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Learning Strategies Used by ESL Pupils in A Sub-Urban Primary School to Develop Listening Skills

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Abstract

In a language learning classroom, developing learners' listening skills is a vital part of language development. In ESL classrooms, it is one of the main skills the ESL learners have to master to ensure effective communication so as to enable the learners to shift from classroom language to real language. However, despite its importance, listening is considered a difficult skill to develop and learn, especially in countries where English is a foreign language. Hence, the present study investigated the language learning strategies used by ESL pupils in a suburban primary school in Sarawak to develop listening skills. 31 Level-2 primary school pupils aged between 10-12 years old were selected to participate in this study through purposive, convenience sampling technique. A questionnaire adapted from Young Learners' Language Strategy Use Survey (YLLSUS) was used to collect data. Four language learning strategies, viz., cognitive, metacognitive, affective, and social strategies were proposed in the current study. The findings indicated that "listening to others" was the most used strategy meanwhile "listening to the radio in English" was the least used strategy. It is hoped that the study could provide some insights for the ESL teachers on listening strategies that could be

taught their ESL classrooms. It is suggested that the issue could be dealt with through qualitative research, from different regions and of different age groups so as to yield more comprehensive view.

Keywords: Listening Skills, ESL, Young Learners' Language Strategy Use Survey (YLLSUS), Language Learning Strategies.

Introduction

Listening is one of the four skills taught in ESL classrooms. It is a process that involves the interpretation of messages intentionally transmitted to understand and respond to them appropriately. Listening plays an important role in language acquisition as it is vital for communication beyond the classroom and it serves as the foundation of speaking, reading and writing skills (Long, 2016 as cited in Alfuatin, 2019; Alfuatin, 2019; Islam & Hasan, 2020; Feruza & Matluba, 2021; Yildirim & Yildirim 2016 as cited in Seladorai et. al., 2021). In addition, listening is essential for communication outside the classroom.

Despite its importance, this language skill has been ignored by teachers as well as pupils due to the idea that listening is a natural rather than "nurtured" capacity (Abdalhamid, 2012 as referenced in Ismail & Aziz, 2020). Also, owing to the omission of listening assessment in past Malaysian English Syllabus, the teaching of this skill was not given the attention it deserved in the English lessons. Consequently, there had been such phenomenon that the Malaysian ESL learners develop their writing skills much better than listening and speaking skill. To tackle this issue, Common European Framework of Reference for Languages (CEFR) which gives equal attention to both receptive and productive skills has been adopted in Malaysian English Education since 2018 (Sanjana, 2014; Johar & Aziz, 2019; Kok & Aziz, 2019; Ismail & Aziz, 2020). In addition, due to its receptive nature, listening is considered a difficult skill to develop and learn, especially in countries where English is a foreign language (Michaleková, 2017). It was argued that effective listening strategy use is difficult to develop without proper instruction. It was believed that learners can benefit from being instructed on how to improve their listening skills, particularly in developing meta cognitive strategies and awareness through discussions of strategy use. By shifting the focus to the development of bottom-up and top-down strategies, the combination of prediction/pre-listening strategies and strategies for verifying and monitoring predictions is helpful too. Besides, active learning activities such as role-play, and language games are suggested then proven to be able to assist in the development of ESL learners' listening skills. Furthermore, it is perceived that pupil's listening behaviours can be adjusted and moulded by an ESL instructor using a set of strategies and approaches to each listening situation. Teachers' proper instruction can help pupils overcome their deficiencies (Graham, Santos, and Francis-Brophy, 2014; Djabborova, 2020; Khaled and Hussam, 2020; Seladorai et al, 2021). In view of that, the present study focuses on the utilization of learning strategies among level 2 primary school pupils in an ESL classroom to develop their listening skills.

This study aims to

1. Identify the language learning strategies used by level 2 ESL pupils in a suburban primary school to develop listening skills.
2. To investigate the most and least used language learning strategies among level 2 ESL pupils in a suburban primary school to develop listening skills.

