

# The Effect of Language Learning Strategies on Learners' Achievement and Attitude

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**Abstract---** *This article goes for investigating the language learning strategies and their impact on the language learners which is considered to be influenced by learners' individual differences as well as environmental factors. Every learner is unique and different from other peers on the basis of one or the other reason. So, to assess the phenomenon, the population of the study is chosen from department of Economics at the University of Lahore whom English is taught to hone their academic performance. The findings reveal that there are some fundamental and diverse factors which make the learners utilize the attitudes and practices among the target learners. The findings also suggest some practical implications for teachers and administrative authorities in the field of education.*

**Keywords---** *Language Learning Strategies, Effective Teaching Methods, ESP, Diverse Approaches, Pedagogical Implications, Individual Differences.*

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## I. INTRODUCTION

### **Background of the Study**

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 varies 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 *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 and influencing factor as outcome of the strategy in use. Advantages and disadvantages of various learning methods and strategies are also discussed briefly in this research.

Within the field of second/foreign dialect educating and learning, 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 (1979). Using a blended strategies approach counting classroom perception, self-observation, and interviews, Rubin proposed a list of seven characteristics 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.

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These early investigations have set the scene for a developing intrigued in how language learners themselves go almost learning and what instructors can do to help learners amid that process. Rubin (1975) recognized the impact that numerous factors, such as target language capability, age, circumstance, social contrasts and learning styles, may have on the deployment of LLSs. As such, Naiman et al. (1978) 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 learners observe that content area i.e vocabulary often becomes barriers in comprehending the concept. ELL students mainly struggle with science and social studies vocabulary, and consequently they encounter difficulty to grasp critical concepts. Traditional methods of vocabulary instruction are ineffective with ELL students. So, this research aims to teach about role and different strategies of English learning.

### ***Objectives of the Study***

- To examine the frequency and pattern of LLS University of Lahore student of Economics department
- The relationship between LLS use and self-rated English proficiency
- The specific aim here was to investigate and evaluate the use of LLS among University of Lahore EFL students and staff

### ***Research Questions***

The interview questions for students were designed to focus on their general attitudes and their own lived experiences of LLSs. Similarly, the interview question for engineering staff was structured around their general attitudes. Open handed questions beginning with “what”, “how”, or “have you ever” were mainly used to probe for meaning-rich responses.

### ***Hypothesis***

Age is an important factor when determining LLS. However, it was also that there are other variables such as task nature, course methodology, and parents, availability, among others, that may influence strategy choice.

### ***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 on experts formulated a classification system which categorizes different people on the basis of individual skills like their abilities, memorizing power, keenness, efficiencies etc. A lot of research is done on LLS but still there is no consensus of researchers on one universal definition of LLS as Ellis put it in (1994) “Definitions of learning strategies have tended to be ad hoc and a theoretical” and this still holds today. 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.

### ***Classification of Learning Strategies***

Classification system for the language learning strategies became need of the time when a massive research started on these strategies which resulted in making lots of practical/theoretical, vocabulary related, cognitive strategies etc. Rubin distinguished between learning strategies, communication strategies and social strategies Rubin (1987).

*Learning Strategies:* Those strategies which directly help the learner to grasp the language system are termed as learning strategies. These strategies can be either direct strategies like clarification, verbal and non-verbal reasoning, memorization, monitoring, verification etc. Indirect strategies contain ways to create opportunities for practice as well as production tricks Hsiao and Oxford (2002).

*Direct Strategies:* As per the research done in Oxford (1990) the direct strategies include cognitive, memory related and compensation, these are direct strategies since they involve in the mental process which is essential in language learning process.

*Indirect Strategies:* metacognitive effective and social strategies are indirect strategies as these strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy and other means” Oxford (1990).

