Systematic literature review: Brazilian publications on language learning strategies in the last decade (2012-2022)

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Resumo: Compreender o uso de estratégias de aprendizagem é crucial para tornar os alunos e futuros docentes de Língua Estrangeira (LE) mais centralizados, independentes e responsáveis pela sua aprendizagem. Portanto, o objetivo geral deste estudo é mapear os conceitos de estratégias de aprendizagem de língua inglesa em publicações brasileiras da última década (2012-2022). A seleção dos artigos foi realizada por meio de uma revisão sistemática de literatura nas seguintes bases de dados: Periódicos Capes, Scielo e Google Acadêmico. A busca ocorreu através das palavras-chave: "Estratégias de aprendizagem"; "Inglês"; "Aprendizes de língua". Após as etapas de identificação, triagem e inclusão 8 artigos foram escolhidos como base para este trabalho. Os resultados foram analisados e apontam que as estratégias são essenciais para os alunos, seja no ensino infantil, fundamental, médio e graduação. Mais ainda, os resultados apontam que muitas estratégias se destacam como métodos positivos na aprendizagem de outra língua, e é através de experiências vivenciadas pelos alunos que é possível conhecê-las.

Palavras-chave: Estratégias de aprendizagem; Inglês; Aprendizes de língua.

Introduction

The theme of this work is related to English language learning strategies and is based on a systematic review of literature in Brazilian publications in the last decade (2012-2022).

According to Rebecca Oxford, "learning strategies are specific actions taken by the student to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (OXFORD, 1990, p. 8, free translation)[3]. In other words, strategies are methods that language learners use to achieve an objective or purpose. These strategies can vary from person to person, as it is an individual process that takes into account the student's characteristics: whether they are more reserved, more communicative and son on.

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[3] Estratégias de aprendizagem são ações específicas tomadas pelo aluno para tornar a aprendizagem mais fácil, mais rápida, mais agradável, mais autodirigida, mais eficaz e mais transferível para novas situações (OXIFORD, 1996, p. 8) [original text].

For Boruchovitch (1999), learning strategies play an important role, both in effective learning and its self-regulation. Shrum and Glisan (2016) emphasize that such strategies are fundamental for language learning because they are tools for active participation in learning, which is crucial for the development of communicative competence.

These definitions highlight an objective, which is to learn a new language with the help of strategic tools and that the choice of strategy must be wise, considering that success in learning another language will depend on this affinity. According to linguist Cohen, (1996, p.7, free translation)[4], "strategies are sometimes classified as belonging to the 'success' or 'failure' of learners, when in fact, the effectiveness of a strategy can depend largely on the characteristics of the learner, of the given language structure(s), of the context of their interaction".

In this regard, the question that guides this work is how does recent research address English language learning strategies? Hence, this study aims to: map the concepts of English language learning strategies in Brazilian publications from the last decade; analyze which are the main learning strategies used in the English language; and explain the importance of using strategies in the English language learning. This study is divided into 6 stages. The chapter that begins the research is the introduction, which addresses the topic that will be discussed in the study, exposing a brief contextualization, research problem, the general and specific objectives and the structure of the article. The second chapter corresponds to the literature review, in which the conceptualization and theoretical foundations related to the theme are exposed. The third chapter presents the methodology used in the development of the study. The fourth chapter reports the results obtained. The fifth chapter explains the discussion of the work. And finally, the sixth chapter contains the final considerations of the research developed.

Literature Review

Based on the analysis of learning strategy studies in Brazilian publications, we used as a theoretical basis the strategies of some studies carried out by Dembo (1994), Poze (2002, p.235), Shrum and Glisan (2016), Brown (2007), Lee (2010), Williams and Burden (2002), among others, where the authors share ideas about learning strategies.

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[4] Cohen, 1996, p.7) as estratégias são as vezes classificadas como pertencentes ao "sucesso" ou "insucesso" dos aprendizes, quando de fato, a eficácia de uma estratégia pode depender em grande parte das características do aprendiz, da (s) estrutura (s) de idioma dada (s), do contexto da interação destes. [original text].

To study a second or foreign language is not an easy task. It is necessary to include an environment in the individual's daily life where a routine of communication and daily interaction between the language and the student is maintained, whether at home, on the street, or at school. For the learning of another language to be more effective, it is necessary for the learner to be familiar with the forms of learning strategies, and adopt the one that they identify most with, so that when studying, their learning process is facilitated.

