



Role of Language Learning Strategies (LLS) In Developing Writing Proficiency among ESL Learners: A Conceptual Study

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ABSTRACT

The current study illustrates the role of Language Learning Strategies (LLS) adopted by English language learners (ELLs) inside and outside classroom for developing writing proficiency at advanced level. Language learning strategies are one of widely addressed individual difference by the researchers and language practitioners. Students are different cognitively and they behave differently in personal and social domain. The current study is conceptual in nature where only conceptual part of the research has been covered by undergoing exhaustive reviews of the previously conducted researches in the relevant domain i.e. LLS. The findings obtained from the systematic and critical review of the process further made relevance with adopting better strategies to develop English proficiency among ELLs. It is significantly highlighted that writing proficiency can be enhanced through bring learners' autonomy, making them practiced LLS, and motivating them to use affective strategies to develop interest in the language learning process. The study concludes with interactive methodological framework of integrating multi-dimensional language learning strategies to develop different components of writing skills among language learners.

Keywords: Language Learning Strategies (LLS); English Language Learners (ELLs); Writing Proficiency Skills (WPS); Systematic Reviews

1. Introduction

Language learning strategies supports the learner in the acquisition of the English language. This chapter aims to provide the importance of individual differences and the impact of the language learning strategies (LLS) in acquiring writing proficiency of English language learners. The driving force of LLS explains the procedure of attaining the writing proficiency. It further elaborates the strategies to overcome the obstacles in learning foreign language, which learners choose according to their feasibility, environment and the learning context. Moreover, it also demonstrates the different types of writing, its importance, use, components and the domains of writing. In addition, it tells the conventions of writing and its use in a comprehensive way. It also examined the previous studies that how the individual differences influences LLS use and the English language proficiency.

1.1 Goal

The goal of this research is to identify the impact of language learning strategies (LLS) to enhance the writing proficiency skills of the ESL learners. Writing is still one of the most difficult yet crucial abilities for English as Second Language (ESL) learners in the ever-changing field of second language learning. Writing is a productive skill that requires not just a solid command of syntax and vocabulary but also the capacity to arrange ideas, employ suitable rhetorical devices, and successfully captivate readers. ESL learners frequently use a range of Language Learning Strategies

(LLS), which are deliberate acts or procedures used to improve language ability, to traverse these challenges. LLS have drawn a lot of interest in applied linguistics during the last few decades, especially because of their contribution to improving the four fundamental language abilities of speaking, listening, reading, and writing. The precise effects of LLS and general language proficiency strategies on writing development are still poorly understood, despite a wealth of research on these topics. By investigating the ways in which the cognitive, metacognitive, social, and affective LLS categories support the growth of writing proficiency in ESL learners, this conceptual study aims to close that gap. Since it provides insights into more efficient and individualized methods of language training, understanding this link is essential for educators, curriculum designers, and students alike.

1.2 Rationale of the Study

Recent trends in acquiring language proficiency have been a focal point nowadays. Therefore, a visible shift can be observed in the pedagogies of learning foreign language. There is a need to change the context of traditional classrooms to the learner centered classroom context. Language learning strategies is the contributing factor in learning writing skills successfully. To carry out the study in this area LLS and its impact on the writing proficiency has been observed. The framework has been employed to investigate its impact on the writing proficiency. The followers of LLS believe that creating awareness among students about LLS and providing them opportunities to practice these strategies can enhance their language and writing skills. ESL communicative competence is the demand of the 21st century and it is mandatory to have ideal writing proficiency because it is the medium to convey ones thoughts and ideas effectively. It is the highlighted skill in language production. However, Adas & Bakir (2013) pointed out that learner feels writing as a challenge in the acquisition of English Language. The strategies play a vital role in supporting written communication. It provides the learner opportunity to select the appropriate strategy according to the learning context and environment. Writing demands specific skills like, grammar, vocabulary, use of mechanics, correct sentence structure. A person needs specialized skills to enhance the writing skills. LLS help the learner to overcome these hurdles. In addition, Raoofi et al. (2017) disclosed that the high quality writers are habitual of using LLS. They overcome the obstacles in acquiring writing proficiency. Many researches have been conducted to identify the impact of LLS on Language Learning. A research carried out by Mizumoto (2018) revealed the impact of language learning strategies in acquiring writing proficiency. The questionnaire was used to collect the data. The results showed that the users of LLS are the successful language learners. Less proficient learners lack vocabulary and grammar skills. They did not employ LLS in their learning. The relationship of LLS and the writing proficiency is unbeatable. Another study carried out by Khatib et al. (2011) expressed that LLS is useful in acquiring vocabulary as it plays significant role in effective writing. The results gathered via questionnaires and it was distributed among 480 learners. The results demonstrated that the direct and indirect strategies strengthens the learning process and improves the writing proficiency of the learners.

2. Literature Review

2.1 Role of Individual Differences upon language learning

Individual differences (IDs) are the traits of an individual. Every individual is different and unique from other due to environment and heritage. The importance of IDs in educational context cannot be ignored. According to Zafar and Manakshi (2012), sometimes the conditioned and unconscious factors contribute in acquiring the foreign language. Unconscious factors involve the past experience and conditioned factors means the factors that are affected by the nature. Many researches have been done in the area of second language acquisition and the role of individual differences.

Learners vary enormously in terms of learning L1 and L2. In case of the acquisition of L1 it depends on the environment and they acquire mother tongue easily. Second language requires effort and it includes social, cognitive and affective factors. All these factors play a vital role in the acquisition of the second language. It is the major area of interest for the researchers because it demonstrates and highlights the hindrances in acquiring second language (Zafar & Meenakshi, 2012).

