

Language Learning Strategies of EFL Learners and Their Effects on Learning Outcomes

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Abstract

The empirical study aims to define the EFL strategies and their impact on the learning outcome of the students of India. EFL refers to “English as a Foreign Language” which in simple words refers to learning English with a foreign accent. There are some countries where people generally speak English and some countries where English is not the native language. Thereafter, people from non-English speaking countries who start to live in English-speaking countries tend to learn EFL. On the other hand, some people start to learn EFL to enhance their skills which directly impacts the productivity of the students. The researcher has used different methods and specific theories for analyzing the concept of the research study appropriately.

Keywords— Learning strategies, EFL learning, non-English speaking countries, English speaking countries, cognitive skills

INTRODUCTION

1.1 Overview of the study

The empirical study sheds light on the concept of “language learning strategies” that are used by EFL learners. “English as a Foreign Language (EFL)” refers to learning a foreign accent of the English language by using several strategies. The study is focused on implementing the importance of EFL learning strategies for the productivity of students. Thereafter, the major purpose of the study is to evaluate different types of EFL learning strategies and implement their effect on the learning outcomes of students. In simple words, it can be said that EFL learning is learning the English language and using the language as an additional language in a non-English speaking country such as China (Li, 2020). The EFL learning process is commonly used for survival in English-speaking countries such as the UK, the US, and others. Furthermore, learning EFL in a non-English speaking country

is beneficial for students because it enhances a particular skill of the students.

The researcher has searched and selected a few journals that are based on EFL learning strategies for gaining knowledge. With the usage of Google scholar, it became easy for the researcher to find out some recently published articles and journals that are based on EFL learning and its effects. Apart from that, an empirical study refers to identifying data and information from previously published writings and using the data in the study (Andrychowicz *et al.* 2020). Therefore, the researcher has collected information from several journals and articles which are evaluated in the literature review part as well as in the data analysis part. Hence, using previously published data in research studies refers to the usage of the secondary process. Therefore, it can be stated that the researcher has used a *secondary process* of data collection in

this study as well as has used the *qualitative method* for analyzing all those data.

On the other hand, the researcher has specific theories in order to understand the meaning of the research topic appropriately. *Cognitive learning theory and connectivism learning theory* are the selected theories that are used by the researcher for understanding the implementation of EFL learning accurately. All of these theories and techniques are effectively beneficial for the researcher to describe the concept of the research topic. Hence, the researcher has created some specific objectives to achieve and some research questions based on the objectives which can be identified below. Apart from that, the information that is collected through reviewing different writings of other authors is also evaluated with appropriate subheadings in the next portion of the research study.

1.2 Rationale

India is a Hindi language-based country where most of the population speaks Hindi. English is the second language in India which indicates that a few percent of the population can properly speak English. It is identified that *about 80%* of Indians cannot speak English and *only 4-5%* of the entire population of India can speak English with a foreign accent. Furthermore, *nearly 20%* of the Indian population can speak general English which is not that effective towards their learning outcomes. It is also identified that most of the population who can speak proper English lives in Goa (The Hindu, 2019). In addition to that, it is also identified that English is the mother tongue of *about 256,000 people* in India, the second language of *83 million* people, and the third language of *46 million* people in the country whereas *528 million* people speak Hindi (Livemint, 2019). It can be observed that skills of proper spoken English are lower in India which is one of the reasons for the lower educational performance of the students.

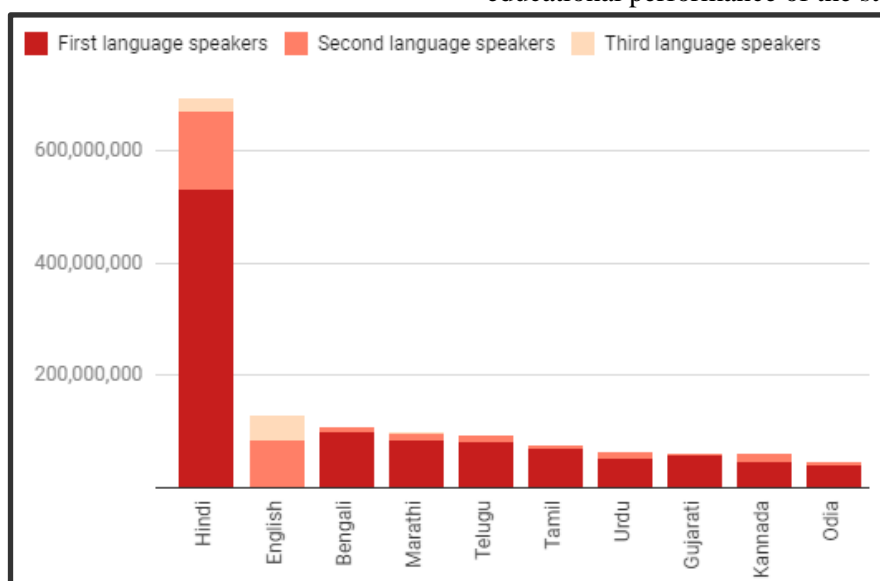


Figure 1: Most spoken languages in India

(Source: Livemint, 2019)

The above figure represents most spoken languages in India which is also showing that most of the people use Hindi as their active language. It can be observed that *unawareness about English speaking skills* among the population of India is one of the biggest issues which impact the development of the country. Knowledge about different languages and skills to speak in different languages instead of only one language is beneficial for students to

enhance their performance. Although people became aware of enhancing their English speaking skills in India, a large percentage of students study in English medium schools in order to make an effective base in the English language. It is identified that *about 26%* of school kids study in English idiom schools in recent times (Times of India, 2021). According to the news, the percentage of English medium students is increasing in India day by day.

