

The Relationship between Pakistani ESL Learners' Beliefs and Their Learning Strategies

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ABSTRACT--*This quantitative study examined 100 Pakistani ESL learners' beliefs about both learning English language learning and their learning strategy use. It focused on the relationship between language learning strategies used by the Pakistani ESL learners to learn the English language and the beliefs they held about it. To collect the data on learners' beliefs about language learning and their learning strategy use, two instruments, i) beliefs about language learning inventory (BALLI) (Horwitz, 1987) and ii) strategy inventory for language learning (SILL) (Oxford, 1990, were used. Learners' responses were computed through descriptive statistics. Factor analysis was run to determine the primary factors for the beliefs and the strategy inventory and the Pearson correlation analysis was carried to compute the relationship between two variables namely belief factors and the strategic factors. The results of the study revealed that these learners held overall positive and realistic beliefs for English language learning, and compensation strategies were found to be the most frequently used strategies, followed by memory, social, affective, cognitive and meta-cognitive strategies respectively. Further, the results of the study showed that the Pakistani ESL learners' beliefs for formal oral practices were **positively** correlated with all strategic factors except compensation strategies. The participants' beliefs about self-efficacy and confidence were positively correlated with memory as well as social and affective strategies but negatively correlated with compensation strategies. The participants' beliefs about the perceived difficulty of learning English were not found positively correlated with any language learning strategy factor. The assumption that learners' beliefs are linked to their use of learning strategies was affirmed. This study will enhance the understanding of teachers, language learners, and curriculum designers about language learning beliefs and language learning strategy use in Pakistan.*

Keywords--*BALLI, SILL, Language Learning Beliefs & Language Learning Strategies, Pakistani ESL learners*

I. INTRODUCTION

In the field of second language learning, a shift of responsibility from the teacher to the learner is a great revolution. Learners take control of their learning. Now, the learning strategies are completely changed, more importance is given to the production and task-relevant learning strategies. Learners also have changed their beliefs about learning and learning strategies. English enjoys a privileged status and position in Pakistan. According to the Ministry of Education (2006), the national curriculum acknowledges the importance of teaching English from grade one until the tertiary level. English language teaching in ESL countries is deductive, product-oriented, and

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formal and teachers centered (Liyanage, 2004, 218). But in Pakistani institutions, the Grammar-Translation approach of language teaching is preferred by the majority of teachers (Warsi, 2004). Syllabus designers often ignore the learning strategies and learning beliefs of students. In addition to this, outdated and conservative teaching methods are the most highlighted problems for Pakistani learners (Akram & Mahmood, 2007).

The overcrowded classrooms, a short period of class time, absence of language aids, an endorsement of rote learning, obsolete textbook, few and untrained English language teachers and imparting English language skills through literature are considered other problems for Pakistani learners (Khan & Iqbal, 2013). In the given background, it is essential to analyze the phenomenon and further create awareness regarding language learning beliefs and strategies among Pakistani advanced learners, teachers and syllabus designers regarding the English language. The focus of this study was to identify the beliefs, strategies and to examine the relationship between them in the typical Pakistani context. This study highlighted the similarities and differences between the variables of learners' beliefs and strategies employed by ELT learners in Pakistan.

1.1 Purpose of the study

The purpose of the present study was on one hand to investigate the types of language learning strategies employed by the Pakistani ESL learners and on the other hand to identify the types of beliefs they hold about English language learning. This study also aimed to examine the relationship between language learning beliefs and strategies employed by ESL Learners in Pakistan for learning the English language.

1.2 Research Questions

The following research questions were answered in the study:

1. What language learning strategies do Pakistani ESL learners, frequently, employ to learn the English language?
2. What beliefs do Pakistani ESL learners hold about the English language?
3. Is there any relationship between the learning strategies and beliefs held by Pakistani ESL learners in learning the English language?