The acquisition of the second language depends upon the factors that can be controlled by nature. It can be enhanced and nurtured through practice and this is the reason that different individuals acquire communication and language proficiency at the level of the native speakers' competency. These individual differences make difference in developing the language. Some learners progress and acquire language rapidly while others do efforts. It is all because of the individual differences. Every individual has different and unique abilities and due to these differences learners' progress differently. Individual differences affect the acquisition of a foreign language tremendously. Every learner has a different knowledge background and due to different cognitive abilities learners learn contrarily. Therefore, it is essential to have a sound knowledge about the individual differences. It supports the learner to learn the language in an effective way (Li et al. 2022).

The role of individual differences cannot be denied in acquiring second language. Every individual has different attributes and education supports the learner to perform and progress better. Every learner has unique abilities and different characteristics and it helped them in acquiring the second language. These individual differences vary from person to person and it affects the learning of English Language. Some learners grab the concepts alone while others perform better in groups. Some students learn the concepts by making webs and mind maps, others learn better in paragraphs. So, IDs are essential and play a leading role in acquiring English Language (Ellis, 2005). The following diagram displays some of the individual differences (IDs).

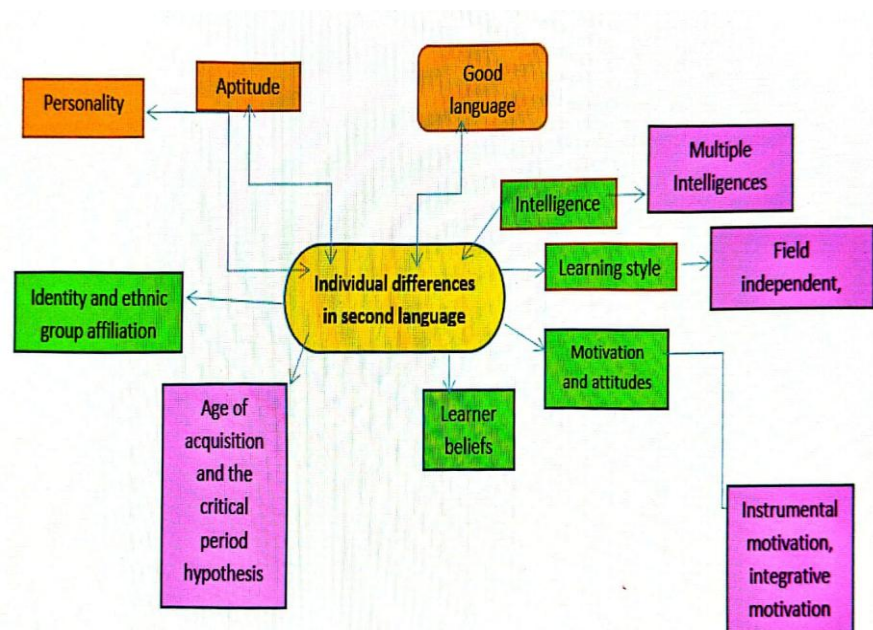


Figure 1: IDD's affecting ELL

According to Zafar and Meenakshi (2012) individual differences have an impact on learning a foreign language. Components like Sex, Age, Motivation, learning styles, Aptitude are interlinked

with each other and play a crucial role in the acquisition of the second language. Students absorb better, when they portray positive attitude, show motivation and use unique learning styles. Similarly, researchers are much concerned and paid attention towards the individual differences. In their opinion without focusing and understanding the individual differences, it is difficult to enhance the oral proficiency and the learning of the foreign language. The role of individual differences upon language learning cannot be unnoticed. Learners' aptitude, motivation, willingness to acquire language has an abundant importance in the development of the language (Derwing & Munro, 2013).

Different factors play a vital role in acquiring second language. These are Personal and Social factors, both have an equal importance in learning foreign language. Social factors have a great relationship with the learner and the native speakers; these are also considered an external factor. It affects the behavior and the acquisition of language. Language originates with the help of the society. It is essential for the language learners and educators to have knowledge about the culture of language. It affects the learning of second language (Zafar & Meenakshi, 2012). Aptitude is also linked with the successful acquisition of English language. It is also like the cognitive factors but many researchers believed that SLA could not be determined by language learning ability, it may vary by other factors like Motivation, Learning styles, personalities. Gass and Mackey (2012) stated that Aptitude could only assess the successful learning of the language; it never predicts the reasons behind it. Many language tests like TOFEL, IELTS have been designed to measure the aptitude of the learner. These test measures the grammar sensitivity, phonemic and grammar ability, capacity to memorize and learning of the student.

Brown (2000) explained that the strategies are helpful for the learners. It makes the learner self-directed and self-motivated to develop the second language. It includes cognitive strategies, social and affective strategies. It is the tendency of the learner to acquire the language successfully. The importance of cognitive factors in learning language cannot be ignored and these are responsible for acquiring the foreign language. Cognitive factors enhance the learning. Memory, attention, awareness, and environment all these factors have a great impact on learning the English Language. A person is bound to assert these factors in the acquisition of the English Language. It is due to all these factors that some learners show quick improvement while others learn slowly. Some acquire language effortlessly while others learn with difficulty. Some of the cognitive strategies are grouping, note taking, repetition, inference, transferring, recombination and imagery. In addition, the main difference and the causes of the individual differences are the cognitive, natural and environmental factors. Cognitive abilities are more concerned with the problem solving strategies. To learn something new it is necessary for the learner to have a flow of thought and information to work continuously. Humans perform some activity and these activities develop the skills of humans. It builds knowledge and learner adopts the changings quickly, acquire the language skills easily. Cognitive strategies have a direct relationship with the information (Di Carlo, 2017).

