

SOCIAL ENGAGEMENT STRATEGY OF ENGLISH LANGUAGE LEARNERS FOR ENHANCING GRAMMAR

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Abstract

Language learning, including grammar learning, requires social strategies involving interaction. The study explored the prevalence of social strategy use, patterns of social strategy use employed by English Language Learners (ELL) in learning English grammar, and the rationale behind their use. Using purposive sampling and a mixed-methods design (Grammar Learning Strategies Inventory – GLSI – and follow-up semi-structured interviews) with 194 Indonesian undergraduate respondents showed that social strategies were most employed, followed by metacognitive, cognitive, and affective. The findings also illustrated three social strategy use patterns: (a) involving teachers and more proficient others, (b) practicing with peers, and (c) involving peers as motivators. The rationales for social strategy use were further demonstrated: (a) to understand and avoid mistakes in the use of grammar, (b) share and enhance understanding of grammar materials, (c) know errors and correct them to participate more in learning, and (d) improve grammar usage. These findings provide practical and theoretical insights into students' social strategy use in the ELL context. Limitations and opportunities for additional research are also presented.

Keywords: ELL, grammar learning strategy, grammar teaching, social strategy

Introduction

Social strategies are part of the grammar learning strategies inventory (Pawlak, 2018) and play a pivotal role in language learning, as all skills require a knowledge of grammar. Aligned with this is that a knowledge of how grammar works is very important to communicate well, as it affects spoken and written language production (Yunita, 2014). The rules of language are learned through grammar, e.g., the arrangement of words, phrases, and sentences (Althaqafi, 2018). In addition, proficient grammar use increases confidence (Salikin, 2015) by facilitating interlocutor comprehension. However, understanding grammar may be challenging (even for those majoring in English education) as English is an additional language for English learners. Additionally, students have different learning styles, interests, and strategies when learning grammar. However, as



Oxford (2017) reported, employing learning strategies can make learning easier, faster, and more enjoyable, and choosing the right strategy can facilitate comprehension.

The Grammar Learning Strategies Inventory (GLSI) compiled by Pawlak (2018) was developed from Oxford's (2017) Strategy Inventory for Language Learning (SILL) by adapting strategies for grammar learning while retaining the terms cognitive, affective, metacognitive, and social. Several researchers have since studied strategies for learning grammar (Go et al., 2019; Mulugeta & Bayou, 2018; Oo, 2018; Pawlak, 2018; Supakorn et al., 2018; Syakhrin, 2021). The findings repeatedly show that students' grammar-learning strategies are as heterogeneous as learners themselves (Charoento, 2017; Griffiths & Soruç, 2021; Tseng & Gao, 2021) refying the need for GLSI exploration.

Subsequent researchers have followed and expanded upon Pawlak's (2018) work. For instance, Amroune and Charik (2020) found that Algerian undergraduates similarly used all four strategies. However, the cognitive strategy dealing with corrective feedback on grammar errors during production was the most frequently employed, followed by social strategy use. Surprisingly, they also reported no significant relationship between strategy use and grammar competence. Conversely, others have found a reverse relationship. For instance, while working with Malaysian undergraduates, Mohamad et al. (2023) reported that social strategies were the most commonly used, whereas cognitive strategies were employed less frequently. They also noted that higher-performing students used strategies more frequently than their lower-performing counterparts. Similarly, Jaruteerapan (2022) explored this phenomenon with Thai English majors of varying proficiency levels online, demonstrating that all strategies were similarly used (with mean scores ranging from 3.61 to 3.84). Nevertheless, social strategies were the most prevalent, with consistent usage across students of different proficiency levels. Kadir et al. (2020), using a quantitative design with Indonesian ELL learners, also found that social strategies were the most commonly employed. They observed that both high- and low-achieving students used these strategies, albeit with differing frequencies.

Overall, the literature has shown that each strategy is utilized, with several studies highlighting the prevalent use of the social strategy. Following this, what is notably absent is an exploration of social strategy patterns and accompanying rationale. This study aims to address that gap and expand grammar learning strategy use literature, particularly in relation to social strategies. To explore this, the following research questions were posed:

RQ1. What GLS strategies do English Language Learners (ELLs) use most frequently when learning English grammar?

RQ2. What patterns characterize ELLs' use of social strategies in learning English grammar?

RQ3. What rationales do ELLs give for using social strategies to support their grammar learning?

