

Language Learning Strategy Shift, from an EFL to ESL Context

Selwyn Cruz, Ibra College of Technology, Ibra, Oman

Jose Cristina M. Pariña, De La Salle University, Manila, Philippines

Abstract

Previous studies and measures of strategy use generally have resulted in profiles that appear static. However, as language learning circumstances change, as is typical in study abroad contexts, it may be possible for learners to make adjustments in their use of language learning strategies (LLS). Hence, further studies are needed to expand exploration of the dynamic nature of LLS. This paper follows 120 Korean students who recently migrated to the Philippines and demonstrates how their use of strategies changed and improved after the shift from the an EFL to ESL context. These results emerged from questionnaires, survey responses (SILL), and interviews of selected participants. An additional important result from the study is how these EFL learners adopted new strategies, specifically the use of technology, in the new setting, further highlighting the fact that strategy use profiles of learners are not static.

Keywords: Language learning strategies, language acquisition, SILL

Introduction

Early studies on language learning strategies (LLS) date back to the 1970s when Rubin (1975) identified specific strategies employed by effective learners when learning a second language. Later, O'Malley and Chamot (1990) classified language learning strategies as cognitive, metacognitive and socio-affective. Subsequently, Oxford (1990) provided a taxonomy of LLSs, classifying them as direct (those that involve the target language and mental processing), and indirect (those that support the language learning process). She also developed the Strategy Inventory for Language Learning (SILL), which for years has been considered a universal instrument for studies of this kind.

Developments in studies on LLS have enabled scholars to explore the strategies employed by language learners in various contexts. For instance, there are those studies that have found association between the use and choice of learning strategies and different variables such as learning contexts, learner characteristics, learning experiences, language proficiency, and educational backgrounds (Deneme, 2008; Fuping, 2006; Khamkhien, 2010; Oxford, 2003).

For example, it has been found that a strong correlation exists among the learners' language proficiency, language learning achievement and use of LLS (Griffiths, 2003 as cited in Griffiths, 2008; Ya-Ling, 2008; Yang, 2007). Studies similar to the context of this study include Hong-Nam and Leavell (2007) who found in an American university setting that monolingual Koreans students reported that they use compensation strategies most and affective strategies least, while 420 bilingual Korean-Chinese university students use compensation strategies most and memory strategies least. With focus on good language learners, Gan, Humphreys, and Hamp-Lyons (2004) reported a comparative study of successful and unsuccessful learners of English in Chinese universities. The findings revealed that the unsuccessful students relied on rote-memorization, whereas the successful students relied on a systematic plan and supplemented rote-learning with strategies for reinforcing what they had learnt.

Halbach (2000) reached a similar conclusion after analyzing the use of language learning strategies of her subjects. She found that the weaker students demonstrated a lack of critical self-awareness; that is, they made little use of the monitoring and self-evaluation strategies. Some of the studies demonstrate that students with higher L2 proficiency use more strategies than those with lower proficiency do. For instance, Radwan (2011, p. 115) demonstrates that "more proficient students used more cognitive, metacognitive, and affective strategies than less proficient students. Likewise, Wharton (2000, p. 203) shows "more learning strategy use among learners with higher proficiency." Another study focusing on LLS in a study abroad context is that of Magno (2010) who found that compensation strategies employed by Philippine-based Koreans significantly predict proficiency.

In conclusion, the employment of language learning strategies facilitates and improves language learning and assists language learners in different combinations and in different ways, and may be more or less useful as variables change. In fact,

an earlier study which inspired the current paper stated that “there are proven and noted changes in the psycholinguistic abilities of Korean university students in the Philippines before and during the shift in the learning context, specifically during the shift from an EFL to ESL environment” (Cruz & Pariña, 2017, p. 83).

Nevertheless, relatively scarce is the longitudinal study targeting EFL learners’ LLS use at varying stages. Longitudinal studies are necessary to uncover specific information about the possibly fluid nature of LLS. For example, Chamot (1996) found that more proficient students use meaning-based strategies and less-proficient ones depend on word-based strategies. Grenfell and Harris (1999) meanwhile suggested that early LLS are more receptive and later ones more interactive. It was also discovered by Ridley (1997) that strategy use is based on individual differences as evident in her two-year study learners of German. Morita (2010) also discovered how the use of LLS can increase among learners in a study abroad context after a two-week language course.

