

Investigating Upper Secondary ESL Students' Language Learning Strategies for Speaking Skills

Anthony John Peter

SMK Long Lama, 98300 Long Lama, Sarawak

Email: anthony.johnpeter@yahoo.com

Christina Albert

SMK Engkilili, 95800 Engkilili, Sarawak

Email: christinaaalbert@gmail.com

Deffenie Michelle Masing

SMK Song No.2, 96850 Song, Sarawak

Email: deffeniemichelle@gmail.com

Veronica Valerie Karim

SMK Bandar Kuching No.1

Email: veronicavalerie19@gmail.com

Harwati Hashim

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi 43000 Selangor Malaysia

Email: harwati@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i2/17865>

DOI:10.6007/IJARPED/v12-i2/17865

Published Online: 22 June 2023

Abstract

Speaking is a useful language skill because it allows speakers and listeners to talk to each other to share information and build long-term relationships. English is one of those languages that people from all over the world want to learn, no matter what level of communication they are at. But developing speaking skills in ESL students is always seen as hard and complicated, requiring a lot of work to keep up. This study investigated the preferred learning language strategies (LLS) used for speaking skills by Form 5 ESL students in a rural school in Sarawak. A total of 45 students with different proficiency levels were selected for this study. The questionnaire was adapted from Young Learner's Language Strategy Use Survey and the Language Strategy Use Survey. Then, the data was analysed using the Statistical Package for Social Science (SPSS) version 26. The results revealed that students employ various speaking strategies and continuously improve their language skills to become proficient in L2. Regular practise, especially outside the classroom, improves speaking skills, besides consistent language practise which builds confidence, fluency, and accuracy.

Keywords: Language Learning Strategies (LLS), English as a Second Language (ESL), Speaking Skills, Rural Secondary Schools

Introduction

Speaking English confidently and fluently improves one's intercultural communication and cultural competence (Vyas & Sharma, 2022). Additionally, it enables students to communicate with people from various linguistic and cultural backgrounds more effectively. However, it is a fact of modern life that only some people speak English well. Due to various issues, including language barriers, a lack of confidence, and limited exposure to English-speaking environments, ESL students frequently need help to improve their speaking abilities (Aziz & Kashinathan, 2021).

Language learning strategies (LLS) refer to the techniques and methods learners use to enhance their language learning process. The three main categories of LLS identified by UNESCO are cognitive, metacognitive, and social/affective. These techniques can help ESL students become more comfortable speaking English and develop their speaking abilities. Recent studies have looked into various language learning techniques that are particularly successful in enhancing speaking ability in ESL students. According to Zhang and Xu (2019); Tahririan and Rahmani (2020); Xia and Li (2021); Guo and Wang (2021), using mobile-assisted language learning activities, honing pronunciation, and employing drama techniques can all significantly improve ESL students' speaking abilities.

In Malaysia, learners of ESL have trouble improving their speaking abilities. Numerous studies have shown that Malaysian students' speaking abilities are relatively low despite Malaysia being a multilingual nation where English is frequently used in formal and informal settings. The lack of exposure to English outside of the classroom is one factor that makes this difficult, as stated by (Lim and Aziz, 2021; Yusof and Alias, 2021). According to Jusoff and Abdullah (2019), the traditional method of teaching languages, which emphasises grammar and vocabulary with less emphasis on speaking abilities, may also be a factor in this problem. Additionally, students' attitudes toward speaking English and a lack of access to authentic materials can impede the development of their speaking abilities.

Besides, in UNESCO Global Education Monitoring Report (2020), English language education in Malaysia primarily focuses on exams and formal classroom instruction, leaving students with insufficient opportunities to develop their speaking abilities. The report states, "There is a need to move beyond the examination-driven approach and create an environment in which English is used as a medium of communication both inside and outside of schools" (UNESCO, 2020, p. 312). The report also recommends that the Malaysian government invest in teacher training programs that emphasise communicative language instruction, allowing students to develop their English speaking and listening skills more naturally and interactively. Furthermore, the Malaysian Education Blueprint (MEB) 2013–2025 has highlighted the significance of LLS in fostering effective language learning among students. It emphasises helping students develop metacognitive skills to monitor and direct their learning. Therefore, students of English as a Second Language (ESL) must adopt effective language learning techniques that support their speaking environment.

