An Insight into Mall-Integrated Language Learning Strategies of Good Language Learners

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Abstract

The dominance of English language around the world is enormous, and to become a competent and proficient student, it is essential to master all four language skills, particularly listening and speaking. English as a Second Language (ESL) learners can effectively acquire the language through Language Learning Strategies with technological advances. Good Language Learners could identify suitable Language Learning Strategies and utilize different learning strategies to master language skills successfully. This study, therefore, aimed to investigate the highly employed Language Learning Strategies by Year 6 ESL good language learners to enhance their listening and speaking abilities using Mobile-Assisted Language Learning (MALL). This quantitative research collected data from 50 Primary advanced ESL learners from selected schools located in Melaka, Malaysia through the administration of a survey questionnaire consisting of 3 parts with 5 Likert scales. The data collected was then analysed using SPSS version 26 and descriptive statistics. The study's findings revealed that the highly preferred MALL-integrated Language Learning Strategies by the Good Language Learners in the clustered schools to enhance their listening skills are the memory-related and social strategies. They used social and metacognitive skills primarily as they engaged in and developed self-direction in their learning through the integration of MALL to improve their speaking capabilities. These outcomes could provide educators with helpful insights for assisting students' language skills development and encourage the adoption of MALL in ESL classrooms.

Keywords: English as a Second Language (ESL), Language Learning Strategy (LLS), Listening, Speaking, Good Language Learner (GLL), Mobile Assisted Language Learning (MALL)

Introduction

English has been more prevalent worldwide due to its influence and dominance over all facets of life. Paneerselvam and Mohamad (2019) claim that the English language must be learned by many individuals worldwide to meet the twenty-first century's obstacles as the world

progresses towards digitization. In recognition of its immense potential, English has been incorporated into many spheres of life worldwide. English is utilized as a worldwide language in the most critical sectors of the 21st century; learning it has become imperative today as English is present in every element of modern life (Abdalrahman, 2022). In the Malaysian context, English is considered a second language; thus, students in elementary school are required to acquire it from an early age. One of the six main goals listed in the Malaysian Education Blueprint (MOE, 2012) for learners to attain to be internationally competitive and meet the aims of 21st-century learning is bilingualism. Similarly, Shift 2 highlights the ministry's initiatives and methods for raising all students' English and Bahasa Malaysia competence. As English is a necessary component of reality for survival in the global market, learners must overcome the ongoing problems of language learning and mastery.

The prerequisite to becoming a proficient and competent English learner is to master all linguistic abilities. Rajendran and Yunus (2021) support that it has become increasingly essential for everyone to be skilled in all four of the English language abilities to be acknowledged as a "global expert" and prevent being left behind due to the expectations of the 21st century. The Common European Framework of Reference (CEFR) used in English language acquisition identifies six different English language users and places equal emphasis on mastering all four language skills in the current educational system (John et al., 2021). In order to ensure mastery of the other language skills, listening capabilities, in particular, are crucial. Tran (2022) states that listening is linked with other language abilities to make up the complete process of learning a language since, without hearing, communication becomes obstructed and unsuccessful. By precisely and efficiently receiving the messages, listening makes communication successful. According to Krisvosheyeva et al (2020), listening comes first in the natural progression of acquiring a language because one cannot generate anything without receiving it. The researcher also stated that listening is the one of the other four abilities most overlooked and ignored in second language education.

Correspondingly, speaking ability is equally crucial to becoming a proficient English language user and is closely related to listening skills. Speaking abilities are currently one of the essential occupational needs for students in order for them to freely and confidently convey their ideas and thoughts in the English language in the modern business world (Dandu et al., 2020). The inability of learners to speak English smoothly is attributed to several variables and challenges. John et al (2021) explain that speaking English is challenging since speakers must be knowledgeable in various areas, such as grammar components, lexicon, fluency, articulation, and apprehension. The way in which a student approaches learning the English language has a significant impact on how well they grasp speaking. According to Nurazzizah et al (2023), some students felt scared to speak English and to share their views and thoughts because they were worried that they would mispronounce words, which made them reluctant to practice speaking within or outside the classroom. Despite all the challenges, English language learners must be well-prepared and possess excellent speaking and listening abilities to succeed in the global economy.