With a brief review of the studies similar to the nature of the present one, it can be seen that more can be done to study the strategy use of language learners as they transition to a study abroad context in order to elucidate the possibility of change in the learners’ strategy preferences. Bearing this need in mind, the current study attempts to look into the changes in the learning strategies of Korean learners of English in Manila. This study may be important for several reasons: First, the diaspora of Korean learners of English to many English-speaking countries around the world—particularly the Philippines, continues to increase, and second, conducting such research can determine the dynamism of language strategy use, particularly by Korean study abroad students—a move that aims to help the Korean community in the Philippines in learning English. Specifically, this paper seeks to address the following questions:

1. How have the language learning strategies (LLS) of the Korean students changed after the shift from an EFL to ESL environment?
2. Is there a significant difference between the Koreans’ LLS in the EFL and ESL contexts?

Method

Subjects

Previous or current higher education students from South Korea who migrated to the Philippines were identified and contacted to participate in the data collection. As Grade 12 students (i.e., 16-19 years old) they may be considered mature enough to assess their L2 selves, evaluate their LLS, answer a basic grammar test, and express their opinions about English (its importance and role in their lives). Their seemingly long-term formal English language learning experience (since they were in grade three) seemed sufficient to foster the development of psycholinguistic variables and capacities, such as the use of various language learning strategies, that serve as the focus of the study. These learners are also assumed to have a better understanding of the changes that occur to them and their language learning goals as they have a first experience of the shift of learning context within the given time frame. Due to the nature of the study, South Koreans who finished high school, and who were about to study college in the Philippines were considered for the sample. The students come mostly from Seoul and nearby cities. Around 70-80% of them come from government high schools; however, diversity of the socio-educational backgrounds was also targeted. In addition, several Christian organizations are in-charge of a number of South Korean students who come to the Philippines. In this regard, the authors sought the help of a Korean pastor of a Christian organization in West Seoul's Banghwa district and a few students from East Seoul to gather possible participants for the study.

In the final count, there were 57 females and 63 males. Three Korean religious ministries in the Philippines endorsed sixty-five percent of the participants while the remaining were endorsed by previous students and other Korean acquaintances of the researcher. It must be noted that the said Korean religious congregations have offices in South Korea and the Philippines; hence, there was ease of access to the targeted participants. Participants belonged to a number of different fields of study (e.g. English education, AB English, Political Science, International Relations, Psychology, Engineering,). The sample was also diverse in relation to their initial scholastic performance, specifically in English, at least at the high school level.

Instruments

Strategy Inventory of Language Learning (SILL)

Due to its comprehensive nature and great acceptance among L2 researchers, the Strategy Inventory of Language Learning (SILL) by Oxford (1990) was utilized to identify the use of language learning strategies of the Koreans in Manila. The SILL contains 50 items, which are classified into six groups: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social strategies. The SILL asks participants to rate themselves on a 5-point scale according to their experiences in use of language learning strategies. Scores reflect how well each statement is a reflection of themselves. For example, a score of 1 means that the statement “I make good use of my time in learning English” is almost or never a true of the learner. A score of 5 means that the statement is almost or always a true reflection of the learner.

Interview

Through the head pastors of the missionary organizations, thirty students were invited to participate in the interview part of the study interview to share their experiences of learning English in relation to the context of the study. In the end, eight subjects were interviewed after seeking their consent. The interviews were conducted after subjects had reached the 10 to 12-week period or their study abroad experience. The interview participants included both male and female students from the missionary congregations that belonged to different universities and academic disciplines.

Statistical procedures

For the statistical treatment of the data in the present study, dependent T-tests were used to determine if there were significant changes in the LLS of the Korean learners. The dependent t-test compares the means of two related groups (e.g., before and after treatment) to detect whether there are any statistically significant differences between these means. The means of the results of the sample’s self-report on the SILL in the preactional (home environment) and actional (study abroad) phases were compared to determine the significance of the changes.

Results

The current study adopted Oxford's (1990) SILL to document the use of and changes in the Korean learners' LLS. We will discuss the direct strategies first and the indirect strategies, second.

Direct Language Learning Strategies

Memory strategies

During the EFL (Korea) stage, the results (first mean column) consistently indicate that the respondents moderately apply the use of memory-related strategies in learning English (3.24). The data reveals similar mean scores across all related strategies. Among the memory strategies the Koreans utilize, word association appears to be the least preferred, followed by reviews of lesson material.

