

THE EFFECTS OF LANGUAGE LEARNING STRATEGIES (LLS) ON ENGLISH LANGUAGE PROFICIENCY

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ABSTRACT

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This article contains a deeper analysis of the language learning strategies and their effect on the language proficiency. Researchers, in past two three decades, have done a lot of research on the learning strategies to show their effectiveness during the learning process but still couldn't come a definite conclusion due to the variable results, nature and fuzziness of the topic. Views/opinions of some researchers have been included in the literature review segment to give a clear idea. Students were chosen from 1st professional year of Economics department of NUML University where Economics-English language course was specifically designed to increase their English language skills in Economics domain. Few tests were carried out and results are given in the section four of this article. There is a detailed discussion in section five of this article to show a positive/negative connection between language learning strategies and the proficiency outcome. Different strategies used by the students show different results which leaves us with no definite conclusion. The hypothesis of the article is challenged with the results and a possible conclusion is added in the last part of the study.

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INTRODUCTION

Second language learning is an important element when an individual wants to gain more exposure and skills in his/her professional career. Time frame and difficulty level during the learning process differs from person to person. The characteristics of the learner predict the duration in which he/she becomes the Master of the language. The differences amongst the characteristics of learners is much appealing and an important subject for the researchers and language therapists who are always in search of the effective strategies that can make the learning process simple and easy. In this paper, two main language skills Grammar and Vocabulary are investigated as how they affect the learning process and, the term

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'strategies' has been examined to differentiate it will similar terms like techniques, tactics and process. Where a lot of factors are discussed, one factor 'Language Proficiency' has been examined deeply from two point of views, prompting factor and a result of the strategy in use. Advantages and disadvantages of various learning methods/strategies are also discussed briefly in this report.

Within the field of additional/extraneous dialect educating and seeking skills, the interface of professionals and researchers have been equipped to the dialect learning methodologies (LLSs) choice and adoption of fruitful dialect learners. The proposal that a great dialect learner may have some special procedures that others may learn from was at first presented by Rubin (1975). Using a blended strategies approach counting classroom perception, opinion, and discussions, Rubin provided a list of seven skills of great dialect learners. They incorporate the ability to create great surmises, communicate in numerous ways, endure botches, pay consideration to form and communication, hone the dialect routinely, screen one's possess dialect use, and get it and go to meaning.

These early inquire about ponders have set the scene for an developing intrigued in how language learners themselves go almost learning and what instructors can do to help learners amid that process. In any case, Rubin (1975) documented the impact that numerous factors, such as target language capability, age, circumstance, social contrasts/styles, may have on the placement of LLSs. As such, Naiman et al. (1978, p. 224) focused that there were no "predetermined in general characteristics" among great dialect learners due to the various individual pathways that might lead to effective dialect learning. This accentuation on individual variety in LLS utilize has gotten to be a rule for most investigate endeavors within the field. On the one hand, it highlights the issue of person contrasts and underscores the flexibility in dialect learning technique arrangement. On the other hand, it puts a confinement on the generalizations to any target populace past the test of any investigate discoveries almost the good dialect learners.

Statement of Problems

English language students who learned English as a second language, have observed that content area vocabulary words regularly develop a blockage to the understanding of the concept mastery. The above students mainly find problems with science and social studies subjects in terms of their vocabulary, and therefore, they struggle having a clear logic and the main important concepts. Old methods of learning vocabulary are not really effective with these students. In this research, we teach about role and different strategies of English learning.

LITERATURE REVIEW

LLS became a point of discussion in late 1970s for those who were trying to learn a second language. Learners got awareness about the need of language learning strategies as the time scale was varying amongst various learners. Earlier on, a list of strategies was created to use by all the learners but later experts formulated a classification system which categorizes different people on the basis of individual skills like their abilities, memorizing power, keenness, efficiencies etc. Initial issue is to differentiate between 'Strategic Learning' from an ordinary learning. As for 'Vocabulary' just looking into a word and

memorizing is ordinary learning while making a set of similar words and underlining or coloring the major ones or the one used frequently is making it strategic learning used differently by different people. Till today, no definite answer is given for this problem. (Rubin, 1981; O'Malley & Chamot, 1990).

The term 'Technique' is quite general and doesn't required research due to its popularity. The term 'Tactic' is mainly used by military plans and their execution and differs with the 'Strategies'. 'Process' on the other hand, is when learner's behavior is unconscious that he cannot figure out a strategy he uses. If he knows it then process becomes a strategy. 'Skill' is something one gets with the practice and can be observed in the behavior at times. "Skills are under our control, but the strategies are the mindful conclusions to implement those skills" (Schmeck, 1988; O'Malley, Chamot, & Küpper, 1989).

Classification system for the language learning strategies became need of the time when massive research started on these strategies which resulted in making lots of practical/theoretical, vocabulary related, cognitive strategies etc. Those strategies which directly help the learner to grasp the language system are termed as learning strategies. These strategies can be both direct strategies like clarification, verbal/nonverbal reasoning, memorization, monitoring, verification etc. While indirect strategies, help creating techniques and provides ways to practice direct strategies according to some language analysts. As per the research done in Oxford (1990) the direct strategies include cognitive strategies, the ones related to the memory and finally the compensation strategies, these are direct strategies since they involve in the mental process which is essential in language learning process. (Oxford, 1990; Cohen, 1998). Metacognitive, effective and social strategies are indirect strategies as these strategies give us support for language learning through focus/attention, preparation, assessing, looking for opportunities, controlling nervousness, increasing support