Learning language skills effectively and efficiently differ according to an individual. Adan and Hashim (2021) state that a group of ESL students pursuing the same course in the same setting with the same teacher will not all reach the same levels of competency by the conclusion of the class, and this is one of the reasons why every language learner is unique in numerous ways. However, Language Learning Strategies (LLS) could assist second language learners in enhancing their learning skills successfully. LLS is a crucial area to improve students' English learning capabilities; thus, students must recognize their individual learning

strategies in order to have a positive impact on the learning process that is carried out (Chandran & Hashim, 2022). According to Oxford (1990), LLSs are categorized into direct, which comprises memory-related, cognitive, and compensation, then indirect, which includes metacognitive, affective, and social strategies. These LLSs employed by students provide many advantages to aid in language acquisition. Sani and Ismail (2022) state that LLS greatly aids the promotion and facilitation of autonomy and independence among ESL students. Dawi and Hashim (2022) also support that LLSs are essential in accelerating language acquisition proficiency, and learners with a variety of effective language learning methods are more self-reliant and successful at picking up new languages. Learners that possess a variety of language-learning techniques and are skilled at applying them precisely during the language-learning process are classified as Good Language Learners (GLL). Alastair (2019); John et al (2021) explained that GLLs could try out many language learning methods to see which one best fits their learning preferences and aids in language acquisition. Good Language Learners can adapt various LLSs according to the learning environments and requirements.

The LLSs employed by GLLs to be proficient in particular language skills now can be influenced by the technological innovation era. Safiyeh and Farrah (2020) stated that integrating technology into English language instruction and learning could boost the students' comprehension and language learning. Mobile-assisted language learning (MALL) is regarded as being among the most effective digital innovations for language skills acquisition among learners. MALL, often called mobile-assisted language learning, is a creative new method of learning language in the context of education that uses mobile devices (Ali et al., 2022). There are countless advantages to MALL, as evidenced by the numerous studies that have been done on it. Studies conducted by Rajendran and Yunus (2021); Murugan and Teoh (2022) evidenced that learners have acknowledged and enhanced listening, speaking, and communication skills through cooperative learning with their classmates and instructors in speaking tasks, assisted by mobile devices and their applications. Language learners' understanding of the advantages of using learning techniques that are appropriate for the abilities they need to master is still at an extent that needs emphasis (Soupi et al., 2022). It is crucial to look at the LLS of young learners since it may offer insights into a better understanding of language acquisition at an early stage of language achievement (Sani & Ismail, 2022). There needs to be more investigation of the LLSs that GLLs use in listening and speaking skills using MALL among primary ESL learners. Therefore, this study serves as a platform to reach the following objectives:

1. To investigate the MALL-integrated Language Learning Strategies used by Good Language Learners to enhance listening skills.
2. To investigate the MALL-integrated Language Learning Strategies used by Good Language Learners to improve speaking skills.

Literature Review
Overview of ESL Listening and Speaking in Malaysian Primary Schools

Having a good command of the global language certainly benefits its learners (Rao, 2019). In Malaysia, English is taught as the second language during schooling years. At the close of the studies in Year 6 of primary schooling, these learners are expected to reach A2 level competencies based on the Common European Framework of Reference (CEFR). This level corresponds to primary users of the language, where the learners should be able to use commonly-used expressions and elementary vocabulary to communicate in everyday situations (The Ministry of Education Malaysia, 2015). As the language is fundamentally

taught in four skills, namely; listening, speaking, reading, and writing (Kosimov, 2022), it is vital to ensure that the learners can reach the envisioned level of mastery in all of these equally important skills.

However, several studies by local researchers found that speaking and listening in Malaysian primary schools are seen as less important than reading and writing (Kumar & Sandaran, 2018; Ghee et al., 2019; Ismail & Aziz, 2020). This adds to learners' difficulties in learning and practicing the language. According to Paneerselvam & Mohamad (2019), motivation, self-confidence, fear, inhibition, and vocabulary limitations are a few of the difficulties that primary ESL learners encounter in attempting to converse in English. Later studies (Ying et al., 2021; Aziz & Kashinathan, 2021) agree with this. They find that younger Malaysian ESL learners struggle with various challenges, including motivation, self-confidence, anxiety, and anxiety, reluctance, and a limited vocabulary. These limitations hinder the learners' listening comprehension and ability to communicate. Thus, the teachers must implement or suggest appropriate strategies to develop the learners listening and speaking skills.

Good Language Learners and Their Language Learning Strategies
Learning about and from GLLs has interested many influential researchers since the 1970s. Two of the earliest studies, Rubin (1975); Stern (1975) describe GLLs as having several characteristics and the ability to use LLSs successfully. Rubin (1975) stated that GLLs have significant control of the three variables: motivation, aptitude, and opportunities. With these variables, they can choose and amplify the LLSs suited to their own learning styles and context. Griffith (2015) revisited this study and agrees that GLLs have a wide variety of regularly used methods in their toolbox. However, the study emphasises that relying just on techniques to solve a problem is ineffective because effective strategies depend on the environment, the learning purpose, and the unique personal qualities of the learner. More recent studies (Cohen, 2019; Alasmari, 2019; Getie, 2020) agree with the idea that GLLs are more advanced than their peers as they can manage their learning experience independently and flexibly, which includes making use of different LLSs optimally.

