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## Evolving Perceptions of English Language Learning: A Phenomenographic Study of Learners' Strategies and Approaches

Aamir Futaima Sheikh<sup>1</sup>

<sup>1</sup>*Department of Education, Charles Darwin University (CDU), Australia*

### Abstract

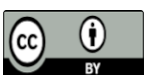
This study probes into the changed students' perceptions of effective learning strategies among English language learners (ELLs), employing a phenomenographic approach. The results show an orientation change in learners from vocabulary and grammar exercises to more interactive and communicative types of exercises. Initially, these students had difficulties applying the memorised content in real-life situations but later reported signs of fluency improvement and increasing confidence through peer interaction, technology-assisted learning, and authentic practice. Moreover, personalised teacher feedback had a great impact on the growth of the learners. The study emphasises moving away from rote learning in language and instead incorporating elements of social interaction, immersion, and technology to facilitate fluency. These findings indicate that the curriculum for a language has to be more dynamic and practical to enhance learners' fluency, which may provide some useful implications for educators and curriculum developers.



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### KEYWORDS

*Phenomenography, English language learning, learning strategies, communicative approaches, technology-assisted learning*



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Learning a new language is an involved process that requires one to apply different strategies, be it rote learning of vocabulary or effective communication. However, as learners go through the language learning process, their perceptions of what really works for them in achieving success with their learning strategies usually change. This study discusses these changing perceptions among some English language learners who are studying at an educational institute in Australia. All 12 participants were students at the moment of the research, attending the university's different academic stages and programs. Recruitment was achieved by snowball convenience sampling in order to enable the researcher to reach more participants through referrals. The study used the phenomenography qualitative approach, which tackles variation between experiences and meanings of phenomena by participants. It aims to seize the perceptions of English language learners and how these change or are expressed at the different stages of their journey towards learning the language.

First developed within educational research, phenomenography is an approach particularly apt for exploring variations in learners' experiences. In contrast to more traditional qualitative approaches, which often look for a single and unified understanding of a phenomenon, phenomenography concerns itself with the variation in ways of human perceptions of the same experience. In such a case, the approach makes it possible to uncover the diversity of learners' approaches in learning a language and how these approaches evolve into others with the passage of time. The explication of the 'what' and 'how' of learners' experiences — the 'what' of the specific elements in the learning of language involving them, and the 'how' of their strategies used in learning — allows the fine points of the learning process under scrutiny to emerge in a very detailed fashion with phenomenography (Hajar, 2020; Go & Pang, 2021). The study in focus emphasises that learners typically start with the traditional approaches of memorisation of different vocabulary and grammar exercises, both fundamental to establish a foundation in a new language. However, many students cannot convert these skills into practice on everyday occasions or even outside the classroom for impromptu conversations. As the learning progresses, they tend to shift more towards the communicative and interactive modes when they feel a greater need for peer interaction, feedback, and finally technology to enhance their learning. Mobile apps for pronunciation and automatic speech recognition, for example, have become key resources for students who wish to improve speaking outside the classroom contexts. It represents turning away from superficial language acquisition to an integrated approach, both in its application and immersion.

It thus highlights an important issue; how the beliefs of learners of English as a foreign language about effective learning strategies are changed when they experience different learning methods. This research phenomenographically map learners' experiences of a transition from isolated learning techniques to more advanced ones, involving social interaction, technology, and authentic practice. Such findings will provide a deeper understanding of how learners develop in awareness and in the formation of learning strategies, with implications for educators, curriculum designers, and the learners themselves. This research also shows just how these changing perceptions can be used to

construct more efficient language-teaching methods that better meet the needs and experiences of learners.

