



How to Develop Language Learning Strategies in Becoming a Multilingual

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Keywords:	Abstract
Multilingualism; Language Learning Strategies; Foreign Language Learning; Motivation; Multilingual Learners	Multilingualism has become increasingly important in a globalized world where communication across languages and cultures is essential. However, many learners still face challenges in developing effective language skills despite exposure to foreign languages through formal education and digital media. This study aims to identify the language learning strategies used by multilingual learners and examine the role of motivation in multilingual development. The study focuses on strategies applied in listening, speaking, reading, and writing, along with motivational factors that support language acquisition. A mixed-methods descriptive approach was employed involving 20 respondents consisting of Grade 12B students and multilingual teachers at Nizamia High School. Data were collected through a Google Forms questionnaire and analyzed using descriptive statistics and thematic analysis. The results showed that the most frequently used strategies were listening-based activities, including songs, movies, podcasts, audiobooks, repetition, and comprehension monitoring. Reading strategies, such as skimming and scanning, were also commonly applied by learners. The primary motivational factors identified included educational goals, personal interests, career development, and travel purposes. This study concludes that a combination of effective language learning strategies and strong motivation is a key factor in developing multilingual competence. Learners who actively engage with authentic language exposure, monitor their comprehension, and practice consistently are more likely to achieve higher levels of multilingual proficiency. Therefore, providing explicit instruction on language learning strategies and strengthening learner motivation are essential for supporting students in developing sustainable multilingual skills in an increasingly interconnected world.

INTRODUCTION

In today's globalized world, the demand for multilingual communication has increased significantly across educational, professional, and social contexts. The rapid expansion of digital technology, international media, and cross-cultural interactions has exposed students to multiple languages on a daily basis. However, exposure alone does not automatically lead to language proficiency. Many students remain at a basic level of foreign language ability and struggle to progress toward functional or advanced multilingual competence (Ushioda 2017). This gap highlights the importance of understanding not only language acquisition processes but also the role of effective language learning strategies in supporting sustainable multilingual development (Erling et al. 2022; Huot et al. 2025; Tuimebayeva et al. 2024; Yu et al. 2024).

From a linguistic perspective, multilingualism is commonly defined as the ability to use more than one language (De Angelis, 2021). Contemporary perspectives emphasize that multilingualism is dynamic, flexible, and context-dependent. Individuals may demonstrate

different levels of proficiency across their languages depending on communicative purposes, social contexts, and specific needs (Pavlenko, 2020). Furthermore, multilingualism can be examined at both individual and societal levels. A multilingual individual may be someone who grows up using a minority language alongside a dominant national language or a migrant who acquires additional languages in response to new environments (Bloch et al. 2017; Coulmas 2018). Accordingly, recent research highlights that multilingual competence does not require equal mastery of all languages but rather the ability to use and switch between languages effectively across different contexts (Cenoz, 2017).

The distinction between bilingualism and multilingualism further supports the focus of this study. Bilingualism generally refers to the ability to use two languages, whereas multilingualism refers to the ability to use more than two languages with varying levels of proficiency. Recent studies emphasize that bilingualism involves the interaction between two linguistic systems, while multilingualism represents a more complex linguistic system involving three or more languages that influence one another (Cenoz, 2017; De Angelis, 2021). Moreover, multilingualism is more strongly associated with flexible and context-dependent language use, as individuals may employ different languages for different purposes across various domains of life (Pavlenko, 2020). Therefore, multilingualism is considered a broader and more realistic concept for representing the linguistic experiences of contemporary learners (Benzehaf 2023; Cummins 2021).

The use of the term multilingual rather than bilingual in this study is intentional and theoretically grounded. While bilingualism limits the scope of language use to two languages, multilingualism better represents the diversity and complexity of language practices in contemporary society. It includes learners who acquire multiple languages gradually and unevenly, which aligns more closely with real-world language learning processes (Brown et al. 2025; Kubota 2018; Wei 2025; Zheng et al. 2025).