Learning grammar

The paradigm for understanding the logic of grammar in the grammar-learning process is complex (Rashmi & Hanumanthappa, 2017), as grammar learning is a significant aspect of language knowledge and is closely correlated with

learning style, vocabulary, and genre (Pawlak, 2018). In line with this, grammar learning ability refers to the capacity to arrange sentences and use conjunctions and verbs appropriately according to tense (Pothos, 2007).

Building on this understanding, grammar learning is important because it enables learners to produce correct sentences while simultaneously focusing on their forms and functions (Pishghadam & Ebrahimi, 2019). Above all, when it comes to complex grammar logic, grammar learning represents a paradigm that can be mastered through specific learning strategies. For example, grammar is frequently addressed in textbook-based learning, where exercises focus on grammar rules, explain and describe those rules, provide examples, and offer learners opportunities to practice writing and translating sentences (Astrid, 2011).

Social engagement

Social engagement, strongly related to social strategy use, is a dynamic, multidimensional concept characterized by two-way or multi-party interactions that involve feedback (Carpenter, 2019) and encompass both psychological and behavioral attributes such as connection, interaction, and participation—elements that contribute to individual, organizational, and social outcomes (Johnston, 2018). This type of involvement is evident in contexts like employee, customer, and broader social engagement (de Oliveira et al., 2020; Sun & Bunchapattanasakda, 2019). At its core, social engagement centers on the formation of social relationships, reinforced by a sense of belonging, satisfaction, and social identity (Luo et al., 2020). Notably, this sense of belonging acts as a key mediator in the psychological connection to social engagement (Park et al., 2020), and the intensity of social interaction is positively associated with both the feeling of belonging and the willingness to participate (Thacker et al., 2022).

This sense of belonging in academic contexts influences student achievement and success (Ahn & Davis, 2020). Research further indicates a correlation between this sense of belonging and students' motivation, social-emotional behavior, and academic performance (Korpershoek et al., 2019). Similarly, Masika and Jones (2016) have argued that student ownership and involvement tend to increase as tertiary institutions become more diverse. This increase is partly due to the responsibilities placed on students as key decision-makers in shaping their academic pathways and in fostering meaningful social integration with peers (Oh et al., 2020; Stalmirska & Mellon, 2022). Such social engagement not only reinforces a sense of belonging but also plays a crucial role in shaping students' academic and personal identities—an approach that many educational institutions deliberately apply across learning contexts, including grammar instruction (Masika & Jones, 2016).

Method

The study explored the prevalence of social strategy use employed by ELL students in learning English grammar, patterns of social strategies, and the rationales behind their use. A mixed-methods (quantitative-qualitative) approach (Creswell, 2013) via Johnson and Christensen's (2014) sequential time orientation, was employed, in which participants who complete the questionnaire are queried regarding their willingness to participate in follow-up interviews.

To explore RQ 1 (frequency of use), data were collected using the GLSI, a 70-item, five-point Likert questionnaire covering cognitive, metacognitive, affective, and social strategies, developed and validated for use in ELL grammar

learning contexts by Pawlak (2018). The questionnaire was distributed face-to-face using a Google Form through the WhatsApp group during each class to reduce data errors and attain a high response rate.

Participants were the entire cohort of ELL undergraduates majoring in English education at a university in Sumatera, Indonesia from the second, fourth, sixth, and eighth semesters (N =202).

After data cleaning for unengaged responses, 194 responses were utilized. Demographics showed. participants were male (n = 146) and female (n = 48), aged 17-23 (Table 1). To add depth and context to the quantitative findings (i.e., address RQs 1 and 2, patterns and rationale), qualitative data were collected through semi-structured interviews. Eight informants (two from each semester) were chosen based on the results of their responses to the questionnaire and categorized as those who use the most social strategies (Table 1). Participants were informed of the voluntary nature of the study, consent was received, and pseudonyms were provided.

Each interview began with a broad opening statement assuring students there were no right or wrong answers (Pham et al., 2021). Following Nunan (1992), the interviews mirrored the questionnaire items and expanded into semi-structured prompts, eventually becoming open-ended and repeated for each question to triangulate the data. To elicit additional insights, interviews concluded: “Is there anything more you would like to share?” All interviews were audio-recorded and transcribed.