1.3 Aims and objectives

The research study aims to evaluate the “language learning strategies” for the EFL learners and their impacts on the learning outcome of the learners.

Objectives

Objectives of the research study are,

- To understand the EFL strategies and their importance for students
- To investigate the impact of EFL strategies on the cognitive skills of students
- To identify the influence of cognitive skills on the productivity of the students

1.4 Research questions

Research questions are the basic questions of a research study that are related to the research topic and help to get a basic idea about the topic.

The research questions of the research study are,

- What are the EFL strategies and how are these strategies important?
- How do EFL strategies impact the cognitive skills of students?
- What are the impacts of cognitive skills on the performance of students?

1.5 Significance of the study

The evaluation of the importance of different EFL learning strategies for the students of India makes the research study significant and remarkable. The researcher has divided the research study into five parts and evaluated collected data in appropriate parts which make the research study significant. Thereafter, the first part of the study is an introductory portion that involves the definitions of EFL learning strategy and its usage. The aims and objectives of the research study are also involved in this part of the study. In addition to that, the researcher has created a specific subheading under the literature review portion according to the findings which make the research study significant. Apart from that, the usage of graphs, diagrams, and tables for analyzing the finding

critically makes the research study remarkable and significant.

2. Literature review

2.1 Introduction

This chapter is focused on implementing the information that is collected by reviewing different studies of several authors. The researcher has selected a few studies that are based on the concept of EFL learning and its importance for the students of India. Furthermore, the researcher has established some criteria for selecting the journals. Firstly, journals that are published in 2018-2022 are selected only to avoid the collection of old data. Apart from that, doctoral dissertations are excluded from all the selected journals. Moreover, the application of specific theory and its importance in this research study is implemented in this research study. Therefore, all the information that is collected from all those articles is evaluated below.

2.2 Concept of EFL Learning strategies

EFL learning refers to learning “English as a foreign language”. It can be observed that people from different countries use English as their native language but their accent is different. Some people tend to learn “English as a foreign language” because they shift to living in a foreign country and some people tend to learn “English as a foreign language” in order to enhance their skills. There are some specific elements of EFL learning such as *vocabulary, grammar, writing, and reading*. The EFL learners must have effective grammar and vocabulary skills which will help them to learn EFL faster. Apart from that, there are some specific strategies that are used for learning EFL such as *visual learning, kinesthetic learning, tactile learning, individual learning, auditory learning, group learning*, and others (Parnrod *et al.* 2017). Auditory learning is the most used EFL learning strategy because it helps the learner to understand the accent properly.



Figure 2: Effective strategies of learning

(Source: Self-made)

On the other hand, it is important for EFL learners to speak in English with a foreign accent in order to practice. In this regard, group learning is the appropriate strategy for learning the language and practicing with the group members. The figure below represents different strategies that can be used for improving EFL learning among learners. Therefore, *using*

memorized expressions, using body language, using educational media instruments and others are the strategies used in India by EFL learners for improving their skills (Shen, 2019). Furthermore, EFL learning increases the cognitive skills among students which is immensely important for better performance.