1.3 Significance of the Study

Learners' beliefs occupy great importance as they can provide the basis for learner training/education (Gardner & MacIntyre, 1994). Moreover, such beliefs can enhance teachers' understanding of how students approach a specific task and, eventually, prompt teachers to promote more productive strategies in the classroom (Oxford & Shearin, 1994; Horwitz, 1988). The current study will enhance teachers' awareness of learners' beliefs as they allow the teachers to evaluate learners' readiness for autonomy (Cotterall, 1995). The findings of the current study provide significant information on how Pakistani ESL students act on their beliefs or perceptions. If ESL learners possess less functional beliefs about learning English, teachers will guide the learners and help them to reshape their beliefs. This study offers a new dimension about language learning beliefs and the strategies employed by the learners of English as a second language in Pakistan. In the future, course designers can benefit from the findings of the current study in designing such courses following the Urdu ESL learners' beliefs and learning strategies to use.

II. LITERATURE REVIEW

2.1 Studies on the relationship between learners' beliefs and learning strategy Use

Oxford (1990, p. 08) defines language learning strategies as “specific actions, taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations”. It is explored that various variables impact the learners' use of strategies such as second language proficiency (Peacock, 2001), learners' beliefs (Hong, 2006) anxiety (Gardner & MacIntyre, 1994), and cultural context (Bernat, 2006) are significant among such variables.

Numerous efforts have so far been directed toward exploring the relationship and impact of students' beliefs on students' decisions and utilization of strategies (Vann & Abraham, 1990; Wenden, 1986; Kim, 2001; Yang, 1999; and Hong, 2006).

Vann & Abraham (1990) carried out a critical investigation into belief and strategies relevant to language learning. They employed a quantitative approach and found out that students' beliefs can influence a student's learning methodology use and their capabilities. Two undergraduates taking interest in the study had disparate beliefs about language learning. Both the researchers termed attention to one of the respondents' logic for language learning as limited as in the light of the fact that she had confidence in examining formal structures for language learning, while they observed the other participant's reasoning as wider as she had faith in correspondence strategies. Toward the end of the course, the latter was effective in an oral test while the former scored higher on the TOEFL test. So, the consequences of this investigation were that distinctions in perspectives or beliefs for language learning can result in the utilization of various systems with good results.

Wenden (1987) conducted a study in an ESL setting to discover the relationship between students' beliefs and the technique they utilized. She found out that language learners have clear beliefs about i) utilizing the language, ii) finding about the language itself and iii) about close to home elements. The study pointed toward her stance that strategies were related to beliefs about the language itself as the structure of the language, though correspondence strategies were related to beliefs about utilizing the language as learning through cooperation.

Horwitz (1987) found that if students are seen not to be speaking the target language to the point that they do it appropriately and all mistakes are said to be redressed by the educator, at that point they would not draw towards correspondence strategies, except if this kind of beliefs is tested. She additionally clarifies that useless beliefs, for instance deciphering each new, lead students to less successful strategies.

Kim (2001) investigated the connection between Korean undergraduates' beliefs about language learning and their utilization of language learning strategies. In this examination, sixty undergraduates and their beliefs were evaluated through the BALLI and the SILL to gauge their strategies. For the identification of the beliefs of Korean undergraduates and their selection of strategies, factor analysis was run. Such an investigation included six conviction factors which are as follows: conviction about social cooperation, conviction about training, formal language learning, self-proficiency beliefs, language fitness and beliefs about inspiration. The findings of the study provided Korean undergraduates' beliefs about self-effectiveness, inspiration, and conviction about training helped them to utilize more compelling strategies.

Yang (1999) investigated the connection between Chinese EFL students' beliefs about language learning and the learning strategies they utilized. Taiwanese undergraduates under examination were found to be taking an interest in this investigation. The discoveries of the examination demonstrate that students' self-visibility beliefs fully corresponded with useful strategies of training. The study, in a roundabout way, endorsed that a strong relationship exists between students' beliefs and the technique they utilize.