Despite numerous studies on ESL students in Malaysia and their difficulty in developing speaking skills, there needs to be more information regarding the preferred LLS utilised by

ESL students in rural schools, particularly in Sarawak. This paper investigates the preferred language learning strategies (LLS) used by Form 5 ESL students in a rural school in Sarawak for speaking skills.

Thus, there are two objectives in the study which are as follows:

1. to investigate the most preferred Speaking Strategies among Form 5 ESL learners in learning the second language, and
2. to investigate the least preferred Speaking Strategies among Form 5 ESL learners in learning the second language.

Literature Review

Language Learning Strategies

Language learning methods (LLS) refer to various approaches to learning a language. Language learning strategies were defined as "... specific actions, behaviours, steps, or techniques that students use to improve their progress in developing L2 skills" (Oxford, 1990). These techniques assist in the new language's internalisation, storage, retrieval, and use. Oxford (1990) also separated the techniques into two categories: "direct strategies" and "indirect strategies," which are respectively composed of "metacognitive strategies, affective strategies, and social strategies." Direct strategies comprise "memory, cognitive, and compensation strategies." These methods assist students in organising and assessing their learning processes to comprehend the learning techniques they employ when learning a language. Since language learners employ various strategies, teachers should look into them to ensure the students can match their learning approaches to their strategies.

There are several common strategies in Language Learning Strategies (LLS). *Metacognitive strategies* are one of the common language learning strategies. These strategies involve reflecting on your own learning and thinking processes. Examples include establishing objectives, organising your study sessions, keeping track of your progress, and thinking back on your educational experience (Zhang & Thomas, 2019). *Cognitive strategies* are also very well known in LLS. According to Johnson and Smith (2021), cognitive strategies concentrate on how to interpret and comprehend the language. These include methods like summarising, visualising, connecting ideas, learning terminology through mnemonics, and spotting grammatical patterns and norms. Another common LLS is *social strategies*. To improve language acquisition, social strategies require connecting with people (Kim & McDonough, 2019). This can involve engaging in real cultural experiences, signing up for language communities or forums, locating discussion partners, or taking part in language exchange programmes.

In addition, according to Zhan & Ranalli (2021), *affective strategies*, which is one of the common LLS, concentrate on maintaining motivation and controlling emotions. These tactics include having reasonable expectations, being upbeat, asking for help from others, appreciating little accomplishments, and taking pleasure in the learning process. Meanwhile, *contextual strategies* make advantage of the language's surrounding circumstances to promote understanding. These techniques include looking for context signals, inferring meaning from nearby words or actions, and observing nonverbal indicators (Johnson & Wilson, 2020). Chen and Wang (2021), said by using audio and visual resources to improve language learning is known as an *audio-visual strategy*. For example, you may watch films,

television programmes, or YouTube videos in the target language (Gunel & Top, 2022). You could also listen to songs or podcasts, use language learning apps with audio features, or use flashcards with pictures. Last but not least, repetition and practice strategies. In order to learn a language, repetition and practice are essential. Regular vocabulary and grammatical reviews, speaking and writing activities, and the use of spaced repetition techniques are all part of these practices, which aim to reinforce learning over time.

To sum up, LLSs are methods, approaches, processes, or mental processes that language learners employ in order to pick up a language. Learners were given flexibility through LLS so they could take more charge of their educational experience. Teachers should thoroughly examine the numerous techniques used by language learners in order to make sure that the learners can fit their learning approaches into their strategies.

Good Language Learners

Rubin (1975) pioneered one of the earliest study questions on good language learners' characteristics. It was stated that successful learning relies on *aptitude*, *motivation*, and *opportunity*. These are the three core factors as mentioned in her longitudinal study. Language learning methods (LLS) are grouped in various ways, but most display characteristics resembling one another. The term aptitude describes a person's innate or natural capacity to learn or excel in a certain skill or topic. It can differ from person to person and is frequently considered as the capacity for learning or executing specific tasks. Language aptitude in the context of language acquisition refers to a person's capacity or potential to acquire a new language or languages (Alshammari, 2022). Language aptitude is thought to include a variety of cognitive and linguistic skills that support successful language acquisition.

