

Investigating the Impacts of Psychological Factors on L2 Learning Strategies in Enhancing Communicative Ability of University Students

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Abstract

The present research aimed to investigate the impacts of psychological factors on L2 learning strategies in enhancing the communicative ability of the students of Ghazi University. For extracting information from the University students a research questionnaire was devised and 251 respondents responded the researcher positively. The collected data was analysed with the help of SPSS. Finally, based on the participants' assessments and conclusions, most students agreed or strongly agreed with the statements. In many different situations, psychological variables affect L2 learning. Study participants positively responded when asked to rate how psychological elements in second language learning strategies help them when they want to get better at predicting what the other person would say next in the target language. In the same way, psychological elements in L2 learning techniques enhance students' proficiency in target language listening. They also believed that the cognitive capacities of a foreign language are better enhanced by these elements in L2 learning methodologies. Many students acknowledged that psychological elements in L2 learning strategies surprisingly assist them anytime they become stressed, nervous, upset, or indignant, especially while speaking English.

Keywords: Communicative Ability, Foreign Language, Language Learning Strategies, Psychological Factors

Introduction

According to Harley (2012), language serves as a human means of communication. A language is necessary for everyone to function in society. Language is the only tool that a person can use to carry out his or her daily activities. According to Sapir (1968), a person

cannot even think without language. To begin with, practically speaking, consider a table without using any words. Thought is impossible without language. Sapir (2023) argued that it is impossible to disentangle language from thought. Thought and language are inextricably linked. This useful project demonstrates the function of language in daily life. It makes it possible for someone to communicate, write, listen, and read correctly. It is a resource for skill acquisition. Language serves as a teacher-student communication channel. Without studying a language, it is impossible to become proficient in any skill. A language, according to Harley (2012), is a system of signs and symbols. The sign in this instance denotes the "source for the meanings," and the symbol denotes "a specific representation of an idea." According to Bloomfield's (2000) theory, language is a means of communication in which the speaker speaks and the listener responds. All organisms communicate with one another, according to Mehrbian (1977), but only humans use language for verbal or nonverbal communication. Spoken words, signs, and symbols make up human language. According to Chomsky's 1957 theory, every language has a unique set of rules and structures. He goes on to argue that every child has a language acquisition device, or LAD, implanted in his brain from birth, which aids with methodical language learning. After acquiring their first language, learners acquire a second language, sometimes known as a foreign language. Crystal, D. (1997), asserted that "English has become the international language." It is significant in many spheres of life, including education and employment recruitment. The research literature is readily available in English. The majority of people in the modern world attempt to learn English since it is currently necessary. To help their kids acquire the language, most parents make an effort to speak English with them. Students use a variety of websites to study English. Their goal is to become fluent in English by conversing with non-native speakers. Two categories exist for language skills. Receptive language is the other category, whereas expressive language is the first. A student can communicate his thoughts clearly when he uses expressive language. It also makes it possible for someone to comprehend other people's perspectives. The ability to comprehend spoken language is also known as receptive language skill. There is an increase in the usage of English. Everyone should study English because it has become increasingly important in the first century. The English language is widely used throughout the world. If someone wishes to live a better life in any area of their life, whether it is professional or practical, they must be able to communicate in English. Worldwide, English is a language that is extensively spoken. It serves as a channel of communication for trade, scientific inquiry, and diplomacy.

Barriers to Learning English in Pakistan

Pakistan is a multilingual country. Pakistan's culture is represented in all of its languages. As far as languages go, Pakistan is a multilingual nation where many languages are spoken. English language learners have numerous challenges when acquiring the language. Being multilingual can make learning English more difficult because of the effect of other languages, such as Saraiki, Punjabi, Urdu, etc. Writing, speaking, listening, and reading are the four linguistic abilities of the English language. For a Pakistani learner, mastering all four English language skills is quite challenging. Due to Pakistan's poverty, educational institutions there do not place a higher priority on proficiency in four languages. The majority of educators don't focus on teaching English language proficiency. All they want is to make a living. They

give talks at numerous academies. They follow busy schedules. They are too weary to instruct the students effectively. As a result, they are unable to effectively educate in accordance with the needs of the students and must be proficient in speaking and writing in English. Even someone with a master's degree finds it difficult to speak English and present themselves correctly due to the dismal state of public education. The capacity to communicate without prior knowledge is a valued skill. But even after earning a master's degree in English, students still struggle with speaking and writing the language correctly. The word factor derived in the early 15th century from the Latin word 'facere' which means to do or perform an action. Factor leads to an action phenomenon and an event. It is a part of a person's behaviour. The process of acquiring a language involves numerous aspects for learners. These three general aspects are social, cognitive, and effective. These elements that influence L2 learning strategies must be minimised by the teacher. Individual differences can be used to classify general factors such as motivation, aptitude, cognitive style, IQ, personality, age, and attitude. Ellis (1999) distinguished between two categories of general factors: Adaptable (that can be modified in the acquisition of a second language such as anxiety and motivation).