According to Dembo (1994), learning strategies are techniques or methods used by students to obtain information. A learning strategy is defined as a set of procedures or activities selected to facilitate the acquisition, storage and/or use of information. At a more specific level, a learning strategy can be thought of as any procedure employed to accomplish a specific task. The student needs to be motivated to learn the language and, therefore, the strategy is something transformative that generates momentum beyond its objectives, as an unmotivated student is unable to learn and ends up neglecting the importance of the English language. The most important is to try to overcome these obstacles that exist in front of the student and, to this end, the strategies help to motivate foreign language learners.

Pozo (2002, p. 235, free translation)[5] highlights that "Strategies require planning and execution control. The learner must understand what he is doing, which in his opinion will require deliberate reflection, meta-knowledge about the procedures used". It is worth highlighting that strategies are learning mechanisms.

Brown (2007) states that learning strategies are specific methods of solving a problem or task, that is, an operation carried out to achieve a particular purpose. Lee (2010) conceptualizes learning strategies with a metaphor, by stating that, when students begin to learn something and have the ability to respond and manage specific learning situations treated appropriately, "the learning strategy is like football players who use tactics to win a game when they are in a stadium. Learners use learning strategies to learn something more successfully" (p. 135, free translation)[6].

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[5] Pozo (2002, p.235) estratégias requerem planejamento e controle de execução. O aprendiz deve compreender o que está fazendo, o que a seu ver exigirá reflexão deliberada, metaconhecimento sobre os procedimentos utilizados. [original text].

[6] Lee (2010) a estratégia de aprendizagem é como jogadores de futebol que usam táticas para ganhar um jogo, quando eles estão em um estádio. Os aprendizes usam as estratégias de aprendizagem para aprender algo com mais êxito. (p. 135) [original text].

It is interesting to highlight the words of the authors Wender (1991) and Rubin (1994, free translation)[7], addressed the concept of learning strategies, such as "plans, routines and operations used by the student to facilitate the acquisition, storage, retrieval and use of information." In other words, learning strategies are the ways that students use to memorize content.

According to author Rebecca Oxford (1990), learning strategies are characterized by the authenticity of students, they end up being positively influenced to solve complex problems when learning. In this regard, learning strategies contribute to a teaching/learning process with more autonomy, dynamics and creativity for the students. That way, helping the planning of the teacher (teaching) and the student (learning) in another language.

Learning strategies within the English language also include practices such as immersion learning, that is, using online resources, regular conversation practice, and continuous exposure to the language. Comprehension and expression skills in English can be improved by using different methods, such as the use of films, series, games, songs, and books in English for the language learner to make learning more effective. In this regard, the use of these mechanisms is a strategic way for students to resolve their difficulties regarding the English language learning. Goh (2012) emphasizes the importance of developing learning strategies in the classroom as a way of compensating for what students do not yet know.

According to Williams and Burden (2002), English language learners have their own characteristics, as well as attributions and perceptions about their learning. They are not passive in these aspects. Instead, they engage in problem solving, so they can learn throughout the English language learning process, and each student develops some strategies to help with their studies. For example, while some students listen to music to improve their listening comprehension and vocabulary, others watch movies, or form conversation groups. For these authors, the skills and strategies used are various operations that students use to give meaning to their learning, referring to specific actions used to respond to a certain obstacle.

According to Paiva (2001), the internet environment offers students many opportunities to communicate in a foreign language, in a communicative and meaningful way to other speakers or students in individual or collaborative tasks. An example is language practice via chat. According to the author, it is an excellent form of conversation, in which students participate with the purpose of communicating with English speakers, regardless of

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[7] Wender (1991) e Rubin (1994), abordaram o conceito das estratégias de aprendizagem, como – planos, rotinas e operações usadas pelo aluno para facilitar a obtenção, armazenamento, recuperação e o uso de informações. [original text].

whether they are native or not. The frequency with which students use learning strategies when learning foreign languages, is directly related to their linguistic range and proficiency. Those who consistently employ these strategies in language learning, experience significant benefits. It is clear that employing effective language strategies plays a significant role in cultivating a strong sense of self-efficacy. Effective strategies for language learning are those that contribute to the growth of language proficient students. On the other hand, ineffective learning strategies are those that contribute to the consistent struggles experienced by less productive language learners.