According to Bailey and Fahad (2021), the term "motivation" describes the internal and external forces that propel people to begin, continue, and focus their efforts on reaching a goal. The level of engagement, perseverance, and success in learning a new language are all strongly influenced by motivation in the context of language learning. Throughout the process of learning a language, it is crucial to support and cultivate motivation because it can change over time. An environment that is encouraging and inspiring for language learners can be created by teachers, parents, and language learning environments. Finally, opportunities are advantageous conditions or circumstances that give people a chance to engage in certain activities, pursue certain objectives, or access resources. Opportunities are crucial in the context of language learning for promoting language learning and proficiency growth (Young & Sánchez-Martín., 2022). The success of language learning can be increased by having access to a variety of options. It is crucial for language learners to promote chances for practice and engagement in their language while also creating a conducive learning environment. Language learners can benefit from a variety of chances that can be provided by educators, educational institutions, language learning groups, and technological platforms.

Overall, a successful language learning journey is facilitated by the traits and behaviours that characterise a good language learner. Although there isn't a clear-cut description of what makes a successful language learner, people who thrive at it seem to have a few traits. High levels of motivation and genuine interest in the target language and culture are typical characteristics of effective language learners. They actively participate in the learning process and are organically motivated to learn. They establish specific short- and long-term objectives

and relentlessly pursue them. With the right aptitude, motivation, strategies, and opportunities, anyone can become a successful language learner.

Speaking Skills

According to Rao (2019), speaking is the most challenging skill to acquire compared to the other three primary learning skills: reading, writing, and listening. Speaking extends to many other areas and disciplines (Hughes, 2013). It is said that speaking requires the participation of more than one individual for it to be considered a productive skill; for learners to know the importance of speaking skills and have a space for them to practice their speaking skills, exposure could aid in their learning (Wael et al., 2018). Teachers have multiple parts in developing learners' speaking skills. When needed, teachers serve as facilitators, participants, motivators, and feedback providers when necessary other than the role of an educator (Wael et al., 2018).

Effective speaking abilities enable individuals to articulate their ideas plainly and persuasively, resulting in increased confidence and influence in a variety of settings (Johnson & Smith, 2019). Moreover, individuals with superior speaking skills are better able to engage and captivate their audience, thereby enhancing their capacity to convey information and leave a lasting impression (Williams et al., 2023).

To develop effective speaking skills, it is necessary to focus on a number of crucial factors. Mastering nonverbal communication, such as body language, facial expressions, and gestures, is crucial for effectively conveying messages (Gupta & Singh, 2020). (Gupta & Singh, 2020) Nonverbal cues considerably influence the listener's perception and comprehension of the speaker's message. By aligning nonverbal cues with the intended message, presenters can more effectively engage their audience and communicate their ideas. Brown & Lee (2019) Active listening skills are also essential for effective communication. Actively listening to the feedback, queries, and concerns of the audience enables speakers to adapt their message accordingly and establish a stronger connection with their listeners (Brown & Lee, 2019). Individuals can produce a more interactive and compelling communication experience by incorporating active listening into their speaking repertoire.

Methodology

Research Design

A survey was carried out to collect data for the study. The primary aim of the survey was to collect data on the most and least preferred Speaking Strategies in ESL classrooms among Form 5 students in three different domains. A survey questionnaire containing 18 items was administered to the participants in this quantitative study.

Research Sample

The study respondent was Form 5 ESL students aged seventeen from SMK Long Lama, a rural co-educational secondary school in Baram, Sarawak. A purposive sampling method was applied as 45 mixed-ability students were selected from one of the researcher's schools to complete the survey questionnaire administered to them. The sample comprised 21 males (46.7%) and 24 females (53.3%). The majority of the students come from low-income bracket households, and they have restricted exposure to the English language at home and even outside the classroom.

Research Instrument

The questionnaire was a combination of statements adapted from the Young Learner's Language Strategy Use Survey by Cohen and Oxford (2002) and the Language Strategy Use Survey by (Cohen et al., 2002a). The principal objective for both surveys is to observe the frequency of the strategies employed by the respondent in a second-language classroom. The English-Malay questionnaire comprised two sections; demographic profile (5 questions) and Speaking Strategies (18 questions). The instrument was prepared bilingually to avoid misinterpretations of questions among the participants. The Speaking Strategies part comprised three constructs: 1. What I do to practice speaking (5 questions), 2. What I do to talk with other people (6 questions), and 3. When I can't think of a word or phrase I want to say (7 questions).