The definitions and classifications of learning strategies vary slightly according to different scholars in the field. According to O'Malley and Chamot (1990), LLSs are purposefully acquired techniques to help develop proficiency in a second language. According to this study, LLSs may be divided into three categories; metacognitive, cognitive, and social affective strategies. These categories pertain to how learners organize their learning, reflect on how they learn, keep tabs on their own output or understanding, and assess the results of their own learning. Oxford (1990), on the other hand, categorizes LLSs into two main categories, which are direct strategies and indirect strategies. When a learner utilises LLSs that directly use the target language, they are actually using one of the direct strategies. These strategies consist of memory, cognitive, and compensation strategies. They require language processing in the brain. Indirect strategies, on the contrary, include metacognitive, affective, and social strategies.Through numerous methods like concentrating, planning, evaluating, looking for possibilities, regulating fear, and encouraging cooperation and empathy, they provide indirect support for language learning. The current study is built on Oxford (1990)'s six LLS strategies due to their thoroughness and prominence in the current field of education (Adan & Hashim, 2021).

Language Learning Strategies for Listening and Speaking Skills
A body of past studies investigated the LLSs used by ESL learners to learn listening and speaking skills. Segaran et al (2021) found that the most frequent LLS used to acquire speaking skills by 40 male secondary school pupils were social, affective, and memory strategies. Meanwhile, John et al (2021) revealed that their study on 60 upper-secondary students found that metacognitive strategies were the highly used LLSs, while memory strategies were the minimally used LLSs among the students. This result is comparable to that of a survey conducted by Kehing et al (2021) on a sample of Semester I students at a polytechnic institution, which found that metacognitive strategies were the most commonly utilised LLSs whereas social strategies were the least frequently used LLSs. Ooi et al (2021), alternately, carried out a survey on non-GLLs in a rural secondary school to find out whether they apply any LLSs in learning speaking skills. The result shows that the pupils never and seldom use any LLSs when learning speaking skills, with the exception of frequent switching to their native language momentarily while speaking in English. Another study by Zulkarnain et al (2022) also found that 30 Year 4 pupils in rural schools used compensation strategies for learning speaking skills the most compared to other strategies.

Studies investigating the use of LLSs for listening skills are significantly more limited. Vijayaraj et al (2021) investigate the use of LLSs to acquire listening skills among 51 Year 3 pupils. The study found that the pupils prefer cognitive when it comes to direct strategies and effective when it comes to indirect strategies. At the same time, Jais et al (2022) conducted a study on 40 Form 3 learners in a religious school. The result shows that the most preferred LLSs while listening to English speeches or conversations are compensatory strategies. Based on these studies, it is evident that the LLSs used by ESL learners varied due to various factors such as the learners' age, proficiency level, socioeconomic background, and the language skills to which the LLSs are applied, proving Griffith (2015)'s suggestions.

Integration of MALL in Language Learning Strategies
The advancement of technology has allowed unlimited opportunities for language learning. In recent years, the use of MALL in ESL has attracted the attention of various researchers to study this intervention. A vast number of studies found that MALL facilitates learning and promotes their autonomous learning skills (Islam & Hasan, 2020; Rajendran & Yunus, 2021; Zhen & Hashim, 2022). However, only several researchers specifically discussed MALL-mediated LLSs utilized by ESL learners. Maqbool et al (2020) found that using digital technologies, ESL learners use cognitive and compensation strategies to acquire and practice the language. In a study looking at the use of MALL-mediated language learning strategies, Alzubi (2019) discovered that memory and social strategies were most frequently employed, subsequently cognitive strategies. Due to the scarcity of studies focused on MALL-integrated LLSs used by primary schools, specifically on listening and speaking skills, the undertaken study aims to enrich the discussion to benefit both ESL learners and educators in this digital era.

Methodology
According to Creswell (2014), a positive worldview is best suited for quantitative research. Hence, this paper employs quantitative research methods and is conducted step by step, starting from analyzing the research problem, identifying research objectives, collecting data, data analysis, and discussion. It uses surveys to determine how well language learners use

their language learning strategies when they learn English using Mobile Assisted Language Learning. This research aimed to answer the following questions

RQ 1: What are the MALL integrated language learning strategies used by good language learners to improve listening skills?

RQ 2: What are the MALL integrated language learning strategies good language learners use to improve speaking skills?

Research Instrument

Creswell (2014) stated that the knowledge obtained is based on measuring the objective reality in the real world. However, the absolute truth of knowledge regarding human behaviour can only partially be understood. Thus, it is vital to create an objective survey instrument that can provide a numeric measure of the observed behaviour of students (Creswell, 2014). Due to this, this research uses questionnaires as the primary research instrument for data collection. The questionnaires were distributed to the respondents via a Google form. Since the respondents are primary school students, they are being guided to answer the questions so that the data given are valid and reliable.