Literature Review

Krashen's Theory of SLA

Since 1950s, there has been numerous research studies conducted on SLA. One of the earliest models of SLA was proposed by Stephen Krashen. Krashen prime focus is that the process of adopting a language is natural. He described learning a second language as learning without focusing on the grammar or structure of the language, as how they learn their mother tongue (Raju & Joshith, 2018). Krashen suggests five hypotheses of second language acquisition, and they are Acquisition-learning hypothesis, monitor hypothesis, input hypothesis, natural order hypothesis, and Affective-filter hypothesis.

According to Krashen, language skills are developed primarily through two processes: "acquisition" and "learning." Acquisition is a subconscious process while learning or knowing about a language is a conscious process which emphasises the rule of the language more (Raju & Joshith, 2018). In child's acquisition of language, the significance of the natural way or subconscious way is much more emphasized than conscious learning of grammatical rules and form.

Krashen also explained the monitor hypothesis, which highlighted the very limited role of 'learning' in second language performance. In this case, learning serves as a monitor for monitoring out the language (Raju & Joshith, 2018). Broad (2020) stated in his article that learners can use learned rules and patterns as a monitor or editor, allowing them to make small modifications and fine-tune the output of the already acquired system. It was mentioned by Raju and Joshith (2018) that there are three stages of learners in this hypothesis; highly monitored, moderate monitored and low monitored. A highly monitored learner is hesitant to freely produce language output, whereas a low monitored learner is unconcerned about making mistakes while using the target language (Raju & Joshith, 2018). Therefore, based on Krashen's monitor hypothesis, each learner will have different performances based on their abilities to monitor their language output.

One of the most effective things for language acquisition, according to Krashen, is comprehensible input which is one level beyond the level of competence or in a much more simpler term ($i + 1$) (Krashen, 1982). The 'i' represents the already acquired language level, and the '1' represents language (grammatical forms, aspects of pronunciation, and words) that is a step above the learner's level (Broad, 2020). For better language acquisition, the learner must be exposed to a wide range of language input for instance by reading books, watching videos, conversing with native speakers, and listening in the target language (Raju & Joshith, 2018).

Krashen also proposed the natural order of acquiring target language grammar. It is possible to learn grammar in a natural sequence as mentioned in the article by (Raju and Joshith, 2018). Krashen claims that sometimes a person acquires the present tense form of the verb (ing) rather than the possessive case (Krashen, 1981). This has also been mentioned by Broad (2020) in his article that second language acquisition, like first language acquisition, occurs in predictable sequences.

Finally, Krashen (1981) stated in Affective-filter hypothesis that three major factors influence a learner's ability to acquire a second language: motivation, self-confidence, and anxiety. If a

person is influenced by affective filters such as high anxiety, poor desire, or a lack of self-confidence, the learner will have less opportunities for subconscious language acquisition' (Krashen, 1994).

The Behaviorist Theory

The Behaviourist theory for second language acquisition, according to Lightbown and Spada (2013), is based on B.F. Skinner's behaviourist theory from the 1940s and 1950s, which suggested that when children imitate language from those around them, appropriate measures would be complemented by positive encouragement of praise or effective communication. Because their surroundings encouraged them, children continued to copy and practise these sounds and patterns until they established 'habits' of proper language use (Broad, 2020). Similarly, Mulyani (2019) stated in her paper that as children continue to produce language, they will gradually shape their habits.

The Innatist theory

Chomsky's view that humans are born with biological mental processes designed for language acquisition serves as the foundation for the Innatist theory of second language acquisition (Board, 2020). According to studies cited in Mulyani's (2019) article by Dulay and Burt (1974), the majority of grammatical errors produced by early second English language learners were identical to those made by young first English language learners. As a result, the study concluded that, while the process of acquiring a first and second language was not comparable, it revealed a similar pattern. Learners constructed the rules of the second language with such a way that they became independent of the rules of their first language (Mulyani, 2019). As a result, an integrative approach to second language acquisition learning would continue to be helpful in supporting students in acquiring their second language.