After cognitive strategies, there is a huge importance of the metacognitive strategies in acquiring second language. These strategies are the ways to monitor, arrange, plan and evaluate the learning activity. These strategies monitor the process of learning rather than learning strategies themselves. Lombaard (2006) explained that these strategies create differences among the learners as these identify the modes of operation for achieving the particular task, plan to arrange the specific information. It includes self-management, self-evaluation, self-reinforcement and advanced preparation. In personal factor, attitude is the prominent factor for learning second language. According to NavarroVillarroel (2011) the word attitude originates from Latin

word *actus* which means, to act. Learners attitude have a great influence on learning language. It has been widely observed that the affective determiner in learning language is the attitude. It also decides the capability of the learner for attaining language proficiency. Lennartsson (2008) asserted that students positive attitude attain best results in learning foreign language. Student belief is the key factor in achieving language successfully.

Similarly, motivation is the most prominent and influential factor in learning of second language. The students' effort and desire for learning language comes through the motivation. It helps in achieving goals successfully. Through motivation, students can achieve better outcomes in learning foreign language. It affects the attitude too. Usually people prefer their mother tongue for the communication and it is hard for them to acquire second language. Therefore, educators must try to motivate learners and support them in learning second language successfully. Amara (2015) stated that in the past no one gave attention in motivating students for the acquisition of a foreign language and their past academic background. In addition, Klemens (2009) is of the opinion that the attitude and motivation towards learning English language are the modest. It creates the favorable and excellent environment in learning language in classroom and outside the classroom. The attitude of both educator and the learner are the major aspects in enhancing and learning language proficiency. Thus, motivation encourages students to participate willingly in learning English language. Educators can plan some suitable strategies and foster encouraging attitude towards learning second language.

Metacognitive strategies are essential and it enhances the learners own thinking and the learning capacity. It elaborates the process and planning for learning language. Self-monitoring is the way that how the learner has to pay attention, evaluation of the knowledge and skills and how the end product works, all these factors have a significant importance in learning foreign language. It also enhances the critical thinking skills, which helps the learner in improving their language skills. Learners learn the language better by using metacognition strategies. Ku & Ho (2014) examined the influence and the effective use of metacognitive strategies and found that there is a strong relationship between the critical thinking and the metacognitive strategies. The steps of planning, monitoring and evaluating aid the learner to achieve the task more efficiently. Different learning styles have a strong impact on learning second L2. It is the natural way and the behavior of acquiring L2. It gives direction to the learner and includes conceptualizing, organizing, perceiving and recalling the information. Brown (2000) demonstrated that the learning styles elaborates that how much the learner is successful in acquiring language than others and why others are failed to develop the language. There are many learning styles like, analytical, communicative, and concrete and authority oriented etc.

2.2 Language Learning Strategies

The methodologies for teaching second language have been changed during the twentieth century. Drastic change has been observed in order to provide comprehensive knowledge and practices in learning English Language. Language Skill is one of the 21st century skill and it is mandatory to attain foreign language to perform in an excellent way. It is a tool to get information, exchange of ideas and information. It is considered an important language and now taught in many countries as a second language (Kalati, 2016). Human beings use many strategies to learn something new. The main vital and focal point is that how to learn something and what to use for learning better. English Language is the gateway to success and to obtain language skills there are some strategies which supports the learner to store the new information. It is a conscious behavior and effort to learn some new things to improve the language skills. These LLS are designed to encounter the issues of the learners which they usually face in

the classroom for learning vocabulary, writing, reading and listening. They support the learners in fighting learner's anxiety in learning or interacting with others in the foreign language. It also aids the educators to resolve the problems of the learners (Cohen, 2015).

In addition, LLS are essential for attaining a second or a foreign language. These strategies are considered the important tools for planning and managing the learning. It empowered the learners. Many researchers are discussing and highlighting these strategies in facilitating the learner in acquiring second language. The purpose of the researchers is to highlight the strategies so that learners can overcome the obstacles in learning language skills and improve their approach towards language learning. These strategies can be modified according to the new learning and context. It has made the classroom from teacher centered to the learner centered and in result learners show interest in attaining the English language through LLS. They feel comfortable in understanding the language process, which is a positive sign towards learning language (Griffiths, 2013; Oxford, 2003, 2017; Lodhi, et. al. 2019).

There are many unique names for defining the LLS. These are operations, plans or techniques, skills or thoughts. LLS are the actions which learners choose and decide independently. Learners prefer these strategies to enhance their learning, overcome barriers, use flexible and different ways and develop self-regulation. In the field of second language learning, researcher emphasized and focused on questioning that how learners contribute psychologically or cognitively in learning language. Therefore, Cohen (2014) conducted a research to assess the effect of LLS on the learners and found that learners perform better after the implementation of the LLS in their learning process. It is important not only in acquiring language proficiency but equally essential in all disciplines. The outcomes of the learning after employing these strategies are unbeatable.

Moreover, LLS refer to the unconscious and conscious thoughts and behaviors towards learning. It improves the target language as well as improves the knowledge. These are the efficient tools to enhance the students learning. These strategies help the learner in understanding the language; they develop their language skills and allow the learners to perform the particular task in an accurate way. Learners feel confident not only in classroom but also in feels comfortable outside the classroom too. These strategies are the positive and a prominent approach to transform the environment of the classroom from teachers centered to student-centered classroom. Learners involve themselves in learning these strategies, they act consciously to improve their language skills. Not being familiar of these strategies can affect the students learning, and it can cause failure of the students too. It demonstrates that how the learners possess information. (Kalati, 2016). In addition, there are not good or bad strategies; it is useful if it is considered appropriately. It depends on the learner that how he/ she link it with other strategies, how it relates to the second language learning. These strategies assist the learner in improving their proficiency and many researchers observed that the learners who have the best language skills are more likely to employ Language Learning strategies. They are habitual of using variety of appropriate strategies to improve their language skills; which further help them in carrying out many tasks (Al-Qahtani, 2013; Habok & Magyar, 2018; Oxford & Nyikos, 1989; Rao, 2016; Wu, 2008).

