

A Look into EFL Learning Issues in ESL Ecology

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Abstract

This paper describes two (2) adult EFL learners' language learning motivation, the critical issues that make their learning of English difficult in an ESL ecology, the Philippines, and the learning strategies that they employ in manipulating language tasks. It also provides EFL and ESL teachers tips on how to trigger learners' motivation to learn English and how to implicitly and explicitly teach language learning strategies.

Interviews revealed that the participants a Peruvian and a Vietnamese henceforth P₁ and P₂ respectively, were demotivated to learn English in their younger years, however developed high level of intrinsic and extrinsic motivation in their adult years of learning it. Data from the questionnaires registered P₁'s very high and P₂'s high levels of instrumental and integrative motivation. The struggles found were 1) on their incognizance of available strategies to process easeful learning (i.e., they would exhaust only two common metacognitive, one cognitive and two social/affective strategies only when making sense of complicated lessons) and 2) on unintelligibility of the New Englishes spoken in their new environment (Peruvian, Vietnamese, and Philippine Englishes). The findings confirmed that studies on language learning motivation and strategies are important, so that TESL and TEFL teachers will consciously motivate their students to learn and accommodate their learning strategies with corresponding language tasks to ensure successful language learning in multilingual setting. Likewise, additional research on World Englishes phenomenon will facilitate learners' respect and appreciation of language and cultural diversity.

1. Introduction

SLL theories account for plausible explication of how individuals acquire language, store it in their minds and use it; nevertheless, these theories alone do not seem to clearly elucidate why some language learners learn fast while others struggle.

Personal communications with EFL learners in the University where the researchers are connected divulge critical issues on their struggle with learning English even when in their homeland. The complexity and subtlety of the language's

phonology, lexicon, and grammar have become sources of their mental stress.

EFL learners taking English courses in ESL countries may suffer more issues; hence, the present study probes on vital factors i.e., motivation and learning strategies that may meliorate or ruin their language learning process. This paper is partly a modified replication of a study [12] that delved into the: 1) learning orientation, 2) behavioral motivation, and 3) learning strategies employed by a struggling young Filipino learner of English; nevertheless, it involves adult EFL learners in ESL setting and limits the variables into two: 1) learning motivation which is extended into two types, behavioral and socio-educational and 2) learning strategies. The present analysis reveals new interesting finding not within the limitations of the study.

2. Literature Review

Language learning motivation is not just one of the significant variables affecting language learning but a crucial determinant of learning a second and foreign languages. Without it, even the brightest learners will not obtain a working knowledge of their target language despite desirable language aptitude and environment [13].

Maslow's theory on hierarchy of needs as posited by Kaur [1] is a theory of human motivation based on the concept that humans have basic needs to be met (i.e., intrinsic and extrinsic motivation). People can be motivated because they value an activity or because there is strong external force that urged them into action. Self-Determination Theory [4] (SDT) distinguishes between different types of motivation based on different reasons or goals that give rise to an action. According to SDT, different motivations reflect different degrees of internalizing and integrating goals and behavior. According to STD theorists [5] to be self-determined means to experience a sense of choice in initiating and regulating one's own actions. The choice in performing an action can be intrinsically or extrinsically driven.

Intrinsic motivation refers to a person's drive to perform a task because it is inherently interesting or enjoyable. According to Csikszentmihalyi and Rathunde and Ryan as cited in a comprehensive

literature on behavioral motivation [14], the construct of intrinsic motivation describes one's natural inclination toward assimilation, mastery, interest, and exploration which are principal sources of enjoyment that influences his/her cognitive and social development.

Although intrinsic motivation is an important type of motivation, it is not the only type of self-determined motivation [4]. A person may be driven to act by outer variable i.e., extrinsic motivation, which refers to the will of accomplishing a task that leads to a recognizable outcome. Deci and Ryan, [4] propose that extrinsic motivation fosters the internalization and integration of values and behavioral regulations.

