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What Do English Learners Ask? A Categorization of Language Questions on *HiNative*

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***Abstract*—This paper examines the types of English-language questions posed by learners on *HiNative*, a global peer-to-peer language learning platform. While online question-and-answer platforms have been widely adopted for language learning, the linguistic focus and distribution of learner-generated questions in self-access digital environments remain underexplored. Drawing on a linguistic content analysis approach informed by learner autonomy, the study systematically classifies learners' questions across key linguistic domains. Using qualitative content analysis, a dataset of 783 learner-generated inquiries was categorized into key linguistic domains (grammar, vocabulary, usage, pronunciation, idioms, translation, comparison, formality/contextual use, and other). The findings reveal a predominant focus on meaning-oriented questions, particularly translation (34.2% of all questions) and vocabulary (21.5%), while grammar and pronunciation queries were comparatively rare. This distribution suggests that learners prioritize communicative meaning, lexical expansion, and pragmatic appropriateness over formal rule-focused learning. Such inquiry patterns highlight learners' reliance on their first language as a bridge to the target language and their pursuit of precise and natural usage in authentic contexts. These results contribute to second language acquisition research by offering insights into learner priorities in informal, technology-mediated settings, with implications for the design of adaptive learning resources and learner support systems.**

***Index Terms*—learner-generated questions, informal digital learning of English (IDLE), language learner autonomy, online language learning platforms**

I. Introduction

The rapid expansion of digital communication tools has redefined how language learners engage in self-access learning. Platforms that enable peer-to-peer language support, such as *HiNative*, have become central to the way learners seek clarification, test language hypotheses, and negotiate meaning in informal contexts (Liang et al., 2025). These platforms allow learners to articulate their own questions and receive feedback from native speakers or more proficient peers, creating authentic opportunities for language-focused interaction outside the classroom. Such environments align with recent trends in learner agency and self-regulated learning in technology-mediated contexts (Wang & Chen, 2019; Zhang & Zou, 2022).

Research on technology-enhanced language learning has increasingly emphasized the role of learner-generated content in revealing linguistic needs and strategic behavior (Gao et al., 2024). The questions learners pose in question-and-answer settings are not simply requests for information; they can be indicators of metalinguistic awareness, learning priorities, and areas of persistent difficulty (Behzad et al., 2023). Blanchette (2007) found that learners participating in online discussions consistently asked referential, rather than simple display, questions, which "reflects the higher cognitive levels inherent in the questions", suggesting that online learner queries often serve as windows into their evolving vocabulary, grammatical awareness, and pragmatic concerns.

Despite these developments in the field of technology-mediated and online language learning, there is still relatively limited empirical research that systematically and comprehensively examines the content, nature, and distribution of learner-generated questions on informal online learning platforms. These platforms, which provide accessible spaces for language learners to seek guidance, exchange knowledge, and practice their skills beyond the boundaries of formal instruction, represent a growing yet under-investigated area of study. While recent research efforts have shed light on patterns of peer interaction and collaborative learning in social media-based language learning environments (Gao et al., 2024) and have offered valuable insights into autonomous, self-directed learning practices occurring in out-of-class contexts (Wang & Chen, 2019), such studies often focus on broader participation dynamics and learner autonomy. Consequently, the specific linguistic focus of learner help requests on Q&A-oriented platforms remains insufficiently explored, leaving a gap in understanding learner-driven language needs.

A recent systematic review of online informal language learning further highlights this research gap, noting that while peer interaction and social engagement in digital spaces have been widely studied, the linguistic dimensions of learner-generated questions have received little systematic attention (Inayati et al., 2024). Understanding these patterns can offer valuable insights for the design of self-access resources, adaptive learning technologies, and targeted instructional interventions.

This study addresses this gap by analyzing the types of English-language questions posted by learners on *HiNative*.

The questions are categorized into key linguistic domains, such as grammar, vocabulary, usage, pronunciation, idioms, and translation, to identify common areas of learner difficulty and interest. By examining the content, frequency and nature of these learner-generated help requests, this research contributes to a clearer understanding of how learners engage with digital platforms for self-access language learning and how these interactions reflect their evolving needs in contemporary contexts. The investigation is framed by theoretical perspectives on learner autonomy and sociocultural learning, which guide interpretation of the findings in relation to learner agency and peer-supported development.

The structure of the paper is as follows. Section 2 provides a review of the relevant literature. Section 3 details the methodological framework of the study. Section 4 presents and discusses the findings, and Section 5 concludes by outlining the study's implications and suggesting directions for future research.