The second column of means (study abroad context) reflects a greater use of memory-related strategies, such as word association, rhyming, and the use of images as the most popular among memory strategies in learning English.

Table 1: Memory Strategies of the Korean students before (EFL) and during study abroad (ESL)

INDICATORS		Mean	Interpretation	Mean	Int.
1.	I associate new English words with what I already know.	3.03	Moderately Agree	3.84	Agree
2.	I make drawing, either in my imagination or on paper, to help me remember a new word.	3.20	Moderately Agree	3.68	Agree
3.	I associate new English words with what I already know.	3.24	Moderately Agree	3.78	Agree
4.	I use rhymes to remember new English words.	3.33	Moderately Agree	3.88	Agree
5.	I learn new words in sentences.	3.32	Moderately Agree	3.75	Agree
6.	I put the new words into action.	3.36	Moderately Agree	3.73	Agree
7.	I use flash cards or picture cards to memorize new words.	3.28	Moderately Agree	3.85	Agree
8.	I review my lessons about English often.	3.09	Moderately Agree	3.92	Agree
9.	I remember a new English word based on where I saw it.	3.21	Moderately Agree	3.83	Agree

Due to situations particular to the students, strategy use was not wholly dependent on student choice or opinion. For example, Student 1, whose religious restrictions prevented social interactions, resulted in greater time being devoted to memory-intensive learning strategies:

I do not go out because my pastor do not like if I go out. So I just stay home and review my lessons. My tutor comes to the house every day and she reviews me with English grammar lessons.

For other Koreans such as student 2, the utilization of memory learning strategies is purposeful. In the particular response below, the learner's preferred learning strategy is the regular review of English lessons:

I think reviewing the lessons make me learn English. Once is not good so I need to read lessons again and again. Then if I learn new words, I try to remember situation. For example when I learned "how much is this", I remember it because I know that it was in a restaurant.

Cognitive strategies

Time management skills and the desire to improve comfort with content are the most cited cognitive strategies generally (Kiener & Weaver, 2011). Drawn from the data presented below, the cognitive strategies our learners chiefly prefer are the discovery of grammar rules in English, the examination of a reading text followed by a more careful coverage, and reading passages written in English. Thus, the responses signify that most of the learners consider using reading activities as a strategy in learning English. The least popular strategies include the employment of varied ways in which English is used, and the imitation of English-speaking people for the purpose of correct pronunciation.

In the study abroad phase, most of the respondents reflect a preference for reading English texts for pleasure, finding similarities in pronunciation from the native language, and attempting to comprehend the sense without direct translation. Overall, the learners used cognitive strategies to a greater extent during their study abroad experience.

Table 2: Cognitive Strategies of the Korean students before and during study abroad

INDICATORS		Mean	Interpretation	Mean	Int.
1.	I often review newly learned vocabulary or expressions by repeated writing or speaking.	3.21	Moderately Agree	3.83	Agree
2.	When I speak English, I try to imitate English-speaking people, in order to pronounce the words correctly.	3.13	Moderately Agree	3.82	Agree
3.	I often practice English alphabet sounds.	3.28	Moderately Agree	3.73	Agree
4.	I often watch TV shows or movies in English or I listen to English music.	3.25	Moderately Agree	3.78	Agree
5.	I use English words I know in different ways	3.32	Moderately Agree	3.75	Agree
6.	I start conversations with others in English	3.23	Moderately Agree	3.78	Agree
7.	I read passages written in English.	3.37	Moderately Agree	3.92	Agree
8.	I can imagine myself studying in a university where all my courses are taught in English.	3.31	Moderately Agree	3.78	Agree
9.	I go over a reading text before reading it carefully.	3.43	Agree	3.68	Agree
10.	I find similarities in pronunciation between Korean and English.	3.25	Moderately Agree	3.91	Agree
11.	I try to discover grammar rules of the English language.	3.50	Agree	3.78	Agree
12.	I look for the meaning of an English word by dividing it into parts that I can easily understand.	3.30	Moderately Agree	3.73	Agree
13.	I make an effort to understand the sense of what I read or what I hear without translating word for word.	3.31	Moderately Agree	3.88	Agree
14.	I make summaries of what I hear or read.	3.21	Moderately Agree	3.70	Agree

The responses from student 3 represent the proclivity of learners to read passages in English to learn the language. However, as clarified by the answer below, these passages are not confined to literature but in everyday objects such as commercial signage:

"I try to read those that has English language. My teacher said even in restaurant, or shopping mall, I need to understand them because they help me learn understand English."