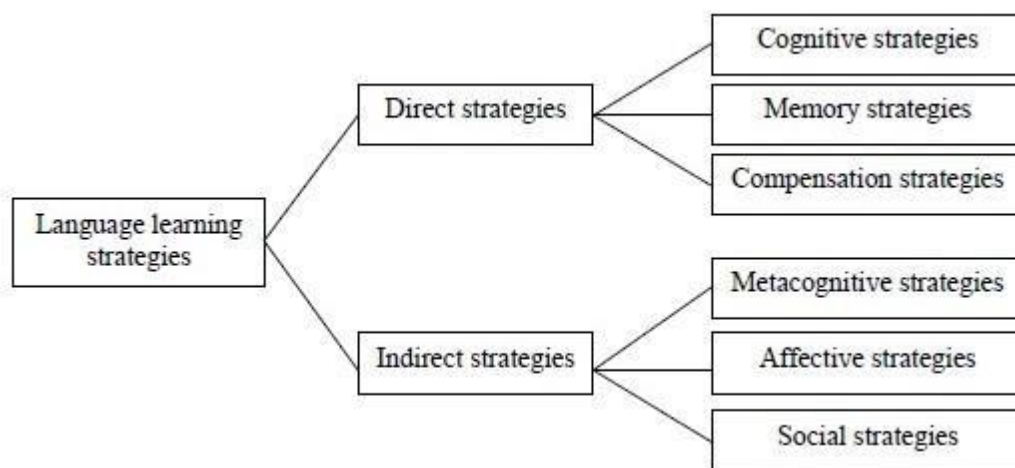


Figure 1: Diagram of the strategy classification

These strategies are based upon the information provided and requires the manipulation of that information. Preparation, inferencing, descriptions, elaboration and summarizing techniques are used here for information manipulation. Memory strategies are defined as subclass of the cognitive strategies which help in memorizing words, increasing the vocabulary and learning grammar rules. These strategies are not defined properly, besides language learning process, the use of a language in different ways

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is included. Lastly, there is fuzziness between the boundaries of mentioned strategies. Learners can choose more than one strategy according to their suitability and aptitude (Oxford, 1990; Stern, 1992).

These strategies are considered as a high-level skill that requires deep attention, organizing information and evaluation of that information. These are the strategies which we learn from the society we are living in. Our culture and environment also help us learn quickly sometimes and the details are given in the results section as how social and affective strategies help in gaining proficiency. Language learning strategy directly impacts on the frequency of the number of learners due to its effectiveness or inefficiency. Different people choose different strategies as per their ease, but research has been done on the factors which influence directly/indirectly the learners. But no agreement can be found covering the type/nature of these factors (Oxford & Nyikos, 1989; Ellis, 2008). Oxford has mentioned almost 16 factors which affect the learner's choice of any specific learning strategy but after some time another list came covering only 8 factors given below

- *Cultural background*
- *Attitudes*
- *Gender*
- *Motivation*
- *Learning style*
- *Age*
- *Tolerance of ambiguity*
- *Type of task*

This is not an exhaustive list, later research resulted in few more factors like career orientation, proficiency and aptitude (Ehrman & Oxford, 1990; Sunderland, 2000). These factors will be discussed below with a bit of details, but language proficiency will be discussed in a separate section. (Ellis, 1994; O'Malley & Chamot, 1990).

Gender is a social factor which will be widely used and there are evidences that gender differences also affect the choice of learning strategy. Overall, women are found to have higher overall language learning strategies use than men. The use of social strategies varies amongst men/women depending upon the vicinity they are living. Social strategies used by the women in western culture is different than eastern culture due to some traditional and cultural restrictions. Furthermore, the use of rule-based strategies by the women is clear by the will of any woman to achieve higher marks and their need for social consent (Gardner & Lambert, 1972; Norton, 2000).

Finally, classroom setting, and the environment also adds the value to the learning process. A second language learning LL2 requires different environment and procedures than learning a local language. In short, the selection of a learning policy and the rate with which learners choose a strategy depends upon various factors. These factors can be summarized or discussed based on social and situational context.

The learning strategy doesn't merely depend upon one or two factors instead many of the factors affect the overall learning procedure. (Spolsky, 1989; Larsen-Freeman & Long, 1991).

METHODOLOGY

A group was selected at random from Economics department of NUML university who were the participants of an English language course. This study focused primarily on the strategies used by the language learners to learn English language as a second language (LL2) and the investigated variable was 'English Proficiency'. Other variables like learning interest, memory, gender and motivation were not studied in this research. Bi-directional relation is studied between strategy and the proficiency as per the suggestion of Green and Oxford (1995). When student use a strategy, their English becomes proficient, as proficiency increases more strategies can be used in return. In this study, we will focus on the results of using language learning techniques and their effects on language learning by conducting tests on vocabulary and grammar.

Instruments

A survey was carried out followed by the two tests sessions in order to investigate the effects of strategy used by economics students. At the start of Academic year 2018-19 the learners were asked to finish the Dialang Test to assess their level of present English proficiency and below skills were evaluated from the test

- *Reading*
- *Writing*
- *Listening*
- *Grammar*
- *Vocabulary*

The results were given back to the students with the six levels which provide the level at which a learner is currently standing in terms of his/her language proficiency. By the end of same academic year, students were asked to appear in an online test of Oxford's ESL/EFL versions of SIIL to get the detailed picture about the strategies used by the language learners. In total, 30 strategies were examined through the above tests and these strategies were sub-divided into 6 categories. Before the end of the term, another test was taken before the term-end where English proficiency was examined. This test was based on simple multiple-choice questions to test the vocabulary, Grammar, spellings and use of the resources. This last part contained questions to test the knowledge of open functions like Phrases to show expressions and rules used in applications/letter writing tasks. Ability to use dictionary was also tested. Grammar, that was examined in the second test was specifically test under the domain of Economics and results were compared with the first test where the domain was not strictly an Economics domain.

Dialang

European higher education institutions have developed an online diagnostic language assessment system named 'Dialang' back in October 2006 which is free of charge. This tool offers diagnostics not proficiency tests, means it predicts a speaker's competency and highlights the strengths and weaknesses by giving

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feedbacks. Apart from English, this tool works for major 14 European languages where native speakers and second languages learners both can evaluate their language skills. Listening, reading, writing, vocabulary and the sentence structures using correct grammar are the main areas that can be tested using 'Dialang'. In the start, a 'Vocabular Size Placement Test'(VSPT) was given to the students which contains 75 verbs where student distinguishes between existing words and pseudo words. Results are categorized into six bands from very small to 'fuzzy from inborn speaker'. After this test, language competence test is conducted which comprises 18 statements of each skill. These self-assessment tests also contain grammatical structure tests.