Furthermore, the concept of multilingualism is highly relevant in the Indonesian context, where the use of multiple languages is a common phenomenon. Many individuals grow up using regional languages, such as Javanese, Sundanese, or Minangkabau, within family and community environments while simultaneously using Bahasa Indonesia as the national language in formal settings and learning foreign languages, such as English, for academic and global communication purposes. This demonstrates that multilingualism does not only refer to acquiring multiple foreign languages but also includes the ability to use local, national, and international languages across different domains of life (Jenkins 2015; Jessner et al. 2016). In this context, multilingual individuals are characterized not by equal fluency in all languages but by their ability to navigate between languages and use them functionally in real-life communication.

Within modern education, the importance of multilingual competence continues to increase. Foreign languages, particularly English, play an essential role in accessing global knowledge, academic resources, and international opportunities. Learners with insufficient language proficiency may encounter limitations in academic achievement and future career development. At the same time, recent studies indicate that multilingualism contributes to cognitive flexibility, enhanced executive control, and greater metalinguistic awareness, which support broader learning processes (Bialystok, 2017).

In the twenty-first century, multilingual competence has become increasingly valuable due to globalization, international education, and technological advancement. Students are expected not only to communicate in their native language but also to interact effectively across diverse linguistic and cultural contexts. The ability to use multiple languages provides access to broader educational resources, international collaboration, and employment opportunities. Consequently, multilingualism is no longer considered an additional skill but has become an important competency for academic and professional success.

At the same time, digital technology has significantly transformed language learning practices. Learners can access various digital resources, including language-learning applications, online tutoring platforms, artificial intelligence-based tools, podcasts, YouTube channels, and international online communities. These resources provide authentic language exposure beyond traditional classroom environments and allow learners to practice listening, speaking, reading, and writing skills in meaningful contexts. As a result, students are increasingly required to become independent learners who can select, apply, and regulate effective learning strategies according to their individual needs.

This issue is particularly relevant for students at Nizamia High School, where learners are encouraged to engage with international educational content and develop global competencies. Students frequently encounter English-language materials and are expected to communicate effectively in multicultural and multilingual environments. However, despite having access to various learning resources, students do not always demonstrate the same level of language achievement. This situation highlights the importance of understanding how successful multilingual learners develop and apply language learning strategies to maximize their learning outcomes.

Despite these advantages, many students continue to experience challenges in developing foreign language proficiency. Classroom instruction alone is often insufficient to develop meaningful communicative competence. Learners frequently experience low motivation, language anxiety, and limited confidence when engaging in real-life communication. Recent research highlights that affective factors, learner identity, and personal beliefs significantly influence language learning success (Ushioda, 2020). Adolescents, in particular, may be more vulnerable to these challenges due to concerns about social evaluation and fear of making mistakes.

One of the most important factors influencing successful multilingual development is the use of effective language learning strategies. Language learning strategies refer to conscious thoughts and actions used by learners to facilitate language acquisition and improve learning performance (Griffiths, 2018). Contemporary research suggests that successful multilingual learners employ a combination of cognitive, metacognitive, social, and affective strategies in flexible and adaptive ways (Oxford, 2017). These learners are more likely to regulate their learning processes, establish clear goals, monitor progress, and actively seek opportunities to use target languages in authentic contexts.

In addition, strategy use is closely associated with learner autonomy and self-regulated learning. Students who develop strong self-regulation skills are better able to manage multiple languages and maintain long-term learning efforts. Furthermore, explicit instruction in language learning strategies has been shown to improve learners' ability to become independent and effective multilingual users.

Several previous studies have investigated the relationship between language learning strategies and multilingual development. Teng (2022) found that self-regulated learning strategies significantly contribute to language achievement because learners who actively plan, monitor, and evaluate their learning processes tend to achieve better outcomes. Similarly, Zaky and Ritonga (2024) examined modern polyglot learning models and reported that successful multilingual learners frequently combine authentic media exposure, digital resources, and consistent practice. In addition, Dari et al. (2022) emphasized the importance of strategic planning and self-monitoring in developing language skills, particularly in writing activities.

Although these studies provide valuable insights, most previous research has focused on specific language skills or particular learning contexts. Limited research has examined how listening, speaking, reading, and writing strategies are simultaneously applied by multilingual learners in secondary school settings. Therefore, the novelty of this study lies in exploring multiple language learning strategies across different language skills among multilingual students and teachers at Nizamia High School. Furthermore, this study integrates quantitative and qualitative data to provide a more comprehensive understanding of how strategy use and motivation contribute to multilingual development.