II. Literature Review

Digital platforms have significantly reshaped language learning by enabling learners to engage in self-access, informal contexts beyond the classroom (Reinders & Benson, 2017). Among these, peer-to-peer Q&A environments such as *HiNative* provide opportunities for learners to articulate questions, test hypotheses, and receive feedback from native speakers or more proficient peers. Such platforms encourage learner autonomy and self-regulated learning. This trend aligns with the broader evolution of autonomy and technology-mediated language education (Cohen & Macaro, 2007; Gao et al., 2024; Holec, 1981; Little, 1991; Nushi et al., 2023) and is supported by evidence that learners use digital tools for substantial out-of-class practice (Lai & Gu, 2011).

Studies on Informal Digital Learning of English (IDLE) have consistently shown its positive impact on learners' language development and autonomy beyond formal settings. A scoping review of IDLE research highlighted that engaging with digital media, mobile apps, and online communities supports vocabulary development, digital literacies, and communicative confidence through linguistic, affective, and agency-related dimensions (Soyoof et al., 2021). Similarly, Zhang and Liu (2022) developed and validated a structural model of IDLE in a university context, emphasizing how cognitive, motivational, and resource-based factors predict IDLE-enhanced benefits and practices.

Additional empirical research highlights IDLE's role in advancing intercultural awareness and positive attitudes toward language learning. For example, Liu et al. (2023) conducted a large-scale structural equation modeling study among Chinese university students, showing that participation in IDLE activities cultivates intercultural competence, including awareness of self and others, openness, and intercultural communicative skills. Together, these studies establish IDLE as a powerful complement to structured learning, nurturing autonomy, learner motivation, agency, and meaningful engagement in authentic contexts.

Findings from studies on social media and online peer interaction illustrate that learners benefit not only linguistically but also socially from engagement in such communities. Alsenafi et al. (2024) show that social media platforms encourage authentic interaction and collaboration, while Noorwali and Sabir (2025) report that technology use strongly correlates with the development of learner autonomy among EFL Saudi students. These studies point to the dual role of digital platforms in supporting both language development and the cultivation of independent, self-regulated learning practices.

Building on this, related research conceptualizes informal digital learning environments as spaces where learners develop linguistic competence and intercultural awareness through self-directed participation. For instance, Lee and Sylvén (2021) examined Korean and Swedish EFL learners' engagement in informal digital learning of English and found that online communities, gaming, and social media use not only enhanced learners' communicative abilities but also promoted intercultural understanding and collaborative learning practices. From this perspective, platforms such as HiNative and similar environments are not merely places to obtain answers but dynamic arenas where learners expand their linguistic resources, negotiate meaning, and build intercultural competence in authentic, socially mediated contexts.

Learner-generated content provides valuable insight into learners' linguistic priorities, metalinguistic awareness, and persistent areas of difficulty (Behzad et al., 2023; Lee, 2021; Sánchez, 2013). Corpus-based study upholds this, showing that grammatical issues, particularly with determiners and prepositions, make up the largest portion of learner errors followed closely by vocabulary-related errors (Sánchez, 2013). More recent work highlights the central role of vocabulary in EFL proficiency (Alshumrani, 2024), while earlier research has documented the enduring challenges learners face with collocations and idiomaticity (Henriksen, 2013). Collectively, these studies demonstrate that both grammatical accuracy and lexical competence, including vocabulary breadth, collocational knowledge, and idiomatic usage, are central to understanding the persistent difficulties and developmental priorities of L2 learners.

While mobile-assisted and social media-based platforms have been widely studied in terms of learner interaction and technological affordances, there has been little systematic analysis of the specific linguistic categories of learner-generated questions in open Q&A platforms. *HiNative*, in particular, remains underexplored despite its global reach and explicit focus on linguistic inquiry. This study addresses this gap by categorizing English learner questions on *HiNative* into domains such as grammar, vocabulary, usage, pronunciation, idioms, translation, and comparison, as detailed in the methodology section. In doing so, it provides empirical evidence of learner priorities in informal digital contexts and contributes to applied linguistics research on learner autonomy, learning strategies, and technology-enhanced language learning.

III. Methodology

A. Research Aim and Design

The present study aimed to investigate the nature of language-related questions posed by English learners in an online self-access learning environment (i.e., *HiNative*) and to identify the linguistic areas and learning priorities reflected in these inquiries. Specifically, the study sought to examine how learners articulate their language-related difficulties and what these articulated concerns reveal about their needs and challenges in autonomous English language learning within a socially mediated digital context.