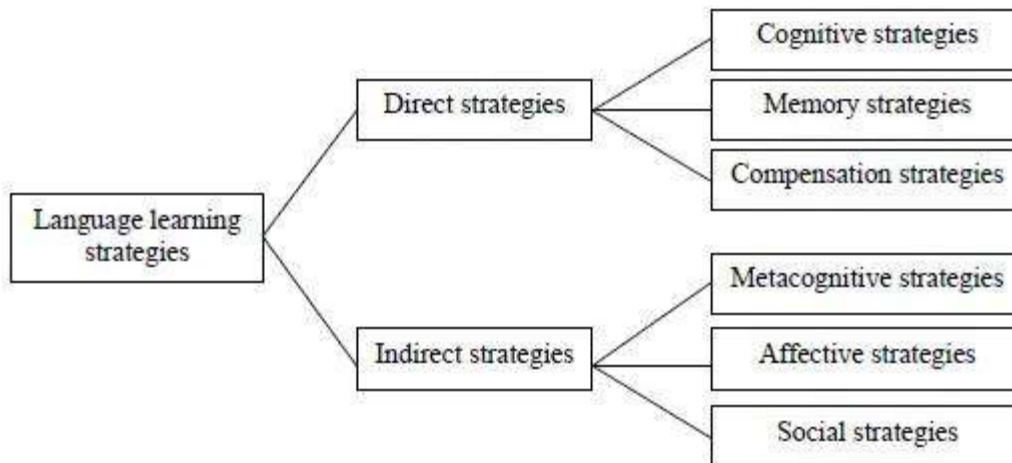


Figure 1: Diagram of the strategy system: overview Oxford (1990)

*Cognitive Strategies:* These strategies are based upon the information provided and require the manipulation of that information. Preparation, inferencing, descriptions, elaboration and summarizing techniques are used here for information manipulation.

*Memory Strategies:* Memory strategies are defined as subclass of the cognitive strategies which help in memorizing words, increasing the vocabulary and also learning grammar rules.

*Compensation Strategies:* These strategies are not defined properly, besides language learning process, the use of a language in different ways is included. Lastly, Oxford (2001) pointed out that the boundaries between the different categories of her classification are fuzzy, since learners can employ more than one strategy at a time.

*Metacognitive Strategies:* These strategies are considered as a high-level skill that requires deep attention, organizing information and evaluation of that information.

*Social/Affective Strategies:* “broad grouping that involves either interaction with another person or ideational control over affect”, consists of cooperation, questioning for clarification and self-talk 1990.

### ***Factors Influencing Strategy Choice***

Language learning strategy directly impacts on the frequency of the number of learners due to its effectiveness or inefficiency. Different people chose 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 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, aptitude etc. These factors will be discussed below with a bit of details, but language proficiency will be discussed in a separate section.

### ***Social and Situational Factors***

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. This despite Oxford’s (1994) remark that women can be surpassed by men when it comes to the use of a learning strategy and Green and Oxford’s (1995) claim that individual strategy use may differ from that of the general group. 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 are 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 women’s will to achieve higher grades and their need for social approval.

Finally, class room 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 choice of a

learning strategy and the frequency 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 a lot of factors affect the overall learning process.

## **II. METHOD**

A group was selected at random from Economics department of university of Lahore who were the participants of an English language course. This study focused primarily on the strategies used by the students to learn English as a second language 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 strategies and their effects on language learning by conducting tests on vocabulary and grammar.

### ***Research 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 complete the Dialang Test to assess their proficiency level 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 of Common European Framework of Reference for languages (CEFR) Alderson (2005). 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 information about the language strategies used by the 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 communicative functions like Idioms to show agreement/disagreement and expressions 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 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, grammatical structures and vocabulary are the main areas that can be tested using 'Dialang'. In the start, a 'Vocabulary Size Placement Test' (VSPT) is presented to the student which contains 75 verbs where student distinguishes between existing words and pseudo words. Results are categorized into six bands from very low to 'indistinguishable from native 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 three levels of difficulty, easy, intermediate and difficult 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.