Language competency tests usually come in different levels of difficulty but three are the main ones; the basic easy level, the middle level and hard level. The result of any difficulty level is in the form of two types of feedbacks, self-assessment feedback comes with the results/outcome whereas, advisory feedback comes up with the tips/techniques to enhance a skill.

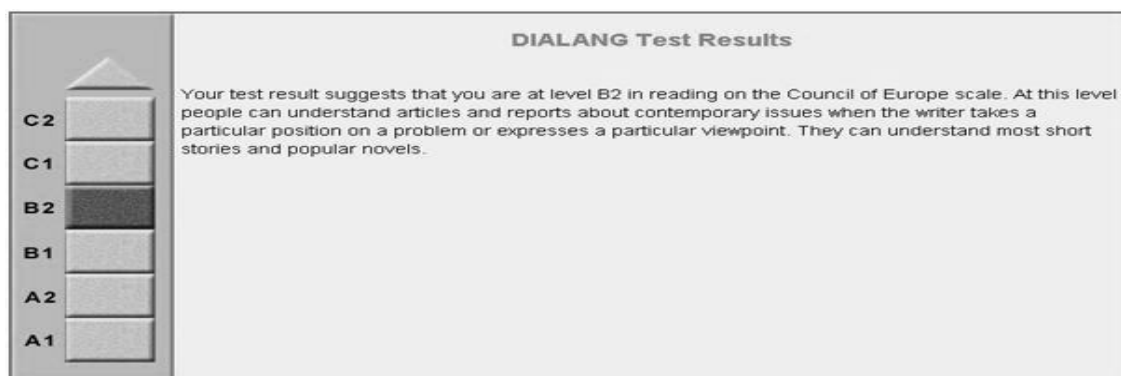


Figure 2: Example of the abilities at a score of B2

The Strategies Inventory for A Language Learning Method (SILL)

'SILL' Strategy Inventory for Language Learning was created in 1986 to assess the frequency by which students use strategies during language learning process. It consists of two questionnaires, one for the native speakers and the other for those learning English as a second/foreign language. For this study, we used EFL (English as a Foreign Language) version, the questions and instructions of SILL were given to the students to check the level of English knowledge students have got.

Participants

The participants of this research are the 1st year students of Economics department at NUML university. All the students are native Urdu speakers but studied English throughout their schooling. A subject named 'Economics English' is also a compulsory subject their 1st professional year. This ESP-English which means English for a specific purpose. This course was designed to provide essential job-related skills amongst Economic studies. All the 50 students of year 1 finished the 'Dialang' test in the beginning of the first term. 10 students took the test quite a few times and got a different score each time. These students were excluded from the results of this study. 7 students who completed the test failed the SILL therefore, their results were also no included for this study. 5 students completed the survey more than twice, so their last passing marks were choosen. Finally, the intermediate test of this Economic English class was conducted in which almost 60 students participated. After getting the results, a comparison was made. In

this comparison, only 26 students were selected who, successfully, passed all the tests mentioned above. Their results are used to investigate further in this paper.

Data Sets and Analysis of the Tests

Out of 60 students who took part into the testing sessions, the data-set or our sample set comprised of 24 students (N=24) of this study. SILL is digitalized which most of the students have done at home on their convenient time frame, within the two weeks bracket. Head teacher of the Economic class and myself urged the students to observe truthfulness in using the habitual language strategy. Data analysis was done with the help of the head teacher including his interpretations also. A detailed discussion on the results and the comparison with other studies was a major part of the studies conducted by me. Throwing light on the results; Grammar and Vocabulary will be discussed separately at a later stage. The variety of the strategies used by the students will also be discussed later in this report. The comparison was made for the above two tests to see the impacts/benefits of this course and to draw out a conclusion about the beginning till the end skill level of the participants. A possible correlation will also be looked at between these end results and among the six classes of learning tactics used in this study which are social/effective strategies, cognitive/meta-cognitive strategies, compensation and memory strategies. Lastly, we will look at the average number of language strategies students have used and to find out any connection amongst the strategies used overall.

The student's reported use of individual statements will be looked briefly, to see the use of unfamiliar words and will make an average of this, also the responses of six categories of strategies used in learning. The interpretation of these averages will be done according to the scale provided by the Oxford(1990) i.e.

- *An average between 1-1.4 = the strategy group is 'Never applied/used'*
- *An average between 1.5-2.4 = the strategy generally 'Not used'*
- *An average between 2.5-3.4 = the strategy is 'Partially used'*
- *An average between 3.5-4.4 = the strategy has 'Higher percentage of the usage'*
- *An average over 4.5 = the strategy is 'Always used'*

Results of these tests or the statistical findings of the study will be mapped with the early hypothesis i.e. **"Proficiency using learning strategy contains a bi-directional relationship with each other"**. More proficient in English language means learner's frequency rate is higher using learning strategies and vice versa. Positive correlation between a strategy use and a higher test result shows that proficiency relates closely with the strategies use in learning language. Each strategy develops a unique skill in language learning. Memory strategies aid the students in memorizing/enhancing the vocabulary but not learning Grammar.

The results of Dialang test are represented in CEFR gradings (A1 to C2) but results of Economic English test are represented in numeric (from 1-10) for vocabulary and up to 20 for Grammar. The numerical analysis and assessment of the result was a bit difficult task due to format/nature differences of the results. A contrast exists between categorical results (Dialang) and a continuous result (Eco-English Test) which results in using different statistical comparison methods used in similar studies.

