

Language Learning Strategies Used by Indian University Students from Rural Backgrounds

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KEYWORDS English Language Learning. Metacognition. Memory. Strategies

ABSTRACT The use of language learning strategies (LLS) has been found to enhance learner autonomy and lead to positive academic outcomes. This study investigates the pattern of language learning strategies used by rural learners of English as a second language in India. The frequency of strategy use by 434 learners was recorded using the Strategy Inventory for Language Learning (SILL) questionnaire. The data analysed showed that learners preferred to use metacognitive strategies more frequently and memory strategies less regularly. The results also indicated a significant positive correlation between memory-compensation, cognitive-compensation, metacognitive-social, and affective-social strategies. The paper concludes with an emphasis on the need to understand the importance of LLS, thereby inculcating it in regular classroom practices to help learners become proficient in English language skills.