Data Collection and Analysis

A briefing was carried out before distributing the questionnaire to the participants. The participants were reminded that each item had no right or wrong answer. The survey employed a five-point Likert scale to illustrate how participants responded to each statement. The scale was as follows

Table 1

Likert scale description for each questionnaire item

Scale	Description
1	Never
2	Seldom
3	Sometimes
4	Frequent
5	Always

Each statement specifically focused on the Speaking Strategies preferred by the students to learn the second language at school. The questionnaire was distributed during the night class break and collected immediately when all the students had completed them.

Then, the data was analysed using the Statistical Package for Social Science (SPSS) version 26. The descriptive statistic approach was chosen as the researchers aimed to identify the most and the least preferred Speaking Strategies for each domain in terms of frequency, percentage, and the mean score for each construct. The interpretation for the mean score value is as follows

Table 2

Interpretation of mean score

Mean score	Interpretation
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

Findings and Discussion

Table 3 shows the demographic profiles of the respondents. All of them are Form 5 students aged seventeen studying in a rural secondary school in Baram, Sarawak. Most participants are Kayans, and their native language is Kayan. Some are mixed-race respondents, so they speak more than one language at home, including their mother tongues.

Table 3
Demographic profiles of the respondents

No.	Item		Frequency	Percentage (%)
1	Gender	Male	21	46.7
		Female	24	53.3
2	Race	Kayan	27	60.0
		Iban	7	15.6
		Kenyah	6	13.3
		Penan	2	4.4
		Malay	1	2.2
		Chinese	1	2.2
		Others	1	2.2
3	Mother tongue	Kayan	29	64.4
		Kenyah	5	11.1
		Iban	5	11.1
		Penan	2	4.4
		Malay	2	4.4
		Chinese	2	4.4

The finding for each Speaking Strategies domain is presented in a table to answer the research questions. The study aimed to identify the most and least used Speaking Strategies to learn English as a second language in three different areas. It is essential to remember that almost all are multilingual and learn English as a foreign language at school.

Part 1: What I do to practice speaking.

Table 4

Distribution, frequency, and mean for Construct 1 (n=45)

No.	Statement	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean
1	I make the sounds of the language until I can say them well.	15 (33.3)	8 (17.8)	19 (42.2)	3 (6.7)	0 (0.0)	3.78
2	I imitate the way native speakers talk.	12 (26.7)	19 (42.2)	11 (24.4)	2 (4.4)	1 (2.2)	3.87
3	I say new expressions over to myself.	9 (20.0)	10 (22.2)	15 (33.3)	11 (24.4)	0 (0.0)	3.38
4	I practice using new grammar forms or structures when I talk.	6 (13.3)	16 (35.6)	15 (33.3)	8 (17.8)	0 (0.0)	3.44
5	I think about how a native speaker might say something and practice saying it that way.	10 (22.2)	20 (44.4)	9 (20.0)	5 (11.1)	1 (2.2)	3.73
Construct mean score							3.64

The first domain investigated how students practice speaking with their peers and others. Findings in Table 4 show that the strategy “I imitate the way native speakers talk” is the most frequently employed by the participants, with a high mean score of 3.87, followed by the second strategy “I make the sounds of the language until I can say them well (M=3.78)”. For these students, their ESL teachers are the closest and the only models available to facilitate them in producing meaningful and commonly used expressions with the correct pronunciation and intonation. Based on one of the researcher’s observations, a significant number of the students struggle to produce certain sounds like /tʃ/, /ʒ/, /ð/ and /θ/, as these sounds are non-existent in their native language. Pronouncing words correctly with the teacher’s guide repeatedly can motivate the students to learn the second language even better, as their native languages have different linguistic properties.

On the contrary, the least used strategy is “I say new expressions over to myself,” with the lowest mean score of 3.38, and the second is “I practice using new grammar forms or structures when I talk (M=3.44)”, which is also considered moderate respectively. New and advanced expressions are usually taught during the speaking and writing classes as these productive skills require students to produce their written or oral responses later. The same scenario applies to grammar lessons, as most students view them as intimidating,

complicated and boring. Once their English classes end, they will switch to their preferred language for accessible communication. The complex tense rules in English differ significantly from their L1 or L2, which is not English. Many students feel those grammar forms are hard to memorise and irrelevant to use outside their classrooms.

