

## Language Learning Strategies of a Polyglot: Bridging Theory and Practice

Putu Wahyu Sudewi<sup>1</sup>, Adi Isma<sup>1</sup>, Hasriani G<sup>2</sup>, Nurul Imansari<sup>1</sup>

<sup>1</sup>Universitas Sulawesi Barat, Indonesia

<sup>2</sup>Universitas Negeri Makassar, Indonesia

\*Correspondence: [putuwahyu.sudewi@unsulbar.ac.id](mailto:putuwahyu.sudewi@unsulbar.ac.id)

### ABSTRACT

*Second language acquisition (SLA) research has extensively examined language learning in formal, often monolingual, classroom settings, there is a noticeable lack of empirical investigation into how polyglots acquire, manage, and sustain multiple languages. This gap is particularly significant given the rising importance of multilingualism in a globalized world and the proven cognitive, cultural, and professional benefits it offers. This qualitative case study examines the language learning strategies of Indonesian polyglot proficient in seven languages: Indonesian, English, Mandarin, Korean, Japanese, Arabic, and Latin. Through a purposive sampling method, the participant was interviewed via Zoom, and data were analysed using Oxford's (1990) taxonomy of language learning strategies. The study identified both direct strategies (memory, cognitive, compensation) and indirect strategies (metacognitive, affective, social) used by the participant. Findings reveal that the participant's language proficiency is achieved through a strategic integration of diverse methods tailored to specific goals and contexts. Motivation driven by extrinsic factors like scholarships, personal interests, and intrinsic spiritual reasons played an important part of learning a language intensity. The participant preferred structured tools, analytical comparisons, and regular practice, while affective and social strategies helped manage emotional challenges and maintain motivation. This study supports Oxford's framework and highlights the importance of clear goals, sustained motivation, and community engagement in successful multilingual acquisition.*

### ARTICLE HISTORY

Published June 10<sup>th</sup> 2025



### KEYWORDS

Language Learning Strategies, Multilingual Proficiency, Oxford's Taxonomy

### ARTICLE LICENCE

© 2025 Universitas Hasanuddin Under the license CC BY-SA 4.0



### 1. Introduction

Language learning is widely acknowledged as a complex, dynamic, and multifaceted process, shaped by individual differences, socio-cultural contexts, cognitive capacities, and emotional factors (Dörnyei, 2005). While most individuals aim to master one or two foreign languages, a distinct group polyglots achieve fluency in several. Their ability is often associated with exceptional motivation, memory, and cultural engagement (Al-Obaydi & Rahman, 2021; Aswad et al., 2019; Ko et al., 2025). However, the systematic investigation into how polyglots acquire and sustain multiple languages remains relatively underexplored in academic literature.

This gap is particularly striking given the growing global emphasis on multilingualism and its well-documented benefits, including improved cognitive flexibility (Bialystok, 2011), enhanced professional opportunities (Jessner, 2008), and deeper intercultural understanding (Kramsch, 1998). Despite these advantages, effective and replicable strategies for mastering multiple languages are seldom addressed in existing research. Most second language acquisition (SLA) studies focus on monolingual learners in classroom settings, often drawing on theoretical models such as Krashen's Input Hypothesis (1985) or Vygotsky's Sociocultural Theory (1978). While these frameworks are foundational, they rarely reflect the practical, often self-directed approaches that polyglots employ.

Oxford's (1990) taxonomy of language learning strategies (LLSs) provides one of the most influential models in SLA, categorizing strategies into direct (e.g., memory, cognitive, compensation) and indirect types (e.g., metacognitive, affective, social). Her emphasis on learner autonomy and strategic adaptation offers a valuable lens for examining how individuals manage their own learning processes. Yet, the strategies used by polyglots who often combine formal and informal learning, institutional and self-directed study remain insufficiently examined in relation to Oxford's framework.

A noticeable gap persists between formal language acquisition theories and the lived experiences of multilingual learners. While SLA research has advanced considerably, it continues to focus on acquiring a single foreign language, often under institutional guidance (Ellis, 2008; Sachiya et al., 2025). In contrast, polyglots frequently learn languages independently, navigating multiple linguistic systems and managing the cognitive and emotional demands of maintaining them over time. Few empirical studies have investigated how these individuals develop flexible strategies, stay motivated, or cope with challenges such as interference and attrition (Erard, 2012; Kaufmann, 2005; Karubaba et al., 2024; Rahman et al., 2019).