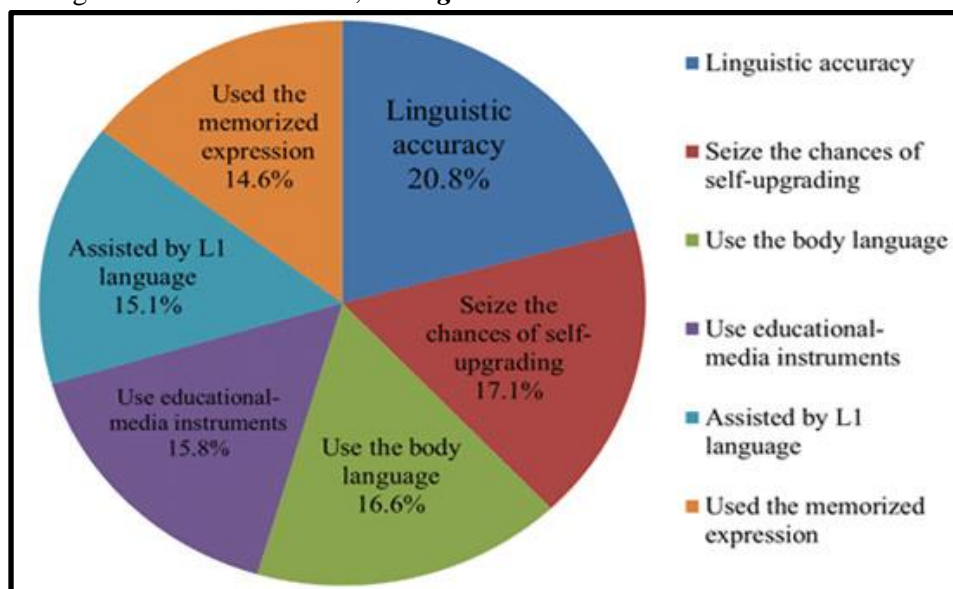


Figure 3: Strategies that can be used in EFL learning

(Source: Shen, 2019)

2.3 Importance of cognitive skills for students

Cognitive skills are the skills that ensure the enhancement of learning and listening skills. It is

immensely important for students to be attentive to their studies for better performance. Therefore, enhancement of cognitive skills helps the students to enhance their listening skills

which lead to the increase of attentiveness towards their writing. Along with that, cognitive skills help to improve problem-solving skills among students. According to the perspective of Lin (2021), problem-solving skills are one of the most important skills for people and it is not only

“important for student life but also essential for the rest of their lives”. In addition to that, cognitive skills make the students able to learn a new thing faster which is also beneficial for enhancing their productivity.

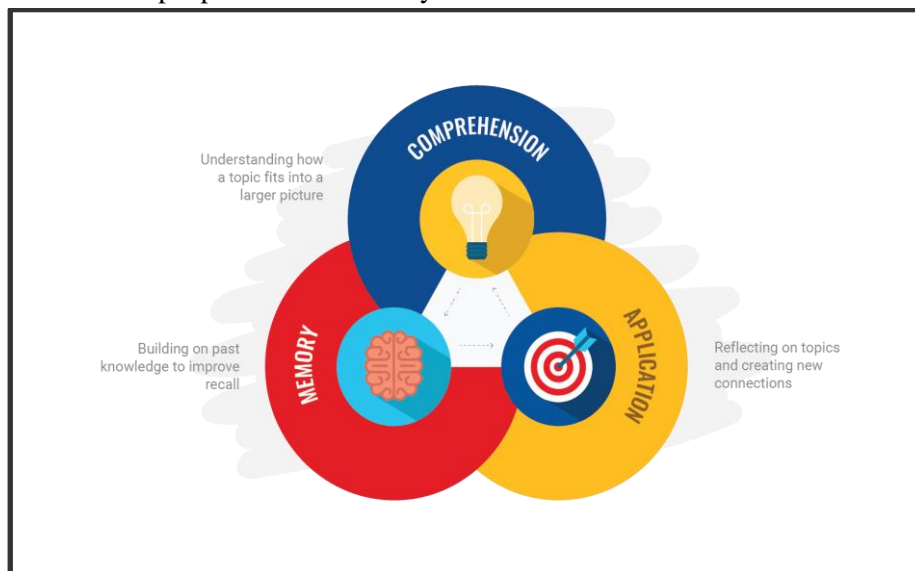


Figure 4: Key benefits of cognitive skills among students

(Source: Vandenbroucke *et al.* 2018)

The above figure represents the key benefits of cognitive skills among students. It can be observed in the figure that cognitive skills help students to get **better comprehension, better memory, and better application of strategies** which refers to problem-solving skills (Vandenbroucke *et al.* 2018). Hence, it can be stated that cognitive skills are important for the students and their productivity. During the pandemic situation, the entire education system of India was closed and that has impacted the productivity of students negatively. In this situation, enhancing the cognitive skills of students will be effective in order to enhance their performance.

2.4 Influence of cognitive skill on EFL Learning

EFL learning strategies help to enhance the learning skills of students which is a cognitive skill. These learning strategies lead to more attentiveness of the students which also highly influences the cognitive skills of students. EFL learning helps students to learn English accurately which skill can be used in their normal studies for getting better productivity

(AlSaleem, 2018). Furthermore, better learning skills refer to cognitive skills and it can be stated that EFL learning strategies help to enhance the cognitive skills of the learners. On the other hand, it is immensely important for EFL learners to listen carefully to understand the foreign accent properly. Listening skill is one of the most important cognitive skills which are beneficial for EFL learners.

In addition to that, oral activities are essential for EFL learners because practicing what the learners are learning leads to better performance. Different types of cognitive skills are previously mentioned as well as their importance for students is also important. Hence, it can be stated that cognitive skills are highly influential towards EFL learning.

2.5 Significance of EFL Learning strategies

EFL learning strategies are the strategies that are used by EFL learners for learning “English as a foreign language”. The study is focused on the EFL learners in India and as India is not an English-speaking country therefore it can be said that people learn English with a foreign accent in

this country in order to enhance their skills (Al-Khresheh, 2020). Although India is not English speaking country, a large percentage of the population of India tends to speak in English and English has become the second language in the country. Therefore, the usage of the EFL learning strategies helps students to get better marks in their second language. It can be stated that the strategies are significant for enhancing the performance of the students.

