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Language Learning Strategies Employed by Year 6 Pupils in Improving Writing Skill

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Abstract
Every pupil has a different strategy in learning a language. Some pupils are learning languages independently and some need guidance from a teacher. Language learning strategies were stated to have a considerable impact in boosting learners' ability to acquire the language in a prior study, as long as they are acceptable and complement the learning process. Thus, the objective of this study is to identify the language learning strategies employed by the Year 6 pupils in improving their writing skill. The instrument was adapted from Cohen & Oxford by employing the writing section in a survey done in a rural primary school in Melaka. The findings showed that the students can use a variety of learning methodologies to increase their language proficiency in the target language which include to enhance their writing ability and the use of technologies to minimise their writing errors and mistakes. In conclusion, teachers must be flexible and accepting of different teaching methods to suit the pupils' learning strategies in learning English.
Keywords: Language Learning Strategies, Writing, ESL Classroom, Primary

Introduction
English Language is a compulsory subject in Malaysia Education syllabus. Due to wide use, it is demanded as one of the main priorities in seeking the future carrier. Therefore,efforts on promoting the target language is a never ending story. Organised programmes ranging from skill-orientation to the subject knowledge is aimed to strengthen the language individual skill (Dawi et al., 2021) On the other hand, teaching of English can be said to be hard especially to the rural school's pupils.As the curriculum and the syllabus changes, the language learning strategies used by both teachers and pupils needed to be changed as well so that it could complement the updated syllabus. There are plenty of language learning strategies that can be used in learning the language. In Zare (2012); Oxford (1990) stated that language learning strategies are characterised as the learners use to remould the external input into internal input and personal resources and skills as it makes their learning easier, smoother, fun, self-directed, effective, and transferable into new situations. Because these tactics are entrenched in the learner's brain regions, they are supposed to be employed unconsciously. It can only be seen by teachers as the teachers are teaching the pupils in the class. The pupils

are using strategies subconsciously as they are learning the language that is not their mother tongue but also their second or third language.

Writing skill is one of the output skills that the pupils need in order to have adequate knowledge on the vocabulary. English being the second or third language of the pupils makes it a bit difficult compared to their mother tongue. Lack of vocabulary can lead to incomprehensive writing which results in their poor marks. Generally, Malaysians are known for their Malaysia's version of English. Direct translating is a common problem in the teaching of English as teachers could only ask the pupils to translate their mother tongue words into English to make it easier for them to write their sentences. Even with that, sometimes the grammar of the sentences is incorrect. Hence, through this study, it is hopeful that the researcher could identify the language learning strategies used by the pupils and make use of it to teach the pupils their supposed content knowledge.

Research Objective

1.2.1 This study is designed to identify the language learning strategies employed by the Year 6 Pupils in a primary ESL classroom in Malacca's rural school for improving writing skills.

Literature Review
Language Learning Strategies

Life is full of learning opportunities: Learners can pursue their learning goals in different ways and using different strategies.Language learning strategies can be an effective means of contributing to the successful language learning and can greatly enhance the learning process (Nair et al., 2021). It is claimed can facilitate independent learning for educators as an effective method of introducing them to their lesson (Lim et al., 2021). Additionally, this correlation could lead to greater individual achievement due to its association with proficiency and performance (Shukri et al., 2008; O'Malley et al., 1985; Politzer & McGroarty, 1985 as cited in Zeynali, 2012).

Language Learning Strategies have been defined from different perspectives. In Rahimi et al (2004), researcher Cohen (1995) defines Language Learning Strategies as well-planned steps and actions used by language learners. It comprises activities, measures, and techniques to promote language learning (Lee, 2010). In Oxford 1990, language learning strategies are described as a peculiar act taken in order to make language learning easier, faster, more pleasurable, more self-reliant, effective and transferable. It involves well-planned operations, procedures, and routines to enable learners to achieve, maintain, retrieve, and apply information (cited in Zare, 2012). Adan et al (2021) concluded the definition of Language Learning Strategies from several researchers as approaches, techniques, methods, or rational steps used by the learners to obtain their goal in language learning.

Learners learn to pursue their learning goal in respective ways and strategies. As one of the beneficial language learning methods language, learning strategies play a vital role in improving and enhancing the learning process (Nair et al., 2021) and improving their learning abilities (John et al., 2021). It facilitates independent learning as an effective method of induction for educators in their lesson (Lim et al., 2021) and researchers (Kamarul Shukri et al., 2008; O'Malley et al., 1985; Politzer & McGroarty, 1985) agreed that it leads to a greater individual achievement as it is correlative with proficiency and performance (cited in Zeynali, 2012).