Hong (2006) analyzed the connection amongst beliefs concerning methodology utilization on the part of 428 monolingual Korean understudies and 420 bilingual Korean-Chinese understudies at the college level. The beliefs and learning strategies of the understudies were surveyed through BALLI and SILL separately. Bilingual Chinese-Korean undergraduates utilized subjective strategies all the more regularly, while monolingual Korean undergraduates now and again utilized the remuneration strategies. The two bilinguals and monolinguals had a great instrumental inspiration for learning English. The bilinguals held positive beliefs about the significance of formal English than the monolinguals. The study demonstrated that the two monolinguals and bilinguals were holding distinctive beliefs for English language learning and it presents a contrast in the effect of beliefs on system use for the two groups.

As students' beliefs influence learning strategies utilized by students, more examinations are required to formulate distinctive social foundations to investigate the beliefs a language learner holds and learning strategies he/she utilizes. Except for Bernat (2006), investigations of Malcolm, 2005; Ellis, 2008; and Barcelos, 2003 uphold that learners' beliefs hold a pivotal consideration in the adoption of learning strategies.

Li (2010) carried out surveys to investigate the correlation between foreign language learning beliefs and the system used among a significant number of learners of English at professional schools in Jiangxi. It further endeavored to explore whether there existed any connection between the two factors or not. The findings revealed (a) overall mean of the belief is 3.44, which is tantamount to be having a larger share of subjects concurring with the announcements or if nothing else remains unbiased. They hold solid feeling about the six belief classifications, particularly about the language learning and correspondence strategies. (b) The generally utilized technique falls inside the scope of medium utilize mean=2.89, which implies the undergraduate pursuing professional studies more than often utilize the strategies. Remuneration strategies are the most prevalent strategies with the professional English majors, while memory strategies are least utilized. (c) The moderate relationship coefficient is identified between the language learning beliefs and recurrence of the methodology they utilize. This study threw light on significant language learning beliefs and language learning strategies by looking at the connections between language, beliefs, and technique used for professional English majors in Jiangxi to enable the ESL teachers to give undergraduates valuable recommendations on how to become more capable learners of English.

Suwanarak (2012) sought to comprehend the discernments about English language learning of 220 Thai graduates enrolled in a master's degree program at a state-funded college in Thailand. The learners were enquired about their beliefs, strategies, and accomplishments in ELT context. The information gathered through both open-ended and close-ended questions was later analyzed quantitatively. To investigate their perspectives in more profundity, 35 learners from the large population sample were chosen for interviews. The investigation discoveries uncover different beliefs about English language learning and additionally similitude and contrast in the respondents' utilization of strategies which were all applicable to their learning accomplishment. Surprisingly, countless graduates viewed themselves as unsuccessful English language learners while a limited number of

graduates, with relatively significant use of learning strategies, appraised themselves as high achievers. Critical connections between graduates' beliefs about English language learning and their utilization of learning strategies demonstrate that the beliefs, to some degree, are identified with the technique they utilize. The findings can be a profitable asset to think about fitting methods for utilizing understudies' recognitions to enhance ELT teaching and learning practices. All in all, this study provides a valuable update not only on learners' beliefs about language learning to influence their utilization of learning strategies but also their level of English language learning accomplishment impacts the recurrence of utilization and decisions of learning strategies and their beliefs about English language learning.

Abedinia, Rahimib & Zare-ec (2011) carried out a study and gathered the data from 203 learners of English at an Iranian college. They studied the beliefs of students through BALLI (Horwitz, 1988) and evaluated the language learning strategies of students through SILL from Oxford's (1994). Results showed that students with sensible and positive beliefs utilized the strategies increasingly and have a great level of capability (Abedini, Rahimi & Zare-ee 2011).