Cognitive related theories such as: expectancy-value, goal theory, and attribution theory also explain the intrinsic extrinsic dichotomy. The expectancy-value theory postulates that students are motivated to study because of their expectation for success and their reasons for undertaking specific tasks. The goal theory posits that they set mastery or performance goals for different academic and nonacademic pursuits. Attribution theory suggests that learners believe that achievements or failures guide their behavior, and they seek to understand why event occurs especially when the outcome is unexpected.

The goal theory posits that individuals set mastery or performance goals for different academic and nonacademic purposes. Scholars explain that students with mastery goals focus on improving intellectually and acquiring new knowledge and skills even if they experience failures. Those with performance goals are also intrinsically motivated; nonetheless, their goal is to show off their knowledge and outperform others.

Attribution theory explains that humans seek to understand why event occur especially when the outcome is unexpected. Learners believe that achievements or failures guide their behavior in those situations. In other words, they explain their performance through casual attributions and interpretations of performance based on the past performance and social norms [2]. If the learner believes that she fails an examination because she lacks ability, she attributes the failure to an internal cause because ability is internal to her. In contrast, if she believes that she fails an examination because the teacher is incompetent, she attributes the failure to an external cause because teacher incompetence is external to her.

Motivation in a foreign or second language learning context refers to the extent to which the individual works or strives to learn the language because of a desire to do so and because of the satisfaction experienced in this activity. His widely acknowledged model of motivation, the socio-educational framework identifies two kinds of language learning motivation i.e., integrative and

instrumental. When one wants to learn an L₂ to be identified with and become a member of the L₂ community, he has integrative motivation. This kind is associated with components such as interest in foreign languages, desire to learn the target language, attitudes toward learning the target language, attitudes toward the learning situation, desire to interact with the target language community, and attitudes toward the target language community Gardner in [10].

Instrumental motivation, on the other hand, refers to motivation which is associated with the utilitarian benefits of language proficiency like course credit, job promotion, or higher salary.

A theorist [20] investigated the components of motivation in foreign-language learning (FLL) which involved learning the target language in academic settings without regularly interacting with the target language community. The results showed that instrumental motives significantly contributed to motivation in FLL contexts; nevertheless, this involved a number of extrinsic motives including the learners' desire to integrate themselves into a new community.

Dornyei [20] argued that Foreign Language learners often have not had enough contact with the target language community to form attitudes about them; thus, the integrative motivational subsystem is determined by attitudes and beliefs, involving an interest in foreign languages and people, the cultural and intellectual values the target language conveys, as well as the new stimuli they receive through learning or using the target language.

'Learning strategies' is another variable in this study which is defined as operation employed by the learner to aid the acquisition, storage, retrieval and use of information [15]. These are specific actions performed by a learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

Relatively, Hismanoglu [11] asserts that language learners use language learning strategies when processing new information and performing tasks in the language classroom. He claims that using language learning strategies is inescapable as he likens a language classroom to a problem-solving environment. When learners face new input and difficult tasks, they try to find the quickest and easiest way to accomplish them; thus, they use language learning strategies either consciously or unconsciously.

Malley and Chamot [8] categorize language learning strategies into: metacognitive, cognitive and social or affective classes. Cognitive strategies help learners make and strengthen associations between new and already-known information and facilitate the mental restructuring of information [8].

Metacognitive strategies help learners manage themselves as learners, their general learning

process, and the specific learning tasks expected of them to perform. Affective or social strategies, on the other hand, refer to those that involve feeling and social contribution to learning as well as the learning circumstances that evoke feelings and peer's assistance.

Oxford in Murcia [15] links language learning strategies to the development of communicative competence. She categorizes language learning strategies into two main classes, direct and indirect, each of which is divided into three (3) groups. Direct strategies include: 1) memory (creating mental linkages, applying images and sounds, reviewing, employing action); 2) cognitive (practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output); 3) compensation strategies (guessing, overcoming limitations in speaking and writing (p. 17). Indirect strategies cover 1) metacognitive Strategies (centering one's learning, arranging and planning his learning, evaluating his learning); 2) affective Strategies (lowering anxiety, encouraging himself to learn, taking his emotional temperature); and 3) social strategies (asking questions, cooperating with others, empathizing with others).