Taking these factors into consideration, it is understood that students are able to understand the situation, to plan, and choose the most appropriate methods, so that their learning problem is, at least partially, solved. The importance of organizing of strategies for student learning should be attributed from the very beginning of schooling. Understanding and continuously using these strategies can considerably improve the quality of the stimulus for learning acquisition, helping students to achieve and exceed their goals and expectations.. It is worth mentioning that learning strategies can vary from person to person, as it is an individual process that considers the characteristics of the learner.

Methodology

This work is a systematic literature review with the aim of visiting texts publisherd inthe last decade (2012-2022) that discuss learning strategies. According to Morandi and Camargo (2015, p. 14, free translation[8]), "Literature review is a fundamental stage in conducting scientific research, especially research carried out under the design science paradigm". In this regard, systematic literature review demonstrates an exceptional commitment to the responsible and justifiable planning method, bearing in mind that RSL follows some steps that researchers need to understand and follow so that the review work is done efficiently. Kirca and Yaprac (apud MORANDI; CAMARGO, 2015, p. 142, free translation)[9] mention that RSL is "crucial so that we can obtain the desired information in a growing volume of published results, sometimes similar; contradictory."

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[8] Segundo Morandi e Camargo (2015, p. 141), "RSL é uma etapa fundamental da condução de pesquisas científicas, especialmente de pesquisas realizadas sob o paradigma da design Science3" [original text]

[9] Kirca e Yaprac (apud MORANDI; CAMARGO, 2015, p. 142) ressaltam que a RSL é "crucial para que possamos obter as informações desejadas em um crescente volume de resultados publicados, algumas vezes similares; outras, contraditórios". [original text]

The systematic literature review serves as a valuable tool for researchers to compare collected data with previous research, providing information about current studies being conducted. Additionally, it acts as a safeguard, preventing investigators from reiterating what has already been said or proven to be false. systematic literature review ensures that researchers do not waste time and effort on irrelevant work or redundant questions that have already been answered, thus, avoiding the disappointment of discovering that their findings are not innovative or original. The inclusion criteria were scientific articles in English and Portuguese, published between 2012 and 2022, arranged in the following databases: Periódicos CAPES, Scielo and Google Scholar. The searches took place using the keywords: "Learning strategies", "English" and "Language learners". 50 articles were found in the three databases searched, carried out between June and December of 2023. The first selection criteria was the elimination of 10 repeated articles that did not address the topic of interest, in languages other than English and Portuguese, and works that were not from the last 10 years, that is, between 2012 and 2022. The second stage of the research occurred through reading the titles, the 20 articles that addressed the topic of interest, were pre-selected for the next phase. In the third and final stage, the abstracts of each work were read. After the identification, screening, and inclusion steps, 8 articles met all inclusion criteria and were analyzed in detail and included in this work. The 42 discarded articles were not in accordance with the chosen theme, that is, they did not meet the standards established in this research. Haviang read and sorted the papers found, I present a summary of each article in the next section.

Results

The 8 articles found in the systematic literature review are organized according to the year of publication (from oldest to most recent). The most recent article is from 2021, and the oldest is from 2014. Each section of the chart identifies the title, author, year of publication and abstract of the referred article.

Chart 1 - Article 1

Title: The of music as a method of learning the English language, free translation[10]. **Author**: Denise De Melo Bonato

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[10] The English titles of the articles were not in the publications, each article was translated from Portuguese to English.

year of publication: 2014

This article aims to argue that music can be engaging in teaching English and contribute to the growth of knowledge, even with the aim of improving reading skills. Without regular exposure to English, students face significant challenges in learning a foreign language. This is especially challenging. The search for quality teaching is a difficult task for teachers of this language. The methodology used in this study was firstly bibliographical research, followed by field research, with the aim of gathering information about English language courses, the dynamic was the students' opinion about the use of music in these classes. The feedback collected from students indicated their interest in more dynamic English classes and the advantage of using music in English classes as a resource that presents part of the students' reality. It was also highlighted that some students stated that they were not interested in English classes because they were unable to understand the content.

Chart 2 - Article 2

Title: English language learning and the use of strategies: investigating learners' practice.