In addition to that, it is previously identified and evaluated in the literature review part that EFL learning strategies are effectively influential towards increasing cognitive skills among students (Marashi, 2019). Hence, enhancement of cognitive skills is beneficial for the students to increase their productivity. It can be stated that the EFL learning strategies are not only significant for enhancing English speaking skills but also significant for enhancing the overall performance of the students.

2.6 Theoretical perspective

The usage of theories is essential in research studies because this helps the researcher to

understand the research topic from a different perspective. Choosing appropriate theories according to the topic is essential and the researcher has chosen the *cognitive learning theory* and the *connectivism learning theory* for this particular research study.

Cognitive learning theory

The concept of cognitive learning theory refers to the process that helps to understand the procession of information in the brain of humans during learning. In simple words, the usage of the cognitive learning theory helps to understand the learning processes of people. The process of using different strategies by the learners for adapting something can be identified through the usage of the mentioned theory (Ghazi *et al.* 2018). Apart from that, there are three components of the theory such as *comprehension, application, and memory*. These components ensure the enhancement of some specific skills among the learners which are essential for EFL learners as well.

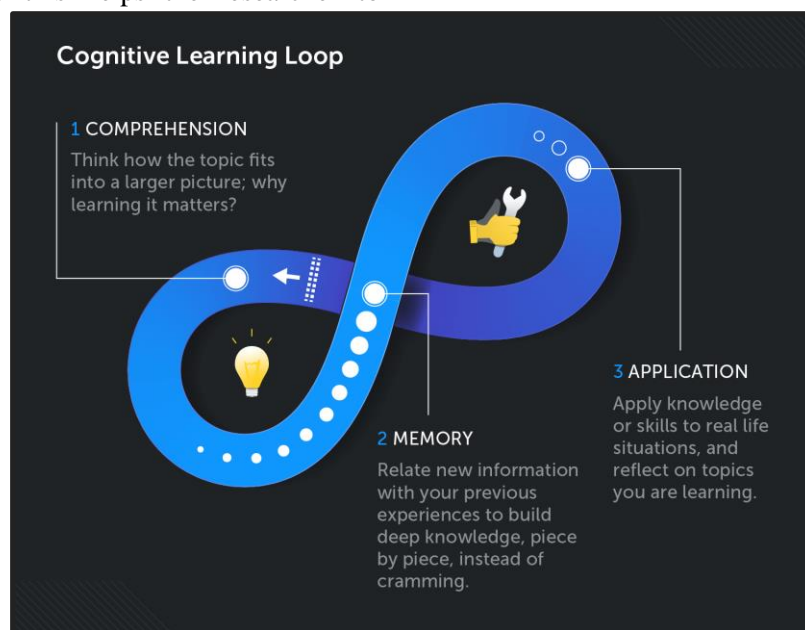


Figure 5: Cognitive learning theory

(Source: Ghazi *et al.* 2018)

Connectivism learning theory

The concept of connectivism learning theory refers to learning through connecting different aspects. In simple words, the combination of theories, thoughts, and collected information and learning something from that is called connectivism learning. The specific theory

explores the concept of connectivism learning and its importance (Corbett, 2020). It is also important for EFL learner to combine their thoughts and general knowledge for learning English with a foreign accent faster. Hence, the specific theory has helped the researcher to understand the process of EFL learning properly

as well as its importance for enhancing cognitive skills among students.

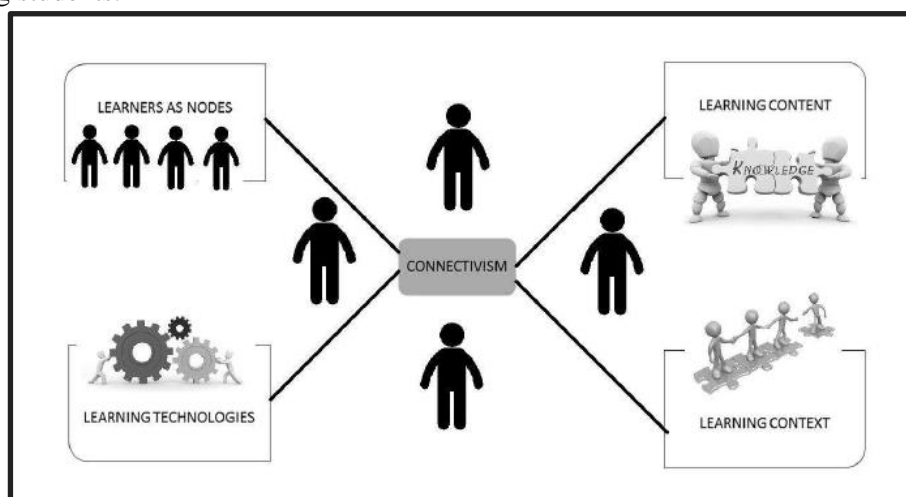


Figure 6: Connectivism learning theory
(Source: Corbett, 2020)

2.7 Literature gap

The researcher has evaluated different EFL strategies and their importance for the students in India. The impact of the EFL learning strategies on the education sector of India is not evaluated in this study which remains a gap in the literature review part.