The concept of self-regulated learning is particularly important in multilingual education. Self-regulated learners are capable of establishing goals, monitoring progress, selecting appropriate learning strategies, and evaluating their own performance independently. Such learners are more likely to persist when facing challenges and are better able to manage the long-term demands of learning multiple languages. In the digital era, where learners have access to abundant language-learning resources, self-regulation becomes an essential skill that enables students to transform exposure into meaningful language development. Therefore, understanding how multilingual learners regulate their learning strategies is necessary for supporting sustainable language acquisition.

Based on this context, this research focuses on how language learning strategies can be developed to support students in becoming multilingual. By examining the types of strategies used, their application processes, and the factors influencing their effectiveness, this research aims to provide practical insights for both learners and educators. Ultimately, understanding how to develop effective language learning strategies is essential for helping students move beyond basic proficiency and achieve meaningful multilingual competence in an increasingly interconnected world.

Based on the research questions presented above, the objectives of this study are formulated as follows: to identify the strategies used by multilingual learners in developing foreign language skills; to determine how multilingual learning strategies can be applied in students' foreign language learning processes; and to explore the influence of motivational factors on students' foreign language development. Based on these objectives, this research is expected to provide both theoretical and practical benefits. Theoretically, this study contributes to the understanding of language learning strategies and multilingual development. Practically, it provides teachers and schools with insights to better support students' multilingual learning in classroom environments, serves as a reference for future research on foreign language development and polyglot learning processes, and encourages students to adopt more effective and strategic habits in developing their foreign language skills.

METHOD

This research employed a mixed-methods descriptive approach by combining quantitative and qualitative data collection. The quantitative component was used to identify language learning strategies commonly applied by multilingual learners, while the qualitative component explored learners' motivations for studying foreign languages. Following Sugiyono (2022), descriptive quantitative analysis was applied to describe patterns within the collected data.

The study aimed to identify the language learning strategies used by multilingual learners and examine how these strategies contributed to foreign language development. The participants consisted of Class 12B students and three teachers from Nizamia High School who were able to communicate in three or more languages. The total number of respondents involved in this study was 20.

Data were collected through a questionnaire distributed via Google Forms. The questionnaire gathered information regarding respondents' language backgrounds, language learning strategies in English and other foreign languages, and motivations for learning additional languages. It consisted of multiple-choice questions, Likert-scale items, and one open-ended question.

The Likert-scale items measured the frequency with which respondents applied various language learning strategies using a five-point scale ranging from 1 (Never) to 5 (Always). Quantitative data obtained from the questionnaire were analyzed using frequency and percentage calculations to identify the most commonly used language learning strategies among respondents. Meanwhile, qualitative data from the open-ended question were analyzed by grouping similar responses to identify recurring themes related to foreign language learning motivation.

The questionnaire consisted of four sections. The first section collected information about respondents' language backgrounds and learning profiles. The second section examined English language learning strategies, including listening, speaking, reading, and writing strategies. The third section explored foreign language learning strategies using similar categories. The final section investigated respondents' motivations for learning additional languages. The findings of this study were also used as the basis for an article intended for publication on Medium to provide students with insights into effective language learning strategies and practical approaches for developing multilingual abilities.

RESULTS AND DISCUSSION

This chapter presents and discusses the findings obtained from a questionnaire distributed to 20 respondents, consisting of Class 12B students and multilingual teachers from Nizamia High School. The purpose of the questionnaire was to investigate the language learning strategies used by multilingual learners and the motivations that influence their language learning process. The findings were analyzed to identify the most commonly used strategies in listening, speaking, reading, and writing, as well as the factors that motivate learners to develop multilingual abilities. These findings will also serve as the basis for a Medium article that aims to share practical strategies for becoming a multilingual learner.