Table 1. Demographics

Respondents	Age	Gender ^a	Semester of Study
1	19	M	2
2	19	F	2
3	20	F	4
4	20	M	4
5	21	F	6
6	21	F	6
7	22	F	8
8	23	F	8

* note ^a F = female, M = male

Quantitative data were analyzed using descriptive statistics (mean, standard deviation), while qualitative data were transcribed, member-checked, and analyzed using Erlandson et al.’s (1993) emergent category analysis and debate procedures, which involved data reduction, coding of patterns and underlying rationales. The results were then organized and presented in tables (Miles, Huberman & Saldana, 2014).

Findings and Discussion

Findings

This study aimed to explore the use of the GLS strategy and patterns of social strategy employed by ELLs in learning English grammar and the rationales and patterns behind their use. The results are organized as such.

Frequency of use

Regarding RQ1 frequency use, quantitative results from the survey showed that each of the strategies was similarly used at a high level using Oxford's (1990) recommendations (3.5 – 5.0) but that the social strategy was the most used (3.91), followed by metacognitive, cognitive, and affective (Table 2).

Table 2. Grammar learning strategy use

	Social	Metacognitive	Cognitive	Affective
Mean	3.91	3.88	3.69	3.67
SD	0.56	0.41	0.40	0.51

Social strategy, as shown by the results of the qualitative data (interviews), included three patterns: involving others in learning grammar (teachers and most proficient others), practicing with peers, and involving peers as motivators.

Pattern 1: Involving teachers and more proficient others in solving encountered grammatical problems

The first pattern, social strategy, was found to involve (a) teachers (n = 6) (Table 3) and (b) more proficient others in solving encountered grammatical problems (n = 6) (Table 4). From these patterns, the rationale was highlighted: (a) to understand and avoid mistakes in the use of grammar, (b) to share and enhance understanding of grammar materials, (c) to know errors and correct them to participate more in learning, and (d) to improve grammar usage. The first part of the pattern involved three rationales (a, b, c) (see Table 3), while the second part similarly involved three rationales (a, b, d) (see Table 4).

Table 3. Involving teachers

No	Respondent	Indonesian	English	Rationale
1	2	<i>Alasan saya meminta guru untuk menjelaskan ulang satu poin tata bahasa adalah agar saya lebih memahami lagi point tersebut, dan meminimalisir kekeliruan dalam memahami tata bahasa tersebut”.</i>	I asked the teacher to re-explain one grammatical point to help me better understand the point and minimize my grammar mistakes.	a, b
2	5	<i>Karena dengan guru mengulang atau menjelaskan kembali suatu poin grammar, maka saya akan kembali mencoba memahami sesuatu yang sebelumnya tidak saya pahami.</i>	Because when the teacher repeats or re-explains a grammar point, I will try to understand something I did not understand before.	b
3	6	<i>Karena belajar tata bahasa atau grammar itu merupakan suatu pelajaran yang bertingkat atau berstruktur, sehingga saat saya tidak mengerti saya akan meminta guru untuk mengulangi supaya tingkat selanjutnya dapat saya ikuti/ pahami</i>	Because learning grammar is a graded or structured lesson, I don't understand, so I will ask the teacher to repeat it to follow/understand the next level.	b
4	1	<i>Alasan saya meminta guru/dosen untuk pengulangan</i>	I asked the teacher/lecturer to repeat to improve my	b (c)

No	Respondent	Indonesian	English	Rationale
		<i>adalah untuk meningkatkan kemampuan pemahaman saya sehingga saya dapat lebih mengikuti dan berpartisipasi dalam pembelajaran</i>	comprehension skills so that I could follow and participate more in learning.	
5	3	<i>Untuk memperjelas pemahaman saya dalam penerapan kaidah (grammar) dalam setiap situasi dan konteks</i>	To clarify my understanding of applying rules (grammar) in every situation and context.	b
6	4	<i>Karena kurang dapat dimengerti hanya dalam satu kali penjelasan misalnya ada distraksi yang cukup kuat oleh suara teman. Untuk itu, perlu diulang berkali-kali bahkan tentang cara penggunaan tata Bahasa yang sedang dibahas saat itu.</i>	Because it is less understandable with only one explanation, for example, there is a fairly strong distraction from a friend's voice. Therefore, it must be repeated many times, even when discussing how to use the grammar discussed at that time.	B