Psychological Factors and L2 Learning

A person's psychological components are those aspects of their personality that improve their thought processes. These elements always touch on a person's psychology and how it influences how they perform to get fulfilment. The process of teaching and learning the English language is regarded as a cognitive one, according to Bloom (2004). The study of psychology is essential to learning a foreign language. Numerous psychological elements impact the process of teaching and acquiring a second language. Bloom (2004) posits that the affecting realm of influence is the point at which an individual becomes cognizant of their circumstances, articulate their emotions in reaction to them, and acts appropriately. He goes on to say that some of these feelings include empathy, desire, self-esteem, beliefs, and fear. A large percentage of a person's feelings are derived from their self-perception. Learning a second language is influenced by numerous psychological aspects. Here is a detailed list of these factors: Something that leads to one's needs, wants, cravings, and desires is called motivation. Humans continue or start something because of motivation. One of the main things that drives students to perform better or achieve better is motivation. It is the primary cause of the learners' motivation to acquire new knowledge. It has an immediate impact on pupils' mindsets. One of the main elements that is crucial to SSL is aptitude. A more talented person can pick things up more quickly. Official aptitude exams include the Pimsleur Language Aptitude Battery (PLAB) and the Modern Language Aptitude Test (MALT). In a similar vein, cognitive styles have a big impact on how language learners use and pick up new languages. Cognitive styles refer to a person's ways of thinking, seeing, and recalling information. These cognitive types have an impact on attitudes, values, social interactions, and personality. Finding learning about an individual's differences is more significant. Robert Sternberg contends that intelligence influences environment selection, environment moulding, and life adaption. The capacity to learn, solve problems, remember information, and think critically are all considered traits of intelligence. When it comes to learning foreign languages, intelligence is a general aspect. One common aspect that is important for learning a second language is age. People frequently assume that youngsters are more active than

adults. Youngsters are better at remembering information than adults are. According to Snow (1983), teenage development happens quickly. He goes on to explain that age is only relevant to syntax and morphology. Curran (1961) reported that there is a correlation between learning a foreign language, psychological factors, and counselling, based on theories from the fields of psychology, education, social science, and economics. Additionally, he shows how many linguistic interaction issues are related to personality disorders. Learning a second language is significantly influenced by age in general. It is a popular belief that children exhibit greater levels of activity than adults. Compared to adults, children are better at remembering information. According to Snow (1983), teenagers advance quickly. He goes on to explain that age only comes into play when discussing syntax and morphology. Psychological, educational, social, and economic theories led to the conclusion, according to Curran (1961), that there is a relationship between psychological elements, counselling, and learning a foreign language. Additionally, he shows how personality disorders are related to several linguistic interaction issues. Numerous investigations conclude that empathy, healthy teacher-student relationships, anxiety-free living, and fear-based intrinsic and extrinsic motivation are effective ways to address these psychological variables. Factors such as age, gender, motivation, aptitude, anxiety, socio-psychological, and economic influences all impact learning a foreign language. It is important for both teachers and students learning second languages to be aware of the underlying issues and the importance of these elements. The purpose of this research is to mitigate the psychological influences on language acquisition techniques. Learning a second language adds variables such as student-teacher relationships, methods, motives, age, attitude, and gender. Learning a foreign language is always influenced by these psychological aspects, whether it is successful or not. When studying a foreign language, students always look for assistance to get past these obstacles.

Impacts of Psychological Factors on Language Learning Strategies in Cultivating the Target Language Proficiency

Significant research has been developed in the last 20 years. Each of these studies stated that there are several elements thought to influence learning a second or foreign language. Age, technique, capacity, inspiration, methods and attitudes, creative thinking, the relationship between students and teachers, and various social, cultural, and psychological responses are a few of these variables. Schumann (1975) asserts that a wide range of elements influence the process of acquiring a foreign language. They consist of a combination of language, emotional, and cognitive factors. Harvard University researcher Schumann (1975) proposed that affective factors may be more important in explaining second language learning issues than biological development. Learning a foreign language has become a significant subject in many countries' secondary school curricula, according to Massad (1993). English is thought to be the most studied foreign language among them. According to Massad, three main socio-historical phases pertain to language study, such as learning English. Traditional language, communicative language, and educational language are these three stages. On the second level, they cited instances of former colonial countries like India where English is the mother tongue. On the third level, they gave examples of European nations where English is the traditional language of instruction, such as in higher education for science and technology. The conclusion drawn by Fathman (1976) is that a multitude of factors may influence an