Indeed, traditional and modern founts of knowledge of English grammatical knowledge such as literatures are also present as indicated by the same student:

"My books are written in English, except Filipino class. So I need to read them always."

Learners have also noted that while the direct effects of the consumption of English culture is of questionable value, they continue their exposure with it. Student 4 narrates this instance.

"Now I listen to English music. When I ride fx or eat in restaurant, most of songs are English. When I go to the gym, the songs are English. I am not sure if I learn English because of doing that thing, but I think it helps."

Compensation strategies

Overall, during the EFL stage, the learners' responses demonstrate that they moderately (3.3) use compensation strategies when engaged in the use of English. A prominent preference is concerned with their use of finding other means to express what they intend to say, particularly exemplified in the use of alternative expressions if the original intended meaning cannot be articulated. A secondary, but nonetheless salient compensation strategy are gestures and other non-verbal cues at the instance when English verbal expressions become challenging. Accordingly, literature has established that students who tended to use more switching to the mother tongue in their communication tended to use less mime or gesture (Karbalaeji & Taji, 2014). Also, the standard deviation's responses found in the table were somewhat consistent, with all responses having fairly high scores.

The second column of means indicates that, when compared to their former "EFL" selves, the respondents often adapt to compensation strategies when confronted with difficulty in actually learning English. Chief amongst these compensational strategies is one where learners make use of alternative English expressions. Such a strategy is closely followed by a preference to, firstly, create new words in the absence of knowledge on the appropriate English expression,

and secondly, the contextual compensation strategy of going through English texts without having to identify every new word.

Table 3: Compensation strategies of the Korean students before and during study abroad

INDICATORS		Mean	Interpretation	Mean	Int.
1.	When I hear or read a new word in English, I try to guess the meaning by looking at the rest of the sentence.	3.31	Moderately Agree	3.69	Agree
2.	When I have trouble making myself understood in English, I use gestures to express what I want to say.	3.30	Moderately Agree	3.64	Agree
3.	I form new words if I do not know the right ones in English.	3.41	Agree	3.78	Agree
4.	I read a text in English without looking up every new word.	3.20	Moderately Agree	3.78	Agree
5.	I try to guess what another person will say in English.	3.18	Moderately Agree	3.77	Agree
6.	When I can't find an expression in English, I try to find another way to find another way to say what I mean.	3.22	Moderately Agree	3.81	Agree

As part of overall assessment of their direct strategies, some Koreans noted that reading books, while an extant practice among learners, was only done out of academic obligation. Despite the difficulties of learning English, learners expressed a continued desire to gain command of the language through contextually understanding English cultural products such as the response of one interviewee,

“I hear classmates talking about Game of Thrones and Walking Dead TV show. One time I sat with them and feel how it is to watch the show without Korean subtitles. It was hard, but I try again.”

Overall, with reference to the statements provided by the interviewees, it appears that the students felt that their immediate environment had a positive effect in their education in, and practice of, English.

Indirect Language Learning Strategies

Oxford (1990) stipulates that indirect strategies are those that do not directly focus on the target language per se, but upon the management of the learning process. These strategies include, better planning, self-evaluation, self-discipline

and encouragement, as well as developing a greater understanding appreciation for target language users, and cross-cultural understanding in general. In short, these are strategies which language learning situations more likely and more productive

Metacognitive strategies

Prior to their study abroad, the Koreans moderately agreed that they make use of metacognitive strategies in learning English (Mean score of 3.2 out of 5). Metacognition is one's awareness of how he or she learns something, and in this regard, the learners appear to be conscious about their learning process

During the study abroad stage, the reported use of metacognitive strategies appeared to increase across all types. The greatest improvement seems to come in the area of time management.

