

## **Reassessing Undergraduate Students' Use of Language Learning Strategies in the Context of Digital Nativeness**

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### **Abstract**

For several decades, language learning strategies (LLS) have been a major focus in second and foreign language research. Although definitions have varied, some have gained broader acceptance—particularly those defining LLS as deliberate actions learners take to support language acquisition. More recent perspectives identify four core characteristics: LLS are active, purposeful, intentional, and learner-directed. Building on this shared understanding, researchers have made significant progress in exploring how learners typically adopt LLS. However, the rapid evolution of online communication in the Web 2.0 era calls for a reassessment of LLS in relation to digital nativeness. This study investigates LLS use among 352 college students using a quantitative approach, employing Oxford's Strategy Inventory for Language Learning (SILL). In examining how today's digital natives engage with LLS, qualitative feedback from participants is also analyzed to explore possible updates to the SILL framework. Findings show moderate overall use of learning strategies, with some used more frequently than others. In-depth qualitative responses suggest incorporating technology-oriented strategies into the SILL, particularly those related to the use of artificial intelligence (AI). The study concludes with recommendations for future research and pedagogical practice.

**Keywords:** digital nativeness; english as a foreign language; language learning strategies, oxford's strategy inventory for language learning; quantitative research