RESULTS

There exists a different analysis on the results which will be discussed in different sections of this chapter with a separate section for Grammar and Vocabulary results. Dialang test results will be discussed initially where vocabulary results will be discussed first and lastly the grammar results. SILL survey results will be looked at a second stage while on the last stage, we will look at Economic English test results and again vocabulary will be first here followed by the Grammar results. Section 4.1 will summaries the results of the tests while in section 4.3, an investigation will show the possible relationship between the two elements, the strategy used versus the proficiency gained. And this is the main aim of this study. We will also try to find a relationship between variety/quantity of the learning strategy with the proficiency gained whereas, consequences of the results will be studied in next section 5 of this report.

Test Results and SILL

In this section we will start with the Dialang test results for the vocabulary and the grammar

Dialang Grammar and the Vocabulary Tests Graphs

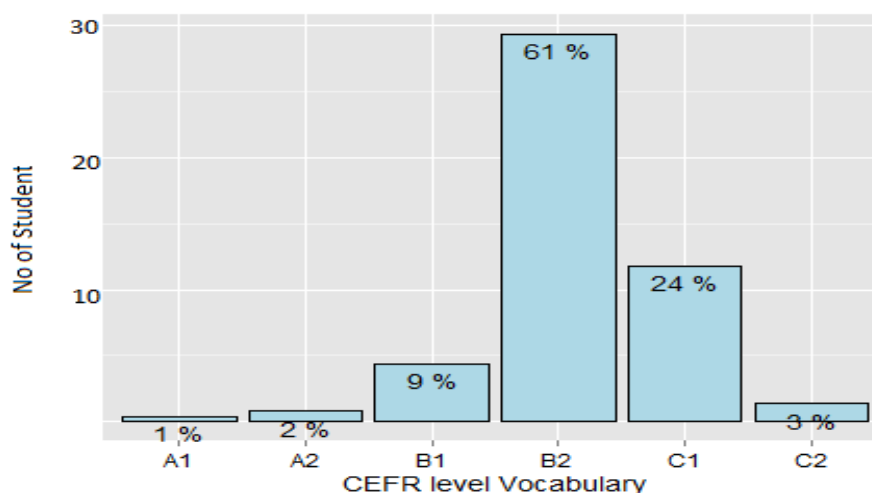


Figure 3: Vocabulary Results

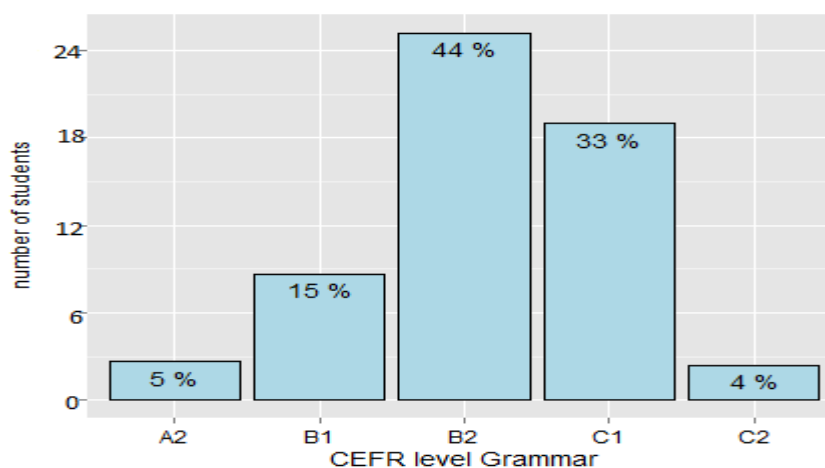


Figure 4: Grammar Results

Figure 3 is a graphical representation of the results using CEFR (Common European Framework of Reference for Languages) for Dialang test for vocabulary. Percentage of participants is shown on Y-axis

of the graph while CEFR level results are on X-axis of the graph. Almost 61% achieved B2 which is quite higher score while 24% shown even more better results and got C1. Only 3% of the students couldn't do well in vocabulary test and remained in A1 and A2 levels. More distributed data can be seen in Grammar test in Figure 4. 44% students got B2 which is quite good result which is followed by 33% of the participants who are on C1 level. No even 1 student was on A1 level which showed most of the learners scored good in Dialang grammar test. If we compare these two tests, we can see that 9% increment is for C1 which means in grammar, a higher percentage of the students have shown excellent result. C2 level result is again better for grammar than vocabulary. B1 which is a bit lower scale in Dialang test, but still grammar students have shown a higher percentage of 6% in this part of the graph.

SILL Test Graphical Results

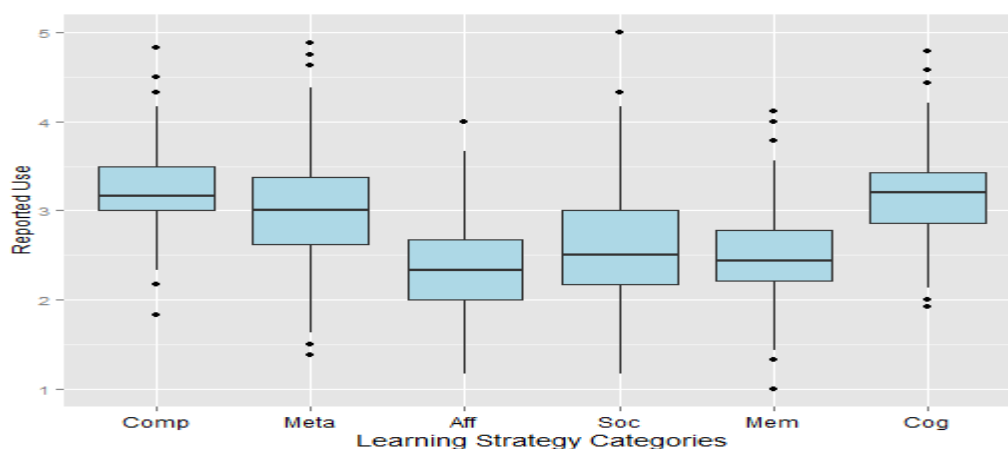


Figure 5: Use of all the 6 learning strategy classes

The student's reported use of the six types of language learning strategies are shown above in figure 5 using a box plot. Scale ranges from 1-5 means from never used to always used which is mentioned above in the study in detail. This graph shows the average of the strategies used by the students. One dot at level one shows that a very few students fall on level one which results in not using any language strategy. Also, level 5 shows similar results as level 1 which means very less students have always been using learning strategies.