Table 4: Metacognitive strategies of the Korean students after the EFL to ESL shift

INDICATORS		Mean	Interpretation	Mean	Int.
1.	I find opportunities to use English.	3.23	Moderately Agree	3.83	Agree
2.	I am aware of my mistakes when I use English.	3.38	Moderately Agree	3.85	Agree
3.	When someone speaks to me in English, I listen attentively.	3.17	Moderately Agree	3.98	Agree
4.	I do my best to become better in using English.	3.38	Moderately Agree	3.68	Agree
5.	I use my time well to learn English.	3.07	Moderately Agree	3.92	Agree
6.	I look for people who can speak to me in English.	3.08	Moderately Agree	3.75	Agree
7.	I set goals in order to learn English.	3.12	Moderately Agree	3.68	Agree
8.	I look for opportunities to read English text.	3.06	Moderately Agree	3.73	Agree
9.	I am concerned about my progress in learning English.	3.20	Moderately Agree	3.86	Agree

As an example from the category of self-evaluation, student 4 shared the following:

“If I talk, I know that there is something wrong with what I say. Sometimes I correct myself. Sometimes my friends correct me. Sometimes no one corrects me. But I know I am wrong.”

Affective Strategies

Overall, the subjects demonstrated moderate but significant improvement in their awareness, use, and control of their emotions in language learning situations, as seen in Table 5. This may be associated with or reflect increasing confidence and proficiency in the target language.

Table 5: Affective strategies of the Korean students after ESL to EFL shift

INDICATORS		Mean	Interpretation	Mean	Int.
1.	When I am stressed by the idea of speaking English, I try to relax.	3.34	Moderately Agree	3.72	Agree
2.	I will still encourage myself to speak English even if I am afraid to make mistakes.	3.29	Moderately Agree	3.82	Agree
3.	When I succeed, I reward myself.	3.34	Moderately Agree	3.82	Agree
4.	I am aware of my nervousness when I use English.	3.20	Moderately Agree	3.79	Agree
5.	I use a diary to write down my feelings.	3.09	Moderately Agree	3.74	Agree
6.	I talk to other people to share my feelings about my English learning experience.	3.16	Moderately Agree	3.82	Agree

When asked about her affective strategies, one interviewee noted that she participates in recreational activities at the behest of friends but adds that her attendance in such events is contingent to her academic load:

“Every Friday and sometimes Saturday, my friends invite me to Malate. They tell me I do not need study all the time. So sometimes I go, but I do not [always] because I have many assignments to finish.”

Social Strategies

Wharton (2000) found that bilingual Asian students learning a third language (English) favored social strategies more than any other types (Hong-Nam & Leavell, 2005). Results below show our Korean subjects using this strategy type slightly more (mean score = 3.4), and increasing use as a result of their study abroad experience.

Table 6: Social strategies of the Korean students after ESL to EFL shift

INDICATORS		Mean	Interpretation	Mean	Int.
1.	If I don't understand what is said to me in English, I ask the person to help me by speaking slower, repeating, or clarifying what has been said.	3.38	Moderately Agree	3.74	Agree
2.	I ask English speakers to inform me of my mistakes.	3.31	Moderately Agree	3.83	Agree
3.	I practice English with other learners such as my classmates.	3.37	Moderately Agree	3.91	Agree
4.	I ask for the assistance of English speakers regarding my English learning goals.	3.49	Agree	3.84	Agree
5.	I ask questions in English.	3.44	Agree	3.90	Agree
6.	I am interested in and willing to learn the culture of English speaking countries.	3.46	Agree	3.69	Agree

The evident increase may be partially ascribed to increased opportunities in the ESL environment, increased confidence, and social or parental expectations. According to one interviewee:

“My father told me to spend more time with Filipinos so I can learn more. And because there are not so many Koreans in school and at home, I get to spend more time with Filipinos and they like it.”

In summary, both direct and indirect learning indicators have shown a significant improvement after the study abroad experience (See Tables 7 & 8 below).

Save for an already somewhat robust social learning strategy, our subjects have demonstrated sizable improvement in their English learning strategy use. The degree of improvement between the direct and indirect learning strategies was sim-

ilar, demonstrating that when aggregated, improvement in strategy use has largely run at a uniform pace.