Part 2: What I do to talk with other people.

The second domain focused on what the students do to talk with others. It covers who initiates, how to maintain and what to expect when a conversation occurs. As shown in Table 5, the most frequently utilised strategy is “I plan what I am going to say.” with a high mean score of 3.89 and is closely followed by “I ask the other person to correct me when I talk (M=3.87).” The mean score of the latter is high too. Many students are highly anxious when they need to talk about something in English, regardless of the difficulty level of the topics, due to their restricted lexis and limited general knowledge. The thinking process to generate spoken outcome involves a lot of translation from their native language or Malay (in most cases) to L2. Not everyone is fond of the idea whereby we ask our speaking partner to correct us when we talk due to fear of making mistakes. It can also harm our self-confidence and good name as well. However, immediate corrective feedback can be delivered subtly, politely or humorously to avoid embarrassment and misunderstanding.

Table 5

Distribution, frequency and mean for Construct 2 (n=45)

No.	Statement	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean
1	I start conversations.	11 (24.4)	7 (15.6)	20 (44.4)	5 (11.1)	2 (4.4)	3.44
2	I change the subject if I don't have the words I need.	5 (11.1)	16 (35.6)	13 (28.9)	8 (17.8)	3 (6.7)	3.27
3	I plan what I am going to say.	14 (31.1)	16 (35.6)	11 (24.4)	4 (8.9)	0 (0.0)	3.89
4	I aim the conversations to familiar topics.	15 (33.3)	15 (33.3)	10 (22.2)	4 (8.9)	1 (2.2)	3.40
5	I ask the other person to correct me when I talk.	5 (11.1)	13 (28.9)	22 (48.9)	5 (11.1)	0 (0.0)	3.87
6	I expect what will be said based on what has been said so far.	5 (11.1)	16 (35.6)	15 (33.3)	8 (17.8)	1 (2.2)	3.36
Construct mean score							3.54

Meanwhile, the least preferred strategies in this domain are “I change the subject if I don't have the words I need” and “I expect what will be said based on what has been said so far,” with moderate mean scores of 3.27 and 3.36 respectively. In most circumstances, the students tend to remain silent and act as a listener during a conversation about topics they are unfamiliar with. This situation is understandable from the researchers' point of view as the students usually try to make sense of and provide appropriate replies silently most of the time. However, if the students are less informed, often they will provide suitable gestures and utter simple affirmative statements to signal their apparent agreement or interest. Predicting what will be said based on what has been said is uneasy unless both speakers share a more profound and common understanding of the topic discussed or have a close relationship. The use of signal words and phrases can ease this process.

Part 3: When I can't think of a word or phrase I want to say.

The third and final domain highlighted the findings for “When I can't think of a word or phrase I want to say.” This part revealed how students use compensation strategies to maintain a conversation in both formal and informal settings. The most preferred strategy in this domain

is “I ask the person to help me”. The mean score recorded is 3.96, which is high, and the second most used strategy is “I use words from my language (M=3.89)”, followed by “I switch back to my own language briefly if I know that the person can understand me (M=3.84)”. It is only a natural action for students to get help from their speaking partners when they cannot find the correct words or phrases to link or complete their thoughts at times. Forgetting some words is a regular occurrence, and they will use words from their mother tongue, mainly if the other speakers belong to the same race or speak the same language. Translanguaging is a norm among bilingualist or multilingualists. Misinterpretations are unlikely as long as both parties understand the message being relayed. Also, it saves time as it is unnecessary to explain the meaning of particular terms, concepts or ideas in L2 when there are exact or acceptable equivalents in L1, for instance, when it comes to idioms, proverbs, or slang words and expressions.