Interactionist Theory

However, developmental and cognitive psychologists argue against innatists who place too much emphasis on the "final state" of adult native speakers' competence and not enough on the developmental aspects of language acquisition; acquisition is just one example of the human child's ability to learn from experience (Broad, 2020). In the context of second language acquisition, interactionists focus on the interaction between native and non-native speakers, or first and second language learners (Mulyani, 2019). Individuals in the process of learning should be able to effectively experience and develop proficiency in employing diverse social strategies in their discourse by engaging in interactive communication. By actively engaging in social exchanges with others, learners can gain valuable insights into the ability to communicate, thereby improving their ability to express themselves and adapting their communication style to different social contexts and audiences. According to Perego and Boyle (2013) as mentioned by Mulyani (2019) in her article, an interactionist learning approach in the classroom should allow native and non-native speakers to learn how to communicate. It required the ability to ask for clarification, express ideas, express meaning, and understand gestures (Mulyani, 2019).

Language Learning Strategy (LLS)

Language learning strategies that learners use to interact effectively with their chosen language with the goal of fluent communication are an important aspect of the learning process. Brown (1980), as referenced in Hardan (2013), defined learning strategies as

processes that directly support learning. Given that the majority of LLS research is focused on successful learners, Rubin (1975, as cited in Hardan, 2013) began researching learning strategies by focusing on successful learners' strategies, claiming that once identified, such strategies could be made available to less successful learners. According to Oxford (1990, as cited in Siti & Parilah, 2020), the goal of language learning methodologies is to improve communication abilities. Oxford classified LLS into two groups: direct and indirect techniques. Memory, cognitive, and compensation strategies are examples of direct strategies, whereas metacognitive, affective, and social strategies are examples of indirect strategies.

Direct Strategies

Memory Strategy

As it supports the acquisition, storage, and retrieval of linguistic information, memory is essential to language learning processes. Language competency development is aided by learners' ability to encode, retain, and recall language aspects thanks to effective memory processes. Optimizing language learning procedures can be made possible by having a better understanding of how memory functions. According Oxford and Ehrman (1995 as cited in Mohamad et al., (2021), the utilization of memory strategies is highly beneficial for enhancing the language proficiency of native English-speaking learners. Memory strategies are widely recognized and recommended as an effective approach for optimizing classroom learning with the aim of acquiring and mastering a language.

The creation and improvement of pedagogical tactics can be influenced by a thorough understanding of the complexities of memory in language learning strategies. According to Webb (2023), the importance of memory strategies in learning becomes evident when we recognize that successful learning involves the acquisition, storage, and modification of information in long-term memory. By employing memory strategies, students can enhance their ability to retain and manipulate information, leading to a more comprehensive understanding and improved transfer of knowledge. Teachers might create educational interventions that specifically target memory functions by including spaced repetition, encouraging elaborate encoding strategies, or offering opportunity for retrieval practice. The encoding, retention, and retrieval processes of students can be optimized by educators by integrating language learning methodologies with the principles of memory function, which will improve students' language acquisition and performance. The benefits of memory retrieval are robust, with significant improvements in memory retention and transfer. Retrieval practice has been found to be effective across different age groups, from young children to older adults. Feedback plays a crucial role in enhancing the effectiveness of retrieval practice, as it helps learners correct inaccuracies and fill knowledge gaps (Carpenter et al., 2022).

Cognitive Strategy

Cognitive strategies encompass the deliberate and purposeful actions taken by learners to optimize the assimilation, internalization, construction, consolidation, and transfer of knowledge and language skills. These strategies operate at the core of the three fundamental dimensions of information processing, namely encoding, storage, and retrieval. To establish a comprehensive classification of cognitive strategies, it is crucial to understand the specific processes involved in each of these stages (Di Carlo, 2017). Hardan (2013) also mentioned that cognitive techniques are utilised to assist pupils in correctly manipulating the target language or task by utilising all of their processes. They consist of reasoning, analysis, and

reaching conclusions. For example, using ample of exercises to practise the language and using a dictionary to look up difficult words.