Stern [21] as cited by Hismanoglu [11] advances five (5) main language learning strategies as follows: 1) management and planning strategies which are related with the learner's intention to direct his own learning; 2) cognitive strategies or the operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials; 3) communicative-experiential strategies that refers to communication strategies e.g., paraphrasing or asking for repetition and explanation used by learners to keep a conversation going; 4) interpersonal strategies or the techniques applied when in contact or dealing with native speakers and cooperate with them; and 5) affective strategies that a student employ when dealing with emotional difficulties and overcoming them.

A study on language learning strategies by EFL secondary school learners in Tanzania showed a majority's preference of social strategies in the learning of English language [7]. Relatively, a group of scholars' [1] investigation on the influence of gender on college EFL learning strategy use revealed that the most frequently used strategies were the compensation types.

Chang et al. [3] investigated the influence of gender on college EFL learning strategy use and found that that the most frequently used strategies were compensation types which were followed by memory strategies, metacognitive strategies, social strategies, cognitive strategies and affective strategies respectively.

This case study was done to find the struggles of the present subjects which may be the same scrabbles experienced by EFL learners in a new

language learning ecology. Specifically, it attempted to determine the degree of the EFL participants' learning motivation with respect to: a) intrinsic-extrinsic and b) instrumental-integrative motivation; and the strategies they deploy to regulate English language learning in ESL setting.

3. Methodology

This section briefly describes the two adult EFL learners under study, the instruments used in data collection, and the manner in which the data were analyzed.

3.1. Participants' profile

The participants were two adult EFL learners i.e., one male Peruvian and one female Vietnamese who were 56 and 33 years old respectively when this study was conducted. For the sake of confidentiality which they requested, they are named Participant 1 (P₁) and Participant 2 (P₂) in this paper. P₁ is a third year student enrolled in the Bachelor of Secondary in Education program, major in Music Arts and Health (MAPEH); while, P₂ is a graduate student enrolled in the Master of Arts in Education major in English.

P₁ grew-up in Lima, the capital of Peru and is married to a Filipina whom he met in a religious organization in Peru. He would speak Spanish and Basic English which he learned in Peru during his elementary years. In 2014, he with his wife came and settled in the Philippines, so he started to learn Tagalog. He claimed that he speaks three languages: 1) Spanish with his wife because his wife does not want to unlearn it; 2) English to cope with the spoken and written requirements in the Philippine university where he is completing his Education course, and to socialize with his classmates and neighbors; and 3) occasionally, Tagalog with Filipinos who do not speak English and Spanish. P₂, on the other hand, was born in Tan Phu, Dong Nai Province, Vietnam and speaks Vietnamese, a Vietnamese dialect and English. She started learning English in her junior high school and studied its grammar for eight years as one of the content areas taught in Vietnam schools.

P₁ and P₂ who were both students of the researcher seemed to be struggling yet happily learning English. Both were always silent during class discussions; P₁ would always ask his seatmate about what the teachers said; while, P₂ would always speak in a very soft voice even when reporting, however would consistently show positive attitude toward the language and perform satisfactorily in written examinations. There were times that they were the poorest performers in the ESL class especially in the oral tasks. Outside the ESL classroom, they appear and sound livelier and more garrulous.

3.2. Instruments

Researchers and scholars are in agreement that self-report surveys, observations, interviews, among others, have been used as assessment tools for learners' use of strategies.

To secure insights from the subjects' authentic answers in their own words, interview was the main instrument used. The set of questions used in the first interview was on their language learning experiences; whereas, the questions asked in the second interview were on language learning strategies. The gathered self-report data were sufficed by the observations done by the researchers and the casual interviews done with some of the participants' classmates.

