

LANGUAGE LEARNING METHODS AND STRATEGIES IN IMPOROVING STUDENTS' LANGUAGE COMPETENCE IN THE ERA OF GLOBALISATION

Aslan

Universitas Sultan Muhammad Syafuiddin Sambas
aslanalbanjaryo66@gmail.com

Muhammad Ishom

Universitas Nahdlatul Ulama Surakarta
muhammad.ishom@gmail.com

Abstract

This study examines various effective language learning methods and strategies for improving students' language skills in the era of globalisation. Using a literature review method, this study examines the latest literature on language learning approaches that are adaptive to technological developments, cross-cultural communication needs, and diverse student characteristics. The results of the study show that communicative, task-based, collaborative learning methods and the use of digital technology are key to developing balanced and applicable language skills. In addition, learning strategies that emphasise active interaction, the use of authentic media, and constructive feedback play a significant role in stimulating motivation and the quality of language learning. This study provides recommendations for education practitioners to apply innovative and contextual methods and strategies in language learning so that students are able to compete and communicate effectively in an increasingly complex global world.

Keywords: language learning methods, language learning strategies, student language skills, era of globalisation, literature review, communicative learning, learning technology.

Introduction

Language proficiency is one of the fundamental competencies that is very important in the context of today's globalisation. In the era of globalisation, geographical and cultural boundaries are becoming increasingly blurred, so the need for cross-border and cross-cultural communication has increased significantly.

Good language skills open up access for individuals to establish social relationships, participate in global dynamics, and obtain information and opportunities in various fields (Ellis, 2015). Therefore, strengthening students' language skills through effective learning has become a major challenge for education around the world. Globalisation has brought about major changes in social and economic interaction patterns, which in turn has influenced the need for foreign language proficiency, especially international languages such as English.

Not only as a tool for everyday communication, mastery of this language is also a major asset in obtaining higher education, applying for jobs, and keeping up with developments in information technology (Puspitasari & Aslan, 2024); (Judijanto & Aslan,

2025); (Purike & Aslan, 2025). On the other hand, technological advances such as the internet, social media, and digital applications make it easier for students to access language learning materials, but also present challenges in the effectiveness and quality of such learning (Firmansyah & Aslan, 2025a); (Firmansyah & Aslan, 2025b).

Language learning systems in schools must be able to adapt to the rapidly changing needs of the times. Traditional learning methods and strategies that rely solely on memorisation and a one-way approach are no longer adequate for developing communicative and applicable language skills. Instead, interactive, contextual, and technology-based language learning approaches are more relevant to prepare students to face global challenges. Therefore, it is very important to study effective language learning methods and strategies to provide a systematic and in-depth overview (Ellis, 1994). In addition, language learning is not only cognitive but also affective and social. Students need to be encouraged to actively use language in various authentic situations so that their speaking, listening, reading, and writing skills can develop in a balanced manner (Schmidt, 1990). However, in practice, many schools have not been able to integrate these holistic language learning methods and strategies. Factors such as limited resources, lack of teacher training, and resistance to change in methods are obstacles that need to be overcome (Aslan & Sidabutar, 2025); (Rokhmawati et al., 2025).

The context of globalisation also demands flexibility and creativity in language learning. Students come from diverse cultural and linguistic backgrounds, so learning methods must accommodate different needs and learning styles. Effective learning strategies must be able to create an inclusive learning environment, foster motivation to learn, and optimise student interaction with both teachers and fellow students.

Collaborative and project-based learning approaches are examples of strategies that have received attention in recent literature (Dörnyei, 2005). Rapid technological changes also provide opportunities and challenges in language learning. The use of digital media and online learning platforms allows students to learn anytime and anywhere, with more varied and interactive learning resources.

However, this also requires teachers to continuously develop their digital competencies in order to be able to select and adapt learning technologies effectively. Studies on the integration of technology in language learning methods are needed to understand their impact on improving students' language skills (Harmer, 2011).

In order to achieve quality language learning, it is very important to examine the learning methods and strategies that have been developed and applied in various contexts. This literature review serves to collect, evaluate, and summarise findings from previous relevant research, so that it can provide guidance for education practitioners and researchers in designing adaptive and effective language learning programmes (Kasiyarno, 2025). Through this review, a deep understanding of the methods and strategies that can optimally improve students' language competence can be obtained.