- *I write the summary of the information I perceive or get = Least preferred strategy (Cognitive) with the value 2.31*
- *I watch TV in English language including shows and dramas without sub-titles = Most preferred strategy (Cognitive) with the value 3.76*
- *If I am unable to find an English word, I prefer using another with analogous meaning = Highest preferred compensation strategy with the value 4.2*
- *I do not lose hope if getting mistakes, I still carry on speaking English = High preferred strategy (affective) with the value 3.6*
- *I normally note down my experiences in the diary = Minimum affective learning strategy with the value 1.24*

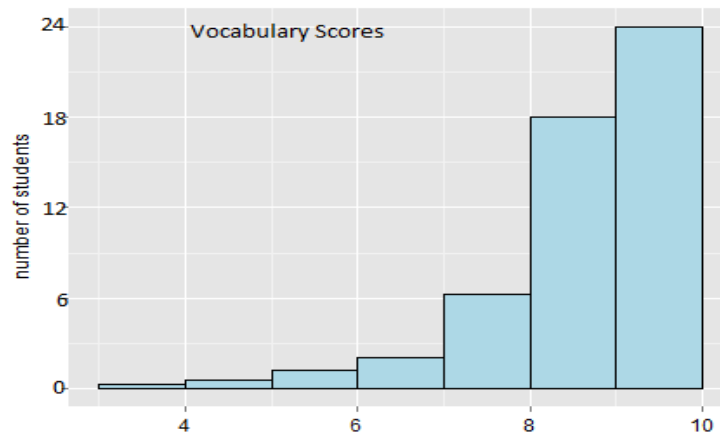


Fig 6: Vocabulary Results for Eco-Eng test

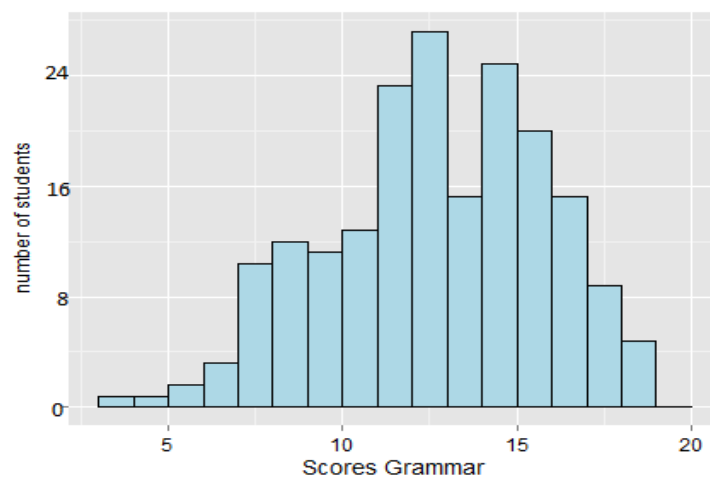


Fig 7: Grammar Results for Eco-English test

The graph indicates Economic English outcomes for vocabulary and grammar. It is clear from the graph that students performed well in vocabulary test where the average score is 8.5. More than 50% students have got score 9-10. Grammar scores are distributed more which is clear from the dispersed nature of the graph. Almost 80% of the students have passed the test. The average score is 12.5 which is more than 50% and considered a decent score.

Contrast between the Dialang and Eco-English test Vocabulary

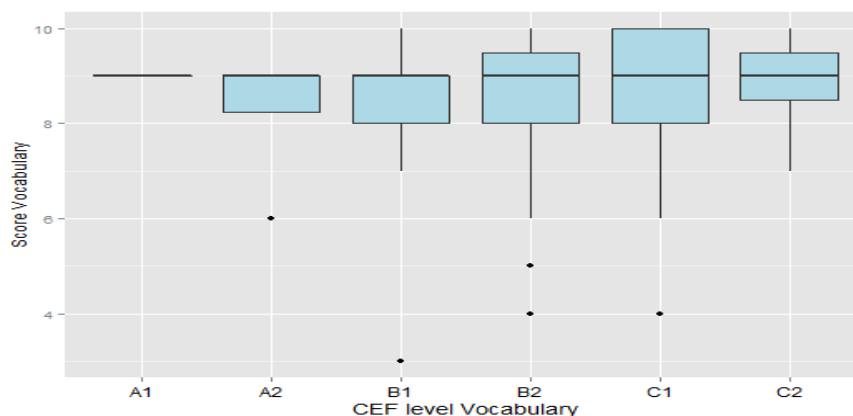


Fig 8: Contrast between vocabulary results of the Dialang and Eco-English test

The above graph indicates the results of vocabulary portion of the Dialang test and also vocabulary portion of Eco-Eng test. The CFR level and the vocabulary scores are on the X and Y-axis respectively. This graph is drawn to check the progress of the students over time for performance improvement. It was likely that the those who got low results in Dialang part of the test initially might show better results in this test but still less than the students who showed higher proficiency at the start of the term. In this case a straight diagonal line would be present from lower left towards upper right corner of the graph. The vocabulary domain for this test was entirely different than the first test which is just economics domain. The graph shows that the students didn't meet the expectations after attending the economics English course otherwise the second economics English test should have shown better results.