 Authors: Sheilla Andrade Souza; Mauro Daniel Pereira Silva

Year of publication: 2019

This article deals with Scientific Initiation research, in a federal Institution in the interior of Minas Gerais. The study sought to answer the following questions: What learning strategies were used by the student learners who participated in this study? The participants were 4 (four) students from the Basic course. The participant selection criteria were based on the teacher's observations of the students' involvement and performance in the classroom. The methodology presents a case study. The research has found that students with low grades have difficulty continuing to communicate when faced with unfamiliar words. Participants with higher scores ensured that the context was able to identify unknown words and allow inference of meanings. In this regard, social, cognitive and memory strategies are highlighted. On the other hand, participants with lower scores did not report any effective use of strategies and highlighted difficulties regarding organization and study planning, which indicates the need to develop the use of metacognitive strategies.

Chart 3 - Article 3

Title: The use of series as a strategy for teaching English language and culture.

 Author: Guilherme Augusto Louzada Ferreira de Morais

 Year of publication: 2019

This article seeks to promote discussion about the use of new technologies in the classroom, especially in English classes, so that teachers can transmit linguistic and cultural knowledge. Through the American series Friends, the analysis is to understand how the inclusion of the television series contributes to the development of students and to teaching practice itself. To this end, a themed lesson plan was created for the teacher responsible for the English subject at a public school in the interior of São Paulo, so that the classes

integrated the skills necessary for effective use in the environment, reading and listening comprehension. This way, students will be able to practice skills related to themes from the TV series Friends. To obtain analysis parameters, questionnaires were administered to students before and after the activity, so that they could use their results to reflect on the teaching of English Language and Culture. According to the methodology adopted, a literature review was used. Taking all the information into account, it was observed that teachers need to adapt and redefine the use of media in the classroom, breaking the stigma that showing films, series episodes or musical events is a "pastime". In addition to using technology in the classroom, it was also highlighted that they must be attentive to the process of teaching foreign languages, in which educators must not only be aware of the structure of the language, but also the culture associated with the language.

Chart 4 - Article 4

Title: The perceptions of English language teachers in training about strategies applied to teaching and learning.

Authors: Fabiana Vanessa Achy de Almeida; Andressa Brawerman-Albini

Year of publication: 2019

This article describes the perceptions of 30 student-teachers enrolled in the PortugueseEnglish language course, at an urban technological university located in the southern region of the country, about the strategies used in teaching and learning the English language. Participating students attended English language courses for a total of 4 semesters, which is equivalent to 540 formal class hours, in addition to attending other courses taught in English and Portuguese with a critical focus. All interviewees completed a Metacognitive questionnaire, which includes questions about their perceptions of the strategies used during the English language learning process. Through qualitative analysis, it was found that the participants of the study have a comprehensive understanding of their learning process and the application of strategies. In addition, the results point to a positive conception regarding the use of strategies and a theoretical foundation for transmitting this knowledge to their future students.

Chart 5 - article 5

Title: Learning strategies on Teletandem: what do English language learners say they do to learn in this context?

Authors: Bruna da Silva Campos; Ana Cristina Biondo Salomão

Year of publication: 2019

This article focuses on teletandem, synchronous communication resources through video and voice, which offer opportunities for oral interaction with speakers of the target language in distance teaching and learning proposals. This study aimed to determine the learning methods employed by participants in teletandem interactions. The research methodology is a qualitative approach. The survey included 14 Brazilian participants,

undergraduate and graduate students who performed a teletandem in English with North American students during the second semester of 2016. Among them, 12 were women. The age range of the members was 17 to 23 years old, with an average age of 20 years old. The data collected from these instruments were analyzed to identify the most recurrent markers (keywords) referring to the learning strategies mentioned by the participants in this study before, during and after their sessions. The results indicated that participants mentioned cognitive, social and memory strategies as elements that help them during sessions. Among these strategies, the most mentioned were social and metacognitive. It is understandable that this occurred, since these strategies are related to two important principles of teletandem: reciprocity and autonomy.

Chart 6 - Article 6

Title: Virtual applications as tools for learning the English language and cultural immersion.