Compensation Strategy

Students use compensation strategies to compensate for missing knowledge in the target language due to a lack of vocabulary. The methods assist pupils in speaking and writing in the target language even when their vocabulary is limited. For example, the use of linguistic clues to guess the meanings or by developing words to guess compensates for their lack of vocabulary (Hardan, 2013). Based on the concerns and prior research, Syafryadin et al (2020) explored what compensating mechanisms were most commonly utilised in overcoming limitations in speaking activities in order to prevent communication gaps. The authors also mentioned that compensation techniques are an alternate strategy for assisting pupils in overcoming their difficulties with language mastery.

Indirect Strategies

Metacognitive Strategy

Hardan (2013) mentioned in his article that students use metacognitive methods to assist them coordinate the learning process by centering, arranging, planning, and evaluating their learning. This allows the learner to direct their own learning. Students will also be able to plan their learning methods and adjust them if they are ineffective (Hardan, 2013). For example, reviewing previously known content and determining ahead of time what to pay attention to. This was supported by Mitsea & Drigas (2019) in which the findings of their study revealed that metacognitive methods improve students' academic achievement, self-confidence, and self-awareness. Furthermore, a strong co-occurrence of metacognitive methods with high-level cognitive functions such as reasoning, critical thinking, and problem-solving was discovered. Hence, with proper implementation, this would be beneficial not only for improving students' listening skills, but also for fostering improvements in their speaking, reading, and writing abilities.

Affective Strategy

Hardan (2013) stated that affective strategies are methods for assisting pupils in controlling their emotions, attitudes, motives, and values. These methods have a significant impact on language learning because they allow pupils to manage their emotions. Students, for example, may use laughter to relax and praise to reward themselves for their accomplishments. Research conducted by Ginting & Sebayang (2021) revealed that, despite the respondents' minimal use of affective language learning methodologies in the current study, it was found to be relatively successful in decreasing the respondents' anxiety level. Oxford characterised the method as one's control over their self-esteem in order to produce positive values in language acquisition (Lavasani & Faryadres, 2011, as cited in Zakaria et al., 2019). It is one of the characteristics of a good language learner in which pupils can use positive aspects to help them learn the language (Zakaria et al., 2019).

Social Strategy

According to Hardan (2013) social strategies are activities that students engage in to seek opportunities to practise in a safe environment. These methods are vital because language learning is always social; it is a type of behaviour. For example, inquiring for understanding or facts, as well as collaborating with peers or speakers of the target language, including native

and native-like speakers, to improve language abilities. Mandasari & Oktaviani (2018), as cited in Zakaria et al (2019) also stated that students have opportunity to cooperate and become active language learners. They will become better in speaking in front of others because they will be able to use English without fear of making mistakes in grammar and sentence structure (Zakaria et al., 2019).

Previous research on language learning strategies has provided important insights into the outcomes of the study, various methods and techniques used by learners to acquire and develop their language skills. According to some previous studies and learner strategy research claims, a generally high strategy use is correlated with learning success (Oxford & Burry-Stock, 1995, as cited in Macaro, 2006) or with motivation (Nunan, 1997; Oxford & Nyikos, 1989, as cited in Macaro, 2006). According to some study, success is linked to a preference for specific tactics that identify good language learners (Naiman et al., 1978/1996, as quoted in Macaro, 2006). Despite some drawbacks and reservations (Dornyei, 1995; Lam & Wong, 2000, as cited in Macaro, 2006), pupil strategies instruction (or "training") appears to be effective in encouraging successful learning when conducted over a lengthy amount of time and includes a focus on metacognition. Other studies have claimed that strategy instruction improves general approaches and attitudes towards language learning (Flaitz & Feyten, 1996; Kohler, 2002; Nunan, 1997; Sengupta, 2000; Victori & Lockhart, 1995, as cited in Macaro, 2006).

