

# **Experiences of Second Language Learners of Learning Strategies into Practice: A Phenomenological Study**

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## **Abstract**

Education has been one of the essential ingredients that a modern society yearns for higher status and standard living. Second Language Learners do have to learn the concepts theoretically; however, when the learned concepts are put to practice, students go through a great deal of stress and anxiety. Perpetually, they need to be strong emotionally, physically, and mentally in order to meet the goals of the targeted language (Cairney, 2007; Loxton, Mooney & Young, 2006; Samuel-Dennis, 2006). Often, students do not show interest in instructions as they feel culturally isolated. Self-determination theory explains that both intrinsic and extrinsic motivations are essential to progress forward (Deci & Ryan, 2000). This qualitative study (phenomenological study) examined the challenges and the issues of ESL students in the Philippines. Research respondents were 15 ESL students from different higher educational institutions in Region IV A, CALABARZON, Philippines. The data were collected through observations and in depth interviews and literature for triangulation; and were analyzed through two cycles of coding where themes and categories were developed. The findings showed that there are challenges and issues that ESL students face when transferring theory to practice. The study ended with recommendations to bridge the gap of the challenges and experiences of ESL students in learning.

**Keywords** *multicultural higher education students, ESL students, motivation, qualitative study, ESL students' experiences*