To address this aim, the study employed a qualitative content analysis of learner-generated questions. This approach was selected because it allows for the systematic and inductive examination of authentic textual data, enabling the identification of recurring patterns and themes in learners' inquiries.

B. Research Questions

To guide the research, a set of questions was developed to focus the analysis on learners' language-related inquiries. These questions capture both the types of linguistic issues raised by English learners on *HiNative* and the broader patterns underlying their queries. Framing the inquiry around these questions ensures a clear link between the data, methods of analysis, and the theoretical lens of learner autonomy and sociocultural learning:

-What types of language-related questions do English learners most frequently ask on *HiNative*?

-Which linguistic areas are most commonly addressed in learner help requests?

-What do learners' question types reveal about their priorities and difficulties in self-access language learning?

C. Data Collection Procedures

The data for this study were collected from HiNative (https://hinative.com), a global online question-and-answer platform designed to facilitate peer-supported language learning. HiNative allows users to post questions about language use and receive responses from native speakers and proficient users, making it a rich source of learner-generated data for investigating autonomous help-seeking behavior.

Data collection was conducted over nine consecutive days, during which all publicly available questions meeting the inclusion criteria were systematically gathered. A purposive sampling strategy was employed to ensure that the dataset was directly relevant to the research aim. To be included, posts had to (a) be written in English, (b) explicitly concern English as a second or foreign language, and (c) be framed as clear linguistic inquiries. Posts were excluded if they were duplicate entries, one-word or fragmentary posts, incomplete questions, or unrelated to language learning.

Following the application of these criteria, a total of 783 learner questions were retained for analysis. Each question was treated as a single unit of analysis. The resulting dataset represents a diverse range of learner concerns and reflects the spontaneous and self-directed nature of learner engagement in online self-access language learning environments.

D. Research Instrument: Classification Coding Scheme

The research instrument employed in this study was a classification coding scheme designed to systematically categorize English learners' language-related questions. The collected questions were coded and organized according to a predefined classification framework consisting of nine linguistic domains, as presented in Table 1. Each question was assigned a single primary code corresponding to the dominant linguistic focus of the inquiry.

The Grammar (GRA) category encompassed questions related to core grammatical structures, including sentence formation, verb tense, articles, modals, and other syntactic features. The Vocabulary (VOC) category included questions concerning the meaning, usage, or selection of individual words or phrases. The Usage/Naturalness (USG) category captured inquiries about whether a given expression or sentence sounded natural, idiomatic, or contextually appropriate in English.

Questions related to phonological concerns were classified under Pronunciation (PRN), which included requests for guidance on articulation, phonetic clarification, or transcription using the International Phonetic Alphabet (IPA). The Idioms/Phrasal Verbs (IDI) category was used for questions addressing idiomatic expressions, phrasal verbs, and other fixed or semi-fixed multi-word units. The Translation (TRN) category comprised questions requesting English equivalents of words or expressions from learners' first languages (L1s).

The Comparison (CMP) category included inquiries that explicitly contrasted two or more linguistic items, such as differences between words, expressions, or grammatical constructions. Questions related to register, politeness, or language use in specific communicative contexts were coded under Formality/Contextual Use (FML). Finally, an Other (OTH) category was included to accommodate questions that did not fit the predefined categories, such as those related to cultural references, slang, humor, or general language learning strategies.

TABLE 1
QUESTION CLASSIFICATION CODING SCHEME

Code	Category	Definition
GRA	*Grammar*	Questions about sentence structure, verb tense, articles, modals, etc.
VOC	*Vocabulary*	Meaning, usage, or choice of a specific word or phrase
USG	*Usage/Naturalness*	Asking whether a sentence or word sounds natural or idiomatic
PRN	*Pronunciation*	Requests for pronunciation tips, phonetic clarification, or IPA
IDI	*Idioms/Phrasal Verbs*	Inquiries about idioms, phrasal verbs, or fixed expressions
TRN	*Translation*	Requests for English equivalents of words/phrases from the learner's L1
CMP	*Comparison*	Asking for differences between two or more expressions, words, or structures
FML	*Formality/Contextual Use*	Questions about register, politeness, or usage in specific settings
OTH	*Other*	Questions that don't fit the above (culture, slang, humor, language learning tips)

To strengthen the reliability and validity of the classification process, the coding scheme was first piloted on a representative subset of the collected questions prior to conducting the full analysis. This preliminary stage allowed for the refinement of category definitions, the clarification of coding criteria, and the identification of any ambiguities or areas of overlap between categories. Ambiguous or challenging cases encountered during the pilot stage and subsequent full coding process were systematically reviewed and resolved through collaborative discussion with a second coder, ensuring inter-coder agreement and consistency in the application of the coding framework.