In the previous study, language learning strategies have been claimed to have a significant impact in improving the learners' capability to learn the language as long as it is appropriate

and supports the learning process (Adan et al., 2021). Researcher Cohen (1998) stated it as a conscious attempt to improve language proficiency through memory and application of the target language features (cited in Nair et al., 2021) that is able to provide a good cooperation with instructional methodology which allows the learner to perform well, feel confident and manage to reduce learning anxiety (Oxford, 2003 in Zare, 2012). Other research from Rahimi et al (2008); Chamot (2004); Ehrman and Oxford (1989) found that the sort of learning strategies used in language learning determines learning style.. An extroverted individual tends to work in a group and has a strong preference for social strategies, whereas an introvert person or working individually is more to metacognitive strategies. (Cited in Zare, 2012). In the other words, students have to be equipped with a plan and strategies to acquire the language easily (Hashim et al.,2018).

Chamot (2001) found that learning strategies are needed in the second language to gain greater insight into how language learning works cognitively, socially, and emotionally, as well as helping teachers to improve the less successful learners. Likewise, Chamot (2001) also outlines two key goals in language acquisition strategy, which are to identify and compare strategies between more and less successful learners, as well as provide instruction for less successful (cited in Weng, 2021)

Categories of Language Learning Strategies

There have been many studies on language learning strategies (LLS), particularly the way learners process and manage new information. In Lim et al (2021) it is seen as a matter of attitude, motivation, age, sex, learning styles, and capabilities of individuals to learn language. The classification of language learning strategies began in the 1970s where many researchers emphasised three main strategies: cognitive strategies, metacognitive strategies, and social-affective strategies (Andan et al., 2021). In the concept of metacognitive function, it engages the processes of learning planning, observation, correcting mistakes and evaluation. A metacognitive strategy facilitates indirect support by employing various strategies, such as focusing, arranging, evaluating, seeking opportunities, and so on. The aspect emphasised learners' ability to control their own cognitive observation, *correction of* mistakes, and evaluation. It requires advanced organisation skills, direct and selective attention, self-management and monitoring, delay production, and self-evaluation. The cognitive learning strategies emphasise the use of repetition, resourcing, translation, grouping, note-taking, implication, recombination, imagery, auditory representation, key words, contextualization, elaboration, transfer, and reasoning as among the most crucial cognitive strategies. On the other hand, socio affective strategies is a social-mediating activity and interacting with others. The main goal of these strategies is to require cooperation and clarification skills for the learners to learn. This helps them to practise their knowledge.

In Zare (2012) researcher Oxford (1990) had improvised the categorization of language learning strategies into direct and indirect strategies. Direct strategies consist of Memory, Cognitive, and Compensation. Second Language Learners' proficiency has been associated with memory-related strategies (Kanji, 1995; Oxford & Ehrman, 1995 in Oxford, 2003) that can be explained by the ability to hold new information and retrieve it when needed (Kanji, 1995; Oxford & Ehrman, 1995 in Oxford, 2003). While it does not require deep understanding, it involves creating mental links, using images and sounds, and reviewing and executing the action. Learners can use cognitive methods to directly manipulate the target language's language material. Thus, it allows learners to practise in a naturalistic setting by creating structure and sounds formally for input and output. In Oxford (2003), strategies enable

learners to develop stronger knowledge structures through reasoning, analysis, note-taking, summarising, synthesising, outlining and re-organising information.

The researcher described the compensatory strategies as enabling learners to use the language in both speaking and listening despite knowledge gaps. Furthermore, Oxford and Ehrman (1995) pointed out how compensatory strategies were related to L2 proficiency among native- English speakers learning foreign languages. Compensation strategies are divided into guessing intelligently and overcoming limitations in speaking and writing. It is employed when language learners are facing a temporary breakdown in both production skills. It assists the learner to make up for missing knowledge such as text guessing in any language activities. For instance, guessing from the context of listening and reading activity or guessing a gesture or pause word in a speaking lesson.

Oxford (1990) identified indirect strategies that include the aspect of metacognitive, affective and social. Metacognitive strategies are employed for managing the whole learning process. The process involved the identification of individuals learning style and need, task and materials, gathering and organising and study space and schedule arrangement. The whole procedure also emphasises the importance of the mistakes' monitoring, task and learning strategies evaluation. Metacognitive strategies provide indirect support by utilising different strategies such as focusing, arranging, evaluating, seeking opportunities and reducing anxiety. The aspect emphasised on learners' ability to control their own cognition.