In the Pakistani context, English is treated as a second language and is typologically not related to the Urdu language. However, there is a strong possibility that learners in the Pakistani context may hold beliefs that vary significantly from different cultural contexts and they use typical learning strategies following their beliefs. Therefore, this current study explored the learning strategies Pakistani ESL learners employ, the beliefs they hold for the learning of language, and whether or not their beliefs influence learning strategies they employ, which, to date, have not been examined extensively.

2.2 Studies on language learning beliefs and strategies in the Pakistani context

The studies regarding English language learning beliefs and strategies in the context of Pakistan are discussed as follows. Aziz & Quraishi (2017) investigated the beliefs related to language learning of secondary school students. Descriptive in nature, the study employed survey method and a modified version of "beliefs about language learning inventory" for data collection. Participants belonged to Lahore, Pakistan, and they were students of secondary schools. The study indicates that there are significant differences regarding gender and academic major. Further, they revealed that the students had strong instrumental motivation for learning the English language and showed that students had a broad range of beliefs and there exists a significant difference in their beliefs about the difficulty of learning English.

Ali et al (2016) worked in the context of learners' beliefs and learning strategies. They analyzed the strategies of learning a foreign/second language from a strategy inventory for language learning among learners of English in Pakistan. The data were analyzed with SPSS and the total number of participants in this study was 450. The results of the study showed medium frequency for overall strategies and meta-cognitive strategies were used highly frequently by students. Further, for them organizing their language learning is necessary. Compensation and cognitive strategies have the second-best recurrence rate after Metacognitive strategies. Affective, social and memory strategies are among the least employed strategies of SILL.

Akhtar & Kausar (2011) conducted a study on Pakistani learners' and instructors' beliefs about English language learning at a higher level. In this study data were collected through the questionnaire having closed-ended questions and interviews and the framework developed by Lightbown & Spada (1993) was used for the

questionnaire and interviews. Results showed that four aspects of teachers' and students' beliefs were matched while differing in six aspects. This study was carried out in two private schools in Islamabad, Pakistan. The total number of participants was 101 in this study. The study affirmed that a positive correlation exists between strategy use and language learners' beliefs.

Pervaiz et al (2013) carried out a study on language learning strategies used by Pakistani ESL students. In this study, students were taken as participants from the University of Sargodha and the instrument for data collection used was the modified Oxford's (1990) Strategy Inventory for language learning version 7.0 ESL/EFL. The percentage and frequency of students in terms of high, medium, and low strategy use were calculated. The results of the study concluded that the two strategies are more popular among the students: the first one is talking in English with friends and teachers (56.7%) and the second one is to memorize new English words (56.7%).

So, it can be concluded that the studies of Pervaiz et al (2013), Akhtar & Kausar (2011) Aziz & Quraishi (2017) are in the Pakistani context. They deal with the beliefs of language learning and the language learning strategies used by the learners of English as a second language. These studies separately examine the learners' beliefs and strategies but do not find out the relationship between beliefs and employed strategies of the learners. This current study elaborates on the beliefs about language learning and strategies for learning language and seeks to find out the relationship between the beliefs and language learning strategies of Pakistani ESL learners.

For the learners in Pakistan, learning of English is concerned as a compulsory subject in the initial fourteen years. Despite this, the students are unable to get the level of proficiency as is expected from them. For language learning, it is compulsory for learners to create awareness in his/her mind regarding the process of language learning and should consider the importance of strategies of learning.

These studies prove that cultural background impacts the learners' beliefs and the learning strategies they use. The present study aims to explore the Pakistani ESL students' beliefs regarding English language learning, the language learning strategies use, and the impacts language learning beliefs and strategies reflect. This study aims at creating the awareness of beliefs in general and beliefs of Pakistani ESL students in particular, in determining language learning strategies which, to date, have not been investigated properly.