The researchers adopted the research questions from Bayuonget al (2019) from the inventory Young Learner's Language Strategy Use Survey by (Cohen and Oxford, 2002). The questionnaires are divided into three parts, Part A, Part B, and Part C, encompassing the respondents' demographic profile, listening strategies used when using MALL, and speaking strategies used when using MALL. There are four questions on demographic profile in Part A, twenty questions in Part B, which are divided into four sections, and thirteen questions in Part C with three sections. The respondents were asked for their parents' consent to participate in this study before they could answer the questionnaires. The questionnaires used Likert Scale 1-5 for each item. Scale 1 stands for 'The statement isn't like you at all,' Scale 2 stands for 'The statement isn't somewhat like you,' Scale 3 stands for 'You are not sure about the statement is somewhat like you,' Scale 4 stands for 'The statement describes you,' and Scale 5 stands for 'The statement really describes you.'

Research Sampling

This research used purposeful sampling to get the respondents. Purposeful sampling is widely used in qualitative research to identify and select information-rich cases related to the field of interest for the most effective use of limited resources. Purposeful sampling involves identifying and selecting individuals or groups knowledgeable or experienced with the phenomenon of interest (Creswell & Clark, 2011). This research focuses on advanced learners; thus, purposeful sampling is the best research sampling method to obtain the respondents.

There are 50 respondents from two cluster schools in Melaka, Malaysia where they are all Year 6 advanced students. The main objective of this research is to understand learning strategies used by good language learners in using MALL to learn English. Hereby, the respondents are advanced learners. The respondents are selected from the first class where the initial respondents from google forms exceeded 50 respondents. After filtering certain aspects, only 50 reliable and valid responses are chosen to be analysed. This survey was given consent from the school administrations and their parents considering their age factor.

Data Analysis

The result from the survey is analyzed quantitatively by the researchers. The survey is shared with the samples through social media groups such as WhatsApp and Telegram. The questionnaire data were collected three weeks after the respondents were given the link to fill in the Google Form questionnaire. The online survey is the best data collection method since it is very convenient for the respondents as most are accessible with smartphones. Respondents can answer the questionnaires quickly at anytime and anywhere. All research questions in Google Forms are set with the function 'required' so that the respondents must complete all the questions before submitting their responses and avoid incomplete responses in the survey. The data obtained from the questionnaires are analysed using SPSS, *Statistical Package for the Social Sciences*. After the respondents submit their responses, the data will be collected in Microsoft Excel before the raw data is analysed in SPSS software.

Findings

Table 1 shows the demographic profiles of the respondents. All 50 respondents are Primary School pupils from two cluster schools in Melaka, all in Year 6. All of them are advanced learners. All of them consisted of 25 Malay pupils (50%), 15 Chinese pupils (30%), and 10 Indian pupils (20%). Apart from that, 20 of them (40%) speak Malay at home, 12 of them (24%) use English as their first language, 10 of them (20%) speak Mandarin, and 8 of them (16%) use Tamil as their first language respectively. For Part B and Part C, the raw data are placed in Appendix 2.

Table 1
Demographic Profiles of the Respondents

No.	Item		Percentage
1.	Gender	Male	20（40%）
		Female	30（60%）
2.	Primary	Year 6	50（100%）
3.	Race	Malay	25（50%）
		Chinese	15（30%）
		Indian	10（20%）
4.	First Language	Malay	20（40%）
		English	12（24%）
		Mandarin	10（20%）
		Tamil	8（16%）

The findings in Table 2 are to answer the first questions. Table 2 shows the findings for listening strategies used by good language learners with the integration of MALL for Section 1. The data denoted the highest mean for Item 3, *"I learn English through mobile applications by listening to songs and nursery rhymes."* with a mean of 4.02, followed by Item 2*, "I learn English through mobile applications by listening to Movies, tv shows or dramas"* with mean 3.98. The third highest mean is Item 5*, "I learn English through mobile applications by listening to stories such as audible, audiobooks, Google play books."* with a mean of 3.72. Item 1*, "I learn English through mobile applications by listening to dialogues & conversation."* and Item 4, *"I learn English through mobile applications by using instructions in mobile games to listen to the language."* denoted the same mean of 3.60. The lowest mean score is Item 6, "*I learn English through mobile applications through demonstrations or experiments from Youtube or other mobile applications,"* with a mean score of 2.34. The means are calculated based on the Likert Scale 1-5. The highest frequencies for "The statement really describes you" will contribute to the mean score, meaning that the item with the highest frequency at Scale 5 will have a higher mean score than Scale 1 'The statement isn't like you at all.'