Authors: Juliana Pereira Passos; Laura de Almeida
Year of publication: 2020

This article deals with identifying applications aimed at learning English, considering autonomy, adaptability, speed and dynamism, meeting professional and student needs. 9 (nine) virtual applications were collected on the Google Play platform. The selection criteria for apps are based on user reviews, subscription price, areas of communication explored, fluency, number of downloads and interface. Considering the features of applications to learn English through exercises that help develop communication skills in English and apply them in the business world. It presents a qualitative-quantitative methodology. Among the applications analyzed, the authors focused on 3 (three): Genus, access to music that allows users from different parts of the world to immerse themselves in culture; Knudge. me, specific programs aimed at preparatory courses for business and international English proficiency exams; and, finally; and Elsa Speak, which exercises the user's pronunciation in a thematic way, taking into account fluency based on previously carried out tests. The results show that this objective was fully achieved, since these applications offer learning support that represents the main aspects of the network society: flexibility, adaptability, optimization, collaboration, greater power of available opportunities and greater independence in the area of acquisition of knowledge, in this case the authors refer to the process that leads to mastery of the English language.

Chart 7 - Article 7

Title: Uses of digital technologies in English language literacy practices by high school students.

Authors: Cleide Beatriz Tambosi Pisetta; Isabela Vieira Barbosa; Adriana Fischer

Year of publication: 2020

This article aims to understand the use of digital technologies in the English literacy practices of high school students. Screenshots, chats on social networks and games, as well as interviews in semi-structured groups. It is possible to examine evidence of interactions

between secondary school students and peers from other countries, attitudes towards the use of English inside and outside of school, and conditions for teaching English in schools. The research presents a qualitative methodology. For the research participants, the learning that takes place in the virtual environment, more specifically in online games, is perceived as autonomous and interactive, while classroom practices are seen as those that enable the learning of standard English writing. Taking all the information into account, although students identify school and the internet as distinct entities, they do not deny the school's contributions to English language learning. However, they do not make a connection between vernacular online gaming practices and prevailing school practices. The data shows that the use of new digital technologies, including social networks and online games, can be a powerful ally for teachers as a way of interacting and contextualizing disciplinary topics in the classroom, in addition to complimenting students' practice of the English language.

Chart 8 - Article 8

Title: Teacher's pedagogical action in learning the English language.

Authors: Antônio Felipe Maciel Szezecinski; Célia de Fátima Rosa da Veiga; Maria Luísa Spicer-Escalante

Year of publication: 2021

This article seeks to highlight which strategies adult students use when learning English in language classes and how these strategies occur, within the context of a language school classroom. The classroom scenario observed was consistent with the educational realities of two basic English classes. It presents a case study methodology, with a qualitative approach. The research was divided into two moments: initial observation and interviews with adult students in the observed classes. It was found that in addition to receiving help from the teacher in class, the student also used applications such as Google Translate. It can also be seen that even if the student has complementary subjects or pedagogical support, the acquisition and learning of English is only possible if they assume the position of primary agent in the learning process. In summary, during the initial analysis, it was found that the majority of study participants used writing as strategies to capture the language elements presented. Other forms adopted, in addition to writing, such as the use of online resources and mobile accessibility on their cell phones, permeated their responses. The concern about knowing the meaning of words equivalent to Portuguese persisted in the students' speech. It is necessary that they learn to know all the details of the sentences that are exposed to them.

Discussion

Cordinwith the aim of organizing the exposition of concepts, texts selected in systematic literature review presented, in order to clarify possible concepts relating to learning strategies. In relation to the concept in "The use of music as a method of learning the English language" by Denise De Melo Bonato (2014), Kezen (2014), learning a foreign language requires emotional contact for the communication to happen. In other words, emotional

attachment plays a crucial role in the English language learning process. Positive feelings, such as enthusiasm, interest and happiness, are capable of increasing the learner's motivation and interest, which facilitates comprehension and retention of the new language. Music, according to Riddiford (1999) apud Silva (2011), is a fundamental learning method for English language classes, promoting relaxed, interesting and less stressful moments, which is very positive for language learning, which helps reduce the impact of psychological influences that can hinder the construction of learning.