III. METHODOLOGY

3.1 Research design

To collect the required data from Pakistani ESL students, studying at the Government College University Faisalabad, the survey in the form of a questionnaire was administered on a population of one hundred learners of English. The questionnaire contained two survey instruments: *Strategy Inventory for Language Learning* (SILL) and *Belief about Language Learning Inventory* (BALLI). Learners' responses to learning strategies were used and their beliefs about language learning were computed through descriptive statistics. Principal component analysis and the factor analysis were used to determine the learning strategy and beliefs factors, Pearson correlation computed the correlation between the belief factors and language learning strategy factors.

3.2 Participants

The data were collected from 100 Pakistani students studying at Government College University Faisalabad in undergraduate and post-graduate English literature and linguistics programs. The ages of the participants were between 22-28 years. They took part in the survey voluntarily. These participants can be considered advanced learners due to many reasons firstly because it is a compulsory subject until the tertiary level and secondly and it is the medium of instruction at a higher level.

3.3 Material

In this study, two instruments were used: strategy inventory for language learning (SILL) developed by Oxford (1990) and Beliefs about language learning inventory (BALLI) developed by Horwitz (1987). The ESL/EFL BALLI version is used to measure the beliefs held by Pakistani ESL learners, whereas for the calculation of learning strategy used by Pakistani ESL learners, the EFL/ESL SILL (7.0 versions) was used. At the end of the BALLI and the SILL inventories, an open-ended question was added for further validation of results regarding Pakistani ESL learners' beliefs and their used learning strategies.

3.4 Procedure

The participants were informed about the purpose and nature of this research before the start of the data collection process and all the participants were uniformly advised to fill out the belief and the strategy questionnaires. Although the BALLI and the SILL were written in simple English, there was a possibility that participants need help to understand certain items. Therefore, the researchers were present to explain any item in detail, if requested. Some students would never agree or disagree with some written statements and their filled responses for the beliefs inventory and strategy inventory were not included in the survey. The participants were also accurately briefed in detail that their contribution to this study would help them to reflect on their beliefs for English language learning and their preferences in learning strategies.

3.5 Analysis

The quantitative data were abstracted using the Statistical Package for the Social Sciences (SPSS) version 16.0. Descriptive statistics, i.e. frequencies, standard deviations, and means, were used to compute the responses about the strategies employed and beliefs about language learning. The factor analysis Varimax Rotation and Principal Component Analysis were run to reduce 50 SILL and 34 BALLI variables and to categorize them into factors. The factor scores were calculated for each strategy and belief variable for further analysis. Fifty SILL variables were reduced into six factors, whereas 34 BALLI variables were initially reduced into five factors and then these five BALLI factors were further reduced into four factors. After determining the strategy and belief factors, Pearson was run to compute the correlation between the strategy and the belief factors. The responses of the students for the two open-ended questions were explained qualitatively further to find out the respondents' beliefs about the target language and employed learning strategies. In the same way, responses were carefully categorized and coded, and then conclusions were drawn.

IV. RESULTS AND INTERPRETATIONS

The results of the research are shown in the following order: The factor analysis of belief inventories and factor analysis of strategy inventories are presented followed by Pearson correlation analysis.

4.1 Factor analysis of the belief inventory

Factor analysis and principal component analysis of the beliefs about language learning inventory reduced from 34 BALLI items into four factors further the number of items in each group, mean and standard deviation for each factor is shown below. The Extraction Method used here for this analysis is Principal Component Analysis.