Table 2
Section 1 for Part B in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	50	1	5	3.60	1.414
Q2	50	1	5	3.98	1.186
Q3	50	2	5	4.02	1.040
Q4	50	1	5	3.60	1.457
Q5	50	2	5	3.72	1.051
Q6	50	1	5	2.34	1.479
Valid N (listwise)	50				

Table 3 shows the findings from the raw data in the questionnaire for Section 2 in Part B, listening strategies used by good language learners with the integration of MALL. The highest mean score is 4.72 for Item 11 ''*I connect the new sounds to words by looking for the words through search engines.'.* The second highest mean score is Item 9, '*I connect the new sounds to words by replaying the audio/video,*' with 4.68, followed by Item 8, '*I connect the new sounds to words by using a pronunciation checker to listen to correct pronunciation,*' with a mean score 4.60. The third highest mean score is 4.60 for Item 8, '*I connect the new sounds to words by using a pronunciation checker to listen to correct pronunciation.*' Item 7, '*I connect the new sounds to words by repeating the words,* ' denoted mean score of 4.38, and the least mean score is Item 10 ''*I connect the new sounds to words by listening to tones and intonations,*' which is 3.44.

Table 3
Section 2 for Part B in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q7	50	1	5	4.38	1.048
Q8	50	4	5	4.60	.495
Q9	50	4	5	4.68	.471
Q10	50	1	5	3.44	1.431
Q11	50	4	5	4.72	.454
Valid N (listwise)	50				

Table 4 shows the mean score in Section 3 for Part B of the questionnaire. Item 12, '*I learn the meaning of the words I listen/hear by using a dictionary.'* denoted the highest score of 4.72, followed by Item 13, '*I learn the meaning of the words I listen/hear by browsing the words in search engines.'* and the lowest mean score is Item 14 ''*I learn the meaning of the words I listen/hear by Observing the actions and non-verbal clues from movies/drama.'* with 2.70 only.

Table 4
Section 3 for Part B in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q12	50	4	5	4.72	.454
Q13	50	4	5	4.52	.505
Q14	50	1	5	2.70	1.607
Valid N (listwise)	50				

Table 5 shows the mean score in Section 4 for Part B of the questionnaire. The table denoted Item 17,' *I will ask questions to my teachers/parents when I do not understand what I listen/hear in the mobile applications.*' has the highest mean score with 4.86, followed by Item 15, '*I will pause and replay the video repeatedly when I do not understand what I listen/hear in the mobile applications.*' with a mean score of 4.84. The third highest mean score is 4.76 for Item 16, '*I will replay the sound at a slower pace when I do not understand what I listen/hear in the mobile applications.*'. Item 20, '*I will guess the meaning from what I heard before when I do not understand what I listen/hear in the mobile applications.*' denoted a mean score of 3.32, followed by Item 18, '*I will guess the meaning from the person's tone (such as angry or happy) when I do not understand what I listen/hear in the mobile applications.*' with mean score 2.22 and the least mean score is Item 19 '*I will guess the meaning from how the person moves or stands from the movie when I do not understand what I listen/hear in the mobile applications.*' ' with a mean score of 2.18.

Table 5
Section 4 for Part B in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q15	50	4	5	4.84	.370
Q16	50	4	5	4.76	.431
Q17	50	4	5	4.86	.351
Q18	50	1	5	2.22	1.345
Q19	50	1	5	2.18	1.273
Q20	50	1	5	3.32	1.463
Valid N (listwise)	50				

The following Table 6, Table 7, and Table 9 encompass the results from Part C of the questionnaire. The three tables reveal the findings for language learning strategies for speaking skills with the integration of MALL for good language learners. Table 6 shows that the highest mean score is Item 1 and Item 4, with a mean score of 4.02. The third highest is Item 2 with 3.36, and the lowest mean score is Item 3 with 2.04.

Table 6
Section 1 for Part C in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	50	1	5	4.02	1.270
Q2	50	1	5	3.36	1.495
Q3	50	1	5	2.04	1.340
Q4	50	1	5	4.04	1.228
Valid N (listwise)	50				

Table 7 shows the findings in Section 2. Item 7, '*I speak English to other people using mobile applications by planning what I am going to say,*' denoted the highest mean score of 4.64, followed by Item 5, '*I speak English to other people using mobile applications by starting conversations'* with a mean score of 4.00. The third highest mean score is Item 6 '*I speak English to other people using mobile applications by changing the subject if I don't have the words I need'* with 3.40, and Item 8 '*I speak English to other people using mobile applications by asking the other person to correct me when I talk'* denoted the lowest mean score of 2.22.