Respondents Language Background

2. How many languages can you speak or understand?

20 responses

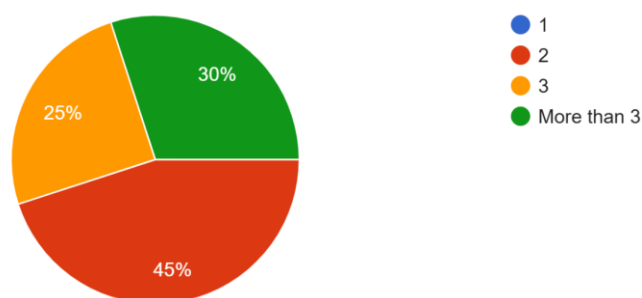


Figure 1. Respondents' Language Background

Source: Author's analysis based on questionnaire results (2026)

This shows the number of languages that respondents are able to speak or understand. The results indicate that 45% of respondents can speak or understand two languages, 25% can speak three languages, and 30% can speak more than three languages. These findings suggest that the participants have varying levels of multilingual experience. Since all respondents have experience learning more than one language, they are considered suitable participants for this study on language learning strategies and multilingual development.

This study involved 20 respondents consisting of Class 12B students and three multilingual teachers from Nizamia High School. The findings indicate that the participants possess different levels of multilingual ability, ranging from bilingual to multilingual speakers. Therefore, they provide relevant insights into the strategies and motivations involved in language learning.

English Language Learning Strategies

The results show that respondents use a variety of language learning strategies when developing their English skills. The most frequently used strategy was improving listening skills through songs, movies, podcasts, radio programs, audiobooks, and note-taking activities. Other commonly used strategies included scanning for specific information in English texts, monitoring comprehension while listening, imitating and repeating words or sentences, and using skimming techniques to understand the main idea of a text.

Table 1. English Language Learning Strategies

Language Skill	Most Frequently Used Strategy
Listening	Using songs, movies, podcasts, radio programs, audiobooks, and note-taking activities.
Speaking	Imitating and repeating words or sentences
Reading	Scanning to find specific information in English texts
Writing	Learning how to write by reading examples of English texts.

Source: Author's analysis based on questionnaire results (2026)

These findings suggest that respondents rely heavily on listening and reading strategies when learning English. Authentic language exposure through media resources appears to be

particularly important in helping learners develop their language skills. These findings are consistent with contemporary language learning theories that emphasize the importance of authentic input in developing communicative competence. Songs, movies, podcasts, and audiobooks expose learners to natural pronunciation, vocabulary, intonation, and cultural expressions that are often absent from traditional textbooks. Through repeated exposure, learners become more familiar with real-life language use and are able to develop stronger listening comprehension skills.

The popularity of listening-based strategies among respondents may also reflect the influence of digital technology. Modern learners have easy access to English-language content through streaming platforms, social media, and online learning applications. As a result, language learning increasingly occurs outside formal classroom settings, allowing students to engage with English in a more flexible and enjoyable manner. These findings suggest that authentic media exposure should be considered an important component of language instruction.

In contrast, writing-related strategies such as organizing ideas before writing and speaking strategies involving translation from the first language were used less frequently. This indicates that respondents prefer direct exposure and comprehension-based learning rather than translation-based or highly structured writing approaches.

Foreign Language Learning Strategies

Similar patterns were found in the learning of foreign languages other than English. The most frequently used strategies were paying attention to whether the speaker's message was understood and imitating, repeating, and practicing words or sentences when speaking. Respondents also commonly improved their language skills through songs, movies, podcasts, and other media resources.

Table 2. Foreign Language Learning Strategies

Language	Most Common Learning Strategy	Description
Japanese	Listening Strategies	Learners frequently improve their language skills through songs, videos, movies, podcasts, and other listening activities.
German	Listening Strategies	Learners often rely on listening activities and authentic language exposure to improve comprehension.
Arabic	Reading and Writing Strategies	Learners tend to focus more on understanding written materials, and practicing written language production.
Korean	Writing Strategies	Learners commonly develop their language skills by studying written examples and practicing writing activities.
Chinese	Listening Strategies	Learners frequently use audio resources and media exposure to support language learning.

Table 2 shows both similarities and differences in language learning strategies among learners of foreign languages. Japanese, German, and Chinese learners share a similar preference for listening strategies, indicating that audio-based activities such as songs, movies, and podcasts play an important role in their learning process. In contrast, Arabic learners tend to rely more on reading and writing strategies, while Korean learners show a greater preference for writing activities. These findings suggest that the choice of learning strategies varies depending on the language being learned. The differences observed among learners may be explained by the linguistic characteristics of each language. Japanese, German, and Chinese

learners frequently rely on listening-based strategies because these languages are widely represented through songs, films, podcasts, animation, and online media. The availability of authentic audio content allows learners to develop pronunciation, listening comprehension, and vocabulary knowledge through repeated exposure.