individual's performance in acquiring a second language. These variables include the learner's aptitude, environmental influences, and individual variances. According to Titone (1985), teachers with a lot of experience were unable to see that factors other than aptitude and intelligence—which were thought to be the most important in second language acquisition—had to be taken into account. A few studies have emphasised one or more factors, which frequently gave the many variables hierarchical significance. The term "psycho-social motor" is first used by Miller (1990) to refer to the multidisciplinary field of linguistics and psychology. He went on to say that linguists acknowledge that some psychosocial motor types are capable of moving the lexicon and grammar mechanism. Miller observed that when contrasted to many other things, such as competence, verbal performance appears to be quite limited. Several mini-courses were created by the Michigan University Institute of English Language in recognition of the importance of psychological factors in language acquisition. Such mini-courses can be delivered at a time when a psychological break is much needed, according to Yorio (1979). It won't ever have an impact on students' usual academic work. Most aspects of the language learning process can be impacted by societal factors. According to Richards (1974), there are particular forms and contours of acquiring a language that may be most significant in relation to social variables. These are the first and second languages. However, when they go, the students create. When do some leave? When is someone leaving? It may depend on particular social contexts, the standards and methods of the learner, or other community elements in the context of language acquisition. The word "strategia" in Greek means "military skills." The planning, addressing, and anticipating of the dispute are all included in the phrase strategy. This expression became widely used in the context of teaching and learning over time (Oxford, 1989). It is believed that learning strategies are helpful in the area of learning acquisition. A multitude of methodologies have been adopted by numerous researchers in the field of language learning. Making the students effective students was the primary goal of these initiatives. Numerous academics provided definitions of language learning strategies in this setting. Because of their commonalities, all of these descriptions of language acquisition processes remain speculative. There have been measurements made of learning processes, learning capacities, possibly cognizant plans, fundamental knowledge, learning approaches, language distribution tactics, consciously engaged activities, and problem-solving techniques (Wendon, 1987). Wendon (1986) identified six key components of language acquisition strategies, which are as follows: In the course of learning a language, she coined the phrase "risk-takers." Both deliberately and inadvertently, language learners employ these techniques. She goes on to say that students apply these abilities to novel items in novel contexts. She continues by saying that as language learning occurs, some of the learners' behaviours are obvious and some are hidden. In the process of L2 learning, problem- or goal-oriented strategies are used to streamline and integrate the needs of learners. Students' direct and indirect learning skills are developed using L2 learning methodologies. It suggests that students control, archive, modify, or normalise what they have learned. Learning approaches such as "subject to the belief that students deliberately occupied with the action to accomplish specific objectives and learning systems can be viewed as extensively imagined purposeful headings and learning strategies," according to Stern (1992), are examples of learning methodologies. It's interesting to note that the student benefits from learning and