Lee and Heinz (2016) remarked that these strategies are goal oriented to meet the demand of the learner. It facilitates the learner to accomplish the particular task. Learners comprehend, store and retrieve information. These are the tools to increase their learning and for developing their communicative skills. It has a great relationship with the performance of the learner and the improvement of the proficiency. Learners can learn the skills in a

better way. It can be said that these strategies are the learning skills, thinking skills and problem skills and it explores the learning to learn skills. Learner responds quickly to what they are learning by using LLS. Moreover, the diverse learning strategies are the reasons to obtain the information and knowledge regarding L2. These strategies make the sense of learning. The training of these strategies is mandatory for the learners because it supports them to become an efficacious learner. The objective of these strategies is the language mastery because it increases the self-confidence of the learner and motivates them to learn new things independently. (Eid A., 2012). Similarly, Apisak Sukying (2021) asserted that these strategies are beneficial for the learners because it provides the clear picture of the LLS and the selection of the usage of these strategies becomes easy for the learner. These are the tactics selected to learn the second language. Good learners are familiar of the metacognitive strategies and they perform better and make them self-reliant.

Therefore, language learning strategies have a sound role in developing and enhancing the language skills. Learners, who adopt and select the strategies wisely, learn the language easily. There is a positive link between the LLS and the foreign language. There is wider range of LLS and the learner chooses it according to his own level. These strategies strongly influenced the personality and the learning. It fits easily with different approaches and methods. The learners use these LLS intentionally to improve the communicative and written competence because these are the tools to develop the understanding of the LLS and the second language. Maximum learners employ LLS to boost their language skills. It is a contribution in the development of the language skills of the learner. To acquire the skills, these strategies support the learner in retaining and comprehending the knowledge effectively. It increases learners' direct learning and with the help of the LLS educators can guide the learners effectively (Lee & Heinz, 2016).

In the same way, Zane (2012) remarked that LLS supports the learner in planning the learning and thinking about the comprehension of that target language. Learner feels comfortable and easy in acquiring the foreign language and evaluating the learning process. These few strategies evaluate the whole process of learning. LLS control some of the factors that are hindrances in their learning. Through using these strategies, learners can control their thinking power too. Similarly, Oxford (2017) suggested the components like lowering anxiety, encouraging yourself and emotional temperature can be controlled via LLS. It affects the language learning process. Positive attitude makes difference in acquiring the language.

2.2.1 Kinds of LLS

Many scholars have categorized the LLS because they encourage the learners to be self-directed. These strategies make the independent learner LLS are divided into two categories, which are as follows.

2.2.1.1. Direct Strategies

Direct strategies involve the learner to target the language in an accurate way. It helps the learner to store and retrieve new information. It affects the acquisition of the language. The objective of employing the direct strategies is to make the learning faster and aid the learner to make their own system of learning. It allows the students to comprehend the language independently. These direct strategies are effective in comprehending new words and phrases and contribute direct to the learning. Learners move from the fact level to the skill level. Here, the knowledge becomes more automatic and procedural which is beneficial for the learners.

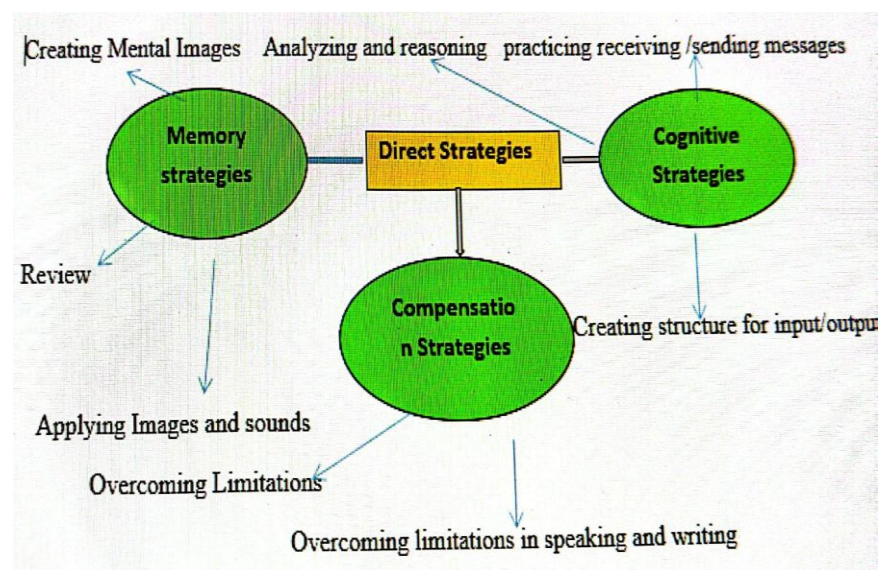


Figure 2: Direct Strategies

2.2.1.2 Memory Strategies

Memory strategies are essential for a target language learner. It is specific and assists the learner in remembering and retrieving new information. It makes the connections and arranges the things in order so that learner remembers it easily. These strategies create mental links in a form of images and sounds. These images and sounds help the learner in storing and retrieving information. Learner links the previous word with the new word and this is how they are able to remember the meaningful sentence, phrases, new words etc. Students create word maps in their minds, label the picture and they absorb some new part of material. By applying images and sound students learn and remember easily. There are many activities, which can aid the learners in creating images and sounds. Some of the activities are the flashcards activity, putting some words in situational context, role-plays, creating rhyming schemes for remembering new vocabulary and sounds. After that reviewing, the knowledge is the most innovative and essential part of the direct learning. Continuous revisions of the specific information can lead the learners towards success. They can learn new things in a systematic way. To acquire the foreign language, learning styles and learning strategies are essential. Learner benefits from these strategies and learns the language in a successful manner (Abdolmehdi Riazi, 2007; Al-Hebaishi, 2012; Felder, 1995; Oxford & Ehrman, 1993; Reid, 1987 as cited in Muniandy & Munir, 2016, p.2).