Table 7: Summary of Language Learning Strategies of the Korean Students

INDICATORS	Before (in Korea)		After (in the Philippines)	
	Mean/SD	Interpretation	Mean/SD	Interpretation
DIRECT: Memory	3.23/1.17	Moderately agree	3.81/.83	Agree
Cognitive	3.29/1.21	Moderately agree	3.79/.84	Agree
Compensation	3.30/1.22	Moderately agree	3.76/.83	Agree
Over-all	3.27/1.20	Moderately agree	3.79/.84	Agree
INDIRECT: Metacognitive	3.19/1.20	Moderately agree	3.81/.74	Agree
Affective	3.24/1.21	Moderately agree	3.78/.73	Agree
Social	3.41/1.24	Agree	3.82/.76	Agree
Over-all	3.28/.121	Moderately agree	3.80/.74	Agree

As can be seen in Table 8, the increase in strategy use is highly significant, not only in general, but surprisingly, in each and every category.

Table 8: Language Strategy Use Before and After arrival in the Philippines

Learning Strategies	Mean/SD		Computed t-score	P-Value	Conclusion
	Before	After			
DIRECT: Memory	3.23/1.17	3.81/.83	8.75	.000	Significant
Cognitive	3.29/1.21	3.79/.84	7.50	.000	Significant
Compensation	3.30/1.22	3.76/.83	5.75	.000	Significant
Over-all	3.27/1.20	3.79/1.20	8.90	.000	Significant
INDIRECT: Metacognitive	3.19/1.20	3.81/.74	8.59	.000	Significant
Affective	3.24/1.21	3.79/.73	7.08	.000	Significant
Social	3.41/1.24	3.82/.76	4.95	.000	Significant
Over-all	3.28/.121	3.80/.74	8.16	.000	Significant

A Possible New Strategy Category

During the interview process, it became clear that the subjects, once in the Philippines, were becoming more aware of, and more involved in, the use of digital resources, both in and out of class. We believe this may constitute a new category of strategy. The use of digital resources cuts across both cognitive and social domains, and thus is not easily situated in Oxford's SILL inventory classification system.

The use of English by learners and their friends on language learning apps and sites, as well as social media sites greatly increases affordances, both in terms of resources and opportunities. Below are comments from two different interviewees:

"We have Facebook groups in most classes, and everything is in English or sometimes Tagalog. They [teachers] won't write it in Korean for me. I use it to learn English too. Also we chat with each other on Viber and other social networking sites. So, even if I am not with them [colleagues], I get to learn English."

“The teachers require us to form online groups. So I have no choice. But then I realize that it helps me use English, and I learn because of this online communication.”

Students also appear to use the internet in English during their spare time:

“During my free time or when I wait for my next class, I play some games using my phone. There are so many games that use English. Also when we play DOTA [Defense of the Ancients] or LOL [League of Legends], I play using English server.”

Conclusion

The study sought to document one aspect of the language learning sojourn of Koreans in the Philippines (strategy use). Through the study, it was shown that Oxford’s (1990) SILL appears to be consistent in proving that it remains a robust instrument in exploring the language strategies of all sorts of learners.

The study also revealed that there was a significant increase in the use of LLSs with reference to their pre-study abroad stage. This is an important insight. Strategy use profiles should not be seen as static or trait-based. Previous research has already shown that strategy use changes with proficiency. Our study shows that the learning environment may also have a significant impact.

One emerging phenomenon in strategy use is the use of technology. The use of English by the learner’s colleagues on social media sites and communication apps spurs opportunities for students. Even within academia, the utilization of online tools, specifically Internet groups, in English required the learners to use and learn the language. With constant societal changes, there can be emerging strategies in learning English which may argue for a periodic re-examination of the Strategic Inventory for Language Learning (SILL).

And finally, this study was also able to reiterate the importance of study abroad opportunities and strongly suggests that language learners be encouraged to participate in such programs. Based on the statements of the Koreans, interacting in an ESL environment with Filipinos improved their language skills, their confidence, and their strategy use in general.

Recommendation

The present study proposes that virtual strategy use (See Figure 1 below) be included in the SILL inventory (Oxford, 1990).



Figure 1: Proposed features of Virtual Strategies

In the 21st century, the use of devices that afford the use of numerous applications and sites is inevitable and increasingly helpful. Consequently, learners are able to use new information and communication technologies such as smart phones as a strategy in learning English both directly (e.g., online dictionaries) and indirectly (e.g., gaming). The study abroad context has also paved way for the learners' frequent use of smart phones enabling them to engage in virtual activities. Additionally, it is increasingly common for teachers to use online platforms as means to engage learners. Social networking sites such as Facebook, Viber, and Twitter are used by students and teachers to update themselves about academic as well as personal matters. File sharing is also a common practice among teachers.