learning processes. Cohen (1998) likewise supported Stern's previously stated theory. They thought that language learners would function more effectively if they deliberately selected techniques for acquiring, retrieving, applying, and storing knowledge. Other reliable taxonomies of language acquisition techniques exist. These taxonomies are considered specific estimates that a student applies to facilitate the most common way of learning and to make it more helpful (Uhl Chamot, A., & El-Dinary, P. B., 1999). In this context, Csizér, K., & Dörnyei, Z. (2005) share their opinions regarding language acquisition techniques. These tactics come in a variety of shapes, and they are perplexing by nature. Self-regulation, according to Vygotsky, is a way of keeping an eye on, directing, organising, focusing, and acting. LLS are programmes that facilitate language learning. We employ LLS for a variety of tasks aimed at addressing particular kinds of problems. There are two distinct types of language learning methodologies: language learning strategies (LLS) and skill learning strategies (SLS). According to Rubin (1981), correspondence is like "creation stunts." However, Brown (1980) makes the clear distinction between correspondence systems and learning processes based on the idea of "correspondence. Correspondence processes are defined by Harris (1993) as learning techniques. According to him, students can benefit from correspondence processes to advance their language skills. At closer inspection, there appears to be no clear difference between correspondence tactics and learning strategies. He believes that there is some risk associated with the relationship between learning systems and correspondence techniques (Csizér, K., & Dörnyei, Z., 2005). Although L2 learning strategies can be connected to other approaches, they are distinct in their own right. Additionally, it contains a taxonomy or category that is crucial to learn in order to conduct or comprehend LLS research. The aforementioned factors indicate that language acquisition processes may be linked to many policies; yet, they do exist. It also has a scientific categorization or order. The command is particularly important in LLS to pass the exam. Researchers' taxonomies are cited because numerous linguistic taxonomies are being introduced, but none have attained such prominence. Many academics, including Ellis (1999), Oxford (1990), Wenden (1987), and O'Malley, J. M. (1990), attempted to categorise language acquisition techniques. There aren't any significant distinctions between these categories of language acquisition techniques. Presently, the classification is demonstrated in recent studies by O'Malley, J. M. (1990), Oxford (1990), and Rubin (1990). Determining how L2 learning techniques are arranged is crucial for guiding research on the subject of "LLS." There are two primary categories of L2 learning tactics. Six common categories are also included in these categories, and they have an immediate impact on the learning plan. Moreover, the LL method is engaging with two indirect language strategies (Rubin, 1990). Direct and indirect strategies are the categories used to categorise L2 learning techniques. Conjecturing/inductive reasoning, certification/explanation, deductive reasoning, assumption, memory, and monitoring have all been used as direct tactics (correction of new expressions or words and error analysis). Conversely, these strategies raise the likelihood of production tricks, or the capacity to generate a wide variety of words and sounds using different systems, and practise (to talk with native speakers). Language Learning Strategies (LLS) are mostly focused on communication, according to Rubin. 26 approaches were classified by O'Malley into three categories: affective (affective learning), meta-cognitive (learning special to different learning), and cognitive (social activities and learning particular

to distinct learning) (knowing and learning). There is a relationship between the cognitive and meta-cognitive classes. Robin included social strategy as a crucial research phase in both his direct and indirect tactics. Conversely, indirect methods support language learning indirectly through planning, evaluating, empathetic, fear management, teamwork, and opportunity recognition. Eight different ways exist for acquiring a language, as demonstrated by Stern (1975). These tactics were collected by him from various sources.

- i) His opinion about learning literature of language.
- ii) His knowledge as a teacher and a learner.
- iii) His perspective on language knowledge and the three fundamental language learning challenges.

The top 10 L2 learning strategies are being used by language learners. These tactics include the following: formal strategies, experimental strategies, planning strategies, empathetic strategies, active strategies, practise strategies, internalisation strategies, monitoring strategies, and communication strategies. According to Stern (1992), five LLS are given below:

- i) Interpersonal Strategies
- ii) Affective Strategies
- iii) Communicative - Experiential Strategies
- iv) Planning Strategies and Management
- v) Cognitive Strategies

Oxford (1990) put up an innovative taxonomy that makes a distinction between direct and indirect approaches. The process of acquiring a language involves direct planning. Conversely, indirect methods support language learning indirectly through planning, evaluating, empathy, fear management, teamwork, and opportunity recognition. Direct strategies are those that concentrate on the direct application of language. Language-related information is recalled into memory setup via compensatory mechanisms, cognitive strategies, and memory techniques. The use of cognitive techniques is concerned with the response and construction of meaning from new facts. To overcome gaps in learned information, compensatory processes are used. In a similar vein, direct strategies include using memory, taking action, doing thorough reviews, applying visuals, applying sounds, and building mental connections. Cognitive techniques make use of analysis, communication, practice, receiving, developing output and input structure, and reasoning. Compensation Strategies are utilised to estimate wisely and get around speech and writing challenges. Conversely, indirect strategies—like metacognitive strategies—are employed to plan your coursework, monitor your development, and keep learning on course. Affective strategies are also employed to measure your emotional state, reduce worry, and boost your self-esteem. Inquiring, collaborating, and demonstrating empathy are all examples of how to use social strategies. The aforementioned methodologies are essential and helpful in understanding the current research regarding the use of language learning methods. As the language learner employs LLS in the formal education process and receives new language input, the application of this new information depends on certain methodologies like LLS. A student's progress through assignments or difficulties in the language classroom can be accurately predicted by looking at their language learning practises. Or, to put it another way, teachers can learn a lot about how their students are responding to situations and selecting skills that

are relevant to understanding new material in the classroom by observing and observing the language learning strategies that are being used subtly. According to Fedderholdt (1997), language learners can improve their language skills by effectively utilising a variety of language learning strategies. Cognitive techniques can be beneficial for learning time, self-monitoring, and self-evaluation. Cognitive approaches make use of prior information. To ask native speakers to participate as well as to build a relationship for the betterment of a second language, social and divisive policies are used. By promoting autonomy, these tactics allow the learners to take control of simplify on the process of learning. Clouston (1997) asserts that LLS aids students in developing their communication skills. Learning strategies are broad terms that include any methods or approaches that a learner of a second language uses to pick up the language. The majority of educators strive to improve their pupils' communicative abilities and help them become competent English speakers. Clouston (1997) asserts that L2 learning processes make language instructors capable of providing effective instruction. Research on efficient language learning techniques produced a range of promising concepts. Such strategies could be used by non-native language learners who wish to get better at learning languages. A poor language learner can reach the objective or succeed in the language learning process if they use effective language learning strategies. The main goal of this project was.