Another significant instrument used was motivational questionnaire or self-report survey. The questionnaire consists of Twenty-Five-Likert-scale statements (i.e., ten questions on intrinsic and extrinsic types which the researcher used in earlier study and another ten questions on instrumental and integrative types of motivation) that deliberately reveal the participants' language learning motivation. The verbal interpretation of the answers was based on the Likert-scale below:

5 Strongly agree	4.21-5.00	Very high degree of motivation
4 Agree	3.41-4.20	High degree of motivation
3 Cannot tell	2.61-3.40	Moderate degree of motivation
2 Disagree	1.81-2.60	Low degree of motivation
1 Strongly disagree	1.00-1.80	Very low degree of motivation

3.3. Procedure

After the adult EFL learners had been purposively identified for this study, they were informed about the investigation two weeks before the actual interviews were done. They were assured of their anonymity and of the confidentiality of the data to be gathered from them; hence, they confirmed their cooperation.

They were requested to be open without reservations during the interview proper. The two sets of interviews began with exchanging of greetings and continued with light personal topics about themselves, their families, and their communities to the principal researcher's questions. The natural flow of conversation was maintained since the interviewers encouraged the participants to relax speak easefully to obtain as much information as possible. Indeed, they, each at a time, were cooperative, relaxed and spontaneous with their responses.

After the conduct of the interviews, the participants were requested to answer the attitudinal questionnaires on language motivation; this was done by the second researcher. Their responses to the interviews were qualitatively analyzed based on the language learning and learning strategies frameworks

used; whereas, the data from the questionnaires were tabulated and treated with simple statistics for interpretation and discussion.

4. Results and Discussion

This section presents the salient and major findings that clarify dimensions to the issues presented in the foregoing sections.

It can be seen from Table 1 that P₁, the fifty-six-year-old Peruvian English learner has high degree of intrinsic and extrinsic motivation; however, his extrinsic motivation seems greater as sustained by the mean scores of 3.8 and 4.2 respectively. It is interesting to note from the figures that he is both intrinsically and extrinsically motivated to learn English despite his age.

Similarly, P₂, the Vietnamese elementary school EFL teacher has both intrinsic and extrinsic motivation. Same with P₁, her extrinsic motivation is also greater than her intrinsic motivation as shown by the mean scores of 4.6 and 4.0 respectively. It is very evident that her motivation to learn English is driven more by the outside forces rather than by her inner drive as indicated by items nos. 5, 7, 8, 10.

The figures suggest that after having been bored to learn English in their younger years, these EFL learners are now intrinsically motivated to learn it. This is sort of reflecting what Dornyei argues that motivation is not a static concept but changes over time. It looks like; they now enjoy learning the language and enriching their knowledge of the language with the culture to which it is embedded. The two participants' acculturation to Filipino traditions is manifested in their social being and language behavior. Despite their limited exposure to the language and past failures to learn it, they are now open to doing challenging tasks with assistance of their close Filipino friends. This implies that they intend to gain mastery of the language which they might have not intended in their early school years.

Now that the P₁ and P₂ are 56 and 33 years old and have experienced the challenges of classroom learning tasks, they may have finally felt the satisfaction of what Maslow (1943) termed *self-actualization*, the final stage in his Hierarchy of Needs. At this point of their linguistic journey, P₁ and P₂ seemed to have more or less realized how far they have learned or unlearned, and finally accepted their poor potentials and act to improve them.

It can be noticed that very near value was obtained from the items reflecting their extrinsic motivation. Like other students, they want to get good grades and receive other forms of recognition such as their Filipino classmates' high regard. In addition, despite their ages, they still think of landing into better jobs or getting higher pays.