In contrast, Arabic learners tend to rely more heavily on reading and writing strategies. One possible explanation is the Arabic writing system, which differs significantly from the Latin alphabet used in English and Indonesian. Learners often need additional practice recognizing script patterns, understanding orthographic conventions, and producing written forms accurately. Similarly, Korean learners demonstrate a stronger preference for writing activities because mastering Hangul and applying grammatical structures often require repeated written practice.

These findings indicate that language learning strategies are influenced not only by learner preferences but also by the structural characteristics of the target language. Consequently, successful multilingual learners may need to adapt their strategies according to the specific demands of each language they study.

On the other hand, participating in discussions or conversations in a foreign language and translating ideas from the first language before speaking were among the least frequently used strategies. This may indicate that respondents have fewer opportunities to use foreign languages in real-life communication settings.

Motivation in Language Learning

Motivation is one of the most important factors influencing language learning success. To identify the reasons that encourage respondents to learn new languages, the questionnaire asked participants about their main motivations for studying foreign languages. The responses reveal several factors that inspire learners to continue developing their multilingual abilities. The chart below presents the most common motivations reported by the respondents.

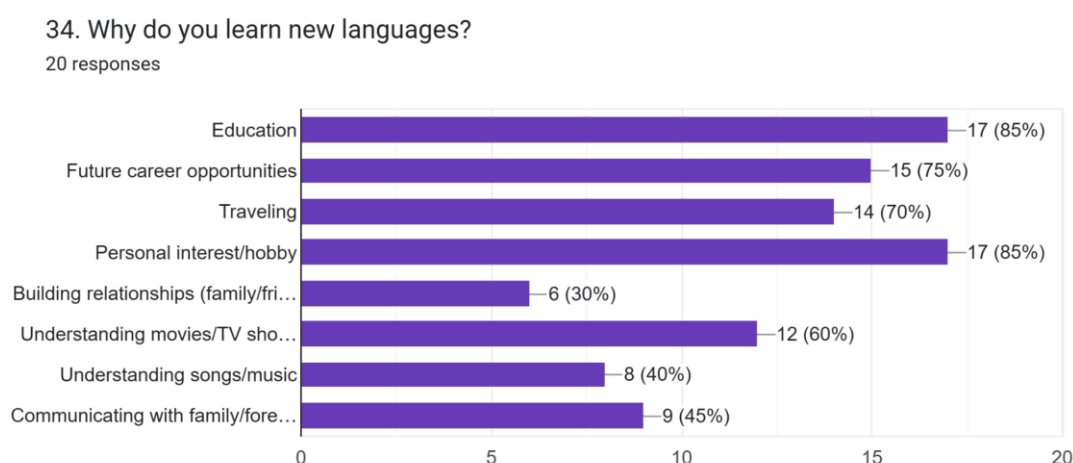


Figure 2. Motivations for Learning New Languages

Source: Author's analysis based on questionnaire results (2026)

This section presents the main motivations for learning new languages among respondents. Education and personal interest were the most common motivations, followed by

future career opportunities and travel. These findings indicate that language learning is influenced by both intrinsic and extrinsic factors. While some respondents are motivated by enjoyment, curiosity, and cultural interest, others view language learning as a valuable tool for academic achievement, professional development, and international communication.

The results reveal several major motivations for learning new languages. Education and personal interest emerged as the most common reasons, while career opportunities and travel were also important motivating factors. These findings suggest that learners are driven not only by practical benefits but also by a genuine interest in languages and cultures.

As a result, motivation appears to play a significant role in encouraging learners to continue developing their language skills and pursue multilingualism.

Discussion

The findings indicate that multilingual learners frequently use listening-based and comprehension-focused strategies when learning both English and other foreign languages. Media exposure through songs, movies, podcasts, audiobooks, and similar resources emerged as one of the most commonly used strategies, highlighting the importance of authentic language input in language acquisition.