Research Objectives

The core objectives of the present study are given below:

- i) To know the views of BS English students regarding the influence of psychological factors on L2 learning strategies in improving second language communicative ability.
- ii) To examine the situations in which psychological factors influence L2 learning strategies in improving foreign language communicative ability.
- iii) To analyse the impacts of psychological factors on L2 learning strategies used by L2 learners to enhance their foreign language communicative ability.

Research Questions

The research in hand is designed to the following research questions.

- i) What are the views of BS English students regarding the influence of psychological factors on L2 learning strategies in improving second language communicative ability?
- ii) What are the situations in which psychological factors influence L2 learning strategies in improving foreign language communicative ability?
- iii) What are the impacts of psychological factors on L2 learning strategies used by L2 learners to enhance their foreign language communicative ability?

Methodology and Methods of This Research

Cohen (1996) defines research technique as the process a researcher follows to complete his or her study endeavour. This methodical examination aims to find the answers to the what, when why, and how research questions. This chapter includes the researcher's discussion of the population, study participants, research design, data collection tools, data interpretation, data analysis, and procedures. In research methodology, researchers use different techniques, procedures and methods to provide an overall summary of his/her research

experiments and tools. The researcher is going to provide all the details regarding his research. There are many research tools (questionnaire, interview, survey observations etc) but the researcher has used a students' questionnaire as his research tool. The background highlights that there are numerous approaches for collecting data for the study of second language learning. Cohen (1996) declared that many approaches to vocabulary learning and L2 learning strategies exist. These strategies have different benefits and drawbacks. There is no perfect method. It is important to keep in mind the researcher's aim. According to Robson, M., & Stockwell, P. (2005), the research methods must follow the study's goal representing the research tool. The researcher uses a questionnaire as a research tool. The questionnaire is the most common and effective way to collect the data.

Research Population Sample and Sample Techniques

In scientific terminology, a population refers to a subset of the specific group that is being studied to gather data. The sample for this research comprised 251 university-level male and female students and they were registered at the Department of English, Ghazi University Dera Ghazi Khan.

Data Analysis

Table No: 1 I think psychological factors in L2 learning strategies help me in reviewing English lessons to improve my communicative ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	6.8	6.8	6.8
Disagree	42	16.7	16.7	23.5
Neutral	10	4.0	4.0	27.5
Agree	133	53.0	53.0	80.5
Strongly Agree	49	19.5	19.5	100.0
Total	251	100.0	100.0	

The above table reveals the highly positive attitude of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies help me in reviewing English lessons to improve my communicative ability'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.8% (n=17) strongly disagreed with the above statement of the students' questionnaire, 16.7% (n=42) disagreed with the statement, 4.0% (n=10) remained neutral, 53.0% (n=133) agreed with the statement and 19.5% (n=49) strongly agreed with the aforementioned statement.

Table No: 2 I view psychological factors in L2 learning strategies as assisting me in communicating like native speakers of English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	7.2	7.2	7.2
Disagree	21	8.4	8.4	15.5
Neutral	31	12.4	12.4	27.9
Agree	64	25.5	25.5	53.4

Strongly Agree	117	46.6	46.6	100.0
Total	251	100.0	100.0	

Table 2 divulges the extremely affirmative approach of the research respondents regarding the statement 'I view psychological factors in L2 learning strategies assist me in communicating like native speakers of English language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 7.2% (n=18) strongly disagreed with the above statement of the students' questionnaire, 8.4% (n=21) disagreed with the statement, 12.4% (n=31) remained neutral, 25.5% (n=64) agreed with the statement and 46.6% (n=117) strongly agreed with the above statement.