On the other hand, effective strategies help learners deal with their emotions, motivation, and attitudes related to language learning. It involves identifying the learner's mood, anxiety level, feelings, reward, and optimism. By decreasing anxiety, encouraging oneself and taking the emotional temperature, the aspect introduces the best way to achieve learning goals. As learners progress to higher proficiency, they will be less reliant on affective strategies, because at this point more cognitive, metacognitive, and social strategies will be required (Oxford, 2003).

Oxford, (1990) identified the next language learning strategy as the Social strategy. It can be described as a strategy that facilitates language learning through social interaction, including asking questions, cooperating, and empathising with others. The study also highlighted it as a key component of language learning, as it assists the learner in understanding the target culture as well as the language. For instance, asking questions and clarification, asking for help, and exploring cultural and social norms.

Good/Successful Language Learners
Successful language learners will always keep on their learning progress which can facilitate the unique and the goal of language learning. Most researchers agreed that successful language learning can only be pursued by good learners that are able to utilise suitable learning styles and strategies with a good response and benefits gained from the educator in a successful manner (Kussin et al., 2018).

In Lim et al (2021), a study conducted by Rubin (1975) describes a good learner as someone that has eagerness and an accurate guesser. They are not afraid of making mistakes through practice and opportunity but gain benefits from the process to learn and to improve their learning. Good language learners are able to communicate and learn from the communication well. In another study, Rubin (1975) described good language learners as learners with eagerness and infallible guesses, have a good desire in interacting and demonstrativeness. They are also fond of taking opportunities, track their own and other expression and most importantly aware of the situation (John et al., 2021)

In Zare (2012), researchers (Rubin, 1975; Stern, 1975; Rubin and Thompson, 1994) describe good language learners in terms of their personal characteristics, learning style and learning strategies in pursuing successful language learning. The study highlighted that good language learners have a great determination to learn and are able to take charge of their own learning apart from that good in organising and experimenting the language creatively. Good language learners are not afraid to face uncertainty and learn from making errors. They are found intelligent in using their linguistic knowledge of a first language to contextualise meaning. It allows them to learn a chunk of words as a whole and formalise it to assist their language performance to keep the communication continuous. Good language learners have certain production strategies to fill in the gaps in their competence and are prepared to learn different styles of speech and writing to vary their language.

Other studies explained that successful learners managed to create opportunities to apply and practice the target language, exploit social means, and make an effort to convey and grab the message means. They are more optimistic, observant and ready for any uncertainness. Studies also explained that good language learners have to solicit language patterns, utilise the target language input and make errors work. They are also good in planning and organising their studies including comprehending and experimenting it. In another point of view, researcher Mohamed Amin Embi et al., (2001) claimed that good language learners have a greater use of the language learning strategies compared to poor learners (cited in Nazri et al., 2015).

Writing Skill in ESL Classroom
Writing skill is used every day for a number of reasons. The complex language skill needs the repertoire of language adequately in order to convey the message precisely and their content peculiarly. Thus it required a good thinking skill, precise and concise language, coherent and cohesion and writing mechanism. As one of the most challenging productive skills to teach in an ESL classroom, teachers are obliged to develop a writing activity that can engage students by connecting it with other skill areas so that they see the benefit of learning to write. As for the students, most Malaysians are still not proficient in the target language, especially in rural areas. Even so, as non-native speakers of English, the students in school preferred to use their mother tongue instead of English in their ESL classroom activity, and it made their writing skill difficult (Aziz et al., 2019).

In Habibi and Singh (2019) many researchers perceived writing as one of the complicated language skills because it includes the aspect of syntax and semantics. Nevertheless, it is one essential language skill that one needs to obtain in an ESL classroom from the beginning until the highest level of education. Students face difficulties in their writing task due to insufficient language learning strategies, lack of vocabularies as well as a variety of simple and complicated grammatical patterns. Researchers highlighted the important aspect of writing ranging from planning and organising a text to dictation and punctuation to overcome their barrier of writing process.

As a vital skill for consolidating language in other skill areas, writing skill is claimed to be able to maintain the students' motivation. Thus, by integrating the skill with other skills managed to make the language learning more realistic and demonstrative. The task served as a lesson record to help the students' retention of vocabulary and sentence structures. On the other hand, the Ministry of Education has urged the teacher to be more creative in planning their language lesson to facilitate the students to improve their skill in the target language with a

hope they will be able to use the language confidently in their daily life in the future. (MoE, 2013).