2.8 Summary

This chapter is one of the most important chapters of a research study that ensures founding some essential data about the research topic. It is identified that the usage of EFL learning is increasing in India which indicates that interest in learning English with a foreign accent is also increasing among the students of India. The significance of ELF learning strategies is evaluated in this chapter which helps to understand the impacts of these strategies on the learning outcomes of students in India. After analyzing all the findings from the reviewed articles the researcher has found the gap in the literature review part.

3. Methodology

3.1 Introduction

The third chapter is concentrated on the evaluation of the methods and techniques that are used by the researcher in the specific research study. The researcher has used specific methods for collecting data whereas specific techniques

are used for analyzing all the findings which make the research study significant and remarkable. A brief description of all the specific techniques and methods is evaluated in this chapter of the study.

3.2 Research paradigm

“The research paradigm” refers to the approach, research philosophy, and research design that are used by the researcher for conducting a research study. The researcher has used “*positivism research philosophy*” in this research study in order to gain knowledge about the research topic. The usage of the specific philosophy makes the researcher able to collect some reliable, objective, and representative data which are beneficial for research studies (Park, 2020). On the other hand, there are a few disadvantages of the specific research philosophy such as the “validity of the collected data” is low. Along with that, it makes the reason for collecting data misunderstandable for the researcher. In addition to that, the researcher has utilized the “*descriptive research design*” for this work that indicates to a brief description of the elements of the research study (Siedlecki, 2020). Hence, the usage of the specific research design makes the researcher able to recognize and evaluate the problems of the research which leads to the creation of a remarkable research study.

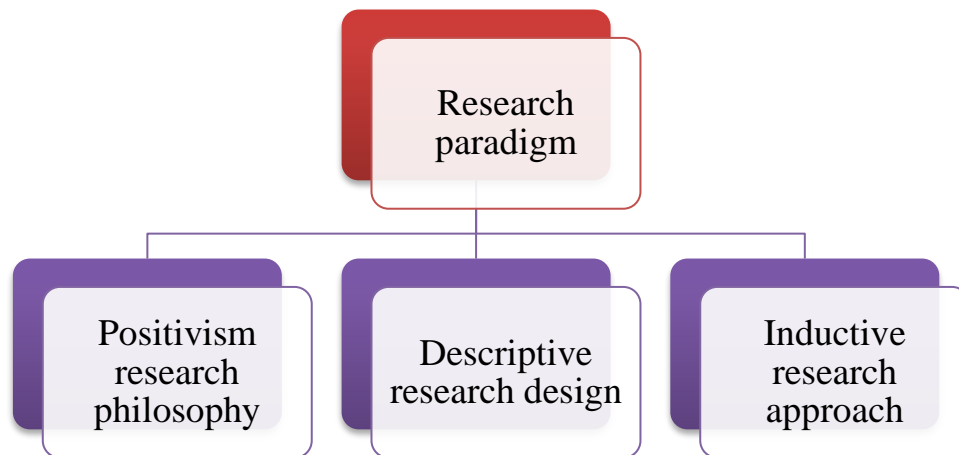


Figure 7: Research paradigm

(Source: Self-created)

Along with this, the utilization of the "descriptive research design" in a research study assists to get the "answers to the what, where, how, and when questions of the research study". Although the specific research design is unable to provide the answers to the why questions of the researcher study, this is an essential tool that is used in this study. Along with that, the researcher has used an "**inductive research approach**" in order to analyze the relationship between the elements and variables of the research study (Walter, 2019). Hence, the usage of the "inductive research approach" refers to observing other articles and the usage of theories for identifying a result to analyze. Thus, all three techniques are appropriate for use in this research study and the techniques have helped the researcher to create a readable and remarkable research study.

3.3 Techniques of data gathering

"Data collection method" refers to the process that helped the researcher to collect relevant data based on the research topic. In order to collect the data, the researcher has adopted the "**secondary qualitative data collection method**". This paper aims to carry out a secondary analysis of quantitative datasets within "language

learning strategies" of ELF learners. From Google scholar based on previous journals and articles, the researcher has gathered all the data of recent years. As opposed to Davidson *et al.* (2019), collecting relevant sources and data based on earlier research studies is under the process of secondary data collection. As someone else has already collected the data, it is helpful in saving time and cost, and because of this, it is considered one of the most effective processes to collect data.

Due to finding the answers to the "research questions", the "secondary data collection process" is highly significant. In order to conduct this particular research study, the researcher has selected articles from 2018 and 2022 as these can serve as recent valid data and information. As opined by Dufour and Richard (2019), a wide range of information can be possibly collected within this data collection procedure. Accompanied with "Planning Additional Research" the risk of getting duplicate information can be avoided. Moreover, this data collection method has helped the researcher to get all the valid and relevant data to make this study more valuable.