ESL Listening Skills

Listening is a proactive set of skill that the users must have to effectively respond to certain stimulus. A social setting requires users of a certain language to actively listening to cues and make meaning for them to be able to communicate effectively. Listening skills are an essential component of efficient communication any social setting be it in a school or workplace. These abilities enable individuals to correctly acquire and comprehend information when interacting with others, which is why they are such an important component. In order to maximise the effectiveness of one's communication and reduce the likelihood of one's messages being misunderstood; it is vital to learn and practise good listening skills. Individuals can improve their ability to comprehend and interpret communications, which in turn increases their overall communication efficacy, if they actively engage in attentive listening and pay attention to what is being said to them. Therefore, the cultivation of excellent listening skills should be a primary area of concentration for both individuals and organisations that want to improve the processes and results of their communication ("Listening skills: Definition, importance and how to practice", 2022). Hence this skill is often emphasized in ESL classroom, and it goes hand in hand with the other language skills such as speaking, reading, and writing.

In a typical ESL classroom setting, learners are usually given listening comprehension task for them to complete. Listening comprehension is a difficult activity for language learners because it lays many demands on their cognitive and metacognitive resources. As a result, it is a task that requires a lot of practise. Learners not only need to be able to actively process and comprehend the information being presented to them, but they also need to employ a variety of listening strategies such as planning, monitoring, inferencing, imagery-elaboration, summarization, repetition, and more in order to demonstrate successful listening performance. Learners need to have high degrees of intellectual consciousness, working memory, and cognitive organisation in order to effectively navigate and interpret the spoken input. These tactics involve high levels of intellectual consciousness. In addition,

understanding what one hears requires input processing, which is the intricate process of piecing together numerous language components and deriving meaning from them. This is a prerequisite for listening comprehension. This process is assisted by a range of methods, the majority of which fall into one of three broad categories: cognitive, social-affective, or metacognitive. Therefore, in order to improve the efficiency of listening, it is essential for teachers of languages to have a solid understanding of the connection that exists between the goals of listening, the strategies that are employed, and the maturation of listening skills (Bao & Ye, 2022).

According to Seladorai et al., 2021, learners must employ effective learning strategies in order to acquire new knowledge and skills independently. While learning can occur in a variety of contexts and through a variety of modalities, the use of appropriate strategies in the language classroom can substantially improve students' comprehension and depth of understanding. In addition to facilitating self-directed and goal-oriented learning, the selection and application of appropriate strategies heighten learners' awareness of their language learning requirements. Consequently, the application of learning strategies is crucial to the acquisition and growth of language proficiency. These strategies serve as a road map for the engagement of learners in cognitive, metacognitive, and affective processes that facilitate their learning progression. By employing a variety of strategies, such as planning, self-monitoring, self-evaluation, and goal-setting, language learners can achieve their learning objectives more efficiently and effectively. Promoting and instructing learning strategies should therefore be an integral part of language education programs, empowering students to take an active role in their language learning and become independent, lifelong learners (Seladorai et al., 2021). Listening is a necessary ability that entails paying attention to specific sounds or words in order to derive meaning from the sound that is heard. The listening comprehension process, according to Underwood (1989 as cited in Chen 2020, p.372), necessitates an intentional and conscious effort on the part of the listener. This requires constructing meaning from contextual data and drawing on current knowledge, all while relying on a variety of strategic resources to meet the task requirements. According to O'Malley, Chamot, and Kupper (1989, cited in Chen 2020, p.372), the three distinct processes that form these strategic resources are bottom-up, top-down, and interactive processing. Bottom-up processing entails comprehending the communication's basic constituents, such as sounds and words, and then creating a grasp of the entire message on the basis of those elements. To interpret the message, top-down processing employs the listener's past knowledge and expectations. To get a more complete understanding of the message, interactive processing blends bottom-up and top-down processing. As a result, effective listening entails not only hearing sounds but also inferring meaning from them. To make sense of the information offered to them, the listener must use their previous knowledge and strategic resources. Individuals can become more effective listeners and better able to absorb and respond to spoken language by knowing the listening comprehension process and utilising various strategic tools.