All these activities provide the maximum opportunities to learn the second language. They can get more opportunities to practice the language. It will give them real sense of achievement. In this way, they can use the English language appropriately. Many researchers conducted a study and examined the effect of LLS in learning foreign language. The studies have confirmed that a learner master their language skills by using and choosing the language learning strategies wisely. High proficient learners use variety of the strategies to polish their communicative and written skills for attaining the second language (Griffiths, 2013; Griffiths & Cansiz, 2015; Habok & Magyar, 2018; Sukying (2021), Khamkhien, 2011; Macaro, 2006; Oxford, 2011; Wu, 2008).

2.2.1.3 Cognitive Strategies

Learning a target language is a challenging task for the learners. Enormous hard work and efforts are required to master the language. Learners have to practice the competencies in many domains. Cognitive strategies support the learner in mastering the second language. It manipulates and transforms the new information and language. It helps the learner in producing new language via different means. It includes practicing the new words and the information, recognizing patterns of new vocabulary, sounds, using different formulas to practice the foreign language. These strategies are famous among the learners. The aim of the practicing is to acquire the second language easily. It supports in producing the sequence. Receiving and sending messages and usage of multiple techniques allow the learners to develop the

language skills. It directly focuses on the reasoning, summarizing, analyzing and general practicing. Cognitive strategies support the learner both directly and indirectly. In other words, these are the operations employed on the learning material to acquire the specific task. It makes the learning flexible (Benson, 2011).

Analyzing and reasoning strategy involves translating, transferring and reasoning deductively. It easily converts the target language to the native language and the native language to the target language. In order to acquire and improve the foreign language transferring strategy is useful. It directly deals and focuses on the words, concepts and concepts from one language to another. In short, these are the problem solving strategies. The importance of cognitive strategies cannot be ignored and increasing day by day. It is essential at all levels of language learning like school, college and university. All the cognitive strategies are instructed and are contributed directly in the learning. Learners are directed to use these strategies effectively and efficiently (Khezrlou, 2012).

Furthermore, Cognitive strategies directly affect the learning of the language, classification, inferencing, deductive reasoning, classification, practice and verification (Liu, 2010). In the same way, Straková (2013) remarked that the cognitive strategies aid the learner in managing their learning process and they must be familiar of the strategies that help them learn more their learning process. Learners of second language must assess which type of learning they need. Recent researchers have focused upon the process of learning and laid stress on the development of the foreign language. These factors have a prominent influence on the second language learning and its use.

2.2.1.3 Compensation Strategies

Compensation strategies are a non-verbal communication and it focuses on the overcoming of limitations in both speaking and writing. It allows learner to use different strategies for acquiring language. It includes, guessing intelligently by using linguistic or other activities like pictures or text. The learner overcomes the limitations in learning by creating new words, using of the synonyms and different gestures. Gestures include the expressions to give meaning to the word or a situation. The efficient users of the compensation strategies are the better communicator than those who use the target language directly. On the other hand, the learners who always try to find the meanings of word in the dictionaries while learning are not the better learners and they become anxious because of this interruption. It makes learning process slow; furthermore it has a negative influence on their further learning process. It also affects their motivation level.

Taheri and Davoudi (2016) expressed that both communication and compensation strategies have the same concept and the meaning. The learners to enhance the language skills must use compensation strategies and the educators of EFL teaching must encourage the students to use these strategies for better comprehension of the language and production despite limitation in knowledge. Similarly, (Oxford, 2001 cited in Msuya, 2016) mentioned that compensation strategies is asset of strategies which includes pause words, synonyms and using gestures and involve guessing etc in order to complete the missing information and knowledge especially in the interactions. Tse (2011) conducted a study and revealed that minimum students use memory strategies while others use the compensation strategies for learning the foreign language. Furthermore, all these strategies play a vital role in learning the English language. The learner feels comfortable while employing these strategies both in classroom and outside the classroom. The students learn and store the information, fill the gaps, which are required to complete the particular task. Many students try to adopt all these direct strategies to learn the second language. Tajeddin and Alemi (2010) in their study throw light on the compensation strategies and addressed that the low and high language learners prefer compensation strategies to complete the

missing knowledge. The use of the multiple activities in this regard is highly appreciated. Likewise, Abd El Khaleq (2018) remarked that the compensation strategies are useful to overcome the hurdles and the issues in learning the English language. The learners who are habitual of adopting all these strategies face less issue in communication. Many researchers revealed the improvement of the learner's performance by using compensation strategies. All the direct strategies help the learners in communicating the desired ideas in the second language.

2.2.2 Indirect Strategies

Indirect strategies are the strategies which influence the learning directly. It is further divided into many subcategories. The following diagram shows the clear picture of the subdivision. These strategies have a great role in the acquisition of English language.