Table 4. Involves proficient others

No	Respondent	Indonesian	English	Rationale
1	3	<i>Karena dengan berinteraksi secara langsung dengan guru atau siswa yang lebih mahir kita dapat langsung bertanya dan kata-kata kita dapat langsung diperbaiki</i>	because by interacting directly with teachers or more advanced students, we can immediately ask questions and correct our words.	A
2	1	<i>Terkadang saya meminta teman yang lebih pandai untuk mengajari saya struktur grammar</i>	Sometimes I ask smarter friends to teach me grammar structures easier to understand because I will be more inclined to ask further questions.	b
3	2	<i>Alasan saya meminta guru atau siswa lainnya yang lebih mahir menjelaskan adalah agar menambah pemahaman saya dalam memahami tata bahasa yang diajarkan tersebut.</i>	I ask the teacher or other students who are more adept at explaining to increase my understanding of the grammar being taught.	b
4	5	<i>Dengan meminta bantuan guru atau siswa lain yang lebih mahir, maka saya akan mendapatkan perspektif baru mengenai hal yang sebelumnya tidak saya pahami, selain itu penjelasan dari teman sebaya biasanya lebih mudah dipahami karena saya akan lebih tidak sungkan untuk bertanya lebih lanjut.</i>	By asking the teacher or other more advanced students for help, I will get a new perspective on things I did not understand before. Besides, explanations from peers are usually easier to understand because I will be more inclined to ask further questions.	b
5	6	<i>Karena dengan meminta bantuan kepada orang lain yang lebih mahir mengajari tentang tata bahasa</i>	By asking for help from other people who are more adept at teaching grammar, it will be	b

No	Respondent	Indonesian	English	Rationale
		<i>tentu akan lebih mudah bagi saya untuk memahami materi tersebut dibandingkan dengan belajar otodidak.</i>	easier for me to understand the material than self-taught learning. (b)	
6	4	<i>Terkadang tidak terlalu sering tetapi saat saya melakukannya karena saya tidak cukup percaya diri tentang pengetahuan struktur Bahasa yang akan saya gunakan. Oleh karena itu, saya membutuhkan teman, kakak tingkat, atau bahkan guru yang lebih mahir untuk membantu memeriksa.</i>	Sometimes it is not very often, but when I do it, it is because I'm not confident enough about the knowledge of the structure of the language I'm going to use. Therefore, I need friends, seniors, or even more advanced teachers to help check.	d

Pattern 2: Practicing using the grammar structure with peers

The second social strategy pattern was found to be practicing using the grammar structure with peers (n =7) (Table 5). From this pattern, three rationales were shown: (a) to understand and avoid mistakes in the use of grammar, (b) to share and enhance understanding of grammar materials, and (d) to improve grammar usage (Table 4).

Table 5. Practicing using the grammar structure with peers

No	Respondent	Indonesian	English	Rationale
1	1	<i>Ya saya sering berlatih/practice dengan teman atau sahabat saya dalam melatih grammar, namun saya memilih teman yang memang sekiranya akan memberikan improvement dalam kemampuan bahasa.</i>	Yes, I often practice grammar with friends, but I choose friends who will improve my language skills.	b
2	2	<i>Alasan saya belajar tata bahasa dengan siswa lain adalah untuk mengetahui dan memahami lebih dalam tentang tata bahasa.</i>	I study grammar with other students to know and understand more about grammar.	b
3	3	<i>Karena menurut saya ketika kita sudah cukup memahami materi tersebut dan ada teman yang belum mengerti ada baiknya kita membantu mereka sekaligus melatih struktur penggunaan tata Bahasa yang kita kuasai</i>	Because in my opinion, when we understand enough of the material, and some friends don't understand, it's a good idea to help them while at the same time practicing the structure of using the grammar that we master.	a
4	8	<i>Untuk lebih memahami perbedaan-perbedaan pola struktur formulanya. Selain itu, terkadang mereka memiliki cara-cara tertentu sehingga terkadang lebih simpel dan mudah dimengerti</i>	To better understand the differences in the pattern structure of the formula. In addition, sometimes they have certain ways that are sometimes simpler and easier to understand.	a