GRAMMAR

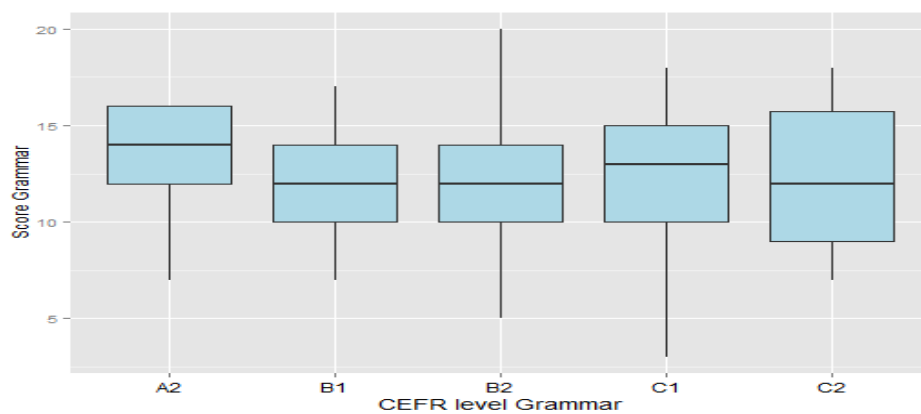


Fig 9: Contrast of grammar results Dialang and Eco-Eng test

The visualization of grammar part of the Dialang and Economic English tests are clear from the graph in figure 9. It was expected that the students will get better results over the time after attending English economic course. But graph does not show a diagonal line from the lowest left side towards top. A negative relationship is shown between both tests. And, an inverse relationship exists between the two tests. Students who got good marks in the Dialang test scored less in Economic English test and vice versa.

How Strategy Used Affects the Test Results

Dialang Test for the Vocabulary Part

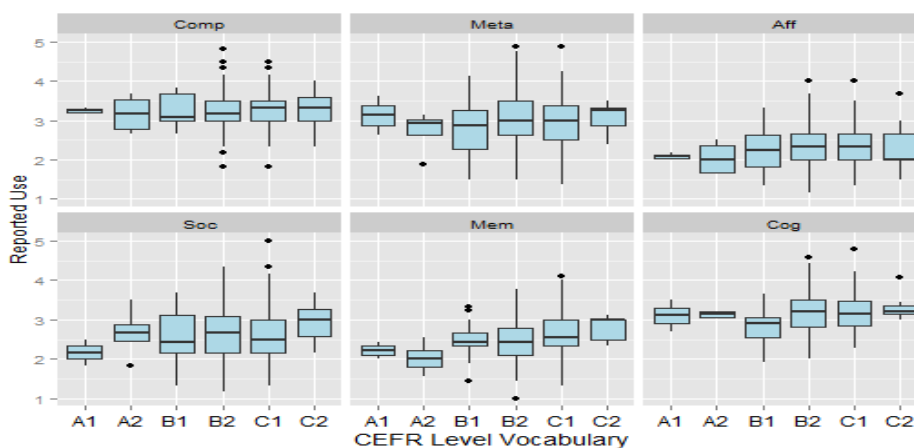


Fig 10: Link among the reported strategy and scores of the vocabulary test

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Relationship among the student's used strategy on the SILL and the results of the Vocabulary portion of the test are given in the above box plot. We can see that relationship exists between the Social strategies and the memory strategies while the other four show no correlation.

The Grammar Exam

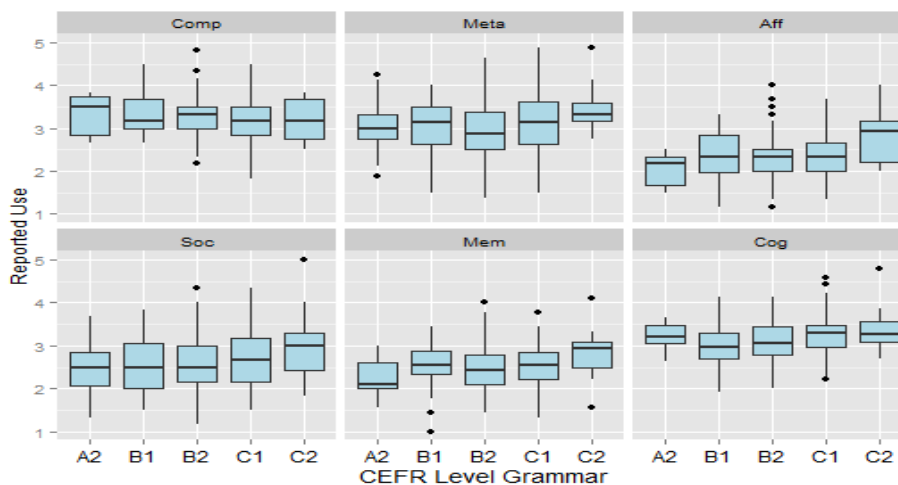


Fig 11: Relationship for strategy used and grammar exam result

Association among the strategy used on the SILL and the scores of Grammar portion of the exam are given in the above box plot. A negligible positive result can be seen in the results by the use of affective strategy and same for metacognitive, social and memory strategies but a negative affect can be seen on compensation strategies. It is also seen that if a student's proficiency is remarkable, the less compensation strategy is found to be used. No effect has been noted on the score using cognitive strategies.

4.3.3 Vocabulary Test (Eco Eng)

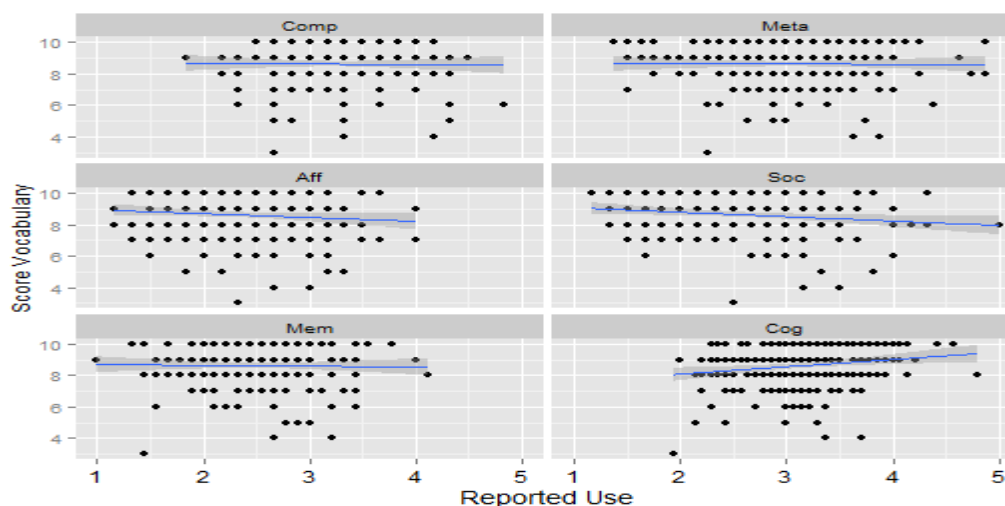


Fig 12: Relationship between strategy used and Eco-English Results.