This research seeks to address this critical gap by exploring the strategies, motivations, and challenges of polyglot through a qualitative, phenomenological approach. By capturing their experiences in depth, the study aims to identify patterns that contribute to a more complex and learner-centered comprehension of language acquisition. Such insights align with contemporary shifts in language education, which increasingly value autonomy, personalized pathways, and context-sensitive pedagogy (Ushioda, 2011).

In today's globalized world, where intercultural communication is crucial, there is an urgent need for more adaptive and individualized models of language education. By examining how a polyglot organizes their learning process, maintains long term motivation, and integrates language into daily life, this research adds to the ongoing discourse on lifelong language learning. Ultimately, it highlights the experiential knowledge of a polyglot as a valuable resource for enriching theory and informing more effective and flexible teaching practices that can benefit educators, learners, and curriculum designers alike.

## **2. Methodology**

This study adopts a qualitative case study approach to gain a deeper understanding of the language learning strategies employed by a polyglot. A qualitative design was deemed appropriate because it allows for a thorough investigation of individual experiences, contextual influences, and subjective interpretations, which are essential when investigating complex cognitive and behavioral processes such as language learning (Creswell & Poth, 2018). The focus on a single individual a highly proficient multilingual speaker aligns with the case study tradition in qualitative research, which emphasizes the rich, thorough analysis of a particular event in the context of real life (Yin, 2018).

Purposive sampling, a method frequently used in qualitative research to guarantee that participants have particular qualities pertinent to the study's goals, was used to choose the study's participants (Palinkas et al., 2015). The selection criterion required the individual to be actively learning multiple languages and to demonstrate a level of proficiency beyond the beginner stage in at least two non-native languages. The informant, a 35-year-old Indonesian national, met these criteria. Over the course of her academic and professional life, she has developed proficiency in seven languages to varying degrees: Indonesian, English, Mandarin, Korean, Japanese, Arabic, and Latin.

The participant's educational journey began in Central Sulawesi, where she completed primary and secondary schooling. From 2008 to 2013, she studied English Language and Literature at a public university in Makassar. Her exposure to international academic environments began in 2012, when she participated in an International Student Exchange program at Nanchang University in China. Professionally, she has worked in multiple roles that required multilingual communication, notably as a Mandarin interpreter for both PLTU PT. Bosowa Energi in 2013 and PT. Indonesia OPPO Electronics from 2014 to 2015. The participant continued her academic development by earning a master's degree in English Literary Studies in the United Kingdom between 2015 and 2016, having received a prestigious scholarship from the Indonesian government. Since 2019, she has served as a lecturer in the English Education program at a public university in Sulawesi, and in 2025, she commenced her doctoral studies in the United Kingdom. The participant voluntarily consented to the research process, including the audio recording of interviews and the use of her data in this study.

A semi-structured interview was used to gather data, which lasted approximately 90 minutes and was conducted via the Zoom platform on March 17, 2025. The semi-structured format was chosen to maintain a balance between uniformity and adaptability, enabling the researcher to explore key topics while also encouraging the participant to share freely and elaborate on relevant experiences (Bryman, 2016). The interview guide was informed by existing literature on language learning strategies, particularly drawing from the frameworks developed by Rubin (2017) and Oxford (1990), who have significantly contributed to the classification of tactical methods for learning a second language.

The interview recording was verbatim transcribed and subjected to theme analysis subsequent to data collection. According to Braun and Clarke (2006), this approach entails finding, examining, and interpreting themes or patterns in qualitative data. Finding recurrent themes in the participants' usage of language learning strategies was the main goal of

the analysis in this study. These strategies were then categorized according to Oxford's (1990) taxonomy, which classifies strategies into two major groups: direct and indirect strategies. Direct strategies include memory techniques, cognitive processes, and compensation mechanisms, all of which involve direct interaction with the target language. In contrast, indirect strategies involve supportive approaches such as metacognitive planning, affective regulation, and social engagement that facilitate the overall learning process.

The application of Oxford's taxonomy served as a framework to systematically interpret the data, ensuring that each identified strategy aligned with established theoretical constructs. This approach not only enhanced the rigor of the analysis but also provided a clear structure through which the participant's experiences could be meaningfully understood in the broader language learning context research.