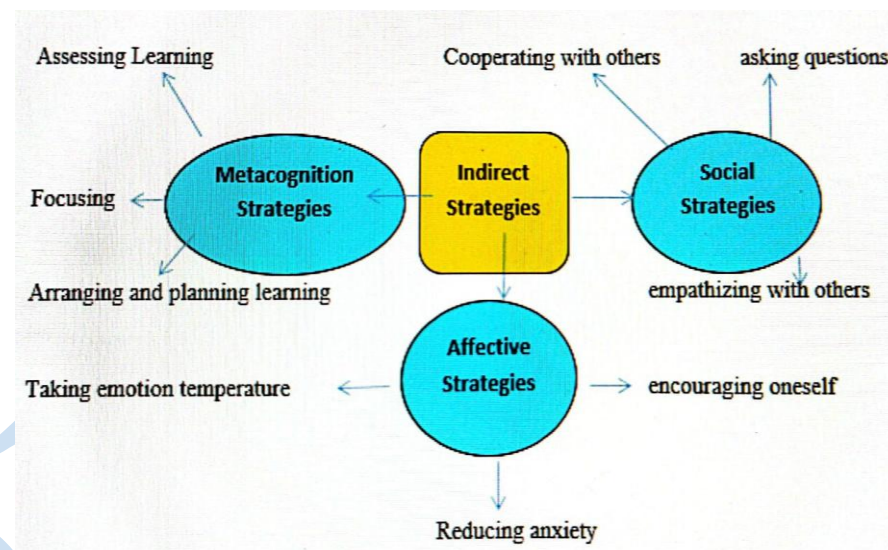


Figure 3: Indirect Strategies

Learning of knowledge and building of new concepts is not an easy task to accomplish. To find the new and related meaning of the words, these strategies support the EFL learners in doing so. In order to foster the effective language practices, indirect strategies contribute a lot. The educators of EFL plan the lesson more effectively via these strategies. They found these appropriate and effective in learning the foreign language because the impacts of these strategies are life-long. The successful learner is habitual of employing these strategies and only self-regulated learner can achieve the language competency. They put hard work, determination in their routine and thus learn the language successfully (Shuy, 2010).

2.2.2.1 Metacognitive Strategies

It is the most significant contributor in acquiring language. Meta learning, self- management, Meta components are the various terms used for metacognition. It empowers the students to think about their own thinking and enhance learning in all subject areas. It makes the learner the active participant of his or her own learning. Metacognitive strategies enable the learners to recognize their cognitive abilities, realize the cause of failures and success.

Metacognitive strategies help the learner in managing the whole learning process. It is the most useful way to develop the learner centeredness. In this way, the student becomes more self - regulated and self-directed. It leads the learner to successful performance (Raooft et al, 2014). The learner can choose the appropriate strategy according to his need. Students gather the material, organize it and then plan the study schedule, monitor mistakes and then evaluate the learning. It is essential to develop all these skills to progress the language and it is closely related to the success in learning the foreign language. Moreover, Mazumder (2010) remarked that successful learners are those who assess and regulate their own learning behavior. These types of learners can assess their mistakes easily and thus learn better than others learn. If the students identify the errors independently, they

will be more confident and productive because they are continuously thinking about their learning procedure.

In the same way, learning metacognitive strategies is necessary because it deals with the information which student is gathering, storing, planning, organizing and evaluating independently. It develops the self-efficacy in learners. Zare-ee (2007) stated that planning the metacognition strategies for target language is the prominent part of the learning as it improves self-efficacy too. It is the way and a process to achieve the desired and required goal.

2.2.2.1 Affective Strategies

Affective strategies are linked with the moods and feelings of the learner. The behavior, attitude, anxiety, motivation are associated with the learning of the foreign language. Behavior plays a significant role in learning language efficiently. It includes many things like, conscious learning and awareness, motivation. It is the behavior, which promotes learning. Many experts remarked that there are some psychological issues that affect the learning of the second language. There is a subdivision of the social strategies. These strategies have an impressive impact on the FL learners. Learners use meditation, deep breathing, in order to lower the anxiety level. Listening music, using progressive relaxation, using laughter, all these positive strategies are good to handle the anxiety. Oxford (2011) stated that all these strategies are helpful in lowering the anxiety. Similarly, Gardner (1985) argues that learning of language depends on the attitude and motivation of the learner. It also involves the students' desire in learning second language.

Motivation plays a significant role in learning English language. Students pay more attention, work hard, learn enthusiastically, they are willing workers and do not require encouragement. In addition, GU (2009) highlights that motivated learners are the fast learners and they grab the concepts quickly. They motivate others and encourage collaborative learning. In the same way, Lamb (2016) stated that there is a great relationship between learning language and motivation. A group of learners cannot excel in learning second language without motivation.

In addition, Fatima (2014) expresses that personality factors are the components which helps a person in distinguishing one from another. These components are important for acquiring second language. It is the arrangement of innovative and unique characteristics that differentiates the person's individuality. To elaborate the personality characteristics, people use adjectives like, talkative, quiet, creative. These adjectives are used to describe a person the way they think and feel and they relate with each other. Researchers have found many adjectives to explain the personality traits. Furthermore, Montero et al. (2014) stated that personality has influence on learning of L2. It weakens or strengthens the outcome of the learning. Attitude is the result and sum of man's instinct and feelings, threats, fears, pride and prejudice. It is the significant behavior towards particular situation. According to Navarro- Villarroel (2011) the word attitude originates from Latin word *actus* which means, to act. Learners attitude have a great influence on learning language. It has been widely observed that the affective determiner in learning language is the attitude. It also decides the capability of the learner for attaining language proficiency. Lennartsson (2018) conducted a study and asserted that students positive attitude attain best results in learning foreign language. Student belief is the key factor in achieving language successfully.