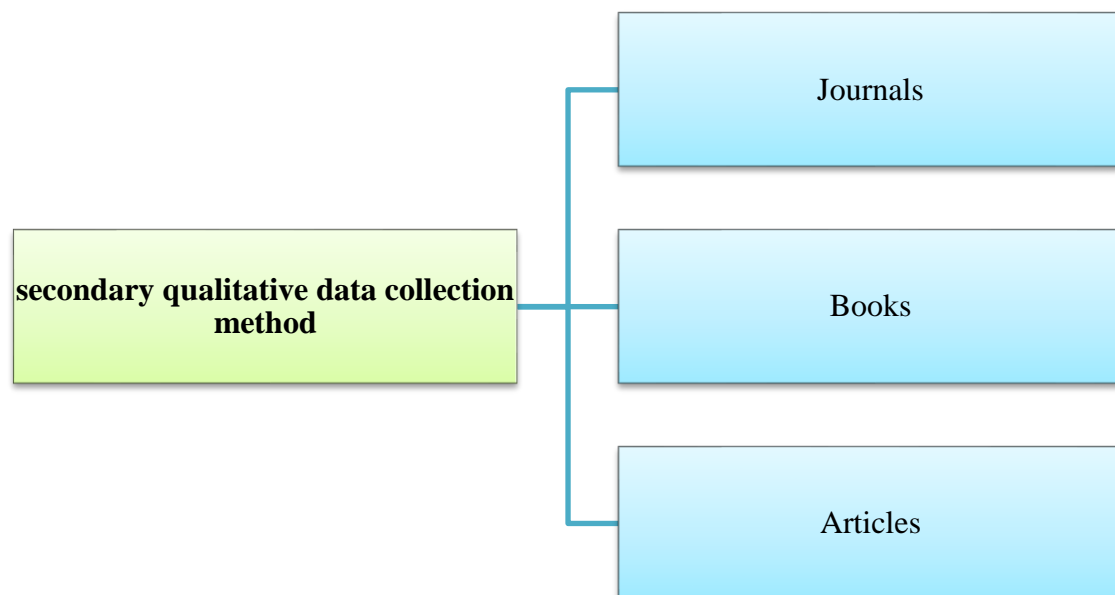


Figure 8: Data collection method

(Source: Self-created)

3.4 Data analysis methods

After the “process of data collection”, “data analysis” is considered one of the most important processes to understand the value of the data. In the words of Balzani and Hanlon (2020), it is a process of investigating, cleaning, changing, and designing data with a target of discovering beneficial information and supporting the process of decision making. This process helps the readers to make sense regarding the particular research topic. In this specific research work, the developer has adopted the support of systematic data analysis method as well as thematic analysis to make it more understandable and sustainable. Due to extracting the authentic information from the collected raw data, the data analysis method played a vital role to evaluate the inner meaning of this data.

In the process of systematic analysis, the data from different years have to be collected to make a clear contrast about any particular research topic. As proposed by Hamel *et al.* (2021), within a systematic analysis the quality of studies is assessed to meet specific criteria of the research method. On the other hand, thematic data analysis is identified as one of the common processes under a secondary qualitative process that involves interpretation and constructing themes based on the research topic. It also

proved helpful for leading this research study and making it authentic.

3.5 Procedure

The secondary process refers to the information that is already existing and available to use. The secondary data includes newspapers, books, journals, articles, magazines. In this research method, the researcher has depended on articles from recent years to get valid and reliable information. As per the view of Jiang *et al.* (2019), the articles have been found based on the key term that the data could be authentic. In addition, all the doctoral dissertations have been rejected as these can limit the research scope as well as mislead the research process. Therefore, all the articles that have limited information about “language learning strategies” have been refused to use in conducting this study. As secondary data sources are done by others and already existing, the research has focused on the evaluation process to pick only valid articles to take the reliable information about “language learning strategies of ELF learners”.

Along with this, the researcher has concentrated on the data analysis process as it is an important step in making particular research valuable. In this regard, the research has monitored the review and result of these data analysis processes to identify these effects before using them in this research study (Garcia and Mayorga, 2018). All

the existing data is summarized and assembled to increase its market value and sustainability. Thus all the steps of this research study have been followed under strong observation.

3.6 Summary

After analysing the entire process of data collection, it has been identified that the secondary data collection method has proved helpful to conduct this research study in a short time. In order to gain knowledge about the research topic, the researcher has adopted an

effective research philosophy. In addition, the research design has helped the researcher to get a brief description of the elements of the research topic. Thus the selected research approach also proved useful to evaluate the connection between the elements and variables of the research study. Along with this, data collection methods, as well as data analysis methods, are also identified as beneficial to leading this research work in the right direction.