According to the study "English language learning and the use of strategies: investigating the practices of learners" by Sheilla Andrade Souza and Mauro Daniel Pereira Silva (2019), this article quotes the author Brown (2000): learning strategies are specific methods used by the learner, in order to achieve an objective, that is, the production of language in oral and/or written form. They are planned and vary according to the moment and the final objective, and can be understood as techniques that the learner develops to solve a problem in developing-in foreign language. The strategies used by students: films and series in foreign language, writing, pronouncing, and memorizing lines, words and phrases studied in classrooms, among other strategies. In the article "The use of series as strategies for teaching English language and culture" by Guilherme Augusto Louzada Ferreira de Morais (2019), learning strategies are techniques that the individual uses to make knowledge more effective, in this regard, the author mentions that using visual resources, such as videos, films, series and other audiovisual products broadcast online or in other media such as television, contribute considerably to learning FL. The teacher, by using these learning strategies, will be able to teach FL in a fuller manner.

Based on the article "The perceptions of English language teachers in training about strategies applied to teaching and learning" by Fabiana Vanessa Achy de Almeida and Andressa Brawerman-Albini (2019), especially the understanding of what the strategies represent and how to use them appropriately and effectively, also seems to be of fundamental importance in the critical preparation of language teachers. The theme of strategies can be seen with a dual purpose, as they can be applied to optimize both learning and the process itself. Scholars have not yet reached a consensus on the definition of strategy, and it is often described by its synonymous terms, such as tool, resource, focus, action, technique. However, there is an agreement that the level of metacognition a student has, helps them decide which strategy will be most efficient for the current learning situation. This indicates that there is a variation on the scale between skill and strategy, that is, the student's degree of discernment varies, respectively, between procedural knowledge, more implicit and automatic, and

declarative knowledge, more explicit and controlled (ALMEIDA, 2010; ANDERSON, 2015; CARRELL, 1998).

In the article "Learning strategies in Teletandem: what do English language learners say they do to learn in this context?" by Bruna da Silva Campos and Ana Cristina Biondo Salomão (2019), the authors of this article cite O'Malley and Chamot (1990) conceptualize learning strategies as specific thoughts or behaviors that students employ to help them understand, assimilate or fix new information, representing specific data processing methods that improve understanding, assimilation or fixation. Regarding learning strategies in teletandem, which is related to synchronous communication resources with the use of video and voice, the strategies used by the learners were: cognitive, comprehension, social metacognitive and memory.

In the article "Virtual applications as tools for learning the English language and cultural immersion" by Juliana Pereira Passos and Laura de Almeida (2020), learning strategies are tools that students use for the English language learning process. An aspect related to English language learning is the gamification explored by Pungartnik (2018), seen as a tool capable of enhancing English language teaching, so that teachers can learn more modern and dynamic ways to provide information transmission to their students. The article "Uses of digital technologies in English language literacy practices by high school students" by Pisetta, Barbosa and Fischer (2020), e addresses learning strategies through the use of games in education. Prensky (2007) emphasizes that the MMORPG[11] type of game can promote different forms of learning by covering different content, such as strategies, decision making and interactions between virtual and real characters. The game requires the player to understand not only its dynamics, but also the language, actively participating in creating questions, answers, feedback, and reading rules and instructions.

Regarding the concept present in the article "Teacher's pedagogical action in learning the English language" by Szezecinski, Veiga and Spicer-Escalante (2021), this article mentions another author, Perraudeau (2009) emphasizes that, in numerous cases within the scope of education, sometimes, strategies become a "condemnation of procedures, chosen from a panel of possibilities, due to supposed efficiency and in function of a given purpose". When a strategy is employed during the learning process, it implies the presence of multiple

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[11] MMORPGs (massively multiplayer online role-playing games) are role-playing games that, via the Internet, allow thousands of players from different countries, backgrounds, ages and genders to interact through the game's digital platform. In this way, games of this nature can contribute to English language development.

factors, including the individual's clarity about the task at hand, their ability to navigate through different procedures and their ability to make choices among them.

In general, this research seeks to report how recent research addresses English language learning strategies, therefore, analyzing the similarities between the approaches, it is clear that Souza (2019) along with Campos and Salomão (2019) agree that the learning methods most mentioned by students, that is, the strategies most used in the English language teaching process, are social, cognitive and memory strategies. These mechanisms help foreign language learners to make learning more effective. Thus, Almeida and Brawerman-Albini (2019) mention that the use of strategies used by students and future teachers inside and outside the classroom is seen positively in the learning process, and that the use of these strategies has a great participation in their process of learnig the language. However, resources must be used in a balanced way, so that one strategy does not overlap to the detriment of another. The use of learning strategies is of paramount importance in the students, learning process, therefore, the practice of language learners becomes more autonomous and reflective.