The development of language learning theory has also undergone dynamics in line with changes in educational paradigms and technological advances. From behaviourist, cognitive, to communicative and constructivist approaches, each paradigm offers different learning concepts and techniques. This literature review will discuss how these theories are implemented into language learning methods and strategies that are in line with student characteristics and the demands of the current era of globalisation (Sholihah, 2024). One important aspect of language learning in the era of globalisation is students' critical and creative thinking skills. Language learning methods and strategies must equip students not only with language skills but also with the ability to analyse, evaluate, and express themselves creatively in using language. Learning approaches that emphasise problem solving and open discussion are highly recommended to develop these competencies (Saputra et al., 2024); (Aslan & Rasmita, 2025).

Furthermore, the era of globalisation demands language learning that is not only monolingual or monocultural, but also multilingual and multicultural. Students need to be equipped with the ability to understand and appreciate linguistic and cultural diversity so that they can communicate effectively and ethically in a global context.

Against this background, this literature review aims to comprehensively examine various language learning methods and strategies that have been implemented and proven effective in improving students' language skills in the era of globalisation.

Research Methodology

This study utilises a literature review method, which aims to collect, examine, and analyse various literature sources related to effective language learning methods and strategies in improving students' language skills in the era of globalisation. The sources used include journal articles, books, theses, as well as relevant academic documents and recent research (Eliyah & Aslan, 2025). Data was collected systematically by selecting credible literature directly related to the research topic, then analysed qualitatively to explore the concepts, approaches, advantages, and challenges of various language learning methods and strategies (Tranfield et al., 2003).

Results and Discussion

Language Learning Methods in the Era of Globalisation

Language learning methods in the era of globalisation have undergone significant changes in line with technological developments and increasingly intensive demands for cross-cultural communication. Globalisation requires individuals to not only master one language, but also to be able to adapt to various languages and cultures simultaneously (Murtadhoh, 2025). Therefore, language learning methods must be able to respond to these challenges by providing effective ways to develop students' language skills not only linguistically, but also contextually and communicatively.

Initially, language learning methods were dominated by traditional approaches such as the Grammar-Translation Method, which emphasised the mastery of grammar and vocabulary separately without much speaking practice. Although this method is still used in certain contexts, the era of globalisation has brought about a need for more practical learning, so this method is considered less effective in preparing students to communicate effectively in the international world (Bryfonski, 2023).

Over time, developments in linguistic theory and learning psychology have given rise to more communicative language learning methods. The communicative method (Communicative Language Teaching) places interaction and communication skills at the centre of language learning objectives. Students are encouraged to use language in real-life situations or simulations that closely resemble everyday life, so that their speaking, listening, reading, and writing skills develop in a balanced and contextual manner (Larsen-Freeman, 2000). In addition, language learning methods that emphasise a task-based approach (Task-Based Language Teaching) have also become a popular choice. This method assigns students activities or projects that require the use of language as a communication tool to complete specific tasks. Thus, students not only learn language theoretically, but also apply it practically, increasing their motivation and the relevance of learning (Celce-Murcia, 2001).

Furthermore, advances in information technology have opened up new opportunities in language learning through online learning and blended learning methods. With these methods, students can access a variety of language learning materials anytime and anywhere, interact with teachers and fellow students through digital platforms, and use interactive learning applications that combine audio, video, and practical exercises (Brown, 2014).

The use of social media and online communication applications provides a space for students to practise languages in real time with native speakers and fellow learners from various countries. This is certainly an important asset in improving language skills in the era of globalisation because students can learn in an authentic and contextual setting. However, the success of this method is highly dependent on the availability of technology and the digital readiness of students and teachers (Nunan, 2003). One of the challenges in implementing language learning methods in the era of globalisation is how to effectively integrate cultural aspects into the learning process. Language cannot be separated from culture, because the meaning and use of language are greatly influenced by cultural context (Hall, 2024). Therefore, learning methods must be able to present cultural content as part of the material that helps students understand and appreciate diversity.

In this case, a culturally responsive teaching approach to language learning becomes very relevant. This method seeks to link learning materials to the cultural experiences of students and the target language culture, so that students not only learn

the language technically, but also understand the values, customs, and social norms inherent in that language.

Furthermore, inclusive and student-centred learning methods are increasingly being promoted to accommodate students' diverse learning styles and ability levels. This method provides space for students to be active in the learning process, choose materials and learning methods that suit them, and develop creativity in using language. This is important given that students' backgrounds and learning needs are becoming increasingly complex in the global era (Nation, 2001).