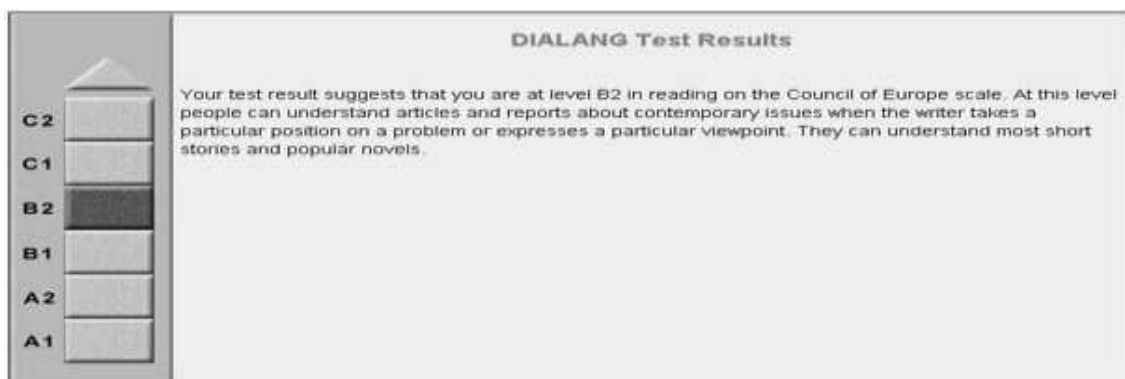


Figure 2: Example of a Description of the Abilities Related to a Score of B2

### ***Strategy Inventory for Language Learning (SILL)***

'SILL' Strategy Inventory for Language Learning was created in 1986 by Rebecca L.Oxford 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 University of Lahore. All the students are native Urdu speakers but studied English throughout their schooling. A subject named 'English for Business Studies' is also a compulsory subject their 1st professional year. This course named as ESP which means English for a specific purpose was taught. This course was designed to provide essential job-related skills amongst Economic studies. All the 50 students of year 1 completed the 'Dialang' test at the start 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 could not fill in the SILL therefore, their results were also no included for this study. 5 students completed the survey more than twice, so their last entry was used. 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 the tests. 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 me urged the students to observe truthfulness in using the habitual language strategy. Data analysis was done with the help of the head teacher who made the statistical figures in Ggplot 2 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 between the six categories of learning strategies 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 used by the students and to find out any correlation between 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 initial hypothesis i.e. proficiency of the use of 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 levels (from A1-C2) but results of Economic English test are represented in numeric (from 1-10) for vocabulary and up to 20 for Grammar. The statistical analysis and comparison 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.

### III. DISCUSSION

#### 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 followed by 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, implications 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 Vocabulary and Grammar Tests

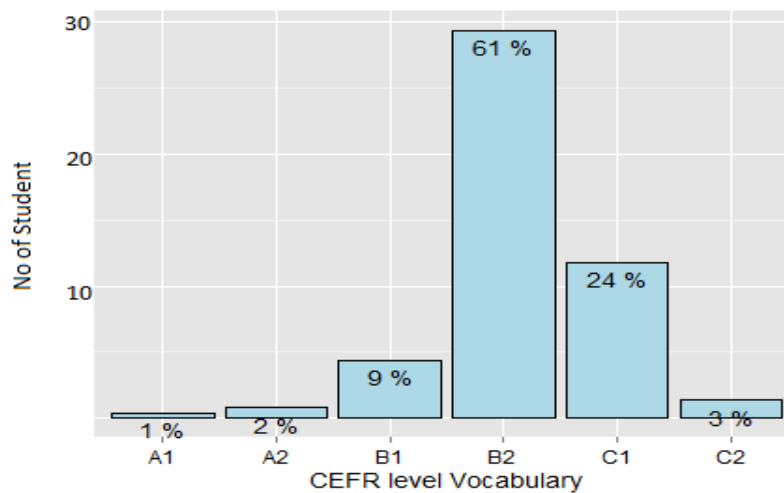


Figure 3: Vocabulary Scores of the Dialang Test

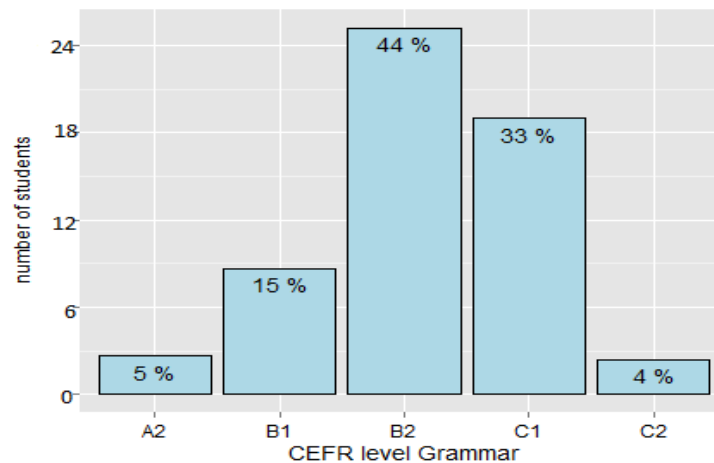


Figure 4



Figure 3 is a graphical representation of the results according to CEFR (Common European Framework of Reference for Languages) for Dialang vocabulary test. 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 well 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.