Table 1. Participants' level of behavioral motivation

Statements:	Peruvian (P ₁)	Vietnamese (P ₂)
1. I enjoy the activities in our English class.	4 /High	4/High
2. I want to understand English further, the language itself and the culture where it is embedded.	4/High	4/High
3. I like accomplishing challenging tasks that will help me gain mastery of English.	4/High	3/ Moderate
4. I wish to gain fulfillment and/or satisfaction from expressing my ability in the use of English.	4/High	4/High
5. I love the freedom to choose and I decide on what I intend to learn about English.	3/Moderate	5/Very High
6. I want to receive good grades or other forms of recognition when I excel in English.	4/High	4/High
7. I wish to earn my professor' and classmates high regard through English proficiency.	4/High	5/Very High
8. I intend to get better jobs that require a good level of English proficiency.	4/High	5/Very High
9. I plan to study, work, or live abroad where English is the language spoken.	4/High	4/High
10. I desire to strengthen my relationship with my family, peers, and teachers who expect or encourage me to English.	5/Very High	5/Very High
Mean: Intrinsic	3.8 High degree of motivation	4.0 High degree of motivation
Extrinsic	4.2 High degree	4.6 Very high

Legend:

4.21 – 5 Very High 3.41 – 4.2 High 2.61 – 3.4 Moderate 1.81 – 2.6 Low 1.0 – 1.8 Very Low

The expectancy value theory explains their extrinsic motivation which is rigorously felt only now that they are mature. It appears that they have now realized their reasons for undertaking English classes' tasks. They now see the edge of knowing and speaking English and the utility value of the language especially in this era of globalization and celebration of diversity.

In sum, Table 1 shows the participants' level of intrinsic and extrinsic motivation. It shows that they are more extrinsically motivated to learn English though a very small value gap can be seen. The preceding discussion suggests that they might unconsciously have had this intrinsic motivation since their younger years; however, it may be concluded that this motivation was undermined by their linguistic environments—classrooms, teachers and classmates as well as the outside communities.

Table 2 in the second column reveals equally interesting results i.e., that P₁'s instrumental and integrative motivation systems are *very high*; however, his integrative motivation is slightly higher than his instrumental drive. He is apparently very highly motivated to learn English despite knowing a little Tagalog and despite having a Filipino wife who can understand and speak his L₁ as registered by items nos. 1, 2, 3, 6, 7, 8, and 10. This manifests his learning orientation observed by the researcher. He seems to be competitive, well organized, and success oriented toward doing well whatever is involved; he also possesses interest in English lessons. Despite his personal reason for learning English, his primary reason is to become indistinguishable member of the English-speaking community in the University and at home with his wife's family, friends, and neighbors.

Slightly different is the case of P₂ who has high socio-educational motivation; although, her integrative motivation is slightly greater as shown by the mean scores of 3.6 and 4.0, respectively. Her greatest instrumental motivation, *to better understand more information when I improve my English* revealed her seriousness and deep approach to learning.

The principal researcher is indeed a witness to her serious hard work and patience in trying to learn lessons which she would find difficult to process. She would always struggle to make sense of a lesson for her to cope with the demands of the ESL graduate classrooms. Her greatest integrative motivation, belief that *speaking English improves her relationship with the Filipino speakers in English* is similar with P₁'s which reflects her agenda to be really "in" with English speaking LSPU community.

The two both value interpersonal relationship with foreign friends and classmates as revealed by their priority to establish social relationship with their family and friends in their ESL environment as reflected in their answers to items nos. 3, 6, 7, 8, and 10. Their linguistic behaviors and actions manifested McDonough's proposition that the traditional integrative concept includes two aspects: 1) a general desire for wider social contact and 2) a desire to belong to a certain community by acquiring the psychological characteristics of the group. This may result in their unconscious and conscious acculturation.