4. Data analysis

Author	Findings	Significance
Niu <i>et al.</i> (2018)	Cognitive skills make the students able to learn new things faster. Developing oral “language learning” also can prove as finding opportunities in the future careers. It ensures the enhancement of the learning and listening skills of the students. The problem-solving skill also will grow with this skill development method.	From a socio-cultural structure, the study of the foreign “language learning process” can be identified as experienced within the cognitive skill development process. Accompanied with diverse potential learning resources the process of learning the English language can be proved as beneficial. If students can fix their own problems, it will be a great opportunity for them to construct a self-modification area.
Zhang <i>et al.</i> (2019)	Students’ adaptive beliefs regarding evaluation were remarkably connected with “self-regulatory learning strategy”. EFL students believe that estimating the reliable purpose of the “language learning strategy” reflects the knowledge and skill of the language.	Assessment Scale has been identified as a tool that helped in measuring the students’ adaptive points of view regarding language. In addition, BAS also can be used as an alternative scale to investigate the connection between the “learning outcomes and potential goals”. Learning measurement helped an individual student to understand the amount of adoption or gaining. In this regard, the Self-Regulated Learning process can support in influencing students’ learning outcomes. Following the learning objectives, “students’ perception of

		knowledge transferability” can be balanced well. Due to students’ motivations and changing learning attitudes, High-stake testing has an effective impact.
Sun and Wang, (2020)	In India, there are many students who have engaged in the procedure of developing “English as a foreign language (EFL)”. EFL learning strategies help to enhance the cognitive skills of the learners. The modification of self-efficacy, as well as unusual utilization of SRL strategies, is important. In addition, to develop students' writing proficiency, self-regulation and self-efficacy is vital requirement.	Following EFL learning strategies, students need to listen carefully to understand the inner meaning of the foreign langue and observe it in a better way. The course of writing is also important to adopt a new language quickly. Continuous encouraging the students to increase their writing capabilities and sentence construction can help an individual to build a proper sense regarding a particular language.
Luo <i>et al.</i> (2021)	Learning “English as a foreign language” has been rapidly growing within the rising population. The capability of knowing different language help in modifying poor academic achievement. Developmental mechanisms of “language learning processes” are important to focus on developing “foreign language learning skills”. "Quick Interactive Language Screener" is a tool that supports the “foreign language learning process”.	In order to get more effective as well as affluent peers, “supplemental educational services (SES)” effects on the English word learning method. In the condition of learning opportunities are presented as higher, the implementation of proper skill and method is necessary. In order to gain the meaning of a new language, syntactic bootstrapping is also indeed vital. Thus focusing on language products is significant to observe the potential rule of the learning process. The limitations of learning a new foreign language also need to be analysed as it can support in a better way.
Lai <i>et al.</i> (2022)	Modern and advanced “mobile technology” suggests huge potential for "university students' language learning".	There are several types of learning processes that have been leading only dependent on the mobile technology in

	<p>Self-regulation skill is a quite significant element to boost energy to learn any new foreign language.</p>	<p>“language learning classroom”. In this regard, self-regulation skills have played a great role in supporting the entire process. As learning any foreign language can increase the scope of the future development process, language learners need to adopt different disciplines by utilizing the “structural equation modelling approach”. Learning attitude can be modified within the adoption of mobile technology as it is easy to access and available. Developing behaviour towards the learning process is a strong element to increase self-regulation skills to learn a new language to enhance students’ productivity.</p>
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Table 1: Systemic data analysis

Theme 1: The Impact of “Language Learning Strategies” on Students’ Attitude

In recent years, it has been found that a wide range of students is engaged in the foreign “language learning process” that placed “language learning strategies”. Language learners’ attitudes towards the new foreign language are easily influencing the “language learning procedure”. As per the view of Hwang and Fu (2019), a positive attitude always helps in enhancing motivation to grow productivity level. In this regard, attitude towards new language is connected with a wide range of socio-cultural, socio-political, and socio-economic contexts where new language can get different meanings and values.

Students’ attitude towards a new language is identified as psychological predispositions that support understanding complex notions. As stated by Sardegna *et al.* (2018), students’ efficiency in learning a new language is indicating of getting a positive advantage to achieve potential target goals. Due to adopting any different language under the area of

“language learning strategies”, the adoption can be proved as useful. The students can take a move forward with more confidence and a positive attitude within learning a new language. As English has been identified as accepted by most countries, the attitude of learning towards English has a significant impact on students.

Theme 2: EFL reading to enhance the future opportunity of the students'

Reading comprehension for “English as a foreign language (EFL)” students is a vital requirement in enhancing future opportunities for the students. In the words of Dehghanzadeh *et al.* (2021), worldwide most of the studies are written in English and those students who are belonging to “non-English-speaking countries” are facing problems the most. Thus to gain proper knowledge and information, reading is one of the most effective key tools that can support the traders to involve in the process of learning and observing new ideas and concepts to increase productivity and understanding. Accompanied with continuous reading, “English as a foreign language” can support the process of word recognizing as well as challenging activity.

Increasing awareness regarding any particular language reading has been considered enables the reader to identify the terms and the meaning. As opposed by Pustaka and Wiedarti (2019), in order to communicate with different people and work in foreign countries, it is important to learn English as it is accepted by most countries to be the best medium to make positive communication. Accompanied with only the process of learning the actual accent of the English language can be adopted in an appropriate way. It is one of the effective strategies that helped the readers to make a complete vision and gain knowledge about the new language.