Table No: 3 I think psychological factors in L2 learning strategies aid me in writing notes, messages, letters and reports in the target language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	7.2	7.2	7.2
Disagree	39	15.5	15.5	22.7
Neutral	43	17.1	17.1	39.8
Agree	91	36.3	36.3	76.1
Strongly Agree	60	23.9	23.9	100.0
Total	251	100.0	100.0	

This table also discloses the exceedingly constructive attitude of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies aid me in writing notes, messages, letters and reports in the target language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 7.2% (n=18) strongly disagreed with the above statement of the students' questionnaire, 15.5% (n=39) disagreed with the statement, 17.1% (n=43) remained neutral, 36.3% (n=91) agreed with the statement and 23.9% (n=60) strongly agreed with the research as mentioned earlier statement.

Table No: 4 I think psychological factors in L2 learning strategies facilitate me in connecting the sounds, pictures or images of new English words

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	6.0	6.0	6.0
Disagree	16	6.4	6.4	12.4
Neutral	37	14.7	14.7	27.1
Agree	126	50.2	50.2	77.3
Strongly Agree	57	22.7	22.7	100.0
Total	251	100.0	100.0	

Table 4 discloses the exceptionally confirmatory attitude of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies facilitate me in connecting the sounds, pictures or images of new English words'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.0% (n=15) strongly disagreed with the above statement of the students' questionnaire, 6.4% (n=16) disagreed with the

statement, 14.7% (n=37) remained neutral, 50.2% (n=126) agreed with the statement and 22.7% (n=57) strongly agreed with the above statement.

Table No: 5 I think psychological factors in L2 learning strategies help understand unfamiliar English words by making guesses

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	20	8.0	8.0	8.0
Disagree	58	23.1	23.1	31.1
Neutral	20	8.0	8.0	39.0
Agree	83	33.1	33.1	72.1
Strongly Agree	70	27.9	27.9	100.0
Total	251	100.0	100.0	

This table discloses the productive attitude of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies help understand unfamiliar English words by making guesses'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 8.0% (n=20) strongly disagreed with the above statement of the students' questionnaire, 23.1% (n=58) disagreed with the statement, 8.0% (n=20) remained neutral, 33.1% (n=83) agreed with the statement and 27.9% (n=70) strongly agreed with the research as mentioned earlier statement.

Table No: 6 Psychological factors in L2 learning strategies improve my power to guess what the other person will speak next in the target language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	35	13.9	13.9	13.9
Disagree	31	12.4	12.4	26.3
Neutral	32	12.7	12.7	39.0
Agree	44	17.5	17.5	56.6
Strongly Agree	109	43.4	43.4	100.0
Total	251	100.0	100.0	

Table 6 unveils the confirmatory outlook of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies improve my power to guess what the other person will speak next in the target language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 13.9% (n=35) strongly disagreed with the above statement of the students' questionnaire, 12.4% (n=31) disagreed with the statement, 12.7% (n=32) remained neutral, 17.5% (n=44) agreed with the statement and 43.4% (n=109) strongly agreed with the above statement.

Table No: 7 Psychological factors in L2 learning strategies improve my listening abilities in the target language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	6.4	6.4	6.4

Disagree	36	14.3	14.3	20.7
Neutral	23	9.2	9.2	29.9
Agree	103	41.0	41.0	70.9
Strongly Agree	73	29.1	29.1	100.0
Total	251	100.0	100.0	

This table also discloses the exceedingly positive attitude of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies improve my listening abilities in the target language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.4% (n=16) strongly disagreed with the above statement of the students' questionnaire, 14.3% (n=36) disagreed with the statement, 9.2% (n=23) remained neutral, 41.0% (n=103) agreed with the statement and 29.1% (n=73) strongly agreed with the research as mentioned above statement.

Table No: 8 Psychological factors in L2 learning strategies enhance the cognitive abilities of foreign language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	6.8	6.8	6.8
Disagree	18	7.2	7.2	13.9
Neutral	19	7.6	7.6	21.5
Agree	136	54.2	54.2	75.7
Strongly Agree	61	24.3	24.3	100.0
Total	251	100.0	100.0	

The table above shows the assenting viewpoint of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies enhance the cognitive abilities of foreign language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.8% (n=17) strongly disagreed with the above statement of the students' questionnaire, 7.2% (n=18) disagreed with the statement, 7.6% (n=19) remained neutral, 54.2% (n=136) agreed with the statement and 24.3% (n=61) strongly agreed with the above statement

Table No: 9 Psychological factors in L2 learning strategies are helping me in speaking English whenever I am tense, nervous, angry and furious

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	8.8	8.8	8.8
Disagree	55	21.9	21.9	30.7
Neutral	27	10.8	10.8	41.4
Agree	94	37.5	37.5	78.9
Strongly Agree	53	21.1	21.1	100.0
Total	251	100.0	100.0	

Table 9 correspondingly uncovers the positive outlook of the research respondents on the subject of the statement 'I think psychological factors in L2 learning strategies are helping me

in speaking English whenever I am tense, nervous, angry and furious'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 8.8% (n=22) strongly disagreed with the above statement of the students' questionnaire, 21.9% (n=55) disagreed with the statement, 10.8% (n=27) remained neutral, 37.5% (n=94) agreed with the statement and 21.1% (n=53) strongly agreed with the above statement.