In addition, respondents regularly monitored their understanding and practiced repetition when learning foreign languages. These strategies help learners improve comprehension, pronunciation, vocabulary acquisition, and overall language proficiency. The results also show that learners tend to apply similar strategies across different languages, suggesting that effective language learning habits can be transferred from one language to another.

Motivation also plays an important role in multilingual development. Educational goals, personal interest, career opportunities, and travel encourage learners to continue developing their language skills. Therefore, successful language learning appears to be influenced not only by the strategies learners use but also by the motivations that sustain their learning process.

Based on these findings, an article will be written and published on Medium to share the most commonly used language learning strategies identified in this study and provide practical guidance for students who wish to become multilingual learners.

Article

This section discusses insights from the article “How to Become a Multilingual: Lessons from 20 Language Learners”, which highlights practical strategies and experiences shared by successful multilingual learners. The article emphasizes that becoming multilingual is not only about talent, but also about consistent strategies, motivation, and exposure to real-life language use.

How to Become a Multilingual: Lessons from 20 Language Learners



Chaitra Wiwoho · 5 min read · Jun 7, 2026



Many people dream of speaking multiple languages. Whether it is for education, travel, work, or simply personal interest, becoming multilingual is a goal shared by many students around the world. However, one question often appears at the beginning of every language-learning journey: **What strategies actually work?**

To answer this question, I conducted a survey involving 20 respondents, consisting of students and multilingual teachers. The purpose of the survey was to identify the strategies learners use when developing their language skills and to discover which methods are commonly used by people who can speak more than one language.

The results showed that successful language learners do not rely on a single method. Instead, they combine different strategies that support listening, speaking, reading, and writing skills. More importantly, they remain motivated throughout the learning process. Here are the five most common strategies that emerged from the survey.



Unlike textbook exercises, authentic content allows learners to hear natural pronunciation, discover commonly used expressions, and understand how language is used in real-life situations. Over time, this repeated exposure helps learners develop vocabulary, listening comprehension, and cultural awareness.

If you are learning a new language, try changing small parts of your daily routine. Listen to music in your target language, watch videos with subtitles, or follow content creators who speak the language you want to learn. Small but consistent exposure can make a significant difference.

2. Don't Just Listen, Check Your Understanding

Another common strategy used by respondents was actively monitoring their own understanding while listening.

Many learners do not simply listen to a conversation and move on. Instead, they constantly evaluate their comprehension by asking themselves questions such as:

- What is the speaker talking about?
- Do I understand the main idea?
- Which words do I recognize?
- What information am I missing?

This strategy is known as comprehension monitoring. Rather than passively receiving information, learners become active participants in the listening process.

Research has shown that learners who regularly monitor their understanding tend to improve faster because they identify difficulties earlier and adjust their learning strategies accordingly. When they encounter unfamiliar words, they try to infer meaning from context rather than immediately giving up.

The survey results suggest that multilingual learners often take responsibility for their own understanding. This habit helps them become more independent and effective language learners.

3. Repeat What You Hear

One of the most common speaking strategies identified in the survey was imitation and repetition.

Many respondents reported practicing pronunciation by repeating words, phrases, and sentences they heard from native speakers. Although this method may seem simple, it is highly effective.

When learners imitate native speakers, they become familiar with pronunciation patterns, rhythm, intonation, and sentence structures. Repetition also strengthens memory and increases confidence when speaking.

Children learn their first language largely through imitation and repetition, and many multilingual learners continue to use the same principle when learning additional languages.

If you are studying a new language, do not be afraid to repeat what you hear. Pause a video and imitate a sentence. Read subtitles aloud. Repeat difficult words several times. These small activities can significantly improve speaking ability over time.

4. Learn How to Read Efficiently

Reading is another important aspect of language learning, but successful learners do not always read every word they see.

The survey revealed that many respondents frequently use reading strategies such as **skimming** and **scanning**.

Skimming involves reading quickly to understand the general meaning of a text, while scanning involves searching for specific information such as names, dates, keywords, or important facts.

These strategies allow learners to process information more efficiently and avoid becoming overwhelmed by unfamiliar vocabulary.

In addition, many respondents reported paying attention to text organization and trying to guess the meaning of unfamiliar words from context. These habits help learners develop stronger reading comprehension without relying too heavily on dictionaries.