### Literature review

Phenomenography is one such qualitative approach, which aims to apprehend the ways in which people experience, understand, and constitute meaning of various phenomena. Unlike those qualitative approaches, which seek to uncover one objective reality—for example, phenomenography assumes that there are substantial differences among individuals in their perceptions. Originally developed within educational research, phenomenography has demonstrated itself particularly useful when studying experiences of learners and allows researchers to pick up variation in how students receive and approach learning. The phenomenographic approach has been used within language learning to explain the ways in which learners come to understand what are considered as effective learning strategies and how these change over time through the exposure to various methods of learning.

The objective for this literature review is to consider various studies that employed phenomenography in an attempt to explore perceptions for learners with respect to language acquisition. Bearing in mind the evolution of English Language Learners' strategies, consideration is given to some of the key findings, and which phenomenographic studies emphasise the importance of different modes of learning. These include rote memorisation, technology, peer collaboration, and immersion practices.

#### *Phenomenography: understanding variation in learners' experiences*

This makes phenomenography particularly suitable for the investigation of the developing perceptions of language learners, as it allows the research to examine how learners approach the process and which strategies have most effectively focused their learning. A central focus within phenomenography therefore relates to the 'what' and 'how' of an experience, the 'what' refers to content or foci in experience, while the 'how' refers to strategy or approach adopted. In understanding language learning, for instance, research has documented that the starting point of a student's focus on the isolated components gradually shifts towards more integrative and dynamic approaches to learning. The learner's strategy and learning experience gradually change from pure memorisation-based approaches to more communicative and interactive based on deeper understanding and fluency in the target language.

#### *Initial focus on rote learning and grammar*

At the beginning of the language-learning journey, most learners initially start with traditional methods such as rote memorisation and grammar exercises. Their focus at that stage is on memorising vocabularies in lists, mastering the rules of grammar, and then applying those rules in structured exercises (Tazeen and Kader, 2024). Although such an acquisition of knowledge in that way may ease the learning basis, research using phenomenography has showed that most of the learner cannot have the knowledge ability apply once they actually met the event of communication in their practice life.

For example, a study using phenomenography conducted by Zhao and Hu (2020) showed how learners' engagement in shallow learning led to frustration in dealing with the communicative events of real-life discourse. In addition, their vocabulary and grammatical knowledge, which they might have memorised, are levelled at the point where they could spontaneously apply them. It is an outcome close to kindred researches in which learners claimed to have a problem with the transfer of these types of knowledge from textbooks to real interaction contexts.

These findings illustrate the weaknesses of traditional grammatical pedagogy in aiding language learning. The importance is on grammar and vocabulary, but for a learner to be fluent in a language, they need to work with it in a more realistic and communicative form. The phenomenographic approach reflects this change in perception among learners and outlines their journey from discrete learning tasks to more holistic methods (Go & Pang, 2021).

### *Transition to communicative and social strategies*

As learners progress, they start to move away from rote learning towards more communicative strategies that focus on social interaction and real-life application. The "referential" aspect of phenomenography, which refers to the meaning learners attribute to their experiences, shows that many learners, eventually, recognise the value of peer interaction and practice in language skill development (Fareed et al., 2021). This is reflected, in a structural way, by the shift of the learners' experiences from solitary study to engaging in dialogues with their peers and participation in collaborative tasks.

In McClenny's (2020) study, learners mentioned that peer feedback and discussions within the group were more helpful than studying alone. Other learners commented that talking to other people in the target language allowed them to use the language in a real-life situation, which boosted their confidence and effective speaking skills in English. This supports other studies on the same topic indicating that peer practice improves learning while, at the same time, decreases the anxiety level. It also, consequently allows a friendly and more interactive learning environment, as suggested by Go & Pang. It has also been revealed that learners who use communicative strategies do excellently in language task performances requiring spontaneity and improvisation. One such study revealed that Kozawa (2017) found that language learners who practiced the use of pre-fabricated communication patterns while studying in task-based language learning environments eventually developed conversational skills. They also felt more confident in the likelihood that they could have impromptu conversations; this, according to Kozawa (2017) attends to an essential trait of the process.