In addition to these methodological safeguards, strict ethical considerations were observed throughout the analysis. All identifying or potentially sensitive information related to users or content creators was carefully removed to protect privacy. Furthermore, only content that was publicly available and accessible without restriction was included in the dataset, thereby aligning with ethical research practices for the use of online data. These measures collectively ensured both methodological rigor and adherence to ethical standards in data collection and analysis.

IV. RESULTS AND DISCUSSION

A. Categorization of Questions

As illustrated by Figure 1 and detailed in Table 2, the distribution of the 783 learner-generated questions on *HiNative* reveals a clear predominance of meaning-focused categories. Translation questions accounted for the largest share (34.2%), followed by vocabulary (21.5%), comparison (13.7%), and usage/naturalness (12.8%). Grammar (6.8%), idioms/phrasal verbs (1.4%), pronunciation (1.4%), and formality/context (0.4%) were only marginally represented. A chi-square goodness-of-fit test confirmed that the frequency of questions differed significantly across these categories, $\chi^2(8, N = 783) = 692.90$, $p < .001$, indicating that English learners' help requests were far from evenly distributed among topic areas.

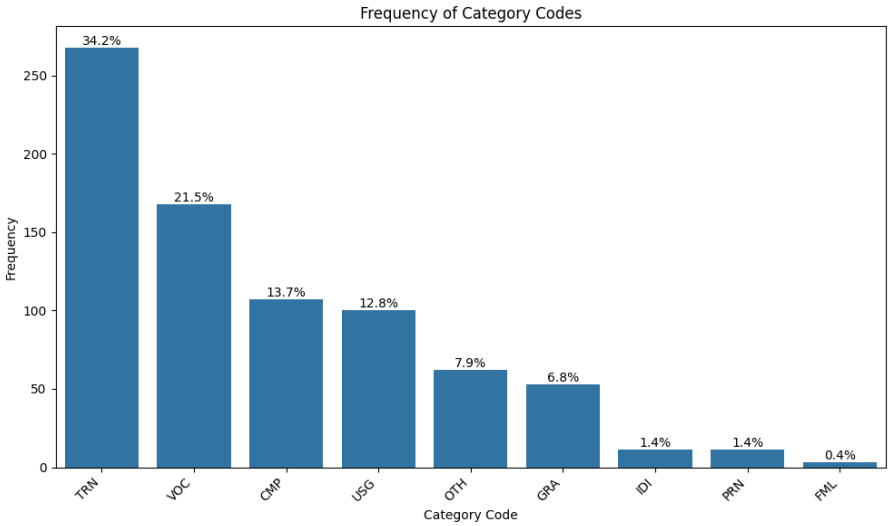

Figure 1. Distribution of Question Types on *HiNative*

TABLE 2
DISTRIBUTION OF QUESTION TYPES (N = 783)

Category	Number of Questions	Percent of Total (%)
Translation (TRN)	268	34.2
Vocabulary (VOC)	168	21.5
Comparison (CMP)	107	13.7
Usage/Naturalness (USG)	100	12.8
Other (OTH)	62	7.9
Grammar (GRA)	53	6.8
Idioms/Phrasal Verbs (IDI)	11	1.4
Pronunciation (PRN)	11	1.4
Formality/Context (FML)	3	0.4
Total	***783***	***100.0***

This imbalance in question types suggests that learners prioritize lexis and meaning over abstract rules, reflecting the long-established view that vocabulary forms the foundation of communicative ability (Alqahtani, 2015; Wilkins, 1972). Recent work confirms that lexical knowledge, both in size and depth, is a strong predictor of proficiency, while collocational and idiomatic competence remains a persistent challenge. The high incidence of translation requests suggests that learners draw on their L1 as a strategic resource, consistent with contemporary perspectives on *translanguaging* that treat cross-linguistic mediation as an asset rather than a hindrance (Nushi et al., 2023; Wang, 2022).

Vocabulary-related questions further highlight the ongoing struggle to master lexis beyond single-word meanings. Learners frequently asked for contextualized usage, synonyms, or example sentences, demonstrating an awareness that word knowledge entails not just basic meaning but also collocation, connotation, and pragmatic appropriateness (Henriksen, 2013). This behavior emphasizes the enduring importance of vocabulary-focused support in both digital and classroom settings.