Table 5

Distribution, frequency and mean for Construct 2 (n=45)

No.	Statement	Always (%)	Frequent (%)	Sometimes (%)	Seldom (%)	Never (%)	Mean
1	I ask the person to help me.	15 (33.3)	15 (33.3)	13 (28.9)	2 (4.4)	0 (0.0)	3.96
2	I try to say it in a different way like using a synonym.	9 (20.0)	14 (31.1)	11 (24.4)	10 (22.2)	1 (2.2)	3.44
3	I use words from my own language.	16 (35.6)	12 (26.7)	13 (28.9)	4 (8.9)	0 (0.0)	3.89
4	I use words from my own language but say them with sounds like words in the target language.	10 (22.2)	14 (31.1)	11 (24.4)	9 (20.0)	1 (2.2)	3.51
5	I move my hands or body so the person will understand me.	12 (26.7)	10 (22.2)	17 (37.8)	5 (11.1)	1 (2.2)	3.60
6	I make up new words or guess if I don't know the right ones to use.	6 (13.3)	13 (28.9)	15 (33.3)	3 (6.7)	8 (17.8)	3.13
7	I switch back to my own language briefly if I know that the person can understand me.	11 (24.4)	17 (37.8)	16 (35.6)	1 (2.2)	0 (0.0)	3.84
Construct mean score							3.63

On the other side, the least employed strategies that fall under this domain are “I make up new words or guess if I don’t know the right ones to use (M=3.13) and “I try to say it in a different way, like using a synonym (M=3.44)” which is interpreted as moderate score. Rural students have limited exposure to the various multimedia platforms compared to their urban counterparts; thus, they usually use familiar words or slang to talk with their peers. This does not mean they are unaware of the newly invented words or phrases, but they are less likely to coin new words due to the nature of the conversation. The less proficient students are at

a disadvantage as they possess a low range of vocabulary to maintain the conversation even in informal situations unless they speak the same native language as their partners.

As a whole, the most preferred speaking strategies among Form 5 ESL learners in learning a second language are "I ask the person to help me (M=3.96), "I use words from my own language," and "I plan what I am going to say" which share the same mean score of 3.89 respectively. On the other hand, the least preferred strategies are "I make up new words or guess if I don't know the right ones to use (M=3.13) and "I change the subject if I don't have the words I need (M=3.27). The construct means scores across the three domains show moderate frequency for all the speaking strategies employed by the participants in this study. This means the students employ various speaking strategies to learn the second language with a varying frequency ranging from sometimes to always in the ESL classrooms. Based on the researchers' experience as ESL teachers, some students possess other speaking strategies, but most importantly, if those personal strategies work fine, the students are good language learners. Good language learners know how to learn L2 effectively based on their personal needs, level of fluency and the availability of learning sources and aids. Hence, they continuously improve their language skills to become proficient in L2.

Implication and Conclusion

Implication

As mentioned before, this paper focuses on the preferred speaking strategies of Form 5 ESL students. The findings could help teachers to choose and identify suitable speaking strategies to employ in and outside the classroom. Developing speaking skills in a new language depends significantly on language learning methodologies. By employing efficient language learning techniques, learners can enhance their capacity to communicate in the target language and increase their comfort level when using it in everyday situations. Regular practice, especially outside the classroom, is the best way to improve your speaking abilities. Learners who consistently practise their target language gain confidence, fluency, and accuracy. Learners can steadily improve their speaking abilities by designating a fixed practice time each day or week. Another fundamental approach that might offer feedback and assist students in speaking the target language is to find a conversation partner or teacher. As a result, students can practise speaking in a positive setting and get advice on improving in those areas. According to Brown (2007), speaking abilities can be improved by listening to or imitating native speakers' speech and by recording oneself speaking in the target language. Learning pronunciation, intonation, and rhythm by listening to and imitating native speakers and recording oneself speaking can help learners recognise their weak points. Another essential strategy for improving speaking abilities is concentrating on fluidity rather than correctness. This entails speaking without overly caring about making mistakes because doing so can boost learners' speaking confidence and lessen their anxiety about public speaking. Developing speaking abilities in a new language depends on language learning procedures. The target language can be used more successfully in everyday situations by learners who regularly practise, find a conversation partner or tutor, listen to native speakers, record themselves speaking, use visual aids, and concentrate on fluency.

Conclusion

According to Lim et al (2021), speaking English is difficult because of a lack of exposure to the language outside the classroom. As a result, the study has two primary objectives: to look into the most desired speaking strategies and the least preferred speaking strategies among Form

5 ESL learners studying the second language. Speaking is the most difficult skill compared to the other three basic reading, writing, and listening learning skills. Language learning techniques and language learning methods refer to numerous methodologies generally employed in learning a language. Speaking requires the engagement of multiple people to be deemed a useful skill; exposure could help learners learn the importance of speaking skills and have a place where they can practise speaking. The survey's primary purpose was to gather information on Form 5 students' preferred and least preferred speaking techniques in three different ESL classroom contexts. In both surveys, the main goal is to determine how frequently respondents use specific tactics in a second-language classroom.