### *Role of technology in enhancing language learning*

Technology is increasingly central to modern language learning, providing learners with new tools to practice and apply their skills. Phenomenographic research has looked into how learners perceive the use of technologies like mobile apps, automatic speech recognition, and virtual reality to support their language development (Wang et al., 2022).

For example, Sun (2023) found that learners using pronunciation apps as part of their language strategy reported significant improvements in speaking skills. Learners valued being able to practice pronunciation outside the classroom, using apps to refine their speech in their own time. However, many emphasized the importance of teacher feedback to complement technology, as automated tools cannot replace the personalised guidance instructors provide (Sun, 2023).

Other research on Virtual Reality (VR) in language learning shows that immersive technologies create rich and interactive contexts within which learners can ultimately express themselves meaningfully. Wang et al. (2022) report that learners who used VR for exposure to real-world simulations developed increased contextual understanding and improved fluency. These results confirm the advantages of merging technological tools with practical, immersive language practice.

### *The importance of authentic practice*

Other emerging result from phenomenographic studies is that for learners to be able to transit from theoretical understanding of a phenomenon to practical manipulation, they needed real practice. Those engaged in real language use in practice or, say, practicing English at work or in social lives, quickly reported a high acquisition of language and self-efficacy to execute language tasks (Mazgutova & Hanks, 2021). For instance, in a study, participants engaged in an experiential practice involving peer interaction and practice on real-world tasks described how their perception of language learning had changed. They believed that such a practice with English for real, meaningful purposes was more important than the grammar and vocabulary usually taught at school to obtain the intended learning results (Birhanu et al., 2022). What therefore shifts in such a perspective is a broader emphasis on general findings of phenomenographic research to support the importance of experiential learning in language retention and fluency development.

### *Personalised feedback and reflection*

Personalised feedback has been found to be one of the most important aspects that helps learners progress with language acquisition. In most phenomenographic studies, learners reported a great amount of teacher involvement in the feedback, which enabled them to identify specific areas for personal growth. For example, in a metacognitive instruction study, learners described how teacher feedback helped in streamlining problem-solving strategies and improving the understanding of task complexity. Besides, the phenomenographic study highlighted reflective practices in language learning: learners who engage in self-reflection and are inclined to look for feedback usually attain greater insight into their learning strategies and prove more successful in applying them in new contexts. This means that a reflective learner knows better how to be autonomous and confident in language use.

## **Data analysis**

Phenomenography is a variety of qualitative research that was formed inside the educational domain, aiming at studying how humans experience, understand, and interpret some phenomena. This type of

methodology is interested in the variation in how people tend to see the world that is around them; hence, it suits very well the study of learners' experiences in different educational contexts (Hajar, 2020). Two key aspects of phenomenography are the 'what' and 'how' aspects of an experience, which can be described through the distinction between 'referential' and 'structural' elements. The 'what' refers to the contents of an experience, that is, what one sees or makes sense of in relation to a certain phenomenon. In the context of language learning, for example, 'what' could mean those specific elements making up the language, like vocabulary, grammar, or pronunciation, that learners may wish to focus more on to enhance their language ability even more. 'How' is how a person perceives that something is happening or is an experience. It operates on the plane of the real strategies of dealing with the phenomenon, be it mnemonic techniques or technology-supported tools that have been applied. This dual focus provides a clue on two dimensions: what are the contents of individuals' experience and which underlying cognitive processes shape understanding.

In this regard, the referential side of meaning can be concerned with what an individual puts within the phenomenon with respect to a meaning; the structural side has to be concerned with the internal structure of the individual experience. This kind of distinction between meaning and structure makes it possible for the researcher to understand the way an individual strategy influences the understanding. An examination of both the referential and structural aspects allows capturing the variation in how teachers and students make sense of phenomena in educational contexts, say researchers.