### **3. Result and Discussion**

The interview commenced with several initial questions designed to compile thorough data regarding the participant's language acquisition journey. These questions focused on three main areas: the length of time she has been exposed to and studying each language, the methods or channels through which she acquired these languages whether through formal education settings or informal experiences and her self-assessed proficiency levels in each language.

When discussing the duration of exposure to the various languages, the participant shared that her first language was acquired naturally during early childhood, forming the foundation of her linguistic abilities. She began formal instruction in English at around the fifth-grade level of elementary school, marking the start of her structured learning in a second language. Later, during her undergraduate studies, the participant expanded her linguistic repertoire by undertaking the study of Mandarin, Korean, Japanese, Arabic, and Latin, indicating a broad interest in diverse languages and cultures at the tertiary education level.

In terms of learning channels, the participant explained that her mastery of Indonesian was achieved not only through the formal school system but also through continuous exposure at home, particularly influenced by her mother, as well as through interactions within her local community. This dual exposure helped reinforce her fluency in the language. Similarly, English was acquired primarily via formal education, likely through classroom instruction and academic coursework. Meanwhile, Mandarin, Korean, Japanese, and Latin were explored as elective subjects within the foreign language curriculum offered during her undergraduate program, highlighting an academic and structured approach to these languages.

The participant also expressed a particular motivation for learning Arabic that stemmed from both religious and practical needs. They emphasized the importance of acquiring Arabic for reading and understanding the Qur'an in its original language, which is central to her spiritual practice. Additionally, learning Arabic was seen as essential for effective communication during the Umrah pilgrimage, facilitating interactions with native Arabic speakers. To support this goal, the participant enrolled in an Arabic language course at a specialized institute located in Makassar while pursuing their undergraduate degree. Notably, their acquisition of Arabic occurred exclusively through informal education channels, such as language courses, and did not benefit from environmental immersion or regular conversational exposure outside of the classroom setting.

Regarding language proficiency, the participant confidently stated that she is fully fluent in Indonesian, which is expected as it is her mother tongue and the primary language of her environment. For her secondary languages, English and Mandarin, she reported possessing near-native proficiency. This level of skill implies that she is capable of fluent and accurate communication in both formal contexts such as academic or professional settings and informal situations, with a strong understanding and correct use of grammatical structures.

When it comes to other languages, the participant described her abilities in Korean as being at an upper-intermediate level. This indicates that she has a good comprehension of the language and can communicate fairly fluently, although her grasp of Korean grammar is still developing and not yet fully proficient. Lastly, for Arabic, Japanese, and Latin, the participant identified her proficiency as being at a beginner level, with knowledge limited to basic grammar rules and simple expressions.

**Table 1. The extent of the participant's competence in different languages**

| No | Language   | Proficiency Level | Skills   |
|----|------------|-------------------|--|
| 1  | Indonesian | Professional      | Capable of professional communication in a variety of contexts, both spoken and written. Skilled in writing formal documents and comprehending various types of texts, including technical and analytical content. Capable of accurately understanding spoken information, even with different accents or dialects.    |
| 2  | English    | Professional      | Capable of effective communication in professional settings, both orally and in writing. Proficient in composing reports, business emails, and presentations. Able to understand technical documents, follow complex conversations, and actively participate in discussions or international negotiations.             |
| 3  | Mandarin   | Professional      | Able to communicate effectively in professional environments, both spoken and written. Skilled in preparing and understanding business documents, writing reports, and conducting presentations and negotiations in Mandarin. Competent in understanding complex conversations and reading formal and technical texts. |
| 4  | Korean     | Intermediate      | Able to communicate in general situations, comprehend intermediate-level texts and conversations, and write with proper structure and vocabulary.  |
| 5  | Arabic     | Beginner          | Has a foundational understanding of Arabic vocabulary and grammar. Can read and write Arabic script and understand simple phrases in everyday contexts. Speaking and listening skills are limited to basic conversations.  |
| 6  | Japanese   | Beginner          | Has basic abilities in reading, writing, and understanding simple conversations. Can recognize hiragana, katakana, and some basic kanji. Able to communicate in everyday situations using limited vocabulary and simple sentence structures.   |
| 7  | Latin      | Beginner          | Possesses a basic understanding of Latin grammar and vocabulary. Can read and translate simple Latin texts and understand basic sentence structures. Skills are limited to passive use (reading and comprehension), as Latin is not used in everyday spoken communication.   |