### *The Strategy Inventory for Language Learning (SILL) Results*

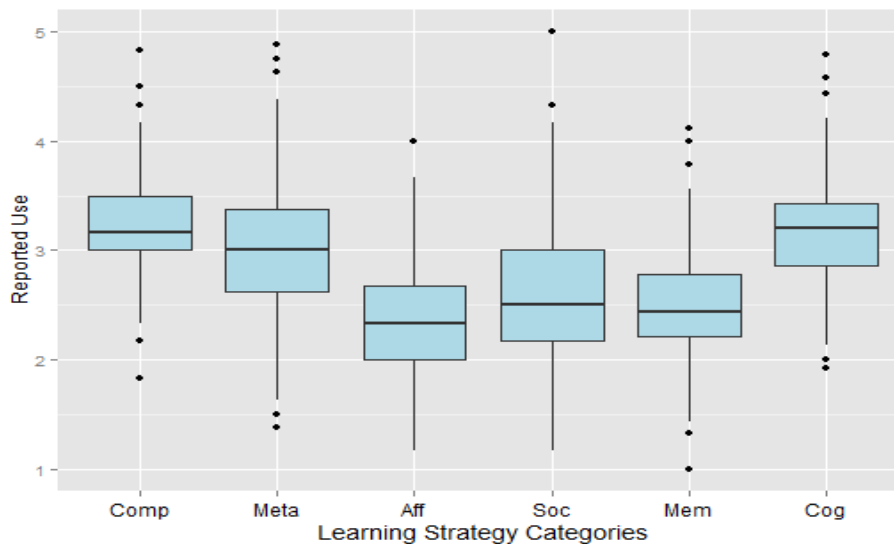


Figure 5: Reported Use of each of the 6 Learning Strategy Categories

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 make summary of the information I hear or read = Least preferred cognitive strategy with the value 2.31
- I watch English language TV shows and movies without sub-titles = Most preferred cognitive strategy with the value 3.76
- If I can't think of an English word, I use another word or phrase with similar meaning = Highest preferred compensation strategy with the value 4.2
- I encourage myself to speak English even if I am afraid of making mistakes = High preferred affective strategy with the value 3.6

- I write down my feelings in the diary of language learning = Least affective learning strategy with the value 1.24