The use of adaptive technology-based language learning methods is also growing, including the use of artificial intelligence to provide personalised learning materials according to students' abilities and progress. An example is a language learning application that provides automatic exercises and feedback, making the learning process more efficient and effective. In addition, language learning approaches that combine the concept of collaborative learning are also gaining attention (Tanjung, 2018). This method involves interaction and cooperation between students in groups to complete tasks or discussions using the target language, thereby promoting social skills as well as language skills. Social interaction in the classroom and virtually is an important part of honing communication skills.

In the context of foreign language learning, immersive learning or comprehensive learning in the target language environment is also applied as an effective strategy. Through this method, students are placed in an environment where the target language is used intensively so that they learn the language naturally, accelerating language mastery through direct experience and full engagement (Sengkey, 2024b).

Equally important is the application of teaching methods oriented towards the development of critical and creative skills in language use. Methods such as Project-Based Learning and problem-solving learning encourage students to use language not only as a means of communication, but also for critical thinking, expressing ideas, and innovating in the context of language (Richards, 2015). Meanwhile, teachers and educators play a central role in selecting and applying language learning methods that are appropriate to the characteristics of students and the learning context. The competence and creativity of teachers in combining various methods are key factors in the success of language learning in the era of globalisation (Sengkey, 2024a).

Overall, language learning methods in the era of globalisation must be dynamic, interactive, and technology- and culture-based to support the development of comprehensive language skills. Through the right approach, students will not only be able to master the language technically but also be able to use it in complex and varied social contexts in this interconnected era.

Language Learning Strategies to Improve Students' Language Skills

Language learning strategies play an important role in efforts to improve students' language skills, especially in an era of globalisation that demands a broader and more diverse command of languages. The learning strategies implemented must be able to accommodate the diverse needs of students, take into account their cultural and linguistic backgrounds, and adapt to rapid technological developments (Harmer, 2007). With the right strategy, the language learning process will not only be effective but also interesting and motivating for students to continue practising and developing their skills. One of the main strategies used in language learning is the communicative approach, which emphasises the use of language in real contexts. This strategy encourages students to actively speak, listen, read, and write in authentic situations, so that their language skills develop naturally and relevantly. Through real interactions, students learn how to use language contextually and adaptively according to social situations (Andujar & Çakmak, 2020).

Task-based learning strategies have also been widely applied to improve students' language skills. In this strategy, students are given tasks that require them to use language as a tool to solve problems or achieve specific goals. In this way, language is not learned abstractly, but as a functional and practical means of communication, thereby increasing student motivation and engagement in the learning process (Richards, 2006). In addition, collaborative learning strategies involving group work and discussions between students are very effective in improving language skills. Through social interaction in groups, students can exchange information, correct mistakes, and develop speaking and listening skills simultaneously. This collaboration also helps to create an inclusive and supportive learning environment, which is very important for language learning (Ali & Anwar, 2021).

The use of digital technology as a language learning strategy is becoming increasingly relevant in the era of globalisation. The use of language learning applications, online platforms, and social media can expand students' access to interactive and independent language practice. This technology also enables personalised learning, tailored to the needs and ability levels of each student, making the learning process more effective and efficient (Wahyuni, 2015).

Project-based learning strategies provide a deep and comprehensive learning experience. In this strategy, students are involved in real projects that require the integrated use of various language skills, from research, writing, and presentation to discussion. This approach not only improves language skills but also develops students' critical, creative, and collaborative thinking skills (Balanaieva et al., 2022). Differentiated learning strategies are also very important to accommodate differences in students' learning styles and speeds. Through differentiation, teachers can tailor tasks, materials, and teaching methods to the characteristics and individual needs of students. This

flexible approach ensures that each student receives optimal support to improve their language skills (Ellis, 2015).

The application of contextual language learning strategies greatly helps students understand the relevance of language use in everyday life. By relating learning materials to real-life situations and student experiences, learning becomes more meaningful and easier to accept. This strategy also helps students develop critical and reflective thinking skills in using language (Dörnyei, 2005).

The role of teachers as facilitators and motivators is crucial to the successful implementation of language learning strategies. Teachers must be able to create a learning environment that is enjoyable, challenging, and supportive of active student participation. In addition, teachers also need to continuously improve their professional competence, especially in the use of technology and the latest pedagogical approaches (Pongpalilu & Aslan, 2025); (Suryadi & Aslan, 2025).