Table No: 10 Psychological factors in L2 learning strategies help find out numerous ways to practice English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	7.2	7.2	7.2
Disagree	18	7.2	7.2	14.3
Neutral	26	10.4	10.4	24.7
Agree	64	25.5	25.5	50.2
Strongly Agree	125	49.8	49.8	100.0
Total	251	100.0	100.0	

This table relates the remarkably progressive outlook of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies help find out numerous ways to practice English language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 7.2% (n=18) strongly disagreed with the above statement of the students' questionnaire, 7.2% (n=18) disagreed with the statement, 10.4% (n=26) remained neutral, 25.5% (n=64) agreed with the statement and 49.8% (n=125) strongly agreed with the research mentioned above statement.

Table No: 11 Psychological factors in L2 learning strategies are helpful for me If I do not understand something in English and I ask the speaker to slow down or repeat it again

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	6.4	6.4	6.4
Disagree	55	21.9	21.9	28.3
Neutral	22	8.8	8.8	37.1
Agree	101	40.2	40.2	77.3
Strongly Agree	57	22.7	22.7	100.0
Total	251	100.0	100.0	

The table above displays the agreeing standpoint of the research respondents regarding the statement 'I think psychological factors in L2 learning strategies are helpful for me If I do not understand something in English and I ask the speaker to slow down or repeat it'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 4.6% (n=16) strongly disagreed with the above statement of the students' questionnaire, 21.9% (n=55) disagreed with the statement, 8.8% (n=22) remained neutral, 40.2% (n=101) agreed with the statement and 22.7% (n=57) strongly agreed with the above statement

Table No: 12 Psychological factors on L2 learning strategies help practise the sounds of English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	7.2	7.2	7.2
Disagree	26	10.4	10.4	17.5
Neutral	29	11.6	11.6	29.1
Agree	115	45.8	45.8	74.9
Strongly Agree	63	25.1	25.1	100.0
Total	251	100.0	100.0	

Table 12 consistently discovers the encouraging viewpoint of the research respondents on the subject of the statement 'Psychological factors on L2 learning strategies help practise the sounds of English language'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 7.2% (n=18) strongly disagreed with the above statement of the students' questionnaire, 10.4% (n=26) disagreed with the statement, 11.6% (n=29) remained neutral, 45.8% (n=115) agreed with the statement and 25.1% (n=63) strongly agreed with the above statement.

Table No: 13 Psychological factors in L2 learning strategies help generate meanings of English words by dividing them into parts that I understand

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	6.4	6.4	6.4
Disagree	8	3.2	3.2	9.6
Neutral	20	8.0	8.0	17.5
Agree	93	37.1	37.1	54.6
Strongly Agree	114	45.4	45.4	100.0
Total	251	100.0	100.0	

This table relates the remarkably progressive outlook of the research respondents regarding the statement 'Psychological factors in L2 learning strategies help generate meanings of English words by dividing them into parts that I understand'. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.4% (n=16) strongly disagreed with the above statement of the students' questionnaire, 3.2% (n=8) disagreed with the statement, 8.0% (n=20) remained neutral, 37.1% (n=93) agreed with the statement and 45.4% (n=114) strongly agreed with the above-mentioned research statement.

Table No: 14 Psychological factors on L2 learning strategies help develop summaries of information that I hear or read in English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	6.0	6.0	6.0
Disagree	21	8.4	8.4	14.3
Neutral	22	8.8	8.8	23.1

Agree	102	40.6	40.6	63.7
Strongly Agree	91	36.3	36.3	100.0
Total	251	100.0	100.0	

The table above exhibits the approving perspective of the research respondents regarding the statement ‘Psychological factors on L2 learning strategies helps develop summaries of information that I hear or read in English language’. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.0% (n=15) strongly disagreed with the above statement of the students’ questionnaire, 8.4% (n=21) disagreed with the statement, 8.8% (n=22) remained neutral, 40.6% (n=102) agreed with the statement and 36.3% (n=91) strongly agreed with the above statement

Table No: 15 Psychological factors on L2 learning strategies help me to adopt new words if I do not know the counterpart in English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	6.0	6.0	6.0
Disagree	20	8.0	8.0	13.9
Neutral	32	12.7	12.7	26.7
Agree	122	48.6	48.6	75.3
Strongly Agree	62	24.7	24.7	100.0
Total	251	100.0	100.0	