#### Economic English Grammar and Vocabulary Tests

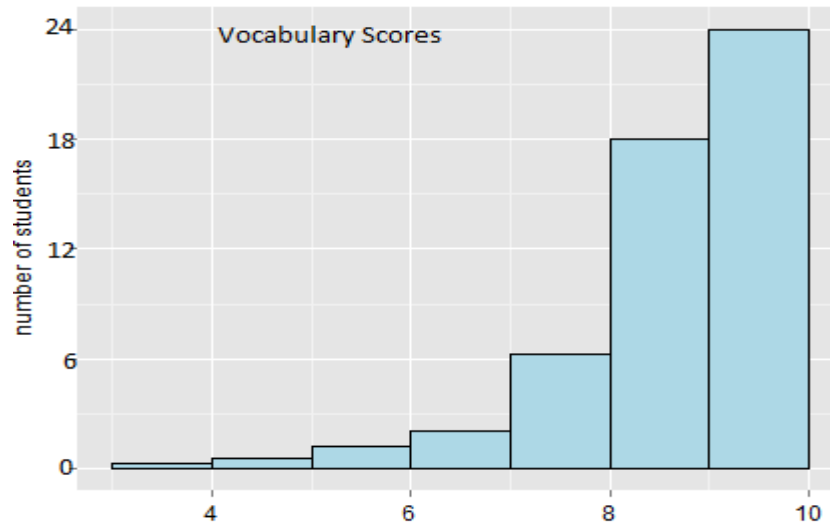


Figure 6: Vocabulary Scores of the Economic English Test

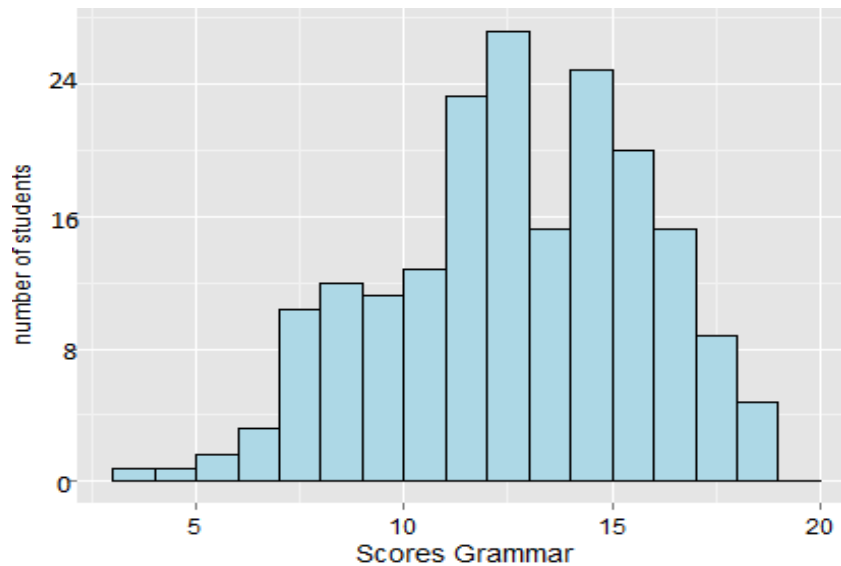


Figure 7: Grammar Scores of the Economic English Test

Above graphs show Economic English results 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 out of 20 which is more than 50% and considered a decent score.

#### Comparison Scores of the Dialang and Economic English test Vocabulary

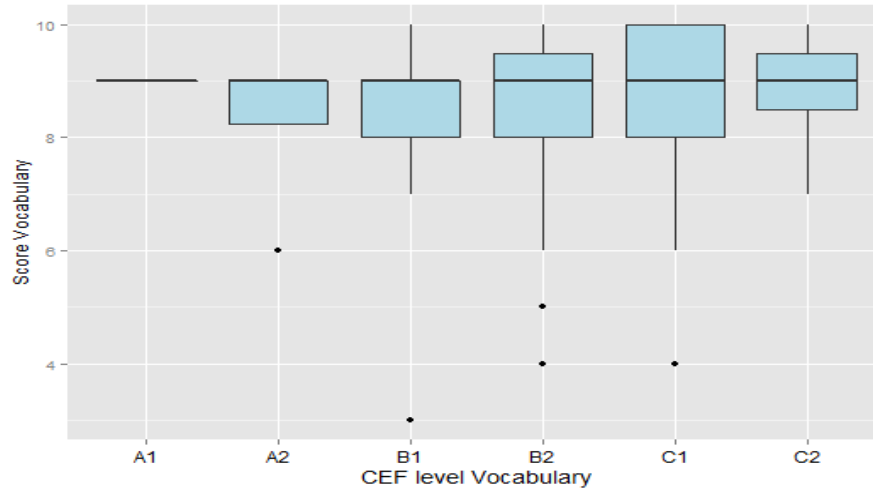


Figure 8: Comparison of the Vocabulary Scores of the Dialang and Economic English Test

The above graph shows the results of vocabulary part of Dialang test and also vocabulary part of Economic English test. The CEFR 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 expected that the students who scored low in Dialang test initially would 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**

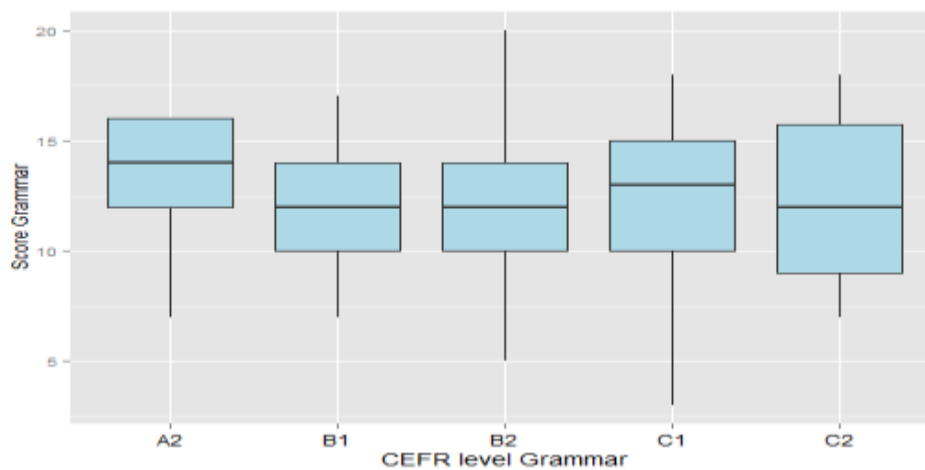


Figure 9: Comparison of the Grammar Scores of the Dialang and Economic English Test

The visualization of grammar part of both 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 bottom left side to the top right side. There seems to be a negative correlation 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.