Correlation between strategy used on scale 1-5 and scores obtained in Economic English vocabulary test are given in the above graph. Trending line going up indicates positive while going down shows negative correlation. Correlation exists between the scores and three strategies, strongest one is cognitive which influenced the marks the most, second one is social strategy while affective strategy is falling third. No effect on marks by other three categories.

4.3.4 Grammar Test (Eco Eng.)

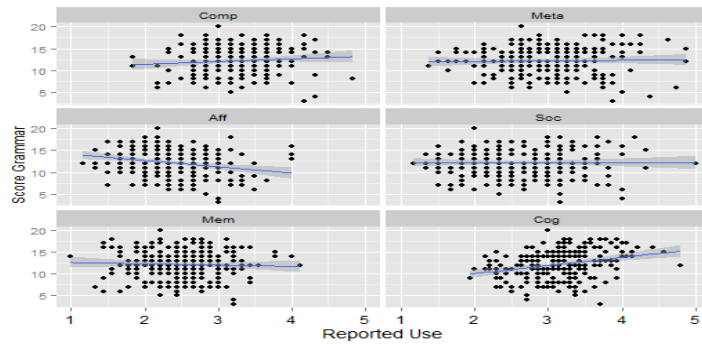


Fig 13: Association among strategy used and scores of Eco English grammar test

Correlation between strategy used on scale 1-5 and scores obtained in Economic English Grammar test are given in the above graph. Trending line going up indicates positive while going down shows negative correlation. Cognitive strategy influenced the most in gaining higher score in Grammar test like the vocabulary test. Compensation strategy also shows positive trend but not as strongly as in vocabulary test. Affective strategy shows negative affect unlike vocabulary test. Metacognitive and memory strategies show no affect overall

How Frequently used Strategies Affected on the Test Results

Vocabulary Test (Dialang)

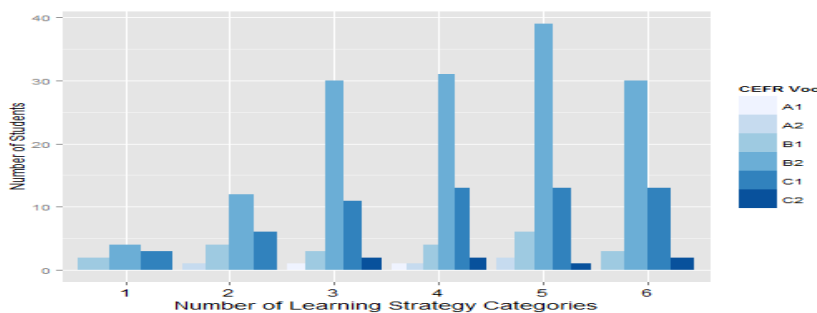


Fig 14: Connection between the strategies used and Vocabulary Results

Likert-Scale value of over 2.5 shows a category of learning strategy as a frequently used strategy. B2 bars of the results are the highest as majority of the students got highest marks in this range. Score on A1 is not worth discussing due to very less values. Graph shows positive correlation in B1 also. Students falling here have used 5-6 strategies on average. B2 students used 1-2 strategies on average. Overall results show that the high number of strategies in use result in obtaining high scores.

4.4.2 Grammar part of the Test



Fig 15: Connection between the strategies used and Grammar Results

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The above graph shows similar results as in Dialang Vocabulary test. Students who got highest score are colored dark on the right-hand side. This shows the greatest usage of language strategies than the light color bars. Overall, a positive association exists here amongst the variables used in the test.

Vocabulary Test (Eco English)

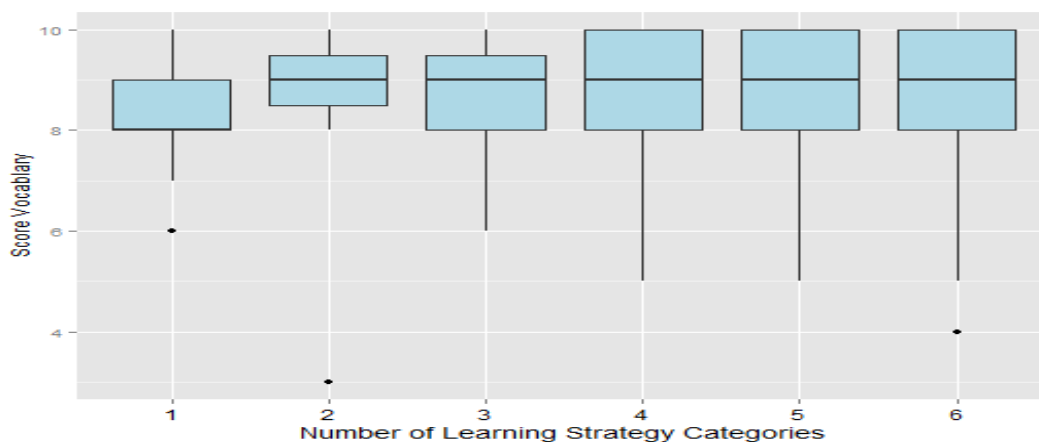


Figure 16: Relationship among the strategies used and Eco English Vocabulary Results.