2.2.2.3 Social Strategies

Learning a foreign language is a complex process for the learners. People develop and enhances the language skills for many social reasons like travelling, studying etc. Social strategies include cooperative learning, asking questions for more clarity and empathizing with others. Some effective activities are planned in the classroom for better understanding of the concept. Instead of

simple lecture, learners feel comfortable via using these activities. In other words student learn to take the initiative and then the classroom environment is the learner centeredness. Similarly, [Mandasari & Oktaviani \(2018\)](#) stated that if the learners speak the foreign language without any mistakes they become a fluent learner because of the freedom of the speaking of the second language. Furthermore, these strategies provide the many opportunities for communicating in the target language. Different situations, roles are assigned to the learners so that they share their knowledge, experience, and feelings. Students get exposure in this way (Eveyik, 2003). The cooperative language learning is a part of the social strategy. Learner feels comfortable in groups. It develops a positive relationship among peers and they can ask more questions. Likewise, Harden (2013) pointed out that social strategies are one of the most effective strategies in learning the language skills. Students practice the foreign language with peers and it boosts their confidence. Moreover, [Rusdin \(2018\)](#) indicated that 4cs are essential in the learning of the second language as these are the prominent skills of the twentieth century. Students become active learner of the foreign language by collaborating with peers. They can perform better in this way and will be familiar about their own strengths too.

2.3 Writing Proficiency and LLS

Mastering a variety of interrelated skills, including content development, organization, grammar and syntax, vocabulary, mechanics, cohesion and coherence, and writing process awareness, is necessary to help ESL learners become proficient writers (Hyland, 2003; Celce-Murcia, 2001). Enhancing these elements and making it easier to learn how to write in a second language setting are made possible by the incorporation of Language Learning Strategies (LLS), as defined by Oxford (1990). According to this reasoning, by matching certain methods with each essential element of writing, the strategic use of LLS directly promotes the growth of writing proficiency.

2.3.1 Content Development and LLS

Cognitive techniques like brainstorming, summarizing, and drawing conclusions greatly aid content development, which involves the creation and elaboration of ideas. Due to their limited exposure to academic contexts, ESL learners frequently struggle with content generation. Learners can successfully structure their ideas and activate prior knowledge by intentionally utilizing techniques like outlining or graphic organizers (Hyland, 2003). These techniques not only support the creation of content but also encourage critical thinking and originality, two qualities that are crucial for the growth of writing.

2.3.2 Integrating LLS in Organizational writing skills

Ideas must be logically organized for coherence and reader comprehension. The ability of students to organize their writing is directly improved by metacognitive techniques, such as organizing, tracking, and assessing their learning process (Oxford, 1990). Planning before writing, for instance, increases the likelihood that students will generate texts with a distinct introduction, body, and conclusion (Richards & Renandya, 2002). Throughout the drafting process, monitoring guarantees that concepts stay on topic and transitions are handled skillfully.

2.3.3 Syntax and Grammar

The mastery of grammar and syntax can be improved through strategies such as repetition, translation, and sentence modeling. These cognitive strategies help internalize language rules and promote accuracy in sentence construction. Repeated exposure to model texts and grammar exercises enables learners to become more familiar with syntactic structures, thereby reducing errors in their writing (Celce-Murcia, 2001).

2.3.4 Vocabulary and Memory Strategies

The strategic learning and retrieval of words is crucial for effective vocabulary usage. Learners can increase and maintain their vocabulary by employing memory tactics such as association techniques, flashcards, and semantic mapping (Nation, 2001). Furthermore, lexical diversity and accuracy in writing can be further reinforced by metacognitive techniques e.g. self-testing and word banks used during revision.

2.3.5 Mechanics and Affective Strategies

Despite being frequently disregarded, mechanics i.e. spelling, punctuation, and capitalization are crucial for well-written work. By encouraging a positive attitude toward writing assignments, affective techniques like self-encouragement and anxiety reduction can indirectly promote mastery of mechanics (Harmer, 2004). Less stress encourages students to pay attention to details and write texts that are mechanically accurate.

2.3.6 Cohesion, Coherence and Social Strategies

Writing writings that are cohesive and coherent involves feedback from teachers and peers in addition to an understanding of linking methods. In order to improve writing for coherence, social strategies such as asking questions, working with others, and seeking correction, are essential (Halliday & Hasan, 1976). Students can assess their overall clarity and use of coherent devices through peer review sessions and group writing assignments.

2.3.7 Awareness of Writing process and Meta-cognitive Strategies

Lastly, metacognitive techniques improve awareness of the writing process, from ideation to final editing. Students can plan their time for drafting, revising, and editing if they perceive writing as a recursive process (Zamel, 1983). Writing process strategy instruction makes students more independent and self-assured in handling their works. In conclusion, the deliberate use of suitable language learning strategies can effectively enhance each aspect of writing. Teachers can design more specialized and efficient writing education for ESL students by matching particular LLS with writing subskills. In addition to enhancing writing results, this thoughtful integration encourages learner autonomy, motivation, and involvement in the language acquisition process.

3. Methodological Framework

Since the article is a conceptual study and not an empirical one, the methodological framework should reflect a theoretical or analytical approach rather than a data-driven or experimental method. This study, which is conceptual in nature, takes a qualitative, theory-based methodology based on the review and synthesis of previous research. The study examines established models, theoretical stances, and prior empirical findings regarding Language Learning Strategies (LLS) and writing competency in ESL contexts rather than gathering primary data. This methodological approach ensures a comprehensive understanding of the topic by integrating diverse theoretical perspectives and providing a foundation for future empirical research. The approach is centered on analyzing academic literature critically in order to spot trends, linkages, and knowledge gaps on the ways in which LLS affects the growth of writing abilities. Oxford's (1990) taxonomy of language learning methods, which divides strategies into cognitive, metacognitive, emotional, social, memory-related, and compensatory categories, serves as the theoretical foundation for this study. In order to match the usage of strategies with the phases of writing development (planning, drafting, revising, and editing), process-oriented models of second language writing are being investigated.