Table 7
Section 2 for Part C in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q5	50	1	5	4.00	1.195
Q6	50	1	5	3.40	1.641
Q7	50	4	5	4.64	.485
Q8	50	1	5	2.22	1.298
Valid N (listwise)	50				

Table 8 below shows the mean score of section 3 for part c of the questionnaire. The result revealed the highest mean score is 4.66 for Item 10, '*I will try to say it a different way when I can't think of the words to speak using mobile applications,*' followed by Item 13, '*I will move my hands and body so the person will understand me when I can't think of the words to speak using mobile applications'* with 4.34. Item 9, '*I will ask the person to help me when I cannot think of the words to speak using mobile applications,* ' denoted the third highest mean score of 3.68, followed by Item 12, '*I will use words from my language but say them with sounds from the new language when I cannot think of the words to speak using mobile applications'* with mean score 3.30. The lowest mean score is 2.68 for Item 11, '*I will use words from my own language when I can't think of the words to speak using mobile applications*.'

Table 8
Section 3 for Part C in Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q9	50	1	5	3.68	1.544
Q10	50	4	5	4.66	.479
Q11	50	1	5	2.68	1.463
Q12	50	1	5	3.30	1.568
Q13	50	1	5	4.34	1.154
Valid N (listwise)	50				

Discussion
RQ 1: What are MALL-integrated Language Learning Strategies used by the GLLs to improve listening skills?
The findings indicate that participants use memory strategies (MS) and social strategies (SS) through MALL to improve their listening skills. Alasmari (2019) mentioned that MS are approaches that connect newly learned information to previously remembered knowledge. Participants connect new sounds to words by looking for meaning online or using a dictionary. They also ask questions for clarification on the meaning of the words heard. This process uses both MS and SS where participants use different approaches to help them learn better such as asking questions to understand the meaning. MS are categorised under direct strategies, while SS is under indirect strategies. According to Oxford (1990), direct strategies are how the learner deals with the new language and require mental processing. Both direct and indirect strategies aid in language learning. Learners typically use more than one strategy at a time during the language learning process, especially GLLs. It is preferable that learners integrate direct and indirect strategies during the language learning process, as proposed by Oxford (1990) because the strategies complement each other. Similarly, the current study's findings are consistent with Alzubi (2019), who stated that the space of freedom and sense of responsibility that students were given using MALL to employ LLS inside and outside the classroom has contributed to much more interaction and motivation-enhancing learner autonomy in its motivational aspect, where the learners' language learning has become more effective.

RQ 2: What are MALL-integrated Language Learning Strategies used by the GLLs to improve speaking skills?
The findings showed that GLLs used the metacognitive and social strategies using MALL to improve their speaking skills. In this context, the participants practice English through MALL to improve their speaking skills by making sounds of the language until they can pronounce it well. Participants use streaming apps to listen to and practise singing songs and nursery rhymes. They also use social media to mimic the way native speakers speak. Alasmari (2019) stated that, metacognitive strategies emphasise what the learner thinks about his own thought and that the language learner is self-regulated or has self-control in the learning process. Planning, monitoring, and evaluation are examples of such strategies. The planning strategy, for example, focuses on organising and prioritising the learning process and breaking it down into steps, whereas the monitoring and evaluation strategies are concerned with the

ability to control the learning process and product by self-checking the information, revising the information, evaluating the information, and correcting the information. In this research, participants plan what they are going to say before speaking. During this process, they have to do much decision-making, arranging, and planning to acquire the language, which is very similar to metacognitive strategies. The findings also support the study done by Lestari & Wahyudin (2020) that most students prefer to use SS to improve their speaking proficiency. This could be the cause and connection for GLLs' preference for social and metacognitive strategies. This view is reinforced by John et al (2021), who stated that by having access to cognitive tools such as MALL, metacognitive strategies enable learners to be in charge of their learning process, thus, becoming the most commonly employed strategies among them.

Implications
Based on the above discussion, research in this field will further benefit the government, curriculum authors, teachers, educators, and, most importantly, a varied spectrum of learners. As mentioned earlier, this paper focuses on advanced ESL learners in primary schools since studies on this type of learner are limited. According to Ali et al (2020), MALL is an excellent answer to time and location-based language learning constraints. GLLs can use MALL to learn and improve their skills regardless of place and time. The research by Islam and Hasan (2020), discovered that MALL is an important variable in efficient listening strategies. Indeed, MALL is an effective LLS used by GLLs in listening and speaking skills in learning English as a second language. According to the study's findings by Purwaningrum & Yusuf (2019), participants have a favourable attitude towards incorporating MALL to promote independent language acquisition. Different mobile applications provide GLLs with various platforms to improve their listening and speaking skills. A study conducted by Rajendran and Yunus (2021) revealed that learners acknowledged and improved their listening, speaking, and communication abilities through cooperative learning with their classmates and teachers in speaking tasks, aided by mobile devices and their applications. This research looked at highly used and minimally used language learning strategies among Year 6 good language learners in improving their listening and speaking skills. The information gathered can be helpful to curriculum developers as it gives basic information on the strategies used by good language learners to learn a second language. Curriculum developers can provide different resources and appropriate teaching and learning materials by recognising the needs of the learners. This will ultimately benefit everyone involved in the education profession.