In her journey of learning various foreign languages, the informant demonstrated the use of diverse and flexible strategies, which varied depending on her goals as well as the social and academic contexts she was in. Notably, her experience reflects an integration of both direct and indirect strategies, indicating a significant evolution in her approach to language learning over time. This pattern aligns with Oxford's (1990) distinction between direct strategies such as memory and cognitive strategies and indirect strategies involving metacognitive, affective, and social elements, which learners tend to combine flexibly based on their specific needs and contexts. Furthermore, research has shown that learners' goal orientations, whether intrinsic or extrinsic, can significantly influence their choice of strategies. In this regard, metacognitive, cognitive, and compensation strategies have been found to be particularly predictive of goal-oriented

learning, which resonates with the informant's adaptive and reflective approach (Zarei & Gilanian, 2014). However, no single method can fully address all aspects of language proficiency. Therefore, the literature emphasizes that learners must continually adapt and strategically combine different approaches typically employing direct strategies for oral skills, and indirect ones for reading, writing, and grammar in order to achieve comprehensive and balanced language competence (Dakhlan & Tanucan, 2024; Youngsun et al., 2024).

She shared that she actively used memory strategies, especially during her undergraduate studies while learning Mandarin. Her primary motivation stemmed from scholarship opportunities and a strong desire to become fluent. She set a personal goal to memorize around ten new words daily, spending just five to ten minutes each day. This was supported by her participation in formal courses and her regular interactions with native speakers particularly Chinese exchange students at her university. As a result, she successfully obtained a scholarship and eventually used Mandarin professionally as an interpreter.

She explains this in the following excerpt:

#### **Data 1**

"During my undergraduate studies, I chose Mandarin as one of my elective foreign language courses because I saw a great opportunity for scholarships. So, I pushed myself to become fluent. I aimed to memorize about ten new words a day, usually taking five to ten minutes. Outside the classroom, I also joined a course at the Mandarin Language Center. Luckily, many of my friends were from China thanks to the student exchange program at my university. Since Mandarin has levels like HSK, I kept aiming higher. Alhamdulillah, I got the scholarship, and now I even use Mandarin professionally as an interpreter."

This approach underscores the vital importance that motivation plays and goal setting in language learning, as emphasized by Dörnyei (2005), who highlights the importance of combining clear extrinsic incentives such as scholarships with strong intrinsic motivation, like the personal desire to achieve fluency, in sustaining long-term learning efforts. Research also makes a distinction between extrinsic motivation, which is motivated by outside incentives like better grades or career development, and intrinsic motivation, which comes from personal fulfillment and delight. While intrinsic motivation is often linked to deeper cognitive engagement and sustained learning, extrinsic motivators like scholarships can provide a powerful initial impetus an approach that closely mirrors the informant's own dual strategy in pursuing language mastery (Thohir, 2017). Moreover, the practice of goal setting has been shown to directly enhance both language proficiency and academic performance by increasing learners' sense of accountability and focus. Learners who establish clear and specific objectives, such as the informant's personal goal of achieving fluency, tend to exhibit higher levels of persistence and accomplishment (Orzechowska & Polok, 2019; Barua, 2023; Rahman & Weda, 2018).

In contrast, her study of Korean was more driven by personal interest, particularly her fondness for Korean pop culture such as dramas. Although Korean was not her top priority, she remained committed by enrolling in courses at the campus language center and making use of facilities like the "Korea Corner." Her proficiency eventually reached an intermediate level, indicating a more relaxed and less intensive learning process compared to her study of Mandarin. Nevertheless, her use of available resources reflects a learner who takes initiative and responsibility for her own development. This aligns with Sudewi & Isma (2023) observation that, through the integration of technology, students are empowered to take ownership of their learning and grow into problem-solvers, critical thinkers, collaborators, and creative individuals.

Meanwhile, her motivation for learning Arabic was more religious and spiritual. Wanting to understand the Qur'an, she enrolled in specialized Arabic language programs. Her Arabic skills were mainly used in religious contexts, such as during Umrah, and remained at a beginner level. She emphasized the importance of having a clear purpose in learning, which served as intrinsic motivation and transformed the process into a personal passion.