Table 1 : Frequency of BALLI Factors

No	Name of Factor	No. of items	Mean
1	Beliefs for formal oral-practices	6	2.7
2	Beliefs about the difficulty and nature of learning English	6	2.9
3	Self-efficacy and confidence	4	3.4
4	Foreign language aptitude	5	3.6

*equal to or above 3.5 marks high frequency of beliefs * 2.5-3.4 marks medium frequency of beliefs *below than 2.4 presents the low frequency of beliefs

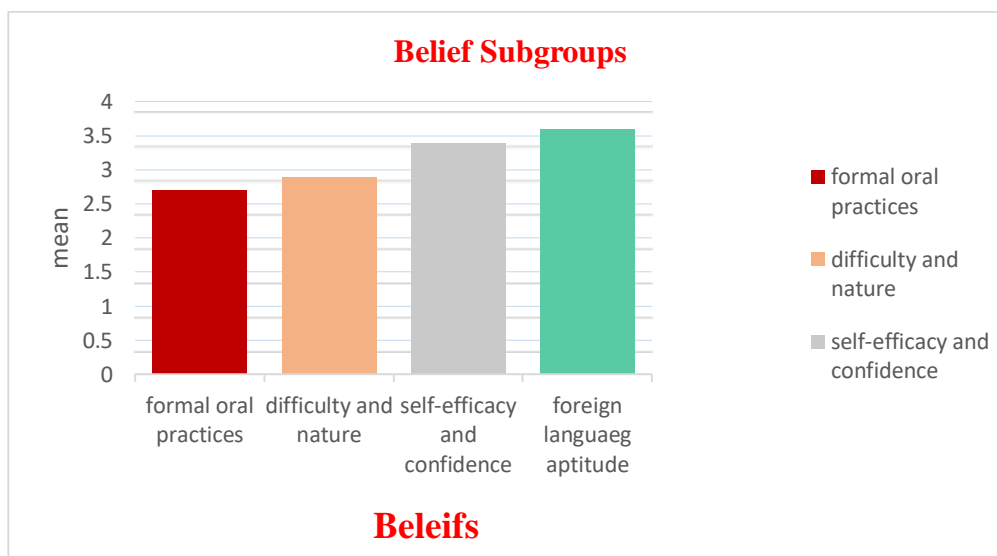


Figure 1: Frequency of BALLI Factors

Factor analysis as such is exploratory and does not provide details on why a specific variable is represented by one factor rather than the other. Table 1 presents the mean of all 5 factors collectively. Factor 4 Beliefs about foreign language aptitude presents the high range of the mean as compared to other factors, this reveals that participants have strong and clear beliefs about gender superiority and rather a more plausible theory. So the variables in this factor are very valuable and the response of the participants in this factor is also very positive. On the other side, among self-efficacy and confidence beliefs, there are four variables and the mean score is at the second number.

4.2 Factor analysis of the strategy inventory

According to Oxford's (1990) taxonomy, participant's responses to the SILL items are categorized into 6 subgroups. These subgroups of the SILL are: a) cognitive strategies, b) meta-cognitive strategies, c) compensation strategies, d) memory strategies, e) social strategies and f) affective strategies.

Table 2 : Frequency of BALLI Factors

No.	Strategies	Mean
1	Cognitive strategies	2.4
2	Meta-cognitive strategies	2.0
3	Compensation strategies	3.2
4	Memory strategies	2.9
5	Social strategies	2.6
6	Affective strategies	2.5



Figure 3: presents the mean of every subgroup of the

strategy inventory and reports that compensation strategies were the most frequently employed strategies, followed by memory, social, affective, cognitive and metacognitive strategies. The least frequently employed strategies by Pakistani ESL learners were memory strategies. The frequency percentage of each strategy item can be seen in the table provided above. According to Oxford (1990), the mean scores of each strategy equal to or above 3.5 marks high usage of strategy, whereas 2.5-3.4 marks medium usage of strategy and below 2.4 presents low usage of strategy. This table of strategy presents that compensation strategy used by Pakistani ESL learners was reported within the high range and all other learning strategies were found in the medium range.