### *Contexts of study & participants*

This study was carried out at an institute in Australia. The participants were 12 students who at the time were learning English and were in different levels and programs. The study was conducted through snowball convenience sampling. In-depth interviews were audio-recorded in the English language, transcribed verbatim and analysed phenomenographically under the supervision of my main PhD supervisor.

The present research pursues the changing perceptions of English language learners as they graduate from basic rote vocabulary memorisation and grammar exercises to authentic practice in real-life settings. This study interviews 12 participants on the ways learners move from basic strategies like rote learning to the enhanced approaches of using technology, peer interaction, and feedback tailored to the learner. For example, the study of Fareed et al. (2021) recently found that integrating peer feedback in the learning process enhances students' writing and speaking skills in English by creating collaborative environments and reducing anxiety. Other technology-assisted feedback, such as automatic speech recognition systems and mobile applications, was also found effective for learners' pronunciation and speaking skills. This study would capture the progress of learners' awareness about the continuously emerging importance of social interaction, immersion, and practical application in the development of English fluency and communication skills. This is a very critical point because



immersive technologies were recognised with providing in-depth interactions that foster a contextual understanding in language learning (Wang et al., 2022).

The focus of this study is therefore centred on the following research question:

*Q: How do English language learners' perceptions of effective learning strategies evolve as they engage with various methods?*

### The outcome space

This study utilises phenomenography and shows variation in learners' expanding awareness of English language acquisition. Data show the way learners tend to focus on one aspect of the language, such as vocabulary and grammar, from a very isolated perspective, with most asserting that relating them to real life during a conversation is problematic. This limited view gradually develops as learners participate in more active and realistic learning experiences, like practicing with fellow students, using technology, and receiving customised feedback, Table 1. This development marks a transition from surface learning, focused on memorisation and the learning of grammar rules, to a deeper understanding of language use in authentic communicative contexts. These results show the value of social interaction and real practice in a referential aspect—the meaning learners assign to their experiences—and the structural aspect of how different learning strategies influence their understanding.

It is this variation in learners' perception that the study captures through phenomenography, whereby a shift from simple rote methods by learners to more dynamic ones considerably increase their confidence in using English. They further note that speaking and engaging with others in real-life situations enhances their ability to think and communicate in English besides mere theoretical knowledge acquired from textbooks. The outcome space embodies this shift, whereby the knowledge of English acquisition by learners is expanded from purely rule-based, linguistic sense to practical, social, and interactive dimensions in the use of language. It is pertinent to add the fact that technologies, peer responses, and immersion into experience in curricula concerning language learning have to improve better cognitive involvement and fuller retention of the learned languages.

**Table 1**

*Outcome Space: Learners' Expanding Awareness in English Language Acquisition*

<b>Theme of Expanding Awareness</b>	<b>Quotes</b>
<b>Focus on Vocabulary and Grammar</b>	"I memorise vocabulary, but it's hard to use in real conversations." (P1) "Grammar exercises help, but I struggle to apply them in real life." (P2)
<b>Value of Social Interaction and Peer Practice</b>	"Speaking with others helps more than studying from books." (P3) "Practising with friends feels more real and builds confidence." (P4)
<b>Role of Technology in Language Learning</b>	"Technology like pronunciation apps helps, but a teacher is still necessary." (P5)

	"Role-play makes me think in English, which grammar exercises don't." (P6)
<b>Importance of Authentic Practice</b>	"Using English at work or with colleagues helps me learn faster than studying alone." (P7) "Group discussions teach me practical communication, not just rules." (P8)
<b>Textbook Knowledge vs Real-Life Application</b>	"I thought I knew English from textbooks, but using it in real situations is much harder." (P9)
<b>Value of Personalised Feedback</b>	"Teacher feedback really helps me improve." (P10)
<b>Confidence Through Everyday Use</b>	"I use English confidently in daily routines like shopping and travelling." (P11)
<b>Need for Full Immersion</b>	"Mixing languages helps at first, but full immersion in English is better for progress." (P12)