As for English, she stated that she had already reached a professional level of proficiency during her undergraduate years due to academic and professional demands. She also studied Japanese briefly for about six months, but did not pursue it further.

In terms of memory techniques, the informant showed a clear preference for using digital dictionaries, printed textbooks, and audio materials, rather than relying on more self-directed strategies such as songs or stories. She frequently took handwritten notes and installed a dictionary app on her phone, reflecting a tendency toward structured and formal learning tools. This inclination aligns with Chamot and O'Malley's (1994) assertion that successful learners often choose

learning aids that are compatible with their cognitive style and the specific context in which they are learning. Supporting this, research indicates that both digital and printed dictionaries are effective for vocabulary acquisition, although digital dictionaries tend to offer greater flexibility and engagement through features such as audio pronunciation, instant search, and interactive design. While learners continue to value printed dictionaries for their depth, reliability, and comprehensive entries, digital tools are increasingly favored due to their portability and ease of access. These findings support the idea that learners benefit most when they have access to both formats utilizing printed resources for in depth study and digital ones for quick, on the go learning needs (Ratminingsih et al., 2022).

In terms of cognitive strategies, she emphasized practice as the key to success. She regularly engaged in both written and spoken exercises, especially during her time working professionally as a translator. In addition, she developed a habit of analyzing and comparing the grammatical structures of the languages she was learning with those she had already mastered, showing a highly analytical approach to language acquisition.

She illustrates this point in the excerpt below:

**Data 2**

“When I study sentence structure or grammar, I usually go straight into practice. I do lots of written and oral exercises, especially when I was working as a Mandarin interpreter I practiced almost every day. I also like comparing language structures for example, Mandarin versus Indonesian or English because it helps me understand them better. It just clicks more easily when I see the differences.”

The informant’s use of analytical strategies reflects what Oxford (1990) classifies as cognitive strategies and highlights the crucial role of metalinguistic awareness in successful language learning, as emphasized by Bialystok (2001). This type of awareness defined as the capacity to consider and work with language form serves as a foundation for learners to process language more deeply and accurately. Furthermore, recent studies affirm that metalinguistic awareness is not only associated with explicit learning and literacy development but can also be effectively enhanced through pedagogical interventions that promote analytical and reflective language activities. These findings reinforce the argument that the intentional application of analytical strategies, rooted in Oxford’s framework of cognitive strategies, plays a significant role in language acquisition by actively fostering metalinguistic awareness and deeper linguistic understanding (Alipour, 2014).

When faced with communication difficulties, she used compensation strategies such as guessing meanings from context, using synonyms, and directly asking her conversation partners for clarification. She also frequently used digital dictionaries whenever she encountered unfamiliar words, both in speaking and writing.

Her approach is reflected in the following statement:

**Data 3**

“If I don’t know a word or structure during a conversation, I usually try to guess from the context. But if I really can’t figure it out, I’ll just ask the person I’m talking to especially if they’re a native speaker. I also use a dictionary app all the time if I get stuck while writing or talking, I just look it up on my phone.”

These strategies correspond to Oxford’s (1990) compensation strategy category, which helps learners handle gaps in their knowledge during communication.

From a metacognitive perspective, she planned her learning flexibly, adjusting her strategies based on specific goals and the time available. To monitor her progress, she regularly used tools such as the Flow Speak app to evaluate her English proficiency, demonstrating strong self-awareness in her language development. This flexible approach aligns with the benefits of blended learning methods, which she found particularly motivating. The ability to study anytime and anywhere, without the pressure of face-to-face settings, made the experience less intimidating and more engaging. In her case, blended learning not only encouraged active participation but also simplified and accelerated continuous communication an essential part of maintaining language proficiency (Sudewi, 2020).

This mindset is captured in her own words:

#### **Data 4**

"I don't follow a rigid study schedule it really depends on how much free time I have and what I need to work on. But for English, I use an app like Flow Speak to evaluate myself. It helps me track my progress and identify which areas I need to improve."

Her metacognitive approach supports Flavell's (1979) theory of metacognition, which emphasizes organizing, observing, and assessing one's educational journey as key to effective learning.