4.3 Pearson correlation analysis

The Pearson correlation is used to find the relationship between the beliefs factors and strategy factors. The result of the analysis reveals that beliefs for formal oral practices are strongly correlated to affective, social, cognitive, and functional and memory strategies and learners ignore the compensation strategies. Beliefs about the difficulty and the nature of learning English are found negatively correlated to social strategies. Beliefs about self-efficacy and confidence are found strongly correlated to memory strategies followed by functional, cognitive and affective strategies but negatively correlated to compensation strategies. The analysis presents that beliefs about foreign language learning are correlated to compensation strategies. The results are presented in the following table:

Table 3 : Relationship between the strategy and the belief factors

		Affective Strategies	Social Strategies	Cognitive Strategies	Functional Strategies	Memory Strategies	Compensation Strategies
Beliefs for formal oral-practices	Pearson Correlation	.600**	.406**	.701**	.597**	.620**	-.028
Beliefs about the difficulty and the nature of learning English	Pearson Correlation	-.133	-.347**	-.081	-.119	-.241*	.163
Beliefs about Self-efficacy and confidence	Pearson Correlation	.332**	.167	.351**	.399**	.508**	-.274**
Foreign language learning	Pearson Correlation	-.08	-.013	-.151	-.051	-.122	.233*

** Correlation is significant at the 0.01 level 2-tailed) *Correlation is significant at the 0.05 level 2-tailed

V. FINDINGS AND DISCUSSION

Factor analysis of the belief inventory set into four factors that Pakistani ESL students hold for learning the English language and they are named as beliefs such as the difficulty of LL, beliefs for formal oral practices, beliefs about foreign language aptitude and self-efficacy beliefs. This part of factor analysis presented the factor leading, mean and standard deviations of statements or variables. However, it was found out that all the factors of beliefs

and strategies are not correlated to each other. This correlation between beliefs and strategy factors reveals that participants keep on nurturing their beliefs by employing these strategies. The factors, beliefs for formal oral practices are strongly correlated to cognitive strategies and followed by the memory, affective, functional and social strategies. This correlation reveals that for nurturing beliefs for formal oral practice, learners employ cognitive strategies more frequently, this belief deals with the learners' oral practice, so for oral practice learners employ all types of strategies except the compensation strategies. Although compensation strategies and formal oral practices are not negatively correlated, yet these are also not found positively correlated. So learners ignore these compensation strategies in the matter of their formal oral beliefs. The factor of beliefs about the difficulty and nature of the English language was found negatively correlated to all social and memory strategy factors.

So, it can be concluded that Pakistani ESL learners did not use any type of strategies in a well manner which can help them sort out problems related to English language teaching and learning. All other factors of strategies affective, cognitive, and functional and compensation are not significantly correlated to this belief of difficulty and the nature of language learning. For participants, it is necessary to follow the affective strategies; this may help them to overcome their nervousness for speaking English and the perceived difficulty of the target language. Self-efficacy beliefs represent that Pakistani ESL learners believe to possess special abilities for second language learning. Factors of self-efficacy beliefs are strongly correlated to memory strategies followed by cognitive and affective strategies, but this one is negatively correlated to compensation strategies. Factors of self-efficacy beliefs and beliefs about formal oral practices are also found strongly correlated to affective strategies. This correlation shows that these learners keep on nurturing both these beliefs. The factors of foreign language learning beliefs are found most strongly correlated to compensation strategies. Further, this belief was found neither negatively nor positively correlated to any other type of strategy. In all of this discussion, two important correlations are found; the first one is between beliefs about formal oral practices and cognitive strategies while the second one is between self-efficacy beliefs and memory strategies. So overall belief factors and strategy factors were not found in good correlation and learners are not employing language learning strategies in good manners for the nourishment of their language learning beliefs. Further, they need good language teachers and proper guidelines, which can improve their beliefs and strategies used.