No	Respondent	Indonesian	English	Rationale
5	5	<i>Berlatih grammar dengan siswa lain membuat pengetahuan saya tentang grammar semakin luas, kami juga dapat bertukar pikiran mengenai kesulitan-kesulitan yang kami hadapi dalam berlatih grammar.</i>	Practicing grammar with other students broadens my knowledge, and we can exchange ideas about our difficulties in practicing grammar.	b
6	7	<i>Supaya terbiasa dengan grammar yang benar dengan berlatih bercakapan</i>	In order to get used to the correct grammar by practicing speaking.	b
7	6	<i>Supaya saya lebih terbiasa dalam penggunaan tata bahasa dan apa yang saya pelajari tidak berlalu begitu saja</i>	So that I am more accustomed to using grammar and what I learn does not just go away.	d

Pattern 3: Involving the role of others (peers) as motivators (I like others to correct me; I try to help others)

The third pattern of the social strategy involved the role of others (peers) as motivators. This pattern has two items: (a) I like others to correct me when I make mistakes using grammar structures (n = 6) (Table 4) and (b) I try to help others when they have problems with understanding or using grammar (n = 6) (Table 5). Three rationales for social strategy use were also demonstrated: a) to understand and avoid mistakes in the use of grammar, (b) to share and enhance understanding of grammar materials; and (d) to improve grammar usage (Tables 5, 6).

Table 6. Involving the role of others (peers) as motivators
(I like to be corrected when I make mistakes using grammar structures)

No	Respondent	Indonesia	English	Rationale
1	2	<i>Alasan saya sering dikoreksi ketika melakukan kesalahan adalah agar saya tahu dimana letak kesalahan saya dalam tata bahasa dan menjadi lebih baik dalam menggunakan tata bahasa.</i>	I am often corrected when I make mistakes to find out where I went wrong in grammar and get better at using grammar.	a
2	3	<i>Karena saya tidak hafal struktur grammar dan sering melakukan kesalahan dalam berbahasa.</i>	Because I do not memorize the grammar structure and often make mistakes in language.	a
3	5	<i>Dengan dikoreksi, maka saya akan paham letak kesalahan atau ketidaktepatan saya pada suatu grammar sehingga saya akan belajar dari sana dan berusaha untuk tidak mengulangi kesalahan yang sama.</i>	By being corrected, I will understand the location of my mistake or inaccuracy in grammar so that I will learn from it and try not to repeat the same mistake.	a
4	1	<i>Terkadang saya dikoreksi oleh teman/karib saya jika melakukan kesalahan namun mereka tidak pernah menjustifikasi kesalahan</i>	Sometimes, I am corrected by my friends/close friends if I make a mistake, but they never justify the mistake; they	a

No	Respondent	Indonesia	English	Rationale
		<i>tersebut namun memberikan pengertian lebih.</i>	rather provide more understanding.	
5	4	<i>Karena, saya kurang memperhatikan diskusi antara teman dan feedbacks/koreksi-an membuat perubahan baik ke semua orang.</i>	Because I pay less attention to discussions between friends and feedback/corrections, make good changes for everyone.	a
6	6	<i>Karena dengan dikoreksinya kesalahan yang saya buat dalam penggunaan tata bahasa, maka akan memudahkan saya untuk memperbaiki grammar yang saya gunakan.</i>	Because by correcting the mistakes I made in using grammar will make it easier for me to improve the grammar I use.	b

Table 7. Involving the role of others (peers) as motivators (I try to help others when they have problems with understanding or using grammar)

No	Respondent	Indonesian	English	Rationale
1	6	<i>Selain mengaplikasikan ilmu yang saya miliki, saya juga mencoba untuk berlatih dan menguji kemampuan saya</i>	Besides applying my knowledge, I try to practice and test my abilities.	b
2	1	<i>Saya sering membantu teman saya Ketika mereka memiliki kendala dalam pemahaman grammar, menurut saya membantu teman juga dapat meningkatkan pemahaman karena kita akan mengulang pembelajaran terus menerus tanpa disadari akan disimpan dalam memori jangka Panjang</i>	I often help my friends when they have problems understanding grammar, I think helping friends can also increase understanding because we will repeat learning continuously without realizing it will be stored in long-term memory.	b
3	2	<i>Alasan saya mencoba membantu orang lain memahami tata bahasa adalah agar dapat membagi pengetahuan tata bahasa yang saya ketahui dan saya juga ikut belajar lebih dalam tentang tata bahasa.</i>	The reason I try to help others understand grammar is so that I can share the grammar knowledge that I know and also learn more about grammar.	a
4	3	<i>Karena dengan membantu orang lain dalam memahami grammar akan membantu saya mengingat kembali aturan grammar yang telah saya pahami.</i>	Because helping others to understand grammar will help me remember the grammar rules I have understood.	b
5	4	<i>Tidak ada salahnya dalam hal membantu atau berbagi ilmu kepada teman. Yang ada kita bisa melatih atau meng-improve kemampuan penggunaan tata Bahasa yang kita miliki.</i>	There is nothing wrong with helping or sharing the knowledge with friends. It will improve our ability to use the grammar knowledge we already have.	d