Table 2. Ps' level of socio-educational motivation

Statements	(P ₁)	(P ₂)
1. I will better understand more information when I improve my English.	5	5
2. I am required by my employer and parents to study English.	5	2
3. I want to be part of the rich and the educated who speak English.	5	3
4. I will be promoted when I finish my MA in English degree and develop good speaking skills in English.	4	4
5. Learning English means high paying jobs in any country in Asia.	4	3
6. I have a plan to go and if will be given a chance, look for work in the US or UK.	5	4
7. I need English to be able to get along my Filipino friends and Asian brothers in general.	5	4
8. I want to work and learn with Filipino speakers of English.	5	4
9. Talking in English improves my personality and confidence.	4	4
10. Speaking English improves my relationship with the Filipino speakers of English.	5	5
Mean:	4.4	3.6
Instrumental	Very High	High
Integrative	5.0 Very High	4.0 High

4.1. Ps' repertoire of learning strategies

Both of P₁ and P₂ gave exactly the same answers to the questions: "1) how do you make sense of what you read; 2) do you easily learn/understand them; what extra effort, what do you do to learn them; 3) . . . how do you make sense of boring and complicated lessons; 4) what do you do if you cannot understand a reading text?" The following replies show their most used social learning strategy:

"I keep on asking my seatmates and friends. In the class." P₁

"I always ask, what is the question? What said the teacher? I always enjoy learning English because my teachers and classmates always help me." P₁

"I ask Ma'am Perla, my seatmate who helps me like a sister to explain to me what our professor explain and what and how to do the take home works." P₂

Sometimes I feel very tired, sick of learning English. I always get stressed; I couldn't sleep. I do not attend my class when I can't understand the assignment." P₂

The analysis of P₁'s and P₂'s learning strategies may challenge and awaken not only the researchers but EFL and ESL teachers in general. The interviews and observations done registered very limited strategies at hand to survive in ESL classrooms. Not one of them mentioned employing metacognitive strategies that would have helped them identify available references, decide for the appropriate resources for specific tasks, set study schedules, and set goals for language learning.

Surprisingly, they would not employ higher cognitive strategies but confined their learning

mechanisms within what thinking scholars (e.g., Bloom, 1969) classify as the lowest level of cognitive processes. The following are their verbatim replies to queries related to processing complex lessons, self-evaluation of their performance, and their past EFL classes:

"I don't enjoy reading much; I take it lightly with my wife's and friends help... I love just talking and talking because I need it." (referring to his speaking skills) P₁

"I don't sleep to read and read until I understand the material. Sometimes, I feel I will die if I don't understand a material and prepare my report or homework. When this happens, I do the homework although I'm not sure if it's correct." P₂

"I'm happy about my English. My problem only is my vocabulary because until now it's very few. My classmates' vocabulary is largest than mine" P₁

"Yes, I always tried to think how well I did on a task. Sometimes, I want to give up, I think I can't do that. I'm sad because I remember my past English classes. I failed because I didn't have good English environment; how miserable those times were." P₂

Aside from having a poor grasp of English, my EFL teachers got their English wrong, but it is understandable as they have had their English learned from their EFL teachers who got their English wrong too. After creating tremendous stress for me in goose-feeding vocabularies, I returned them all to the teachers by forgetting most of them . . . and it has the unfortunate consequence of making me disliked English." P₂

Weiner theory of motivation explains P₂'s interpretation of her present poor language

performance. She sounded certain that her failure was not caused by her innate low language proficiency and self-confidence but by an external cause – her EFL environment. She admitted learning repeated boring grammar lessons which were at times taught in their L₁. It is worth mentioning that she has positive attitude towards the language despite her poor linguistic background. She now struggles to express herself orally in what others may describe as unintelligible accent and pronunciation. It was observed that she is more conscious of her grammar in her written papers. It must be understood that she learned EFL and now teaching it, but she is obtaining her master's degree from an ESL ecology.

Another affective/social strategy P₁ has been utilizing is rehearsal or *practicing* the language with the experts, which P₂ is not employing. Their personalities and length of stay in the Philippines may explain why-- P₁ is a jolly fellow teaching religion to Filipino children and has been in the country for three years; while, P₂ is a shy young woman who has living alone in a small room for two years. P₁'s production of language output-based learning in a natural environment, his interaction with Filipino English speakers outside the classroom help him brush up his English language and at the same time develop more confidence. P₂, on the other hand, needs to be taught social and interpersonal skills.