Studies Related to LLS

Habib and Singh (2019) had conducted a study among ESL students from 94 colleges in Malaysia. The study is aimed to investigate the effectiveness of reciprocal teaching in writing. Reciprocal teaching is a combination of predicting, questioning, clarifying and summarising which is able to reinforce both a student's comprehension and writing skill. It led the students to be more independent learners and promote teamwork. Reciprocal teaching strategies promote cooperative learning by encouraging students to share their ideas in groups and pairs. It also claims to be able to reduce the fear of learning a second language. Thus, the study concluded that through the use of selected Language Learning Strategies, the students were able to develop their language skill and learn to engage more actively in learning about the unfamiliar and complicated issues. In the study, researchers also discovered that computers-based tools or computer-assisted corpus analysis (CACA) are useful in evaluating the students' writing performance.

The study conducted by Yunus & Mat (2014) among the FELDA primary schools reported that the primary school pupils were interested in learning English where half of the respondents were interested in reading English books and attending English courses or Camp. Based on the findings, 95% of the FELDA primary school students admitted that language skill is crucial for current and future use. The primary school students were found fond of using various Learning Language Strategies for their writing skill. According to the researcher, the students prefer to employ both cognitive and metacognitive strategies more than other strategies. The utilisation of writing draft is mostly applied in ESL classrooms for writing lessons as it is able to help the unskilled students to construct and compound language besides assessing their understanding. Even Though writing draft does not help to record the writing idea, this study described it as being able to assist the FELDA Primary pupils to form and organise their ideas. On the other hand, Yunus & Mat (2014) revealed that Felda school boy students use to write letters or emails to their friends in English to develop their self-confidence. They were found to take their teacher's feedback earnestly and use it to improve their writing skill, especially during the competition.

Chanderan & Hashim (2022) investigated the language learning strategies used in writing skill among 200 freshmen undergraduate students from a private university. It is found that the Metacognitive learning strategy and social strategy is highly used among the students. The students were discovered to be attentive and interested in learning the second language through several indications including the level of attention, noticing and correcting errors and mistakes and the ability to learn and adapt which helps to improve their language proficiency. Other strategies discovered in the study are memory strategy, cognitive strategy and compensation strategy are used in the medium. The effective strategy is the least used strategy by the students. On the other hand, the study revealed that most of the students were calm when they encountered their fear in using the language but rewarded themselves when they did well. The study also discovered that one of the reasons influence the Language Learning Strategies used is because of the student's attitude towards the language and the examination oriented learning system in Malaysia. It had made the students choose to focus on getting flying colours in the examination rather than learning the language structure aspect appropriately.

In a study conducted by Kakoty (2020) among 20 first semester undergraduate Assamese ESL students at Dibrugarh University, Assam, Language Learning Strategies instruction contributed significantly to the development of writing skills. After the experimental group underwent LLSs treatment, their performance improved dramatically and it highlighted that LLS can be taught in ESL. In Maftoon and Seyyedrezaei (2012) indicate that 70% of the students do not recognize they are using strategies in their writing. There were few participants who acknowledged that they are using metacognitive tools, with examples such as planning, revising, reading, goal setting, monitoring their progress, and self-regulation. Others included the usage of social strategies, for instance, asking help from teachers and friends. Affective strategies included taking a deep breath and being passionate to sing and write, trusting oneself and positive self-talk. Cognitive strategies were used on the other hand when they used words from their reading or that they were familiar with in their composition. Nurharjanto and Widyantoro (2020) discovered the application of Language Learning Strategies has positively and significantly affected the students' writing skill. The study revealed the application of metacognitive, cognitive and social strategies associated with students' writing tasks. The study indicated that writing skills were highly correlated with students ' use of their metacognitive skills over other strategies. It helps to control, direct, and manage these students to face their writing tasks. At the same time, strategies made them realise the purposes and the features of writing. Cognitive strategies applied in their learning made the students manage their plans and their ideas before and while they were writing. It helps to develop the ideas before presentation. On the other hand, social strategy is applied when the students need to communicate and discuss with their friends about their ideas, grammar, vocabulary, or text organisation. It allows them to involve more in problem solving on their writing task collaboratively. The findings also indicated a positive relationship between the language learning strategies and the use of technology.