No	Respondent	Indonesian	English	Rationale
6	5	<i>Membantu orang lain ketika mereka memiliki masalah dalam memahami atau menggunakan grammar membuat saya banyak belajar juga, dengan membantu orang lain maka saya bisa mengasah kemampuan saya dalam memahami grammar.</i>	Helping others when they have problems understanding or using grammar makes me learn a lot, too, by helping others, I can hone my skills in understanding grammar.	d

Discussion

The findings showed that the participants preferred using social strategies prominently, followed by metacognitive, cognitive, and affective. This aligns with Pawlak (2018) and subsequent researchers who found that the social strategy was most or highly prominent used (Amroune & Charik, 2020; Jaruteerapan, 2022; Juniar & Carissa, 2020; Kadir et al., 2020; Mohamad et al., 2023). This finding suggests that grammar learning is enhanced through interactive, collaborative activities, highlighting the importance of social strategies in developing grammatical understanding.

Three social strategy patterns were found: (a) involving teachers and more proficient others, (b) practicing with peers, and (c) involving peers as motivators.

The first pattern involved teachers and others who were more proficient in solving grammatical problems. For this pattern, it was shown that students employed all four rationales (a) to understand and avoid mistakes in the use of grammar, (b) to share and enhance understanding of grammar materials; (c) to know errors and correct them to participate more in learning, and (d) to improve grammar usage. These findings align with the idea that teachers and peers' roles are important components in the learning process when students look to overcome grammatical challenges (Eisenring & Margana, 2019; Mainhard et al., 2018; Spilt et al., 2011).

The second pattern was found to be practicing grammar structures with peers, implying that students rely on others as valuable resources for learning and reinforcement. Here, three rationales were found: (a) to understand and avoid mistakes in the use of grammar, (b) to share and enhance understanding of grammar materials, and (d) to improve grammar usage. These results support the stance that students look to peers to avoid losing grammar knowledge, increase familiarity, and improve retention (Bancolé-Minaflinou, 2018).

The third pattern identified was that ELL learners involve others (peers) as motivators. Here, three rationales were utilized: (a) to understand and avoid mistakes in the use of grammar, (b) to share and enhance understanding of grammar materials; and (d) to improve grammar usage. These results align with those who have argued that students seek to avoid and explore their weaknesses (Pawlak, 2012; Sundari & Febriyanti, 2021) and, when aware, attempt to improve grammar usage by working with others (Bill & Ma, 2001; Hovorun et al., 2021; Nugroho et al., 2018).

Overall, it can be deduced that Indonesian ELL students enjoy socializing and interacting with others, i.e., teachers and peers who stimulate them to engage with the material more deeply (Sølvik & Glenna, 2022). The findings further highlight the valuable role of peer and teacher support in grammar learning and, when aligned with Vygotsky's ZPD, show strong potential to facilitate learner independence.

Conclusion

The results showed that the most frequently used strategy among ELL students was social strategies, which manifested in three patterns: (a) involving teachers and proficient others, (b) practicing with peers, and (c) involving others as motivators. The rationale for employing social strategies was also identified: (a) to enhance grammatical accuracy and minimize mistakes, (b) to share and enhance understanding of grammar materials, (c) to recognize the errors and correct them for more active learning participation, and (d) to improve grammar usage.

These findings offer valuable insights into grammar learning strategies, patterns, and rationales, contributing to a deeper understanding of the social strategies employed by students in ELL contexts. However, the study has limitations that present avenues for further research. To gain a more comprehensive view of students' social strategy use, future studies could incorporate additional items in the social strategies section of the GLS inventory and include perspectives from other social actors involved in the learning process. Expanding the demographic scope to include non-major students, graduate learners, or language school participants may also enrich the findings. Additionally, exploring more aspects of the ELL social context could yield further perspectives on social strategy practices. It is hoped that this study contributes meaningfully to the literature by highlighting the role of social strategies in language learning, particularly for ELLs.

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