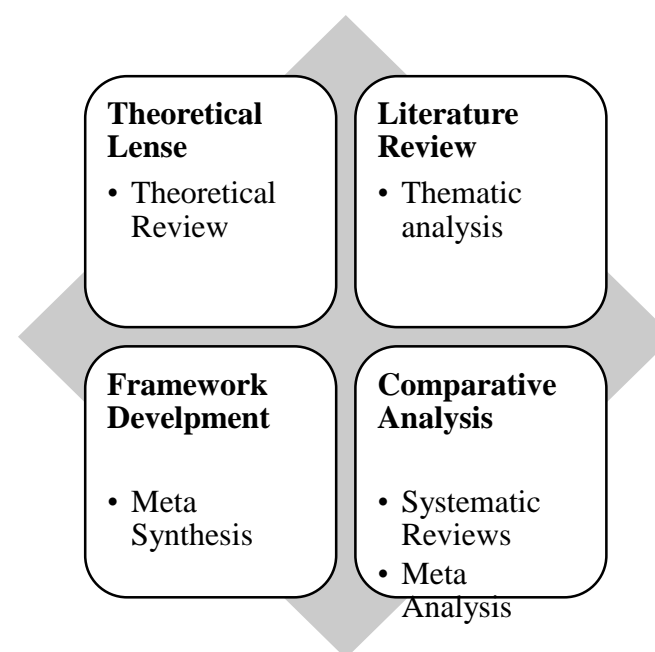


Figure 4; Methodological Framework

The analysis is predicated on a methodical examination of books, peer-reviewed publications, and pertinent conceptual frameworks. To show how different kinds of LLS are connected to various facets of ESL learners' writing proficiency, key themes are found and combined. Thirdly, to determine the general and context-specific consequences of LLS use in writing development, the study compares results from various educational environments and learner demographics. Lastly, a conceptual framework that highlights potential mediating factors including learner autonomy, motivation, and instructional support is put forth to show the relationship between LLS and writing competency based on the synthesis of the literature.

4. Conclusion

It is essential to review the previous conducted researches. It supports the researcher to design the required framework to carry out the experimental study. The study is directed to assess the impact of the language learning strategies on acquiring English Language. After attaining the knowledge and information about language learning strategies, the researchers have designed the implementation plan to assess the effectiveness of the strategiesFor ESL students to become proficient writers, language learning strategies are essential. Learners can improve their capacity to communicate ideas in written English in a clear, correct, and logical manner by utilizing a variety of techniques, including planning, self-monitoring, peer cooperation, and anxiety management. The relationship between LLS and writing development emphasizes the value of strategic learning, in which students actively participate in their own language development rather than merely receiving information passively. The necessity for additional empirical research to determine the best writing development techniques; and how to incorporate them into ESL teaching methods is emphasized by this conceptual study. In the end, encouraging knowledge and application of LLS can enable students to develop into more independent, self-assured, and skilled writers in a second language setting.

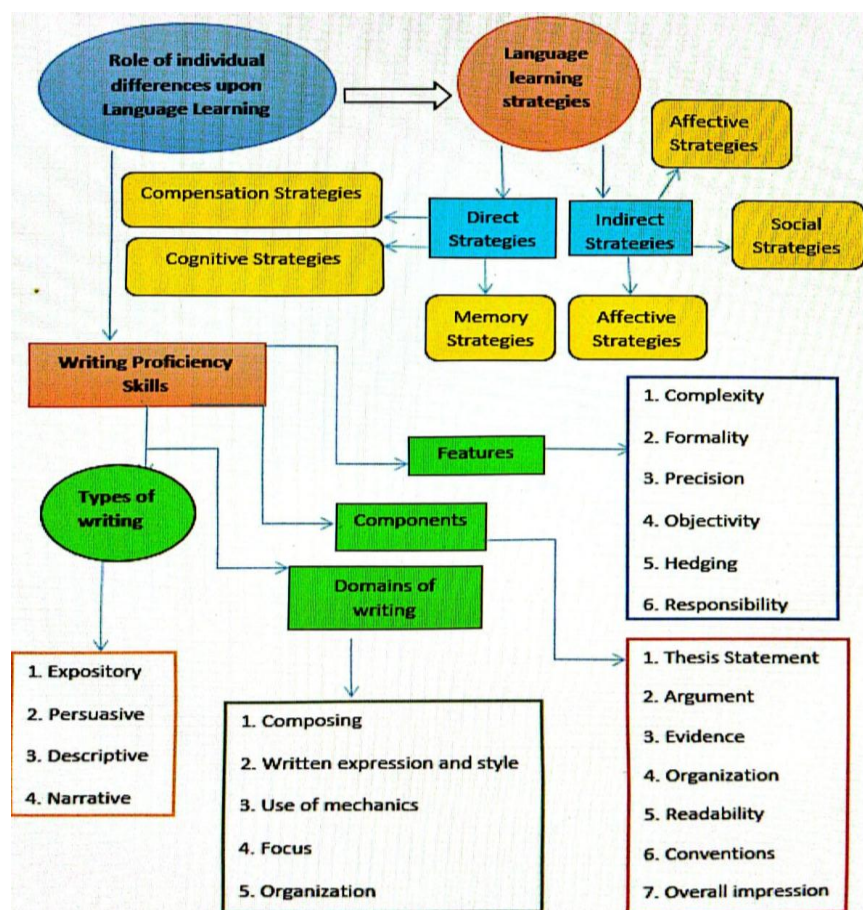


Figure 5. Interaction of LLS with Writing Proficiency

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