As Table 2 below illustrates, the referential and structural aspects of learners' experiences in English language acquisition help to highlight how their perceptions and strategies change over time. This tells of the meaning learners put on different strategies, such as viewing vocabulary and grammar importantly at first but failing to apply the same in real-life conversation. Over time, their conceptions develop and they come to realise that social interaction, technology and real-life practice are more effective ways of helping them achieve fluency. On the other hand, the structural perspective indicates a development in language learning strategies in which learners change from using memorisation and exercises towards active learning techniques with classmates, teachers and real-life situations. The process underlines an increasing role of immersive experiences and personalised feedback that instil greater confidence and fluency in using English. In this respect, Table 2 is a very good example of dynamic fluctuation in the learners' awareness, as far as it presents them on their journey from theoretical knowledge to practical application of the language features.

**Table 2**  
*Referential and Structural Aspects in Learners' English Language Acquisition*

<b>Theme of Expanding Awareness</b>	<b>Referential Aspect (Meaning Assigned to the Experience)</b>	<b>Structural Aspect (Internal Structure of the Experience)</b>
<b>Focus on Vocabulary and Grammar</b>	Learners understand that vocabulary and grammar are fundamental, but struggle to use them in real conversations.	Learners depend on rote memorisation and grammar exercises, but struggle when trying to apply that knowledge in practical communication.
<b>Value of Social Interaction and Peer Practice</b>	Learners perceive social interaction as a more effective means of learning than solitary study.	Interacting with peers also allows the learner to use the language in context at the point of need, which increases the learner's confidence and competence in using English in real settings.
<b>Role of Technology in Language Learning</b>	Learners view technology (e.g., pronunciation apps) as helpful, but still value the presence of a teacher for feedback.	Although pronunciation and language learning strategies could be erred upon and learned with the use of the computer, only a teacher can direct the right way.



<b>Importance of Authentic Practice</b>	Learners find that real-life application of English accelerates their learning and fluency more than textbook study.	The practical use of the English accrued based on experiences in various work and social environments, rather than theoretical.
<b>Textbook Knowledge vs Real-Life Application</b>	Learners realise that textbook knowledge alone is insufficient for effective communication in real-world situations.	The shift that has been happening in structuring comes as people move from theoretical to practical usage of language skills in diverse and real situations, recognising the gap between the knowledge and its applicability.
<b>Value of Personalised Feedback</b>	Learners value personalised feedback as crucial to improving their language proficiency.	The personal correction of some problem areas by the teachers themselves deepens further in understanding how to apply the rules that control language in practical situations.
<b>Confidence Through Everyday Use</b>	Learners gain confidence in their English skills through consistent use in daily interactions, such as shopping and travel.	Regular frequent interaction with the language in this manner will make the learners able to use it more comfortably, confidently, and appropriately in a wide range of everyday contexts.
<b>Need for Full Immersion</b>	Learners understand that full immersion in an English-speaking environment is essential for significant language progress.	Immersion accelerates language learning through encompassing an environment where, without the first language, one is constantly put in need of using English. This develops a deeper understanding of how to be fluent in a more enhanced perspective.

In this phenomenographic study, every theme to emerge from the learners' experience of learning English represents a different step in their developing awareness of efficient strategies for learning. Analysis of the evidence shows how learners move away from the dimension of a surface approach, focusing on separate parts of language, and simultaneously converge on an understanding of using language in a more integrated and practical way. Each theme is discussed in relation to its referential (meaning assigned by learners) and structural (internal structure of experience) aspects, providing a comprehensive view of how learners' perceptions and strategies evolve.