Methodology

This is a quantitative research and the sample used is purposive sampling which is from a rural primary school in Melka. There are 53 samples, 22 boys and 31 girls. The participants have different language proficiency in English Language and socio-economic background.

The study uses the survey design research approach. Young Learners' Language Strategy Use Survey by Cohen & Oxford (1990) focusing on writing skill was adapted in this study. There are two sections, where section A, is demographic data where gender and age are being asked, and they are 19 questions on writing section in section B.Three smileys had been used in to represent symbol +, - & 0, from original so that the participants would be able to comprehend the requirement of the question easily. The data was collected over two days, using 20 minutes of English lesson time from the researcher and another English teacher's classes.The researcher explained the objective of the data collection to the pupils. SPSS 20 was used to analyse the data from the questionnaire.

Findings and Discussion

After the short questionnaire session, the data were analyzed using the SPSS 20 version. The tables below show the findings from the data collection.

Strategies used for the students to write more
Statistics
Table
4.1.1

		If the alphabet is different, I practice writing it.	I take class notes in the language.	I get to write other notes in the language.	I write letters to other people in the language.	I write papers in the language.
N	Valid	53	53	53	53	53
	Missing	0	0	0	0	0
Mean		2.08	1.92	1.89	1.79	1.79
Median		2.00	2.00	2.00	2.00	2.00
Mode		2	2	1	2	1
Sum		110	102	100	95	95

The frequency of the tactics employed by year 6 students to write more in English is seen in Table 4.1.1 above. Only roughly 22.6% of students practice writing when the alphabet is unfamiliar, while the remaining 77.4% practice only minimally. Around 24.5 % of students always take notes accurately and seriously throughout lessons to develop themselves. 15.1% of students motivated themselves by sending letters to other people in English, while the remaining 49.1% did so on occasion. Finally, about 22.6 % of students report or use the English language in writing papers to enhance their writing skills.

According to the findings, just 25% of students are committed to discovering ways to write more in English. Such as practice writing, even if the alphabets are different, taking notes during courses, writing letters in English with pen pals or others to enhance their vocabularies and phrases, and always writing in English. Findings are also consistent with those of Yunus and Che Mat (2014), who found a link between self-confidence and language acquisition practices. According to both research findings, students' desire to study boosts when they can use their writing abilities in real-world scenarios like sending emails and letters. As a result of using the method in the actual assignment, the student's vocabulary, phrases, and writing skills are honed more efficiently and effectively.

According to Oxford (2003), the study also supports the idea that practical tactics to encourage the best approach to attain learning goals are included in the study's findings. Students' learning anxiety can be reduced by using an effective method to deal with their emotions, motivation, and attitude. Providing students with opportunities to use and practice the target language, as suggested by Nazri et al.(2015), can help them succeed. By putting their writing skills into practice in a real-world setting, they may strive to express and grasp the information more effectively.

Strategies used by the students to write better
Statistics

		I plan what I am going to write.	I use a dictionary or glossary.	I read what I wrote to see if it is good.	I ask someone to correct my writing.	I re-write what I wrote to make it better.	I use the spell checker on the computer.	I use the grammar checker on the computer.
N	Valid	53	53	53	53	53	53	53
	Missing	0	0	0	0	0	0	0
Mean		2.40	1.85	2.43	2.45	2.15	1.98	1.64
Median		2.00	2.00	3.00	3.00	2.00	2.00	1.00
Mode		3	2	3	3	2	1[a]	1
Sum		127	98	129	130	114	105	87

a. Multiple modes exist. The smallest value is shown

Table
4.2.1
Researchers are able to see from table 4.2.1 that there are different styles for students to use in their tactics for writing better in English. 47.2% of students always plan what they intend to write in English ahead of time. At the same time, the other half of writing is usually haphazard. A dictionary or glossary will be used by about 22.6 percent of pupils who want to write improved English. More than half of those polled read what they had written several times to determine if they had outstanding writing or not. 56.6 percent of students routinely refer to someone else, such as their instructors, tuition teachers, and classmates, to examine their writing and obtain input on how to improve it. Around 30.2 percent of students will rework their write-ups for improved writing. Some of the others revise them from time to time. With today's technology, 32.1 percent of pupils will use the computer's spell checker to compose better phrases and sentences with no spelling errors. 18.9% of students use grammar checkers to help them write excellent English writing. More than half of those polled still did not use it, maybe because it is unfamiliar to people their age.