### *Effect of the Strategy Used on the Tests*

#### *Dialang Vocabulary Test*

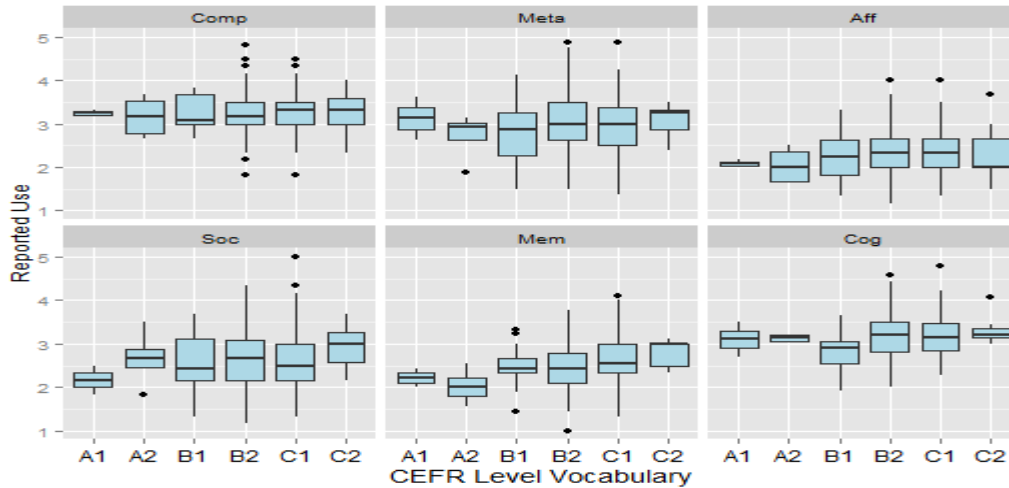


Figure 10: Correlation between the Reported Strategy use and Scores on the Dialang Vocabulary Test

Correlation between the student's reported strategy use on the SILL and the scores of Vocabulary part of Dialang test are given in the above box plot. Social and memory strategies are positively co-related with the scores while the other four show no correlation.

#### *Dialang Grammar Test*

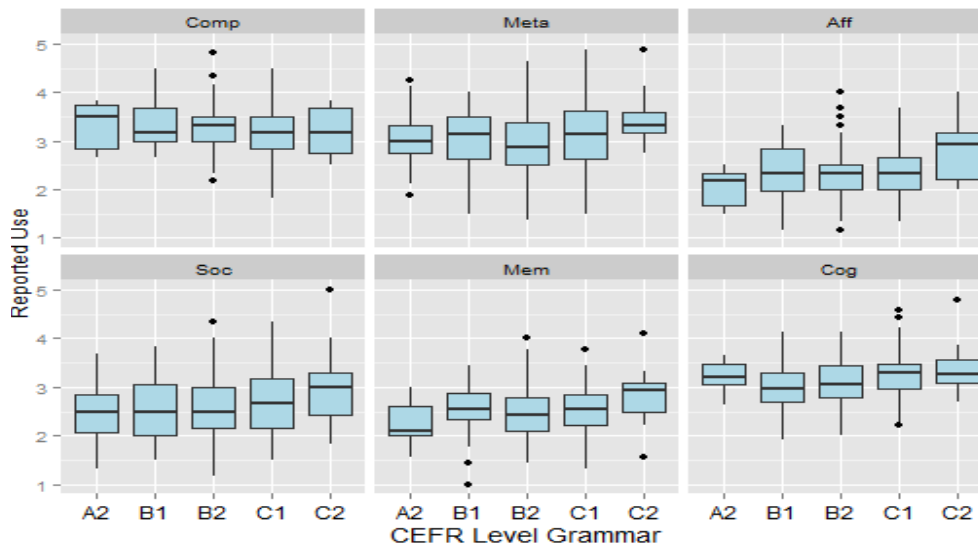


Figure 11: Correlation between the reported strategy use and scores on the Dialang grammar test

Correlation between the students' reported strategy use on the SILL and the scores of Grammar part of Dialang test is given in the above box plot. A minimal positive effect can be seen on the scores 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 the higher a student's proficiency, the less compensation strategy they use. No effect has been noted on the score using cognitive strategies.