Learning to read strategically is especially useful when dealing with longer texts, academic materials, or articles written in a foreign language.

5. Find a Reason to Keep Going

While strategies are important, motivation may be the factor that determines whether a learner continues or eventually gives up.

The survey revealed four major motivations for language learning:

- Education
- Personal interest

- Career opportunities
- Travel

Some respondents wanted to access educational opportunities or study abroad. Others were interested in foreign cultures, movies, books, or music. Several respondents viewed language skills as an advantage for future careers, while others wanted to communicate more easily while traveling.

Although their reasons were different, all respondents shared one common characteristic: they had a clear purpose for learning.

Motivation provides direction during difficult periods when progress feels slow. It encourages learners to continue practicing even when they make mistakes or encounter challenges.

For this reason, one of the first questions every language learner should ask is not “Which language should I learn?” but rather “Why do I want to learn it?”

A strong reason can become a powerful source of long-term motivation.



What Can We Learn from These Findings?

The survey suggests that becoming multilingual is not about having exceptional talent or a special gift for languages. Instead, it involves developing effective learning habits and maintaining motivation over time.

Successful language learners tend to:

- Expose themselves to authentic language content regularly.
- Monitor their understanding while listening and reading.
- Practice speaking through imitation and repetition.
- Use efficient reading strategies such as skimming and scanning.
- Stay motivated by having clear personal goals.

These strategies may seem simple, but their effectiveness lies in consistency. Language learning is often the result of small actions repeated over a long period of time.

Final Thoughts

Becoming multilingual is a journey rather than a destination. There is no single strategy that guarantees success for everyone, but the experiences of the learners in this study provide valuable insights into what works in practice.

The findings show that multilingual learners develop their skills through continuous exposure, active comprehension, regular practice, strategic reading, and strong motivation. By incorporating these habits into daily life, anyone can gradually improve their language abilities and move closer to becoming multilingual.

The process may take months or even years, but every conversation, every book, every song, and every new word learned contributes to that goal.

Figure 3. Medium Article: "How to Become a Multilingual: Lessons from 20 Language Learners"

Source: Screenshot of the article published on Medium by Chaitra Wiwoho (2026)

The article identifies several key strategies used by multilingual learners. First, consistent exposure to the target language through daily activities such as reading, listening, and speaking is considered essential. Second, many learners emphasize the importance of motivation and clear goals, which help them stay committed in the long term. Third, interaction with native speakers or language communities significantly improves fluency and confidence.

Additionally, the article highlights that mistakes are seen as a natural part of the learning process rather than a failure. Learners who progress faster tend to actively use the language instead of only studying grammar rules. The findings suggest that successful multilingual learners combine discipline, curiosity, and real-life practice in their learning journey.

CONCLUSION

. This study examined how language learning strategies contributed to the development of multilingual competence among learners. The findings showed that students employed a range of cognitive, metacognitive, and social strategies across listening, speaking, reading, and writing skills, with listening-based strategies supported by authentic media exposure, such as songs, movies, and podcasts, being the most frequently used. Reading strategies, including scanning and contextual guessing, also played an important role, while speaking and writing strategies were applied less frequently and often depended on limited opportunities for active language production. In addition, the study revealed that learners tended to apply similar strategies across different foreign languages, indicating that effective language learning habits were transferable rather than language-specific. Motivation was also identified as a key influencing factor, with both intrinsic factors, such as personal interest and enjoyment, and

extrinsic factors, such as educational goals, career opportunities, and travel purposes, contributing to sustained language learning.

Overall, the results suggested that successful multilingual development was shaped by the combination of effective strategy use and strong motivation. Learners who actively engaged with authentic input, monitored their comprehension, and consistently practiced language skills were more likely to progress toward multilingual proficiency. Therefore, explicit guidance on language learning strategies, along with support for learner motivation, is essential in helping students develop sustainable multilingual abilities in an increasingly interconnected world. The study also highlighted the importance of self-regulated learning and authentic language exposure in multilingual development. As digital technologies continue to expand access to language-learning resources, students who actively manage their learning processes and consistently engage with authentic materials are more likely to achieve long-term language learning success. Future research may involve larger participant groups and examine the effectiveness of specific language learning strategies across different educational contexts and target languages.

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