However, emotional challenges such as frustration and limited time often became obstacles. To cope with these, she applied affective strategies, including joining learning communities, connecting with peers who had similar goals, and participating in online collaborative platforms. She stressed that language learning doesn't have to lead to immediate fluency what matters is consistency and ongoing progress.

This perspective comes through clearly in her own words:

#### **Data 5**

"I actually enjoy learning languages, but it can get frustrating when I have too much work and not enough time. To stay motivated, I usually join learning communities or find friends with similar goals. I also use online platforms so we can practice together. I believe it's not about becoming fluent right away it's about making progress and staying consistent."

These affective strategies resonate with MacIntyre and Gregersen's (2012) work on managing language learning anxiety and maintaining motivation through social support and community engagement.

Social strategies also played an important role in her success. She frequently engaged with native speakers and fellow learners through both face-to-face and online interactions. Activities such as writing academic articles, reading journals in foreign languages, and actively seeking feedback from conversation partners demonstrated her openness to constructive input.

This is evident in her own reflection:

#### **Data 6**

"I often practice speaking with native speakers, either in person or online. I also enjoy reading foreign language articles or journals, and sometimes I write articles myself. When I talk to someone, I usually ask, 'Did you understand what I just said?' so I can get immediate feedback and know what I need to improve."

This reflects the importance of social interaction in language acquisition as noted by Vygotsky's (1978) sociocultural theory and supported by Oxford's (1990) social strategies.

Reflecting on her learning journey, she shared that direct practice with native speakers was the most effective strategy for accelerating language mastery. Over time, she discovered the methods that worked best for her after experimenting with various approaches. To beginners, she recommended focusing first on mastering basic vocabulary and common expressions, setting clear goals, not being afraid to make mistakes, and practicing as much as possible. These findings suggest that effective language learning involves a balanced integration of cognitive, affective, and social strategies. Moreover, internal motivation, clear objectives, and active engagement in a supportive learning environment play crucial roles in achieving success in foreign language acquisition (Oxford, 1990; Dörnyei, 2005).

#### **4. Conclusion**

This study emphasizes the complex and dynamic nature of language learning as experienced by the participant, who successfully acquired proficiency in multiple foreign languages through a combination of diverse strategies adapted to her goals and contexts. The participant's journey demonstrates an effective integration of both direct strategies (memory and cognitive) and indirect strategies (metacognitive, affective, and social), confirming Oxford's (1990) framework on language learning strategies.

Motivation emerged as a critical factor influencing the participant's choice of languages and learning intensity, with extrinsic incentives such as scholarships driving her Mandarin studies, personal interest fueling Korean learning, and

intrinsic spiritual reasons motivating her Arabic acquisition. The findings underscore Dörnyei's (2005) assertion on the importance of clear goals and sustained motivation in successful language learning.

The participant's preference for structured learning tools, regular practice, and analytical comparison of languages reflects a strategic and metacognitive approach, aligning with theories of effective language acquisition and metalinguistic awareness (Flavell, 1979; Bialystok, 2001). Meanwhile, affective and social strategies played vital roles in managing emotional challenges, maintaining motivation, and enhancing communicative competence, consistent with the research of MacIntyre and Gregersen (2012) and Vygotsky's (1978) sociocultural theory. The participant's experience suggests that language mastery is best supported by a balanced and flexible use of cognitive, affective, and social strategies, alongside clear personal goals and active engagement in learning communities.

## References

- Alipour, S. (2014). Metalinguistic and Linguistic Knowledge in Foreign Language Learners. *Theory and Practice in Language Studies*, 4(12), 2640–2645. <https://doi.org/10.4304/tpls.4.12.2640-2645>
- Al-Obaydi, L. H., & Rahman, F. F. (2021). The Use of Action Research in EFL Socio-professional Context: Students-teachers' Perceptions. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(2), 232-240.
- Aswad, M., Rahman, F., Said, I. M., Hamuddin, B., & Nurchalis, N. F. (2019). A software to increase English learning outcomes: An acceleration model of English as the second language. *The Asian EFL Journal*, 26(6.2), 157.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.
- Barua, S. (2023). Goal Setting Strategies for Motivation and Writing Skills: A Study among Adult Second Language Learners. *SSRN Electronic Journal*, December, 1–13. <https://doi.org/10.2139/ssrn.4513295>
- Bialystok, E. (2001). Metalinguistic aspects of bilingual processing. *Annual Review of Applied Linguistics*, 21, 169–181. <https://doi.org/10.1017/s0267190501000101>
- Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229–235. <https://doi.org/10.1037/a0025406>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bryman, A. (2016). *Social Research Methods*. Oxford University Press.
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Addison-Wesley.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Dakhalan, A. M., & Tanucan, J. C. M. (2024). The Direct Method in Language Teaching : A Literature Review of Its Effectiveness. 3(2), 130–143.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.
- Erard, M. (2012). *Babel No More: The Search for the World's Most Extraordinary Language Learners*. Free Press.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911.
- Jessner, U. (2008). A DST model of multilingualism and the role of metalinguistic awareness. *Modern Language Journal*,