Methodology

Participants

Participants were selected based on the convenience sampling method. Convenience sampling is a viable research technique when time, mobility, and financial constraints are present. Due to time constraints and mobility restrictions between districts, convenience sampling can save time and effort. Moreover, it is a cost-effective method because neither travel nor extensive planning is required. Using convenience sampling, researchers can swiftly

and easily collect data from readily available populations. Despite the constraints of time, mobility, and budget, convenience sampling can be a useful method for collecting pilot data or investigating a hypothesis that could be tested in future research (Simkus, 2023). 31 participants from one of the researchers' schools in Padawan, Sarawak were selected for this research. They were level 2 pupils whose English is their second language and they came from Bidayuh community.

Research Design

Participants were given survey in English, and their responses were collected through Google Form which was distributed among 31 level 2 sub-urban primary school pupils in Padawan, Sarawak. Prior to data collection, the research team provided participants with detailed instructions on how to complete the survey form. In addition, the team provided guidance and assistance throughout the data recording phase to ensure that responses were accurately recorded and that errors were kept to a minimum. Due to technical limitations, the data collection procedure was carried out in two ways: online and offline. Google Form was used to administer the online survey, which offered several benefits, such as a reduction in data collection time and a reduction in printing expenses. However, because some participants had trouble accessing the online survey, they were provided with printed survey materials. This hybrid method of data acquisition ensured maximum participation and contributed to a thorough comprehension of the research topic. Following the collection of the raw data, it is put through a descriptive analysis with the use of the Statistical Package for the Social Sciences (SPSS).

Research Instrument

This study adapted 22 questions from the highly regarded Young Learners' Language Strategy Use Survey (YLLSUS) by Cohen & Oxford (1990) in order to improve participants' listening skills in the ESL classroom. In addition to the modified questions, the survey also included five likert scales to assist respondents in providing accurate responses. These Likert scales were accompanied by readily recognisable emojis to facilitate comprehension among participants. The YLLSUS is renowned for its comprehensive organisation into four primary sections, each of which targets a distinct type of language learning strategy: cognitive, metacognitive, affective, and social. Students are asked to rate how frequently they use strategies such as context-based word guesswork, dictionary use, goal setting, monitoring progress, anxiety management, and group collaboration. The YLLSUS is an invaluable instrument for assessing and enhancing the language learning strategies of young learners, and it can help instructors create a more effective and engaging language learning environment for their students.

Findings and Discussion

This survey is adapted from Young Learners' Language Strategy Use Survey by Andrew D. Cohen & Rebecca L. Oxford (2002) - Styles and Strategy Based Instruction: A Teacher's Guide aiming to answer research questions.

RQ1: What are the language learning strategies used by ESL pupils in a sub-urban primary school to develop listening skills?

Based on Table 1, the data shows they are different strategies that were used by the pupils to develop their listening based on four different sections. With a mean score of 3.90 which

is the highest in finding out what they do to listen more is 'If I hear people speaking the language, I listen'. Our respondents are better able to understand and remember information offered to them in the English language when they learn to listen carefully. From here, they have stronger communication skills, and feel more confident in their language skills especially by using this listening strategy. Additionally, since they are able to analyse and evaluate the information they are receiving, pupils who listen carefully can improve their critical thinking abilities.

Meanwhile, the data collected shows more pupils always find sounds in the language are like sounds in English to understand sound with mean score 3.48. In Section C of the survey with a mean score of 3.81, pupils listen for the important words as to what they do to understand what they were listening to. Pupils essentially utilise the selective listening technique when they listen for important phrases. This is locating and concentrating on the relevant words and phrases that communicate the argument being made. By doing this, pupils can weed out information that is unnecessary or unimportant and develop a stronger comprehension of the core concepts being conveyed.