Likert-Scale value of over 2.5 shows a category of learning strategy as a frequently used strategy. It was noted that those students who use one strategy category achieved low marks. Median score of this test was one point lower than the grammar test. Hypothesis was, students who use more strategies will obtain less marks which did not hold true as per the graphical results. The results of using 2,3,4 or even 6 strategies show identical output.

Grammar Test (Eco English)

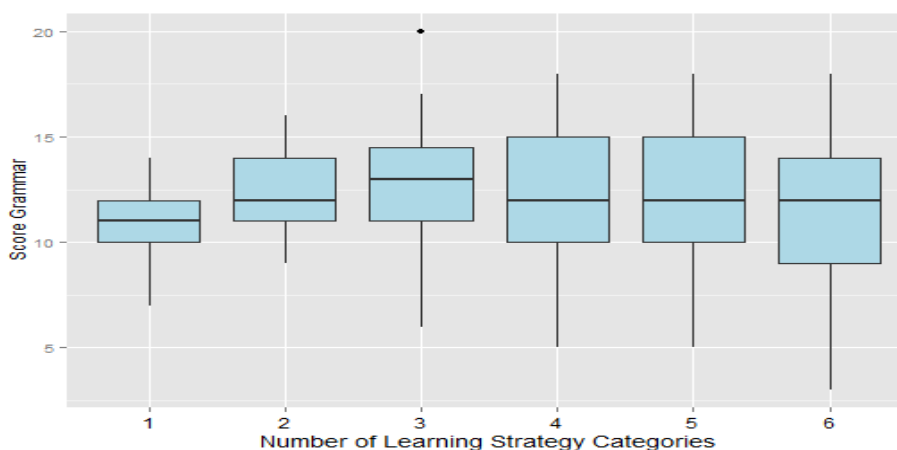


Fig 17: Relationship among the strategies used and Eco English Grammar Results.

TEST RESULTS AND THEIR ANALYSIS

Dialang Vocabulary/Grammar Results Analysis

Majority of the students got B2 in Dialang vocabulary test, which is a good result, 28% students got level C1/C2. 44% students got B2 in Dialang grammar test, which is even better than vocabulary test, 38% students got level C1/C2. Internationally, for KSO and TSO standard, minimum B1 is required while in this study, almost 90% of the students fall on B2. A high percentage of the students exceeded the expected levels like 28%/38% in vocabulary and grammar respectively.

Economic English Test Results Analysis

In vocabulary, 50% students scored 9/10 while the average score was 8.6 which was very good score. In grammar, 79% students passed the test with a highest score of 13/20. Students were mindful of the need of the Economic English for their future, they studied the course, understood the techniques taught by the teachers hence, shown remarkable results. Vocabulary in the economics domain was very important and students worked well in this domain.

COMPARISON SUMMARY DIALANG VS. ECO-ENGLISH

Comparison of the above two tests is tricky due to the different nature of marking schemes, Dialang is through categorial while Eco-English through numerical values. Dialang vocabulary test results were lower than Economic English because, students were well prepared in economics domain and answered all the questions while Dialang vocabulary was a general test, so students got less marks. Dialang test in the start of the term shown less results on the scale while same test results were higher at the end of the term.

The SILL

Most of the students preferred cognitive skills which are on the top of the scale while meta-cognitive and compensation skills are second and third on the scale. Social strategies or skills came fourth on the scale in this study. The Affective skills also the memory skills were the minimum favorite ones proved by this study.

Analysis of the Strategy use on the Results

Main objective of this study was to show that more language learning (LL) approaches a student uses, the better language proficiency he/she gains. We looked on the correlations amongst the routine of using six learning policies and the proficiency i.e. test results.

Below points are important to note here.

- *In Dialang vocabulary test, social and memory strategies helped students to gain a higher score*
- *Popular memory strategy techniques found to be in using new words in the sentences, making mental picture of the scenes or using the signs positively affected on the score.*
- *Social strategies using social interactions and specially speaking to a native speak affected in achieving higher scores.*
- *In Dialang Grammar test, social and memory strategies worked similar in obtaining higher scores as it was the case in vocabulary test.*
- *Making a relationship sketch between whatever a student already knows, and a new grammar rule became a popular strategy for positive results.*
- *Social strategy also helped students gaining a higher score in grammar test as interacting with other speakers/native speakers corrected their grammatical mistakes.*
- *Affective strategies have also shown a positive correlation to obtain high marks.*
- *In Economic English test, the cognitive strategy used shown a significant optimistic effect for both grammar and vocabulary tests.*
- *Watching American movies and TV shows are found to be the main sources of cognitive strategy majority of the students used to get proficiency.*
- *Affective strategies, unlike in Dialang tests, have shown negative correlation in Eco-English test. When learners became fluent in English then they stopped or reduced using affective strategies.*

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- *Social strategies found to be negatively correlated in Eco-English test that may be due to the interactions where people haven't had much knowledge of English in economics domain.*
- *The use of variety of the learning strategies has shown remarkable results in language learning.*
- *Students who got over B2 results (C1 or C2) have used 3 or more strategies and got almost 90% scores.*

CONCLUSION

It is concluded that the use of language learning strategies advances the expertise as well as makes the learning joyful and attractive for the students. It was important to show the concept of learning strategies in literature review as new researchers are not encouraged to do research on proficiency using learning strategies. It is shown in this study that language learning using strategies is still an important and interesting research topic. The term strategy is like skills, tactics or techniques which are used to gain proficiency in language learning. These tactics are mainly classified into six categories as per Oxford's arrangement system. The objective of this study was to find the relationship of Economics' students' English proficiency and the use of language strategies. Remarkably, a negative correlation was found for the use of a strategy use against the proficiency gained. For example, compensation strategy used has shown negative correlation in grammar test. Use of social and affective strategy has shown negative correlation in Eco-English vocabulary test. Hence, it is evident from the results that a specific strategy may aid gaining a grip on a skill but can't make a general rule as a lot of variation exists. On a closing note, it is concluded that quantity and variety of the strategies in use result in high proficiency.

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