Table 15 consistently discovers the encouraging viewpoint of the research respondents on the subject of the statement ‘Psychological factors on L2 learning strategies help me to adopt new words if I do not know the counterpart in English language’. Out of 251 respondents of BS English enrolled in Ghazi University, Dera Ghazi Khan 6.0% (n=15) strongly disagreed with the above statement of the students’ questionnaire, 8.0% (n=20) disagreed with the statement, 12.7% (n=32) remained neutral, 48.6% (n=122) agreed with the statement and 24.7% (n=62) strongly agreed with the overhead statement.

Findings of the Study

Q.1 What are the views of BS English students regarding the influence of psychological factors on L2 learning strategies in improving second language communicative ability?

The views of BS English students regarding the influence of psychological factors on L2 learning strategies in improving second language communicative ability show that most students agreed or strongly agreed with the statements. The majority of the respondents responded highly positively that the psychological factors in L2 learning strategies help them in reviewing English lessons to improve their communicative ability. In this context, they were of the view that psychological factors in L2 learning strategies also assist them in communicating like native speakers of English language. Similarly, they were highly optimistic in thinking that psychological factors in L2 learning strategies aid them in writing notes, messages, letters and reports well in the target language. The majority of the respondents agreed or highly agreed that the psychological factors in L2 learning strategies moreover facilitate them in connecting the sounds, pictures or images of new English words

as well. The respondents of this study furthermore revealed that the psychological factors in L2 learning strategies help the learners to understand unfamiliar English words by making deductions in some way or other. The results of this study and the study by Lessard-Clouston, M. (1997), who believes that L2 learning strategies aid students in developing their communicative skills, showed a strong correlation. Learning strategies are wide terms that include any methods or procedures a learner of a second language uses to pick up the language. Furthermore, according to Skinner (1969), learning a foreign language is much like learning anything else. Predilection, which characterises concepts and feelings, is involved.

Q.2 What are the situations in which psychological factors influence L2 learning strategies in improving foreign language communicative ability?

The majority of students agreed or strongly agreed with the statements, according to the participants' final results and judgments. Psychological factors influence L2 learning processes in a variety of contexts. Respondents of the study replied in the positive that in a situation where they want to improve their power to guess what the other person will speak next in the target language, psychological factors in L2 learning strategies mostly facilitate them. Similarly, psychological factors in L2 learning strategies improve the listening abilities of the students in the target language. They were also of the view that these factors in L2 learning strategies enhance the cognitive abilities of a foreign language in a better way. Several students agreed that in a situation especially in speaking English whenever they become tense, nervous, angry and furious, psychological factors in L2 learning strategies help them surprisingly. When asked if psychological elements in L2 learning strategies aid in helping learners identify several opportunities to practise English outside of the classroom, learners gave a resounding "yes." The study's results are closely related to Fedderholdt's (1997) conclusion that language learners can improve their language skills by efficiently utilising a variety of language learning strategies.

Q.3 What are the impacts of psychological factors on L2 learning strategies used by L2 learners to enhance their foreign language communicative ability?

The results of the study regarding the impacts of the psychological factors on L2 learning strategies used by L2 learners to enhance their foreign language communicative ability indicated that the majority of the learners agreed or strongly agreed that psychological factors in L2 learning strategies are helpful for them. If they do not understand something in English, they ask the speaker to slow down or repeat it. These factors also help the learners to practise the sounds of English language, facilitate them to generate meanings of English words by dividing them into parts that they understand, support them in developing summaries of information that they hear or read in English language and similarly, assist them to adopt new words if they do not know the counterpart in English language. The study's findings are consistent with Cohen's (1998) research, which holds that language learners will function more effectively if they deliberately select strategies for acquiring, retrieving, applying, and storing knowledge.

Conclusions of the Study

The current study has multiple conclusions regarding the impacts of psychological factors on

L2 learning strategies in enhancing the communicative ability of the students of Ghazi University. The majority of respondents gave very positive answers when asked if the psychological components of L2 learning strategies aid in their review of English lessons to enhance their communication skills. They believed that psychological elements in L2 learning techniques helped them communicate in this situation like English native speakers. In a similar disposition, they expressed great optimism over the psychological aspects of L2 learning strategies helping them write memos, letters, reports, and notes in the target language effectively. The vast majority of respondents agreed or strongly agreed that the psychological components of L2 learning procedures also help individuals make connections between the sounds, images, and pictures of new English words.

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