Additionally, the data provided in this paper should assist teachers and ESL learners in using appropriate strategies that will positively impact and improve learning English as a second language, especially in listening and speaking skills. Surveys on preferred LLSs can help teachers discover their students' needs. Chandran & Hashim (2022) also agreed that LLS is crucial in improving students' English learning ability. To do so, teachers can use and adapt Oxford's SILL questionnaire. Implementing LLSs without considering the students' needs may not result in a successful learning process. Learners who are exposed to a diversity of learning strategies are more proactive in working to improve the effectiveness of their own learning (Jais et al., 2022). Intermediate and low-proficiency students can discover how GLLs utilise MALL to improve their listening and speaking skills and imitate them to upgrade themselves. According to Sani and Ismail (2021), young Malaysian learners use direct and indirect strategies in language learning, demonstrating that these early learners can be instructed to utilise a variety of strategies. Although learners may need to become more familiar with LLSs

in-depth, completing the SILL survey will likely give them a better understanding of their LLSs preferences.

Recognising that LLSs are effective among second language learners, more research should be conducted in the future. Dawi & Hashim (2022) posits that LLS are critical in promoting language acquisition mastery. More research in this field will undoubtedly assist teachers in recognising and implementing a proper and necessary process for assisting learners in learning better, not only focusing on the good language learner. Bayuong, Hashim, and Yunos (2019); John et al (2021) proposed researching other language skills, such as listening, speaking, reading, and writing, as well as grammar and vocabulary. Similarly, teachers of other languages, such as Malay, Tamil, and Chinese, could also use this research to investigate their students' language learning strategies. In addition to the need for more significant research on this topic, it is suggested that teachers immediately begin to assist their less successful pupils in improving their performance by paying more attention to learner strategies previously identified as productive. This is how LLSs assist less successful students in improving their learning experiences.

Conclusion

To conclude, language learning strategies used by GLLs using MALL shed light on good mobile learning outcomes in English listening and speaking skills, especially for second language learners. The study's findings revealed that memory-related and social strategies are the most chosen MALL-integrated LLS used by GLLs in clustered schools to improve their listening abilities. They mostly employed social and metacognitive skills as they engaged in and gained self-direction in their learning by incorporating MALL to improve their speaking abilities. Overall, the findings of this study help primary school language teachers in that they are a good reference for them to be conscious of their teaching strategies and to ensure their teaching methods suit or fit learners' LLSs. More importantly, teaching methods and pedagogy skills can be revised to facilitate better language learning. Learners will appreciate the process if appropriate LLSs are used in class.

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Appendix 1
The Instrument: Questionnaire

A Survey on Language Learning Strategies: Listening and Speaking Strategies

Dear pupils
This study is meant to discover pupils' use of language learning strategies (LLSs) in the learning of English as a second language. There are three parts in this questionnaire. Kindly, fill in all the details required and respond by marking (/) on every item in all parts. All information

obtained will be treated with full CONFIDENTIALITY and used for the purpose of this study. Your cooperation in answering this questionnaire is highly appreciated.

A. Demographic profile of the respondents
Gender   : ☐   Female ☐
Primary   : Year 5 ☐   Year 6 ☐
Race   : Malay ☐   Chinese ☐   Indian ☐
First Language : B. Melayu ☐   English ☐   Mandarin ☐   Tamil ☐

B. Listening Strategies Used When Using Mall

No.	Item	The statement isn't like you (1)	The statement is somewhat like you (2)	You are not sure about the statement is somewhat like you (3)	The statement describes you (4)	The statement really describes you (5)
Section 1	*I learn English through mobile applications by listening to :*					
1	dialogues & conversation.					
2	Movies, tv shows or dramas					
3	songs and nursery rhymes.					
4	instructions in mobile games to listen to the language.					
5	stories such as audible, audiobooks, google play books					
6.	Demonstrations or experiments.					
Section 2	*I connect the new sounds to words by :*					
6	Repeating the words.					
7	Using pronunciation checker to listen to correct pronunciation.					
8	Replaying the audio/video.					
9	Listening to tones and intonations.					

