LANGUAGE LEARNING STRATEGIES FOR NON-NATIVE SPEAKERS

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Abstract: *This article analyzes the strategies used by non-native speakers in learning a foreign language. The study is based on a literature review and identifies cognitive, metacognitive, socio-affective, and technology-based strategies. The results show that combining different strategies increases learners' fluency, motivation, and confidence.*

Keywords: *language learning strategies, non-native speakers, cognitive, metacognitive, socio-affective.*

Introduction

In today's interconnected world, learning a foreign language has become a key requirement for academic, professional, and personal growth. For non-native speakers, the process of acquiring a new language can be both challenging and rewarding. Unlike native learners, non-native speakers often face difficulties such as limited exposure, lack of confidence, and cultural differences. To overcome these barriers, effective language learning strategies are necessary. To overcome these barriers, language learning strategies (LLS) play a crucial role. These strategies are defined as specific actions, techniques, or behaviors that learners employ to improve their language acquisition process. Previous studies by Oxford (1990) and O'Malley & Chamot (1990) categorized strategies into cognitive, metacognitive, and socio-affective domains. Such strategies not only improve communication skills but also increase motivation and self-confidence in using the target language.

Main body

This study employed the method of reviewing academic literature rather than conducting new experiments. The main purpose was to explain which language learning strategies are used by non-native speakers. For this reason, books, scientific articles, and conference materials were carefully analyzed, including the works of Oxford (1990)[8], O'Malley and Chamot (1990),[9] Griffiths (2008),[10] as well as more recent studies on

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[8] Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know.
[9] O'Malley, J. M., & Chamot, A. U. (1990). Learning Strategies in Second Language Acquisition.

technology-based strategies. To ensure relevance, only studies directly connected to non-native speakers' language learning were selected, while research focusing on other topics or native speakers' language acquisition was excluded. After gathering the appropriate materials, the information was analyzed and generalized, which allowed us to categorize the strategies into four main groups. These include cognitive strategies such as note-taking, rereading, and practice; metacognitive strategies like planning, self-monitoring, and evaluating results; socio-affective strategies, which involve communication, motivation, and reducing anxiety; and technological strategies, including the use of mobile applications, the internet, and online tools. Finally, in order to strengthen the reliability of the findings, the results were compared across different sources, making the overall conclusions more consistent and accurate. Thus, the method of this study focused on collecting and analyzing other scholars' research and highlighting the most effective strategies for non-native language learners.

The analysis of the reviewed studies revealed several important findings about how non-native speakers use language learning strategies. Many learners rely on cognitive strategies, such as writing new words in notebooks, repeating them several times, and practicing with exercises. These methods are especially useful for expanding vocabulary and improving grammar accuracy. In addition to this, successful learners often apply metacognitive strategies by planning their study schedules, setting clear goals, and checking their progress regularly.

For example, some students make weekly study plans and review what they have learned at the end of each week. Another significant finding is the use of socio-affective strategies. Learners who practice speaking with friends, join study groups, or communicate with native speakers tend to improve faster.

Such strategies not only enhance language skills but also reduce anxiety and increase confidence in communication. Furthermore, technology-based strategies play a crucial role. Many non-native learners use mobile applications like Duolingo or Memrise, as well as online videos and social media platforms, to practice anytime and anywhere. These tools make learning more flexible accessible, and enjoyable. Overall, the findings indicate that non-native speakers achieve the best results when they combine different types of strategies. Learners who use cognitive, metacognitive, socio-affective, and technology-based strategies together generally reach higher levels of fluency, maintain stronger motivation, and gain greater confidence in their ability to use the language effectively.

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[10] Griffiths, C. (2008). Lessons from Good Language Learners.

The findings of this study highlight the importance of using a variety of strategies in second language learning. Cognitive strategies, such as note-taking and repetition, provide the foundation for vocabulary growth and grammar development. However, when used alone, they may not be enough to achieve fluency. That is why metacognitive strategies, including planning and self-monitoring, play a vital role in helping learners organize their studies and track progress effectively. At the same time, socio-affective strategies are equally significant, since motivation, confidence, and communication are key elements of successful language learning. Learners who practice with peers or interact with native speakers not only improve their skills faster but also overcome anxiety and build stronger self-esteem. In the modern world, technology-based strategies have become increasingly influential. Mobile applications, online resources, and social media platforms make language practice more accessible, flexible, and enjoyable for learners of different backgrounds. Overall, the discussion suggests that no single strategy works in isolation. Instead, the combination of cognitive, metacognitive, socio-affective, and technological strategies creates a balanced approach that supports learners in achieving fluency, maintaining motivation, and developing confidence. This indicates that teachers and learners should focus on integrating different strategies into the learning process rather than relying on just one method.

Conclusion

This study examined the language learning strategies used by non-native speakers through a review of academic literature. The analysis showed that learners rely on four main types of strategies: cognitive, metacognitive, socio-affective, and technology-based. Each of these plays an important role in the learning process, but the findings revealed that the best results are achieved when they are combined. Cognitive strategies help learners build vocabulary and improve grammar, while metacognitive strategies guide them in planning and evaluating their progress. Socio-affective strategies provide opportunities to practice communication, reduce anxiety, and increase confidence. At the same time, technology-based strategies make language learning more flexible, accessible, and enjoyable.

Overall, the conclusion of this study is that effective language learning depends not on a single method but on the integration of different strategies. Therefore, teachers and learners are encouraged to adopt a balanced approach, combining traditional and modern methods, to achieve fluency, motivation, and long-term success in language acquisition.
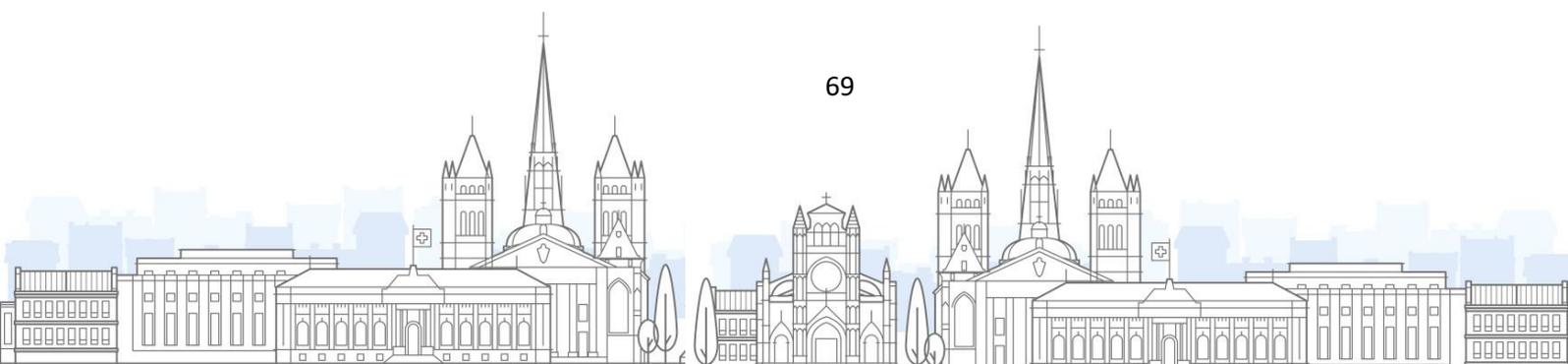
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