References

- Chamot, A. (1996). *Learning strategies in elementary language immersion programs*. Washington D.C.: Georgetown University.
- Cruz, S.A. & Pariña, J.C.M. (2017). Implicit and explicit knowledge of Korean learners in the Philippines across contextual shift. *The Philippine ESL Journal 18*, pp. 73-85.
- Deneme, S. (2008). Language learning strategy preferences of Turkish students. *The Journal of Language and Linguistic Studies, 4*(2), 83-93.
- Fuping, X. (2006). The impact of strategy training on reading comprehension. *CELEA Journal, 29*(4), 36-42.
- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2014). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal, 88*, 229-244.

- Grenfell, M., & Harris, V. (1998). Learner strategies and the advanced language learner: Problems and processes. *Language Learning Journal*, 17, 23-28.
- Griffiths, C. (2008). Strategies and good language learners. In C. Griffiths (Ed.) *Lessons from good language learners* (pp. 83-98). Cambridge: Cambridge University Press.
- Halbach, A. (2000). Finding out about students' learning strategies by looking at their diaries: A case study. *System*, 28, 85–96.
- Hong-nam, K., & Leavell, A.G. (2007). A comparative study of language learning strategy use in an EFL context: Monolingual Korean and bilingual Korean-Chinese university students. *Asia Pacific Education Review*, 18(1), 71-88.
- Karbalaei, A. & Taji, T.N. (2014). Compensation strategies: Tracking movement in EFL learners' speaking skills. *Gist Education and Learning Research Journal*, 9, 88-102.
- Kiener, M. & Weaver, C. (2011). Examining how cognitive and affective learning strategies change as students complete coursework. *Transformative Dialogues: Teaching & Learning Journal*, 5(1), 1-12. Retrieved from <http://www.kpu.ca/td/past-issues/5-1>
- Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching*, 7(1), 66-85.
- Magno, C. (2010). Korean students' language learning strategies and years of studying English as predictors of proficiency in English. *TESOL Journal*, 2, 39-61.
- Morita, M. (2010). How does a short term study abroad context influence language learning strategies?: The case of intercultural program at Yamagata University. *Yamagata University Faculty of Humanities Research Annual Report*, 7, 23-36.
- O'Malley, J., & Chamot, A. (1990). *Strategies used by second language learners*. Cambridge: CUP.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Oxford, R.L. (2003). Language learning styles and strategies: Concepts and relationships. *International Review of Applied Linguistics and Language Teaching*, 41(4), 271-278.
- Radwan, A. (2011). Effects of L2 proficiency and gender on choice of language learning strategies by university students majoring in English. *Asian EFL Journal Quarterly* 13(1), 115-147.

- Ridley, J. (1997). *Reflection and strategies in foreign language learning: A study of four university-level Ab Initio learners of German*. Frankfurt am Main: Peter Lang.
- Rubin, J. (1975). What the “good language learner” can teach us. *TESOL Quarterly*, 9, 41-51.
- Wharton, G. (2000). Language learning strategy use of bilingual foreign language learners in Singapore. *Language Learning*, 50, 203-243.
- Ya-Ling W. (2008). Language learning strategies used by students at different proficiency levels. *The Asian EFL Journal Quarterly*, 10(4): 75-95.
- Yang, M. N. (2007). Language learning strategies for junior college students in Taiwan: Investigating ethnicity and proficiency. *Asian EFL Journal Quarterly*, 9(2), 35-37.

About the Authors

Selwyn Cruz finished his PhD in Applied Linguistics in the Department of English and Applied Linguistics, De La Salle University Manila. He taught in the same university for several years before being hired as lecturer at Ibra College of Technology in Ibra, Oman. He has been invited in numerous conferences to impart his knowledge on Stylistics and World Englishes – his two fields of interest.

Jose Cristina M. Pariña is a full-time faculty of the Department of English and Applied Linguistics at De La Salle University Manila and is currently the Graduate School Coordinator. She took her Masters in Teaching English at De La Salle University Dasmariñas and her PhD in Applied Linguistics at De La Salle University Manila. She has published research articles in the field of Language Teaching, Sociolinguistics, and Second Language Acquisition, and has been invited to give numerous paper presentations abroad in said fields.