92(2), 270–283. <https://doi.org/10.1111/j.1540-4781.2008.00718.x>

- Karubaba, S., Machmoed, H., Rahman, F., & Kamzinah, K. (2024, May). Comparison of Pronominal Systems in Yapen Languages. In *4th International Conference on Linguistics and Culture (ICLC-4 2023)* (pp. 360-374). Atlantis Press.
- Kaufmann, B. S. (2005). *A Personal Guide to Language Learning*. LingQ Press.
- Ko, Y., Kyeongjae, P., Jung, S., Sosrohadi, S., & Andini, C. (2025). Revisiting EPS TOPIK: Addressing linguistic and cultural challenges for migrant workers in South Korea. *International Journal of Current Science Research and Review*, 8(2), 904-910.
- Kramsch, C. (1998). *Language and Culture*. Oxford University Press.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193. <https://doi.org/10.14746/ssllt.2012.2.2.4>
- Orzechowska, P., & Polok, K. (2019). Goal-Setting as a Motivational Factor Helping FL Learners in Gaining Their Levels of FL Proficiency. *OALib*, 06(03), 1–11. <https://doi.org/10.4236/oalib.1105307>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Rahman, F., Abbas, A., Hasyim, M., Rahman, F., Abbas, A., & Hasyim, M. (2019). Facebook group as media of learning writing in ESP context: A case study at Hasanuddin University. *Asian EFL Journal Research Articles*, 26(6.1), 153-167.
- Rahman, F., & Weda, S. (2018). Students' perceptions in appreciating English literary works through critical comment: A case study at Hasanuddin University and Universitas Negeri Makassar. *Asian EFL Journal*, 20(3), 149-172.
- Ratminingsih, N. M., Agustini, K., Budasi, I. G., Adnyani, L. P. S., & Ana, I. K. T. A. (2022). Digital Versus Printed Multilingual Dictionary: Developing Young Learners' English Literacy. *Theory and Practice in Language Studies*, 12(12), 2508–2518. <https://doi.org/10.17507/tpls.1212.05>
- Rubin, J., Quarterly, S. T., & Mar, N. (2017). What the " Good Language Learner " Can Teach Us Linked references are available on JSTOR for this article : What the " Good Language Learner " Can Teach. 9(1), 41–51.
- Sachiya, F., Faisal, R., Sosrohadi, S., Mahdori, M., Aditya, T. P. M., & Andini, C. (2025). A comparative analysis of Indonesian and Korean verbs: A semantic and pragmatic perspective. *International Journal of Arts and Social Science*, 8(3), 89-97.
- Sudewi, P. W. (2020). Learning Experiences Using Blended Learning on Efl Learners At Sulawesi Barat University. *Jurnal Basis*, 7(1), 121–132. <https://doi.org/10.33884/basisupb.v7i1.1787>
- Sudewi, P. W., & Isma, A. (2023). Students' Perception on Utilization of Technology in Listening Learning. *Scope: Journal of English Language Teaching*, 8(1), 160. <https://doi.org/10.30998/scope.v8i1.18331>
- Thohir, L. (2017). Motivation in a Foreign Language Teaching and Learning. *Vision: Journal for Language and Foreign Language Learning*, 6(1), 20–29. <https://doi.org/10.21580/vjv6i11580>
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199–210. <https://doi.org/10.1080/09588221.2010.538701>

- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. SAGE Publications.
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.
- Zarei, A. A., & Gilanian, M. (2014). Language learning strategies as predictors of goal orientation. *International Journal of Applied Linguistic Studies*, 3(1), 8–19.