### *Focus on vocabulary and grammar*

At the earlier levels, for example, students concentrate predominantly on the memorisation of vocabulary and practicing grammar exercises. They try to justify these as language learning. The structural element is represented by vocabulary and grammar, the mastering of which, in their understanding, would ensure fluency. Nevertheless, at the next level, participants felt frustrated about putting both skills into practice during real-life communication because structurally, the base of their experience in language learning is still constructed on rote memorisation and the rule base. This dependence on mechanical strategies makes them limited in their interaction because, without coming out of textbook knowledge, they cannot develop a meaningful dialogue. The fact stresses that traditional pedagogy based on grammar does not seem to be helpful, and ways have to be looked for

helping learners integrate vocabulary and grammar within communicative contexts rather than treating them as separate and isolated skills.

### *Value of social interaction and peer practice*

As the learners progress, they begin to understand and value more the theme of social interaction and peer practice. The referential aspect manifests itself in a shift in learners' understanding in which learners see interacting with peers as more beneficial than working alone with books or doing exercises on paper. Learners who practise with peers feel confident and believe that they can use English in real-life situations. Structurally their learning is more dynamic because of their involvement in dialogues and collaborative tasks that let them practice language in real life. This theme resonates with present research that collaborates with the effectiveness of collaborative learning on improving language skills. The interaction with the peers, not only allows the practice but also leads to lower anxiety levels, therefore providing the students a less intense environment for testing out their abilities along with a more pleasant framework for receiving constructive feedback.

### *Role of technology in language learning*

Another theme of importance identified in this research is the use of technology in language learning. Learners discovered that technology, including apps for pronunciation and automatic speech recognition tools, could be useful in developing their skills, especially in areas such as pronunciation. However, many participants still value the role of a teacher for providing personalised feedback and addressing more complex language issues. The structural aspect of this theme goes to the indication that though technology could assist in language learning, it was most effective when mixed with teacher support. This is an indication to amalgamate traditional and digital resources to maintain a balanced and effective environment for language learning, this points toward a need for understanding the ways in which learners interact with tools and perceive certain areas as limitations as technology becomes more prominent in educational settings. This can allow the development of learning platforms that are responsive and adaptive to learners' needs.

### *Importance of authentic practice*

The increasing realisation of the need for authentic practice signals a crucial milestone in learners' acquisition of language. The referential dimension, thus, hints at learners starting to realise that English used in actual practice, say, at work or for social exchanges, quickens their learning more than text-bound study does. In structural terms, this change is in favour of a more experiential approach to language learning, whereby learners are not just acquiring knowledge but applying it within practical, meaningful situations. Authentic practice leads to real understanding of the language so that learners can be fluent in its use and confident in the process of its application in various settings. In essence, this is the theme underlying the call for immersive contextualised learning experiences that give room for the retention of languages and their realistic use.

### *Textbook knowledge vs real-life application*

One of the echoing themes in this study is the gap between what the textbook contains and what actually happens in reality. In the beginning, learners think that mastery of the content in the textbook would serve the purpose of language proficiency, but experiences have shown them an opposite side of the coin. They realise very fast that mere theoretical knowledge will not prepare them for the complexities of real-life communication. The abstract nature of this topic then illustrates that learners will be required to turn their book-like knowledge into diverse, unforeseen situations. This gap is one of many challenges in language education and thus further underlines the need for curricula that bridge such gaps through the incorporation of practical application with theoretical knowledge.

### *Value of personalised feedback*

Personalised feedback is one overarching theme whereby, for their part, the learners themselves attribute much significance to how teachers play a role in giving feedback on a personal note. The referential aspect of this theme underlines how learners see teacher feedback as helping to make progress towards specific weaknesses, which are to be improved with regard to general proficiency. In terms of structure, personalised feedback aids the navigational process through language acquisition by pointing out focused insights and corrective measures. This theme underlines the involvement of teachers in the learning process, even in technology-enhanced learning environments. It is a benefit to have one more perspective: a teacher's, human and able to adapt to one's particular needs and style of learning.

