.8%)	10 (15.4%)	8 (12.3%)	6 (9.2%)	7 (10.8%)	4.72

As shown in Table 5, the strategy *“While speaking, if I don't remember the words I want to say, I use words from my own language”* indicated the highest mean score for the second section of the speaking strategies, by 4.78 and this is followed by the strategies *“To talk with other people in English, I ask the other person to correct me when I talk”* and *“While speaking, if I don't remember the words I want to say, I try to say it a different way”* by 4.56, which are indicative of the lowest means in this section.

“While speaking, if I don't remember the words I want to say, I use words from my own language” strategy came up with the highest mean score for the second section of Speaking strategies. The analysis showed diverse opinions among the respondents regarding this strategy. Approximately 19 respondents remained neutral, while 11 who strongly agreed, and 13 who agreed with using L1 words when facing word recall challenges. These learners find it beneficial to rely on familiar terms from their native language. However, a significant number of respondents held a different perspective. 15 who strongly disagreed and considered it inappropriate to incorporate L1 words in English conversations, while 6 who disagreed, emphasizing their preference for maintaining an English-only discourse. It was found that relying heavily on L1 words during speaking tasks hindered the development of English vocabulary and fluency (Brown and Lee, 2022). However, Smith and Johnson (2023) explored the use of limited L1 vocabulary as a strategic tool in second language speaking and suggested

that incorporating it strategically when facing word retrieval difficulties enhanced fluency and maintained meaningful communication.

There are two items with the same lowest mean scores, the first one is, *“To talk with other people in English, I ask the other person to correct me when I talk”* which indicated that 11 of respondents agree and strongly agree respectively to talk with other people in English, they ask the other person to correct them when they talk. It is strategical rather than bluntly speak using wrong words or sentences. 19 who stated that they are neutral, 10 of them disagree and another 13 who strongly disagree on the statement. The positive effects of seeking feedback in second language acquisition (Nguyen and Guo, 2022; Lee and Kim, 2023; Jiang et al., 2021). Active solicitation of feedback leads to higher accuracy, fluency, and language development, including vocabulary expansion and grammatical accuracy. Learners who proactively correct their own mistakes and engage in peer correction demonstrate improved language proficiency over time. Considering these studies, the data analysis supports the practice of asking others to correct ESL learners during English conversations, as it strategically refines language usage and helps avoid errors. Furthermore, a substantial number of respondents 29.2% had a neutral stance on the statement, while others disagreed or strongly disagreed. These findings enhance our understanding of ESL learners' preferences and practices concerning asking others to correct them during English conversations.

Finally, the finding of *“While speaking, if I don't remember the words I want to say, I try to say it a different way”* revealed diverse attitudes and practices among the respondents regarding the strategy of expressing words differently when encountering word retrieval difficulties. 9 respondents strongly agreed with this approach, emphasizing their proactive nature in finding alternative ways to convey meaning and maintain communication flow. Additionally, 14 who agreed with the statement, indicating a significant proportion of learners who actively attempt to express words differently. 14 of them that remained neutral, showing indecision or uncertainty. Conversely, 11 who disagreed, expressing reluctance or opposition to trying different methods. Furthermore, 16 who strongly disagreed, demonstrating a strong aversion to employing alternative approaches when faced with word recall challenges. It was found that learners who attempted to express words differently when encountering memory gaps showed improved speaking fluency and lexical flexibility (Martinez and Gonzalez, 2022), However, Johnson and Smith (2023) investigated the effectiveness of alternative word expression strategies in second language speaking and found that relying heavily on such strategies posed challenges in maintaining accuracy and natural language production.

Recommendations

Considering the research was done in an urban area with Year 5 learners with different English proficiency, a few recommendations have been collected to ensure a critical, non-biased research in the future. Firstly, the study should be revised and recreated with more respondents, with diverse age groups and location (rural, semi-rural and urban areas) to reflect on the learning cultures among the diversity. Secondly, the research should examine on the LLS focusing on the main 4 skills: listening, speaking, reading, writing and grammar too. As the pivot of English is the skills, omission on either one skill will create unbalance findings from research as the four skills interdepend on each other. Next, the instrument used in this research is just an adapted and adopted questionnaire. In the future studies, researchers is recommended to employ different qualitative data, such as interviews, teachers' log, observation, students' oral feedback and diary analysis. This will increase the validity and

reliability of the research as findings are constructed based on few perspectives of different elements.

Conclusions

On a final note, this study provided information and insights regarding the primary school students' listening and speaking language learning strategies. The results obtained from the research consider the primary school students adapted to few listening and speaking strategies to aid their language learning process. This study also suggests that in an ESL classroom, listening strategies are important and fundamental as learning process occurs when information is well received and perceived by the learners, and speaking strategies are vital in language learning processes as it helps to foster better understanding and practice to speak among the learners, to aid for a meaningful learning process of the learners in the future.

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Appendix: Questionnaire

Title of Research: **Identifying Language Learning Strategies for Listening and Speaking Skills Among Year 5 Chinese Primary School Pupils**

Researchers: Assoc. Prof. Dr Harwati binti Hashim, Gui Ke Ning, Nurulhafizah binti Abdul Manaf, Nurhidayah binti Mohammed Syahril Izat, Nurul Syahira binti Adhi Nugrono

State your name and class below.

NAME: _____ CLASS: _____

QUESTIONNAIRE - Consists of 3 sections namely Section A, B, and C.

SECTION A (DEMOGRAPHIC PROFILE)

Please tick (✓) at the box given.

What is your gender?

Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
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What is your ethnicity?

Malay	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Indian	<input type="checkbox"/>	Etc (please state)	<input type="checkbox"/>
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SECTION B (LANGUAGE LEARNING STRATEGIES FOR LISTENING SKILLS)

Please tick (✓) at the box given, according to scale 1-5: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

No	Item	1	2	3	4	5
	I watch TV shows in the language.					
	I go to movies that use the language.					
	If I hear people speaking the language, I listen.					
	I find sounds in the language that are like sounds in English.					
	I listen for the important words.					
	I listen for what seems interesting.					
	I listen to words that are repeated.					
	When I listen to something I still don't understand, I ask the person to repeat.					
	When I listen to something I still don't understand, I ask the person to slow down.					
	When I listen to something I still don't understand, I guess the meaning from what I heard before.					

SECTION C (LANGUAGE LEARNING STRATEGIES FOR SPEAKING SKILLS)

Please tick (✓) at the box given, according to scale 1-5: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

No	Item	1	2	3	4	5
	To practice speaking, I make the sounds of the language until I can say them well.					
	To practice speaking, I imitate the way native speakers talk.					
	To practice speaking, I practice using new grammar forms when I talk.					
	To talk with other people in English, I start conversations.					
	To talk with other people in English, I plan what I am going to say.					
	To talk with other people in English, I ask the other person to correct me when I talk.					
	While speaking, if I don't remember the words I want to say, I ask the person to help me.					
	While speaking, if I don't remember the words I want to say, I use words from my own language.					
	While speaking, if I don't remember the words I want to say, I try to say it a different way.					
	While speaking, if I don't remember the words I want to say, I move my hands and body so the person will understand me.					

END OF QUESTIONNAIRE

Reference

Bayuong, P. D., Hashim, H., Yunus, M. M. (2019). Identifying Language Learning Strategies Used by ESL Learners in A Rural Primary School. *International Journal of Academic Research in Progressive Education and Development*. 8(3), 151-165.