Language learning strategies that involve the use of authentic media are also very effective in improving students' abilities. Authentic media such as news articles, videos, songs, and real conversations provide natural language exposure that is culturally appropriate, allowing students to understand the nuances and style of the language. The use of this media also enriches students' learning experiences and increases their interest (Harmer, 2011).

Constructive feedback reinforcement strategies are very important in the language learning process. Appropriate feedback helps students recognise their shortcomings and mistakes, and provides guidance for improvement. Teachers must provide specific, positive, and continuous feedback so that students are motivated to continue improving their language skills (Kasiyarno, 2025). In addition, strategies that integrate the four language skills (listening, speaking, reading, writing) provide a strong foundation for the development of students' language abilities. These strategies ensure that students not only master one aspect of language, but are able to use language holistically and in a balanced manner in accordance with actual communication needs (Sholihah, 2024).

The development of inclusive language learning strategies is also an important requirement to ensure access and learning success for all students, including those with special needs or multilingual backgrounds. An inclusive approach provides space for diversity and encourages students to respect each other's differences in the learning process (Murtadhoh, 2025).

Finally, language learning strategies that instil cultural awareness and multicultural values are increasingly necessary in the era of globalisation. These strategies help students understand the cultural context of the language they are learning and develop attitudes of tolerance and appreciation for diversity (Bryfonski, 2023). This cultural awareness becomes a key asset for students to communicate effectively and ethically in a complex global environment.

Conclusion

Language learning methods and strategies play a crucial role in improving students' language skills in an era of globalisation that demands language proficiency that is not only technical but also communicative and contextual. Learning methods that integrate communicative, task-based, collaborative approaches and the use of digital technology have proven effective in equipping students with balanced language skills that are relevant to the needs of the times.

The use of adaptive and inclusive methods is very helpful in accommodating the diverse learning styles and needs of students. Effective language learning strategies must be able to create an interactive learning environment that supports active student participation. Task-based, project-based, collaborative approaches and the use of authentic media provide opportunities for students to use language in a real and practical way.

In addition, an emphasis on constructive feedback and the integrated use of listening, speaking, reading, and writing skills strengthens holistic language mastery. Teachers play a key role in selecting and implementing appropriate strategies in line with student characteristics and technological developments.

Overall, the development of language learning methods and strategies based on an understanding of the global context and cultural diversity is essential to prepare students for the challenges of communication in an increasingly connected world. Through the application of innovative, adaptive, and student-oriented methods and strategies, their language skills can be optimally improved so that they are not only able to communicate effectively but also become cultural agents who can contribute positively to global society.

References

- Ali, B., & Anwar, G. (2021). Anxiety and Foreign Language Learning: Analysis of Student's Anxiety towards Foreign language learning. *International Journal of English Literature and Social Sciences*, 6(3), 234-244 DOI-10.22161/ijels.63.32.
- Andujar, A., & Çakmak, F. (2020). Foreign Language Learning Through Instagram. In *New Technological Applications for Foreign and Second Language Learning and Teaching* (pp. 135-156 DOI-10.4018/978-1-7998-2591-3.ch007).
- Aslan, A., & Rasmita, R. (2025). EXPLORING CHALLENGES AND STRATEGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE TO YOUNG LEARNERS. *International Journal of Teaching and Learning*, 2(11), Article 11.
- Aslan, A., & Sidabutar, H. (2025). APPLICATION OF PIAGET'S THEORY IN EARLY CHILDHOOD EDUCATION CURRICULUM DEVELOPMENT. *International Journal of Teaching and Learning*, 3(1), Article 1.
- Balanaieva, O., Terletska, L., & Rudoman, O. (2022). Actual Foreign Language Teaching Methods in the Globalization Era. *Innovate Pedagogy*, 1(51), 46-53 DOI-10.32782/2663-6085/2022/51.1.9.
- Brown, H. D. (2014). *Principles of Language Learning and Teaching*. Pearson Education.