### *Economic English Vocabulary Test*

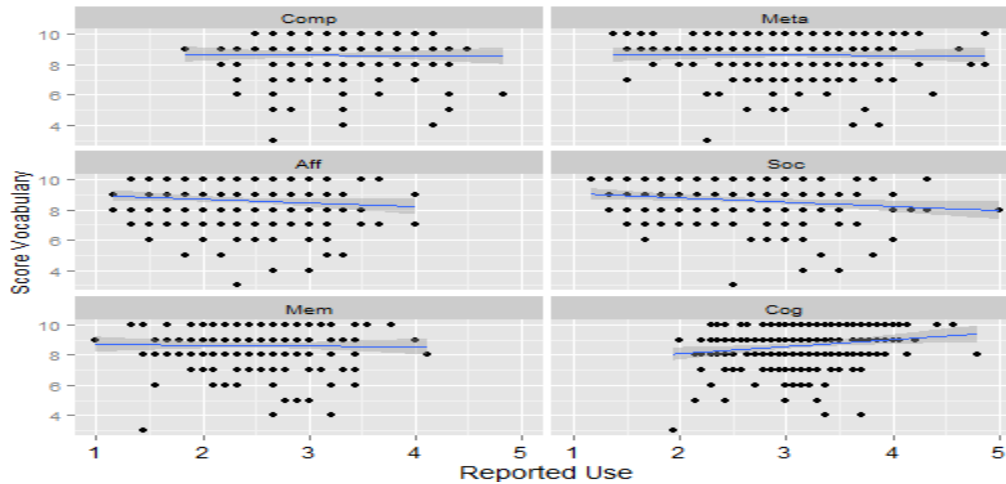


Figure 12: Correlation between the reported strategy use and scores on the Eco-English vocabulary test

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.

### *Economics English Grammar Test*

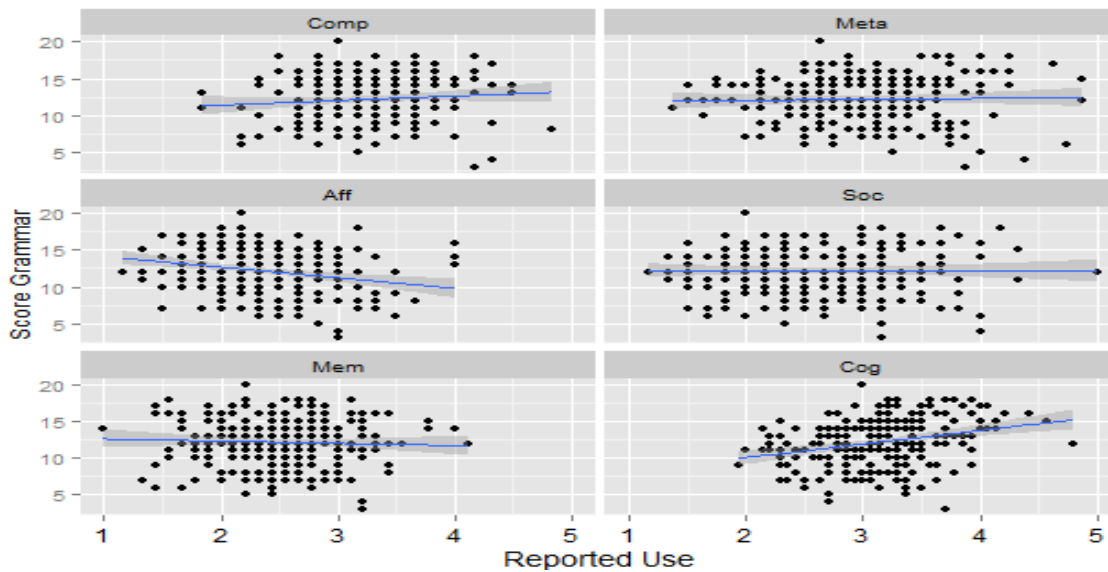


Figure 13: Correlation between the Reported Strategy Use and Scores on the Economic English Grammar Test