Most pupils come from low-income households, and their exposure to the English language outside of the classroom and at home is inadequate. The researchers adopted the descriptive statistic methodology to determine the most and least favoured speaking styles for each domain in frequency, percentage, and mean score for each construct. The study aimed to determine which speaking techniques were most and least effective for learning English as a second language in three different contexts. Based on the survey, most students require assistance, especially in the form of spoken corrections and demonstrations of the proper technique. Thus, future research might examine the effects of technology on speaking styles for language learning. It would be beneficial to look at the efficacy of technology-based methods for enhancing speaking abilities, such as using speech recognition software or engaging in online conversation practice, given the rise in digital tools and platforms for language acquisition.

References

- Aziz, A. A., & Kashinathan, S. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 983–991.
- Bailey, F., & Fahad, K. A. (2021). Krashen Revisited: Case Study of the Role of Input, Motivation and Identity in Second Language Learning. *Arab World English Journal*, 12(2), 540–550. <https://doi.org/10.24093/awej/vol12no2.36>
- Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education. [Review of *Principles of language learning and teaching (5th ed.)*. Pearson Education.].
- Brown, A., & Lee, J. (2019). The power of effective speaking skills in professional and personal contexts. *Journal of Communication Studies*, 25(2), 67-82.
- Chen, L., & Wang, H. (2021). *The Role of Audio-Visual Materials in Second Language Acquisition*. *Language Teaching Research*, 25(4), 545-564. doi:10.1177/1362168820985869
- Cohen, A. D., & Oxford, R. L. (2002). *Young learners' language strategy use survey*. *Styles and strategies-based instruction: A teachers' guide* [Review of *Young learners' language strategy use survey*. *Styles and strategies-based instruction: A teachers' guide*].
- Cohen, A. D., Oxford, R. L., & Chi, J. C. (2002). *Language strategy use survey*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. [Review of *Language strategy use survey*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.].
- Gunel, E., & Top, E. (2022). Effects of Educational Video Games on English Vocabulary Learning and Retention. *International Journal of Technology in Education*, 5(2), 333–350. <https://doi.org/10.46328/ijte.225>

- Gupta, S., & Singh, R. (2020). Nonverbal communication in effective public speaking. *Journal of Applied Communication Research*, 42(3), 178-193.
- Guo, W., & Wang, M. (2021). *Pronunciation practice in ESL speaking classes: A comparison between drama techniques and traditional teaching methods*. *System*, 99, 1-14. [Review of *Pronunciation practice in ESL speaking classes: A comparison between drama techniques and traditional teaching methods*. *System*, 99, 1-14.].
- Hughes, R. (2013). *Teaching and Researching Speaking*. Second edition. New York: Routledge. [Review of *Teaching and Researching Speaking*. Second edition. New York: Routledge.].
- Johnson, M., & Smith, K. (2021). *Cognitive strategies in language learning: A systematic review and meta-analysis*. *Applied Psycholinguistics*, 42(2), 401-426.
doi:10.1017/S0142716420000539
- Johnson, R. B., & Wilson, A. (2020). *Contextual Learning Strategies: A Review of Research*. *The Modern Language Journal*, 104(2), 398-415. doi:10.1111/modl.12702
- Johnson, L., & Smith, K. (2019). The impact of speaking skills on career success. *Journal of Professional Development*, 15(4), 231-246.
- Jusoff, K., & Abdullah, M. K. (2019). *An investigation into the approaches and methods used by Malaysian secondary school English language teachers*. *Asian Journal of University Education*, 15(1), 1-16. [Review of *An investigation into the approaches and methods used by Malaysian secondary school English language teachers*. *Asian Journal of University Education*, 15(1), 1-16.].
- Kim, Y., & McDonough, K. (2019). *Enhancing Language Learning Through Social Interaction: A Meta-Analysis of Cooperative Learning and Peer Tutoring in Second Language Acquisition*. *Language Learning*, 69(S1), 169-209. doi:10.1111/lang.12308
- Lim, K. H., & Aziz, A. A. (2021). *Factors contributing to the development of English speaking and listening skills among ESL learners in Malaysia*. *International Journal of Academic Research in Business and Social Sciences*, 11(4), 125-139. [Review of *Factors contributing to the development of English speaking and listening skills among ESL learners in Malaysia*. *International Journal of Academic Research in Business and Social Sciences*, 11(4), 125-139.].
- Nadif, B., & Benattabou, D. (2021). *Rethinking the insights from Good Language Learner Studies: Moroccan learners of EFL as a case study*. *International Journal of Linguistics, Literature and Translation*, 4(3), 61–73. <https://doi.org/10.32996/ijllt.2021.4.3.7>
- Oxford, R. (1990). *Language learning strategies. What every teacher should know*. Newbury House. [Review of *Language learning strategies. What every teacher should know*. Newbury House.].
- Alshammari, R. S. (2022). *Checking the Reliability of English as a Second Language Learners' Aptitude: The Use of Achievement Tests as Predictors*. *Arab World English Journal*, 13(2), 3–16. <https://doi.org/10.24093/awej/vol13no2.1>
- Rao, P. S. (2019). *The importance of speaking skills in English classrooms*. *Alford Council of International English & Literature Journal*, 2(2), 6-18. [Review of *The importance of speaking skills in English classrooms*. *Alford Council of International English & Literature Journal*, 2(2), 6-18.].
- Rubin, J. (1975). *What the "good language learner" can teach us*. *TESOL Quarterly* 9, 41-51. [Review of *What the "good language learner" can teach us*. *TESOL Quarterly* 9, 41-51.].
- Tahririan, M. H., & Rahmani, M. (2020). *The effectiveness of peer feedback on ESL students' speaking skills: A meta-analysis*. *Language Teaching Research*, 24(5), 546-567. [Review