When asked to follow up questions and more learning problems during classroom instruction, whether when the teacher is the main discussant and when the class is engaged in small group learning tasks, both the participants admitted:

"I can't understand my teachers, so I always ask my seatmate what the teacher said." "Even my classmates, I ask them to speak slowly and repeat and repeat aloud." P₁

"I know I appear and sound dumb; I always pause and ask my teacher and classmates—huh!? What?! Sometimes, I see my teacher gets angry when I can't understand her question or what she says, so I just nod or say yes although I don't understand what she says." P₂

"My professors and classmates talk very fast. I can't understand their pronunciation. After my class, I ask my friend Perla to explain to me slowly our homework." I cannot obtain high rate without my friend's explanation of the activities to do inside and outside the classroom." P₂

The candid responses of the participants to the queries relating to their understanding of the lessons imparted by their professors and shared by their classmates revealed findings outside the problem parameter, however cannot just be ignored. This language learning issues unleashed a sociolinguistic

phenomenon which cannot be stopped and denied but must be addressed to ease the ESL and EFL learners' language learning experience. They must be taught language awareness and the World Englishes paradigm (i.e., the different forms and varieties of English that have developed in different areas throughout the world) concept and samples, the clearest of which are the varieties they use and they are into; henceforth, in this case, Vietnamese English, Philippine English, and Peruvian English.

These findings on the case of adult EFL learners' behavioral motivation and learning strategies employed in an ESL ecology seem similar with the same researcher's [12] findings on the case of a young struggling Filipino ESL learner's in her homeland. Her data showed the participant whom she named Filish, (from Filipino and English) had high level of intrinsic motivation and moderate level of extrinsic language learning motivation, however would learn the language using her limited strategies repeatedly. Surprisingly, she would use exactly the same learning strategies that the present participants use; hence, it may be assumed that finding references, memorizing information, asking question or asking for help, and practicing with experts are the commonly employed strategies by both young and old EFL and ESL learners, regardless of the learning environment

4.2. Lessons from the Findings

Since language learners need to process information in language classroom, they should explicitly be taught to manipulate different language learning strategies in performing language tasks, oral or written. Language teachers should plan activities that can force students to employ varied learning strategies. They should provide learners with a wide variety of language tasks that require application of learning strategies for easeful and successful learning. However, it is necessary to adjust not only the learning tasks they design for the students to perform but also their methodologies and strategies to complement the students' schema, interests, motivations, and even learning preferences.

Inasmuch as every learner in the classroom is a unique individual who has different learning preferences and awareness of learning strategies that s/he can employ in making sense of new information, language teachers should be observant and cognizant of what language learning strategies their students are using. Besides observing their behavior in class, teachers may begin a semester or a year class by doing students' needs analysis, part of which is asking students to write an informal essay describing themselves and their past language learning experiences. Through this, teachers will understand not only their students' learning strategies but also their language learning motivation, deficiency, and

apprehension; therefore, they can motivate and reinforce students' language performance.

Language teachers should also examine their own teaching methodologies and strategies. The researcher remembers one of the activities they had in her Psycholinguistics class under Dr. Jo Mirador who made the class analyze their syllabi and lesson plans. By doing so, the teacher members of the class had the opportunity to determine whether their lessons give learners the opportunities to use strategies or not. The teachers were able to weigh whether their teaching allows their learners to do the language activities in different ways or not.

The unintelligibility of the Englishes that EFL and ESL learners use confirmed the importance of teaching language awareness and World Englishes paradigm. Inasmuch as peoples live in a multilingual world that speak English as a lingua franca, all teachers should be taught how to teach English to speakers of other languages (TESOL) so that they learn to appreciate and respect every variety of English that is spoken in the world. Moreover, they will learn to adjust their language behavior and accommodate EFL and ESL learners' linguistic behavior to help them sustain their learning motivation and succeed in learning the language, thus survive in the English-speaking ecology they are into.