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

***Effect of Number of Frequently used Strategies on Results***

***Dialang Vocabulary Test***

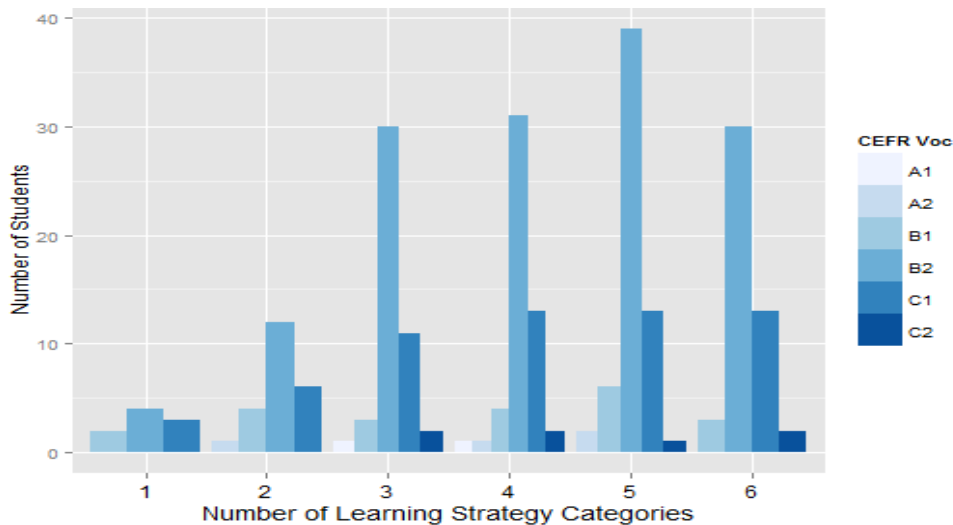


Figure 14: Correlation between Number of Strategies used and Dialang Vocabulary Test Scores

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 used in obtaining high scores.

***Dialang Grammar Test***



Figure 15: Correlation between Number of Strategies used and Dialang Grammar Test Scores

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 correlation exists here between the two variables.

### *Economic English Vocabulary Test*

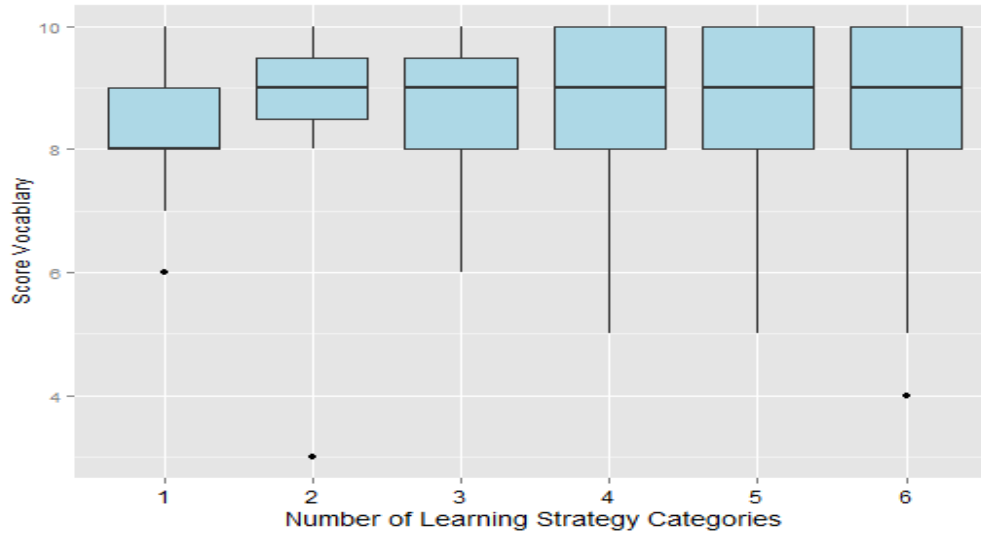


Figure 16: Correlation between Number of Strategies used and Economic English Vocabulary Test Scores

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.

### *Economic English Grammar Test*



Figure 17: Correlation between Number of Strategies used and Economic English Grammar Test Scores

## **IV. RESULTS 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. The students were aware of the importance 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. Affective and memory skills were the least preferred ones proved by this study.

### ***Analysis of the Strategy use on the Results***

Purpose of this study was to show that more learning strategies a student uses, the better language proficiency he/she gains. We looked on the correlations between the use of six learning strategies 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 use of cognitive strategies shown a substantial positive 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.
- 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.

## V. CONCLUSION

It is concluded that the use of language learning strategy improves the proficiency 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 strategies are mainly classified into six categories as per Oxford's classification 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 Economics-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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