The conception of Bonato (2014) is consistent with the ideas of Passos and Almeida (2020), both report on the importance of using music, applications and online resources in the learning of English language learners. The use of music in the classroom is an interesting option for studying a foreign language, seeking to use these methods according to the students' reality. Virtual applications enable the development of acquiring fluency in English to become more dynamic and motivating. These strategies require appropriate use, in order to have a positive result in the apprentices' learning process. The use of these strategies in students' lives is a crucial point in the process of knowing a foreign language.

Morais (2019) reports on the use of new technologies in the classroom, that these technologies can be a great strategy in the learning process, and that teachers need to adapt and redefine the use of media in the classroom, breaking the stigma that showing films, series episodes or music events is a "pastime", in other words, be a waste of time. Thus, Pisetta, Barbosa and Fischer (2020) have the same reasoning that the use of new digital technologies, including social networks and online games, can be a powerful ally for teachers, as interaction tools in the classroom, facilitating the practice of English language for the students, In other words, the learning process becomes much more efficient.

On the other hand, when addressing the divergent points, Szezecinski, Veiga and Spicer-Escalante (2021) report that students rely on writing as a mechanism to capture the linguistic elements presented to them. Other strategies were adopted, in addition to the writing

method, such as the use of online resources and portable accessibility on their devices. There was great concern on the part of the learners to know the meaning of the word corresponding to the English language. For the authors, the use of strategies within the classroom context must match the real situation at the moment, that is, it must have meaning for students, so that the learning process is efficient.

Studies point to a positive idea regarding the use of learning strategies used by English language learners, as these methods have been increasingly discussed in recent years. It is important to report the importance of students knowing which and how these strategies can be an ally in the FL learning process.

Final considerations

Regarding learning strategies, as evidenced by the various articles analyzed in this systematic review of reading in Brazilian publications in the last decade (2012-2022), we highlight the objectives achieved through this research, which were the contributions. Relevant aspects regarding the use of learning strategies by practicing teachers are identified, a fact that contributes to the field of education. Therefore, we realized in the analysis of the results that the strategies are essential for the teaching and learning of students, whether in kindergarten, elementary, secondary or undergraduate education.

Furthermore, said aspects presented are related to the practice of relevant learning strategies for students, so that research indicates that it is easier to learn with them, in addition to the autonomy, speed and dynamism provided.

Many strategies stand out as positive methods in acquiring another language, and it is through experiences lived by students that it is possible to learn about them. That is why it is important that the teacher, as a classroom mediator, provides moments of alternative activities in class, such as: using music, reading and even technological tools as allies, in order to encourage the student to use them, and attribute the development of skills when studying, facilitating teaching and learning, as the authors highlight in the studies presented here. With the research objectives achieved and the research question answered. It is important to point out that the research is an excerpt and not a complete review of the subject. thus, this study confirmed that learnig strategies are a great learnig mechanism for foreing language learners.

It is important to highlight that students as learners are willing to know and acquire these methods of great importance for learning, so that the teacher can develop beneficial teaching. Students need to become aware of how to learn, so that they seek the best method,

whether through music or an informal training dialogue, aiming to achieve a better performance in their learning process.

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Revisão sistemática da literatura: publicações brasileiras sobre estratégias de aprendizagem de línguas na última década (2012-2022)

Abstract: To understand the use of learning strategies is crucial to make students and future foreign language (FL) teachers more independent and responsible for their learning. Therefore, the general objective of this study is to map the concepts of English language learning strategies in Brazilian publications from the last decade (2012-2022). The selection of articles was carried out through a systematic literature review in the following databases: Periódicos CAPES, Scielo and Google Scholar. The search took place using the keywords: "Learning strategies"; "English"; "Language learners". After the identification, screening and inclusion steps, eight articles were chosen as the basis for this work. The results were analyzed and indicate that the strategies are essential for students, whether in kindergarten, elementary, secondary or undergraduate education. Furthermore, the results indicate that many strategies stand out as positive methods in learning another language, and

it is through experiences lived by students that it is possible to learn about these strategies.

Keywords: Learning strategies; English; language learners.