Research has shown that the global spread of the language has significant implications on English Language Teaching. English language teaching development moves like a pendulum especially in this era when the world has become a small global village where people speak New Englishes. It cannot be denied that the spread of English has given rise to diverse, localized and hybridized and varieties of the English language; hence, L₂ English teachers are confronted with the challenges of globalization of the language that make their job difficult i.e., they get confuse as to what English to teach or teach the wrong variety which may not be practical.

One of the issues is that a big number of English language teachers and learners in the outer and expanding circles continue to idolize the L₁ English in the inner circle countries (e.g., British or American English) which they see and teach as the only correct and standard variety. Kachru [9] divides the speakers of English in the world into three and assign them specific concentric circles. He puts 1) the countries where people use English as their native/first language in the inner circle (e.g., Australia, UK, USA); 2) the countries once colonized by either the U.S. or the UK where people speak English as second language and where it is the official language or a second-language in a multilingual setting in the outer circle (e.g., Hong Kong, India, Malaysia, Philippines); and 3) the countries not colonized by the U.S. or UK where people speak English as a foreign language and

where it is recognized as an important international language for education and trade in the expanding circle (e.g., China, Egypt, Indonesia, Korea).

Most English teachers in the outer and expanding circles countries hoist the inner circle English and downgrade their own varieties as basilect variety (i.e., not prestigious variety spoken by the unlearned), for instance in the Philippines, English speakers still stigmatize Philippine English as a deficit English which is a product of poor instruction e.g., [10]. ESL and EFL teachers may consider teaching the varieties that can and will satisfy the students' real linguistic needs and that will prepare them to survive and function in the EFL/ESL ecologies.

5. Recommendations

Underpinned by the present findings, it is suggested that EFL/ESL teachers plan and monitor their teaching of learning strategies. They may do an honest evaluation of the classroom tasks they engage their students into to be able to indirectly offer strategies the students to process easeful learning and performance of the tasks. By so doing, they do not merely teach strategies through the language learning tasks but also prepare meaningful tasks that promote lifelong learning that goes beyond the classroom. Likewise, they need to adjust their motivational strategies to the types of their learners' motivation to ensure successful transmission of knowledge.

It may be useful to reiterate what the principal researcher advances in the previous paper [12]. As the previous and present data suggest, EFL learners are indeed motivated to learn the language. EFL and ESL teachers, on the other end should monitor their motivational strategies. Dörnyei recommends more than 100 motivational techniques in his *Ten commandments* for motivating language learners. It is a practical list presented with a comprehensive theoretical framework which teachers may use in monitoring their own motivational strategies to spark students' interest in language learning. It is recommended that ESL teachers, neophyte and expert, review their motivational skills and strategies, among others, using recent frameworks to increase the students' level of learning motivation and success.

In addition, inasmuch as the unintelligibility of the English spoken by the participants' ESL teachers and classmates was confessed as the major issue in learning oral lessons, the teaching of language awareness that subsumes the teaching of World Englishes, specifically the Englishes used by the EFL learners concerned is seriously endorsed for it promises a great help to the EFL learning in ESL setting.

6. Conclusion

The analysis of P₁'s and P₂'s learning motivation learning and strategies yielded challenging effect on the researchers. It is indeed a disheartening realization that some EFL/ESL teachers including the researchers might have been overwhelmingly teaching and accomplishing their syllabi, so unconsciously overlooked the deliberate teaching of language learning strategies, and examination of the learners' motivation as well as their own motivational strategies. It is saddening to find that highly motivated adult learners are ineffective learners due to poor manipulation of learning strategies.

The teaching of language awareness and of World Englishes promises great help to speakers of other languages in general or learners of EFL and ESL especially to those EFL learners in ESL environment and vice-versa. This paper does not imply the teaching of L₂ varieties only but the teaching of the varieties needed by specific learners, for instance the teaching of the schwa sound may be impractical for vocational students specializing in Air condition and Refrigeration Technology. Selection of functional lessons in specific needed varieties may be considered when designing lessons specifically for English for Specific Purposes (ESP) students.

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