Strategy inventory for the factor analysis was fixed into six strategy factors as employed by Pakistani ESL students for English language learning. Six strategy factors such as cognitive strategies, metacognitive strategies, compensation strategies, memory strategies, social strategies, and affective strategies were involved in the study. Some strategy factors were found positively while others were found negatively correlated with belief factors. The analysis of strategy and belief factors reveals that Pakistani ESL learners did not use all types of strategies well and following their beliefs. Among all the strategy factors, affective strategies were considered the most important ones employed by students. According to Oxford (1990), the best language learners employ social and affective strategies to deal with their enthusiastic state, to keep them propelled and on-assignment, and they get help as and when required. To overcome the nervousness of speaking English and the perceived difficulty of the English language Pakistani ESL learners also use affective strategies. According to many research studies, the larger number of students more often utilizes different techniques to alter their emotions, particularly of dread to remain poised and positive. The participants of the current study were not considered as good language learners as they did employ affective strategies to overcome their perceived difficulty while language learning and their

nervousness for speaking English. The positive thing is that they employ affective and memory strategies for strengthening their self-efficacy beliefs about language learning. Pakistani ESL learners' formal beliefs for oral practices were also found significantly correlated to all strategic factors. It can rightly be maintained based on the results that most of the learners denied with the following statement that students should not communicate in English unless they can do it properly, but most of them believed, if beginners commit mistakes, then they cannot converse correctly later on. The positive correlation between strategy factors of affective, social, cognitive, functional, memory strategies and beliefs for formal oral practices presented those learners, who were also found to be nervous about making mistakes in communication they used to employ functional strategies. Learners' social strategies should also be significantly correlated to self-efficacy beliefs because these strategies give hope and motivation of learners in society for English language learning like the strategies of time management, relationship with native English speakers and knowledge of the target language culture.

However, the participants in the study were found to possess distinctive abilities for learning the target language and they did try to keep on enhancing their performance by employing all strategies as they attempted to observe how to be proficient learners of English and reward themselves when they did well in English, practice using new vocabulary items of English, make guesses, make use of gestures, use of reading strategies like skimming, finding patterns, making pictures and other writing strategies. The results of the Pearson correlation analysis showed that Pakistani ESL learners were benefitting from affective, memory strategies as well as all types of strategies and they tried to strengthen their beliefs for language learning but they need recommendations and clear guidelines to become better language learners.

VI. CONCLUSION

The study concludes that Pakistani ESL learners' self-efficacy beliefs were positively correlated to memory strategies, functional strategies, and affective strategies. It also reported that Pakistani ESL learners' beliefs about formal oral practices were significantly correlated to all language learning strategies except the compensation strategies. The participants of the current study can be seen as good language learners, as they were trying to overcome nervousness for speaking English through affective strategies. They were also found strengthening their self-efficacy beliefs for language learning by employing social and affective strategies.

The significant correlation between two belief factors-belief about the formal oral practices and all strategies and correlation of self-efficacy beliefs with memory, functional and affective strategies- is peculiar to English language learning skills in Pakistan. So, Pakistani ESL learners were found to be holding overall realistic and positive beliefs towards the English language and were using compensation strategies more frequently than any other learning strategy.

VII. IMPLICATIONS OF THE STUDY

i) This study will create a better understating of language learning beliefs and strategies employed by ESL learners and teachers in Pakistan. Through this, learners themselves can analyze their language learning beliefs and strategies; they can also improve these learning skills. This study will show the importance of English language

learning beliefs and employed strategies at different levels i.e. school, college and university and in learners' language learning skills.

ii) This study will help the language teachers and ELT practitioners who teach the learners according to their language beliefs and will guide them for the use of appropriate strategies. Further, this will also fill the gap between the beliefs and strategies of both students and teachers.

iii) This study will provide ELT teachers in Pakistan with food for thought as to how to set their teaching practices and strategies according to learners' beliefs and strategies which can further motivate the students for learning English.

iv) Through this study curriculum designers of different levels would also be benefitted i.e. they can design the English language books and material according to learners' beliefs.

v) The students can bring improvement in their beliefs and language learning strategies. This study will motivate them for learning of English and, consequently, they would produce better results especially in typical ESL context with reference to Pakistan.

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