### *Confidence through everyday use*

As students integrate English in their lives, they write that they feel more capable of using the language. Referentially, this indicates that through practice in daily or weekly use, such as going shopping or being able to use English in traveling to a new location, learners are better able to solidify skills and increase confidence in speaking. Structurally, this theme suggests that every day, repetitive forms of communication give learners constant chances for practicing in less formal settings, thereby improving confidence levels. Here, too, a theme of informal, everyday language use is set up; that is, the learner benefits from frequent practice in a real-world setting, not within the confines of the classroom.

### *Need for full immersion*

The theme of full immersion underscores the ultimate goal many learners identify for themselves: to be fully immersed in an English-speaking environment. Referentially, it suggests that students feel that this is highly significant because only absolute immersion can make them achieve something of value since they are being compelled to use the language and not rely on their mother tongue constantly. Structurally, immersion offers the most complete experience in learning a language since learners have to use English in the whole development, thus speeding up their fluency and cultural understanding. From this thread of thought, it is evident that full learning environments have been

underscored in the process of language acquisition. It suggests that the key strategy for moving learners to high levels of proficiency lies in full immersion. These themes are discussed from a phenomenographic perspective, affording an elaborate understanding of how learners' experiences and perceptions of the acquisition of the English language develop and change with time. Such variation in referential and structural aspects with learning phases suggests that language educators should adopt more dynamic, interactive, and immersive approaches to better support learners' development.

### Conclusion

Findings of this study provide valuable insight into the changing perception of students of English about their language learning strategies. The conventional approach the learners have adopted so far has been one where it was made to believe that rote memorisation of vocabularies and rules of grammar would constitute the foundation of their language. However, over time, it became rather strikingly obvious that such methods often failed when the learner tried to apply obtained knowledge—for instance, in an unprepared conversation or at work. For participants, not being able to switch smoothly from theoretical knowledge to practical application was a source of irritation. Simultaneously, this very result is only confirming findings from other works, which show the limiting nature of grammar-oriented pedagogy outside of communicative situations.

One of the key findings of the research was that learners increasingly emphasised interactive and immersive strategies as they progressed through their language acquisition journey. Participants who practised with peers, within groups, and through personalised feedback from teachers reported significant improvement in fluency and confidence. It was through social interaction that the low-stakes practice of language, in which learners could experiment and hone their abilities, initiated development. Again, this reinforces the claim that language learning must move into more integrated and communicative modes of practice beyond grammatical isolation exercises.

Another factor that contributed to the development of the learners was related to some technological issues. Pronunciation apps, speech recognition technology, and mobile language learning platforms constituted helpful supplements for the classrooms for the learners. Except for the routine classroom opportunities, all these technologies offered them flexibility for practicing their skills outside the class, more frequently and in an individualised manner. Yet, they admitted that technology could not substitute for the teacher, especially for the higher-order areas of more complex language problems or personalised feedback. Given this, it was a highly effective way to promote both fluency and accuracy in language use: supporting with both technology and the teacher.

Another widespread feature was real practice and total immersion. Those learners who have an opportunity to practice English in reality, for example, at work, while traveling, or in social life, showed quicker language acquisition and more confidence in their communicative skills. All this underlines the importance of experiential learning in language education, making the point that curricula should permit opportunities for learners to apply their skills in authentic, practical contexts.

The study also found that those students who had complete exposure to the environment of English speakers felt more homogenous and made greater strides compared to their peers who were dependent on their L1's crutch. This phenomenographic study points out that static, transmission-oriented approaches are insufficient in the process of language teaching. The traditional paradigms, however, of rote learning and learning grammar rules do not support confidence and real fluency in learners; rather, the focus should be on social interaction with personalised feedback and authentic practice, for which an opportunity needs to be created using technology. These findings have important implications for curriculum designers and language teachers, suggestive that more integrated, immersive, and practical approaches are imperative for meeting the needs of English language learners in modern educational contexts.

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