Theme 3: Elements to boost the self-regulation skills in “learning a foreign language”

In order to get a better performance in learning “English as a foreign language” “Self-regulated Learning Strategies” have been identified as one of the most effective key elements that can control the learning process. In addition, it helps in motivating the students to get the opportunity of future career development. Thus the entire process is dependent on some elements that continue engaged in improving skills of learning. As proposed by Habók and Magyar (2018), practice self-awareness refers to the capability of an individual to consciously recognize own thoughts and make a strong belief. Observing the requirements, exercising discipline also can support the activities of boosting self-regulation skills. In the area of “learning a foreign language”, the most important element is the ability to understand the meaning of the language.

Aligning goals with the values also has a great impact on developing self-regulation skills to achieve the potential goals. As supposed by Arias Soto and González Gutiérrez (2019), engaging in positive self-talk also assists in keeping the focus stable towards the plan. If the future goal can be fixed, for a student achieving the target will be a commitment, and this entire process will modify the criteria of improving the skills that have been required in the new “language learning process”. In addition,

physical activity helps in boosting mood and reducing the stress that assists students in the process of goal setting.

Theme 4: The Impact of EFL Learning strategies on Students’

“Language learning strategies (LLSs)” are influenced by contextual, individual differences, and environmental factors. In this recent developing world, “foreign language teaching and learning” possess has become one of the essential needs to set career of the students. As stated by Öztürk and Çakıroğlu (2021), increasing self-observation power can help in gaining knowledge regarding the new foreign language. Learning “English as a foreign language” can support in creating a secure and dependable structure for the students who are trying to set a different goal for their future careers. Learning goals can be cleared to adhere to students’ standards and going to build all lesson plans.

EFL Learning strategies can make standards language familiar to students based on curriculum guides. In the words of Meena (2020), it can ensure procedures/routines are established for transitions. In order to challenge the negative situation in the way of setting career having clear end goals are identified as crucial that can be possible to have only depending on the EFL Learning strategies. Thus in EFL learning strategies, there is an issue relative to the sequencing of instruction. It can be controlled within the continuous practice and developing process.

Theme 5: The Role of Cognitive Skills in Learning New Foreign Language

Cognitive learning is an active immense process that is connected with students’ sense in a long-lasting as well as constructive way. As per the view of Godwin-Jones (2019), through an immense process, learning a new language appears to modify functions such as mental alertness and attention. In the area of feeling complexity and difficulty in the “language learning process”, this skill helped to build an effective connection with the capability to control an individual behaviour towards the “English language learning process”. It has been

conveyed that the people who are able to speak other languages frequently show sympathy. Accompanied with cognitive skills, students can gain originality and creative flexibility within a foreign language.

Since switching language, it is highly significant to have the willingness of learning a new language. Practicing listening is one of the most effective skills under cognitive skills that support understanding the meaning and value of the language. As opined by Warner and Dupuy (2018), millions of people are engaging in the online cognitive skill development process in order to make the brain sharp. In this regard, learning a second language is one of the tough works and it needs more time, focus, and practice. Making a boost in overall cognitive development, having the power of self-esteem is identified as useful. In order to use the new foreign language in the daily life of the student can make sure that they are completely engaged in the “language learning process”.

5. Conclusion

Following the entire above evaluation, it can be stated that EFL learning strategies help to enhance the learning skills of students. It is an effective strategy that is mostly used by EFL learners for learning “English as a foreign language”. In getting better marks in the second language, this strategy has proved effective. Enhancement of cognitive skills is also a beneficial step in the area of increasing the productivity of the students. Focusing on cognitive skills is identified as the most useful tool that not only supports a student in speaking another language but also assists in enhancing the overall performances of the students. This empirical study has been focused on the concept of “language learning strategies” that are supporting EFL students to gain knowledge and ideas regarding “English as a foreign language”. Due to enhancing the productivity of the students, this study has mentioned all the potential strategies that can support the new “language learning process”. Especially for the non-English speaking country, English has remained as difficult to learn. In this area, learning a different language needs some powerful strategies.

It has been observed that learning EFL in non-English speaking countries has profits as it can enhance a particular skill among the students to set their career in another country. The researcher has used effective methodological tools to achieve valuable data and resources to make this study reliable. In addition, through the systematic data analysis tool, the research has made sure that the research has generated the right information. As an empirical study indicating the style of collecting data and information from previously published journals and articles, the researcher has focused on this matter. Based on five different years' findings and significance, the researcher has made this study more comparative. Along with this, the thematic analysis also has been implemented in this study to make it more understandable. Thus *Cognitive learning theory* and *connectivism learning theory* are two theories that have been discussed in this study to emphasize the EFL learning strategy. Depending on the “research objectives and questions” all the area of this study has been led towards making an effective decision. Moreover, this study will helpful for the EFL students who are concentrating on the learning process of a new language.

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