Table 1

Frequency and mean on listening strategies use

No.	Item	1 (Never) %	2 (Rarely) %	3 (Sometimes) %	4 (Often) %	5 (Always) %	Mean
Section A	<i>What I do to listen more?</i>						
1	I listen to the radio in the language.	6 (19.4)	6 (19.4)	11 (35.5)	5 (16.1)	3 (9.7)	2.77
2	I watch TV shows in the language.	3 (9.7)	2 (6.5)	18 (58.1)	2 (6.5)	6 (19.4)	3.19
3	I go to movies that use the language.	5 (16.1)	5 (16.1)	14 (45.2)	4 (12.9)	3 (9.7)	2.84
4	I listen to the language if I am in a restaurant or see movies in the language.	3 (9.7)	4 (12.9)	10 (32.3)	8 (25.8)	6 (19.4)	3.32
5	If I hear people speaking the language, I listen.	0	3 (19.7)	10 (32.3)	5 (16.1)	13 (41.9)	3.90
Section B	<i>What I do to understand sound?</i>						

1	I find sounds in the language that are like sounds in English.	3 (9.7)	6 (19.4)	10 (32.3)	5 (16.1)	7 (22.6)	3.23
2	I try to remember unfamiliar sounds I hear.	1 (3.2)	4 (12.9)	11 (35.3)	9 (29.0)	6 (19.4)	3.48
3	I ask the person to repeat the new sound.	4 (12.9)	2 (6.5)	12 (38.7)	8 (25.8)	5 (16.1)	3.26
4	I listen to the rise and fall of sounds (the music of the language).	1 (3.2)	7 (22.6)	12 (38.7)	5 (16.1)	6 (19.4)	3.26
Section C	<i>What do I do to understand what I hear?</i>						
1	I listen for the important words.	1 (3.2)	1 (3.2)	12 (38.7)	6 (19.4)	11 (35.5)	3.81
2	I listen for what seems interesting.	2 (6.5)	2 (6.5)	14 (45.2)	6 (19.4)	7 (22.6)	3.45
3	I listen for words that are repeated.	1 (3.2)	1 (3.2)	9 (29.0)	8 (25.8)	12 (38.7)	3.94
Section D	<i>What do I do if I don't understand what someone says?</i>						
1	I ask the person to repeat.	3 (9.7)	1 (3.2)	16 (51.6)	6 (19.4)	5 (16.1)	3.29
2	I ask the person to slow down.	1 (3.2)	2 (6.5)	16 (51.6)	6 (19.4)	6 (19.4)	3.45
3	I ask a question.	0	4 (12.9)	16 (51.6)	6 (19.4)	5 (16.1)	3.39
4	I guess the	1 (3.2)	2 (6.5)	11 (35.5)	4 (12.9)	13 (41.9)	3.84

	meaning from the person's tone (such as angry or happy).						
5	I guess the meaning from how the person moves or stands.	0	1 (3.2)	15 (48.4)	9 (29.0)	6 (19.4)	3.65
6	I guess the meaning from what I heard before.	1 (3.2)	2 (6.5)	12 (38.7)	6 (19.4)	10 (32.3)	3.71

RQ2: What are the most and least language learning strategies among the Level 2 ESL pupils in a sub-urban primary school in developing listening skills?

Based on the data collected from the survey, the most language learning strategies among the Level 2 ESL pupils in a sub-urban primary school are 'If I hear people speaking the language, I listen' and 'I guess the meaning from the person's tone' with a mean score of 3.90. Pupils review a variety of English usage while listening, including vocabulary, grammatical structures, intonation, accent, and our own interpretation. By hearing new words and phrases regularly, pupils can pick them up. For regular listeners, general knowledge from news, features, or even commercials is undoubtedly helpful in addition to the English revision. Listening to others, it helps pupils to be quite confident in their ability to mimic what they hear and apply it (Weena, 2002). According to the British Council, instead of focusing on what we say, tonality focuses on how we express it. It is impossible to discern facial emotions and cognitive patterns without intonation. Despite the fact that it might be challenging to establish norms in this area, it is crucial that pupils understand the close connection between intonation and attitude.