- Bryfonski, L. (2023). *The Art and Science of Language Teaching*. Cambridge University Press.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*.
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*.
- Eliyah, E., & Aslan, A. (2025). STAKE'S EVALUATION MODEL: METODE PENELITIAN. *Prosiding Seminar Nasional Indonesia*, 3(2), Article 2.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Ellis, R. (2015). *Understanding Second Language Acquisition*.
- Firmansyah, F., & Aslan, A. (2025a). EFFECTIVENESS OF SPECIAL EDUCATION PROGRAMMES IN PRIMARY SCHOOLS: AN ANALYSIS OF THE LITERATURE. *INJOSEDU: INTERNATIONAL JOURNAL OF SOCIAL AND EDUCATION*, 2(2), Article 2.
- Firmansyah, F., & Aslan, A. (2025b). THE RELEVANCE OF STEAM EDUCATION IN PREPARING 21ST CENTURY STUDENTS. *International Journal of Teaching and Learning*, 3(3), Article 3.
- Hall, G. (2024). *Method and Postmethod in Language Teaching*. Routledge.
- Harmer, J. (2007). *How to Teach English*.
- Harmer, J. (2011). *The Practice of English Language Teaching*.
- Judijanto, L., & Aslan, A. (2025). ADDRESSING DISPARITIES IN MULTISECTORAL EDUCATION: LEARNING FROM AN INTERNATIONAL LITERATURE REVIEW. *Indonesian Journal of Education (INJOE)*, 5(1), Article 1.
- Kasiyarno, K. (2025). The Influence of Globalisation on the Shift in Local Languages. *Journal of Contemporary Linguistics DOI -*.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*.
- Murtadhoh, N. (2025). The Existence of Chinese Language in The Globalization Era. *Modern Language Journal DOI -*.
- Nation, I. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nunan, D. (2003). *Practical English Language Teaching*.
- Pongpalilu, F., & Aslan, A. (2025). THE ROLE OF TEACHERS AS AGENTS OF CHANGE IN SHAPING STUDENTS' CREATIVITY, CHARACTER, AND SOCIAL SENSITIVITY: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(11), Article 11.
- Purike, E., & Aslan, A. (2025). A COMPARISON OF THE EFFECTIVENESS OF DIGITAL AND TRADITIONAL LEARNING IN DEVELOPING COUNTRIES. *Indonesian Journal of Education (INJOE)*, 5(1), Article 1.
- Puspitasari, N. D., & Aslan, A. (2024). TRANSFORMASI KOMUNIKASI ORGANISASI MELALUI TEKNOLOGI DIGITAL: STUDI LITERATUR TERBARU. *Jurnal Komunikasi*, 2(12), Article 12.
- Richards, J. (2006). *Communicative Language Teaching Today*.
- Richards, J. (2015). *Key Issues in Language Teaching*. Cambridge University Press.
- Rokhmawati, Z., Aslan, A., & Farchan, A. (2025). Inovasi Teknologi dalam Pendidikan Jarak Jauh: Kajian Literatur. *Jurnal Ilmiah Edukatif*, 11(1), Article 1. <https://doi.org/10.37567/jie.v11i1.3735>
- Saputra, H., Usman, S., Sakka, A. R., & Aslan, A. (2024). The Effect Of Using Learning Media On Learning Motivation About Creed and Morals At Mas Ushuluddin

- Singkawang. *IJGIE (International Journal of Graduate of Islamic Education)*, 6(1), Article 1. <https://doi.org/10.37567/ijgie.v6i1.3698>
- Schmidt, R. (1990). *The Role of Consciousness in Second Language Learning*. *Applied Linguistics Journal*.
- Sengkey, V. (2024a). Investigating the Use of Language Learning Strategies and English Proficiency of University Students. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 7(1), 78-87 DOI-10.46918/seltics.v7i1.2236.
- Sengkey, V. (2024b). Language Learning Strategies and English Proficiency. *Seltics Journal* DOI - 10.46918/Seltics.V7i1.2236.
- Sholihah, H. (2024). The Importance of Foreign Language Learning in an Era of Globalisation. *Indonesian Journal of Education (INJOE)*, 4(2), 545-554 DOI-.
- Suryadi, Y., & Aslan. (2025). PENGELOLAAN STRES PADA GURU HONORER DALAM KONTEKS PENDIDIKAN: KAJIAN LITERATUR. *Prosiding Seminar Nasional Indonesia*, 3(2), Article 2.
- Tanjung, F. (2018). Language Learning Strategies in English as a Foreign Language. *Lingua Cultura* DOI -.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review. *British Journal of Management*, 209–222.
- Wahyuni, S. (2015). An Overview of Strategy in Language Learning. *Getsempena English Education Journal*, 2(2), 36-46 DOI-10.46244/geej.v2i2.690.