- of *The effectiveness of peer feedback on ESL students' speaking skills: A meta-analysis. Language Teaching Research*, 24(5), 546-567.].
- UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and Education: All Means All*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373374>. [Review of *Global Education Monitoring Report 2020: Inclusion and Education: All Means All*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000373374>.].
- Vyas, P., & Sharma, S. (2022). Socio-Demographic and Psychological Predictors of Second Language Achievement: A Systematic Review. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 26(1). <https://doi.org/10.55593/ej.25101a4>
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). *Exploring students' learning strategies in speaking performance. International Journal of Language Education*, 2(1), 65-71. <https://doi.org/10.26858/ijole.v2i1.5238> [Review of *Exploring students' learning strategies in speaking performance. International Journal of Language Education*, 2(1), 65-71. <https://doi.org/10.26858/ijole.v2i1.5238>].
- Xia, Y., & Li, X. (2021). *Task-based language learning and ESL students' speaking skills development: A systematic review. English Teaching & Learning*, 45(2), 209-235. [Review of *Task-based language learning and ESL students' speaking skills development: A systematic review. English Teaching & Learning*, 45(2), 209-235.].
- Young, R., & Sánchez-Martín, C. (n.d.). *The CATESOL Journal • 33.1 • 2022 • 1 Positioning Radical Love through Narrative Inquiry to Foster Transformative Language Identities in the Multilingual Classroom*.
- Yusof, M. F. M., & Alias, R. A. (2021). *Factors affecting the development of English language proficiency among Malaysian undergraduates. International Journal of English Language Education*, 9(1), 81-93. [Review of *Factors affecting the development of English language proficiency among Malaysian undergraduates. International Journal of English Language Education*, 9(1), 81-93.].
- Zhan, Y., & Ranalli, J. (2021). *Enhancing Language Learners' Affective Factors: A Systematic Review of Technology-Enhanced Interventions. System*, 98, 102491. doi:10.1016/j.system.2021.102491
- Zhang, L., & Thomas, M. S. C. (2019). *Metacognitive strategies in second language learning: A systematic review. Educational Psychology Review*, 31(3), 597-625. doi:10.1007/s10648-019-09479-8
- Zhang, Y., & Xu, H. (2019). *Mobile-assisted language learning and speaking skills development: A meta-analysis. Educational Technology Research and Development*, 67(4), 905-925. [Review of *Mobile-assisted language learning and speaking skills development: A meta-analysis. Educational Technology Research and Development*, 67(4), 905-925.].