10	Looking up for the words through search engines.					
Section 3	*I learn the meaning of the words I listen/hear by :*					
11	Looking at the visual aids.					
12	Using dictionary.					
13	Browsing the words in search engines.					
14	Observing the actions and non-verbal clues.					
Section 4	*I will ………… when I don't understand what I listen/hear in the mobile applications.*					
15	Pause and replay the video repeatedly.					
16	Replay the sound at a slower pace.					
17	Ask questions to my teachers/parents.					
18	Guess the meaning from the person's tone (such as angry or happy).					
19	guess the meaning from how the person moves or stands from the movie.					
20	guess the meaning from what I heard before.					

C. Speaking Strategies Used When Using MALL

No.	Item	The statement isn't like you (1)	The statement is somewhat like you (2)	You are not sure about the statement is somewhat like you (3)	The statement describes you (4)	The statement really describes you (5)
Section 1	*I practice English through mobile applications by :*					

1	Making the sounds of the language until I can say them well.					
2	Imitating the way native speakers talk using social media.					
3	Acting out the dialogues from the movies/dramas.					
4	Singing the songs and nursery rhymes.					
Section 2	*I speak English to other people using mobile applications by :*					
5	starting conversations.					
6	Changing the subject if I don't have the words I need.					
7	Planning what I am going to say.					
8	Asking the other person to correct me when I talk.					
Section 3	*I will …………. when I can't think of the words to speak using mobile applications.*					
9	ask the person to help me.					
10	try to say it a different way.					
11	use words from my own language.					
12	use words from my own language but say them with sounds from the new language.					
13	move my hands and body so the person will understand me.					

APPENDIX 2
RAW DATA FREQUENCIES FOR QUESTIONNAIRE
B. Listening Strategies Used When Using Mall

No.	Item	The statement isn't like you at all (1)	The statement isn't somewhat like you (2)	You are not sure about the statement is somewhat like you (3)	The statement describes you (4)	The statement really describes you (5)
Section 1	*I learn English through mobile applications by listening to :*					
1	dialogues & conversation.	5	10	3	14	18
2	movies, tv shows or dramas	3	5	2	20	20
3	songs and nursery rhymes.	0	7	5	18	20
4	instructions in mobile games to listen to the language.	7	7	3	15	18
5	stories such as audible, audiobooks, google play books	0	12	0	28	10
6. 4	demonstrations or experiments.	20	14	2	7	7
Section 2	*I connect the new sounds to words by :*					
7	Repeating the words.	1	5	0	12	32
8	Using pronunciation checkers to listen to correct pronunciation.	0	0	0	20	30
9	Replaying the audio/video.	0	0	0	16	34
10	Listening to tones and intonations.	6	12	0	18	14
11	Looking up for the words through search engines.	0	0	0	14	36
Section 3	*I learn the meaning of the words I listen/hear by :*					
12	Using a dictionary.	0	0	0	14	36

13	Browsing the words in search engines.	4	6	0	24	16
14	Observing the actions and non-verbal clues from movies/drama	15	14	3	4	14
Section 4	*I will ………… when I don't understand what I listen/hear in the mobile applications.*					
15	Pause and replay the video repeatedly.	0	0	0	8	42
16	Replay the sound at a slower pace.	0	0	0	12	38
17	Ask questions to my teachers/parents.	0	0	0	7	43
18	Guess the meaning from the person's tone (such as angry or happy).	16	24	0	3	7
19	guess the meaning from how the person moves or stands from the movie.	16	24	0	5	5
20	guess the meaning from what I heard before.	10	7	0	23	10

C. Speaking Strategies Used When Using MALL

No.	Item	The statement isn't like you (1)	The statement is somewhat like you (2)	You are not sure about the statement is somewhat like you (3)	The statement describes you (4)	The statement really describes you (5)
Section 1	*I practice English through mobile applications by :*					
1	Making the sounds of the language until I can say them well.	3	7	0	16	24
2	Imitating the way native speakers talk using social media.	7	10	0	15	18
3	Acting out the dialogues from the movies/dramas.	23	17	0	5	5

4	Singing the songs and nursery rhymes.	2	8	0	16	24
Section 2	*I speak English to other people using mobile applications by :*					
5	Starting conversations.	2	7	2	17	22
6	Changing the subject if I don't have the words I need.	10	10	0	10	20
7	Planning what I am going to say.	0	0	0	18	32
8	Asking the other person to correct me when I talk.	15	25	0	4	6
Section 3	*I will …………. when I can't think of the words to speak using mobile applications.*					
9	Ask the person to help me.	10	3	0	17	20
10	Try to say it a different way.	0	0	0	17	33
11	Use words from my own language.	10	23	0	7	10
12	Use words from my own language but say them with sounds from the new language.	10	10	0	15	15
13	Move my hands and body so the person will understand me.	2	5	0	10	33