Meanwhile the least language learning strategies used among the Level 2 ESL pupils is listening to the radio in English. There could be several reasons why pupils are no longer using the radio as a language learning strategy to learn English. Pupils may have shifted to digital media. According to Haley (2022), pupils now have easier access to academic resources, data, and language learning aids thanks to digital media and the internet, making it easier to achieve effective and efficient learning. These digital tools offer more interactive and engaging content, which can be more appealing to students than listening to the radio. Listening to a radio might no longer be relevant as it is a lack of flexibility. Radio programs are broadcast at specific times, which may not be convenient for pupils who have other commitments such as school or sports. Radio offers pupils distinct methods to participate compared to certain other media, but it is still a part of a complicated media experience for kids. Radio was distinctive and different because it featured a media experience that was primarily more adult-focused and cross-generational. On the other hand, the pupils hoped that the radio had certain similarities with the other media they used more frequently, like multimedia content and individualised content (Alice, et al., 2021). In addition, the pupil's

media exposure lacked clear distinctions between various media types. Digital resources, on the other hand, offer more flexibility in terms of when and where pupils can access language learning content. Some pupils may not find the content on radio stations relevant or interesting enough to hold their attention and the language used on radio programs may also be outdated or not reflective of the English used in everyday situations.

As the world is moving towards better technology, listening to a radio is something that they did not practise when they were little. Hence, it caused a limited exposure. While radio programs can be helpful for language learning, they provide limited exposure to the language. To develop proficiency in a language, pupils need to engage with a range of sources, including written materials, videos, and interactive exercises. It is frequently convenient to think of pupils engagement in learning activities as being symbolised by behavioural engagement, emotional engagement, and, most importantly, cognitive engagement (Fredricks, 2014). This is due to the possibility that pupils engage in a given activity on a behavioural and/or emotional level without actually making the cerebral effort required to comprehend and perfect the knowledge, craft, or skill that the activity encourages.

However, while radio programs can still be a useful tool for language learning, there are now many more options available to pupils. As a result, pupils may choose to use other tools that offer more engaging content, more flexibility and greater relevance to their language learning needs.

Implication and Conclusion

In general, this study may contribute to the field of ESL in a way that the findings may serve as a guideline for ESL teachers who wish to employ these strategies in their listening lessons with young learners. In addition, it may provide some insights on the types of training that could be carried out for ESL learners in Malaysian primary schools. For future researchers, studies on the same issue via qualitative research is suggested so that it could be dealt with from a different angle. On top of that, it could also be carried out on ESL learners from different regions and of different age groups so as to gain a more comprehensive insight into the issue.

The study's major implication regarding technology is just one of many. The shift towards adopting digital media as a learning resource shows that technology is playing a bigger role in ESL students' learning processes. The requirement to give pupils access to technology and instruction on how to utilise it successfully is affected by this. This pattern demonstrates the increased significance of technology in the learning process, particularly for ESL students' improvement of listening abilities. Making sure that students have access to technology and possess the knowledge and skills necessary to use it effectively is one of the main consequences. This covers having access to laptops, mobile devices, tablets, and high-speed internet. Teachers should also receive training on how to use technology creatively to promote pupils' learning and how to incorporate it into their lessons. Another effect is the requirement to keep abreast of the most recent technical advancements and trends. Given the rapid development of new technology and applications, this can be difficult. However, remaining educated can assist educators in determining the best resources and methods for teaching foreign languages.

Learners may improve their listening skill with engaging content. Engaging content can help teachers reflect on what they do and the educational implications. One of the most difficult

difficulties for educators is to develop information that will keep pupils' attention and motivate them to actively participate in the learning process. Teachers can increase their students' academic performance as well as their overall learning experience by creating compelling content. To generate compelling content for listening skill, teachers might employ a variety of techniques. To make the content more visually appealing and interactive, one method is to add multimedia components such as films, photos, and animations. Teachers can also employ gamification strategies to make learning more fun, which can boost student motivation and engagement.

Last but not least, the move towards adopting digital media as a learning tool has effects on how teachers and schools handle evaluation. The complete spectrum of abilities and competences that students are learning through the use of technology may not be fully captured by conventional means of evaluation. As a result, it might be necessary to create new assessment methods that are more appropriate for the digital age. In general, the use of technology in the learning process is expected to increase, so it is critical for schools and teachers to keep aware and adjust to these developments in order to give their students the best language learning opportunities possible.

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