Based on the findings, students develop a variety of novel and traditional ways to improve their English writing. The fact that so many students still follow the tried-and-true methods of doing research, utilizing dictionaries and glossaries, contacting a native speaker of the English language, and rewriting until they are satisfied may have something to do with their age. Chandran and Hashim (2022) mentioned that learners' attentiveness and enthusiasm for acquiring a second language might be affected by this meta-cognitive technique. Take, for instance, one's ability to pay close attention, identify, revise, and rectify mistakes. According to the results, students utilize modern technologies like spell checker and grammar checker application on their laptops to minimize minor errors in their work. According to Nurharjanto and Widyantoro (2020), technology and language learning methodologies have a beneficial association.

Strategies used by the students when they cannot think of words or phrases they want to write.
Statistics
Table
4.3.1

		I ask someone for the word or phrase, I need.	I try to say it a different way.	I use words from my own language.	I use words from my own language, but add new endings to those words.
N	Valid	52	52	52	52
	Missing	1	1	1	1
Mean		2.48	2.27	2.25	1.71
Median		3.00	2.00	2.00	2.00
Mode		3	2	3	1
Sum		129	118	117	89

Table 4.3.1 displays the approaches employed by the students when they cannot think of words or sentences to write in English. While writing an English essay, more than half of students ask someone for the words or phrases they need, while the other half disregard and correspond with whatever terms they know. Approximately 32.1 percent always utilized and stated the terms in multiple ways to find appropriate words or phrases for what they wished to expound or explain. More than 67.3 percent employed this strategy to occasionally identify relevant words and phrases. 45.3 percent tend to translate the words from their mother language. Around 17.3 percent of students will add terms from their mother language and other words to make the sentences more fluent and creative. Aside from that, students write it exactly as it is, with no added words.

Students believe that translating terms from their mother tongue into English to add specific words or phrases to their writing is critical. Especially to students who learn English as a second language learners. They also tend to translate from their native tongue to make their writing more innovative and fascinating.

Using these data, researchers can have a better understanding on how Year 6 students in a rural Malaysian primary ESL classroom used various language learning approaches to improve their writing abilities. According to the data, the researchers may infer that meta-cognitive learning methods fall under indirect learning strategies. It is one approach adopted by the students when learning language skills. More than half of the sixth-grade pupils constantly prepare and analyze their English writing skills before starting a new assignment. These data show that students in Malacca's rural year 6 school frequently use the meta-cognitive learning strategy.

Students discover that it is not difficult to enhance their English skills independently with the assistance of having appropriate English environment lessons due to the implementation of HIP and other initiatives. Students practice writing effective essays regularly and are not hesitant to seek feedback from professors and exceptional classmates to enhance their writing. Aside from that, students were not afraid to critique themselves when it came to producing outstanding essays since they prefer someone to provide them with helpful criticism when it comes to creating an exceptional write-up.

When writing an essay, students in sixth grade apply compensatory learning methodologies, which allow them to estimate the appropriate English words or phrases based on their own home language. They also use the dictionary and glossary from time to time to overcome the limitations of the terminology and make the most of them. As a result, they are assisting in creating a fantastic essay and enhancing themselves. As a result, meta-cognitive and compensatory techniques, which are common to enhance writing skills of year 6 students in a rural school in Malacca, are two learning strategies that are widely utilized to improve writing abilities of the year 6 students.

Implications and Conclusion
All stakeholders will benefit from the findings of this study, especially students, since they need to identify suitable learning strategies that can suit their needs. It will be easier for students to learn at ease in an ESL classroom if they can recognize their learning style, promoting a positive learning atmosphere. Regarding the teacher, it will provide them with an insight into the way students learn, which can help them plan effective teaching strategies, especially for writing.

Language Learning Strategies is a broad field to be explored. Studies have been executed to make a positive difference in the classroom, particularly in ESL classes. Despite beneficial findings for the educational system, many students still struggle with learning and improving their writing skills in the target language. Therefore, it is essential to keep studying the field to find more effective instructional strategies to meet learners' needs. Additionally, it is essential to carry out more research on the effectiveness of learning strategies across different learning environments.

In conclusion, students can use a variety of learning methodologies to increase their proficiency in learning a foreign language. To assist students in enhancing their abilities in all four areas of the English language, especially writing, teachers must be flexible and accepting of different teaching methods. Learning a new language requires students to pick their favourite method of learning. On the other hand, the teachers must recognize that each student learns differently and adapt to their needs in the 21st century. Allowing children to discover their learning methods is a teacher's primary role.

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