The substantial number of usage (12.8%) and comparison (13.7%) questions indicates that learners are attentive to subtle distinctions between forms and pragmatic naturalness. By asking “Does this sound natural?” or “What’s the difference between X and Y?”, learners positioned themselves as active investigators of context-sensitive meaning, echoing Behzad et al.'s (2023) observation that digital platforms encourage refined language exploration and language-focused discourse. Such questions reflect the effort to align their output with native-speaker norms of idiomaticity and appropriateness, goals that remain difficult to achieve even at advanced levels of L2 development. The platform’s affordances, particularly the possibility of receiving immediate judgments from native speakers, appear to make it especially effective for addressing these pragmatic concerns.

In contrast, grammar-related questions constituted a relatively small portion of the dataset (6.8%). While grammar traditionally dominates formal instruction, learners on *HiNative* appear to reserve their questions for issues that cannot be easily resolved through textbooks or rules. Some grammatical concerns may also be “disguised” as usage queries, where learners seek judgments on sentence naturalness rather than explicit explanations of rules. This pattern reflects Reinders and White's (2016) observation that technology has expanded opportunities for autonomous learning, often extending and complementing formal instruction rather than replacing it.

Pronunciation (1.4 %), idioms and phrasal verbs (1.4 %), and formality/contextual use (0.4 %) questions were particularly rare. The low number of pronunciation queries is likely due to the absence of spoken-output or audio feedback features and the inherently text-only nature of the platform, which limits opportunities for learners to practice or receive pronunciation feedback, a phenomenon frequently noted in reviews of CALL tools that lack robust pronunciation support (Bajorek, 2017). Similarly, although idioms are a well-documented source of difficulty for learners, many may treat them as part of vocabulary or translation inquiries rather than explicitly labeling them as idiom questions. The scarcity of formality questions suggests that sociolinguistic variation is not highly salient to learners, reinforcing the need for pedagogical interventions that raise awareness of register and appropriateness (Larsson & Kaatari, 2020).

TABLE 3
BREAKDOWN OF "OTHER" CATEGORY QUESTIONS (N = 62)

Subcategory	Questions (n)	Percent (%)
Edit request	15	24.2
Edit request + rewriting suggestions	3	4.8
English practice request	2	3.2
Example request	8	12.9
Guessing origin by last name	1	1.6
Language learning tips	1	1.6
Slang Language question	1	1.6
Listening comprehension	14	22.6
Politeness	1	1.6
Proofreading request	1	1.6
Slang	1	1.6
Slang/Culture/Word history	2	3.2
Sociolinguistic question	1	1.6
Song lyrics request	1	1.6
Speaking and writing accuracy	1	1.6
Transcription (speech-to-text)	9	14.5
Total	**62**	**100.0**

The "Other" category represented 7.9% of questions (62 out of 783), as shown in Table 3, included diverse queries such as requests for editing, help with listening comprehension, transcription, and culturally embedded topics (e.g., slang or word history). Although fewer in number, these questions reveal that learners occasionally use *HiNative* to seek support for broader skills: productive skills (writing and speaking accuracy), receptive skills (listening comprehension), and cultural knowledge. Their presence illustrates that learner needs extend beyond the mastery of discrete linguistic forms to encompass broader dimensions of communicative competence, including cultural literacy and the development of multimodal skills.

B. Factors Shaping Question Patterns

The observed distribution of question types is partly explained by the design and affordances of *HiNative* itself. The platform provides built-in question templates, such as "How do you say this in English?" and "What's the difference between X and Y?", which naturally funnel learners toward translation and comparison questions (Nushi et al., 2023). These scaffolds make certain forms of inquiry more salient and accessible, thereby influencing learner behavior.

At the same time, the patterns reflect broader processes of socially mediated learning. From a sociocultural perspective, *HiNative* affords learners opportunities to engage within their zone of proximal development by interacting with more proficient peers, who can provide guidance and feedback (Vygotsky, 1978). Native speakers' corrections and contextualized explanations act as forms of scaffolding that help learners refine their interlanguage (Gao et al., 2024). The prominence of usage and naturalness questions in particular shows that learners value this scaffolding most when it helps them resolve subtle distinctions not easily captured by formal instruction.

The results also highlight the role of learner autonomy in informal digital environments. By posing questions, learners actively diagnose their own gaps, articulate needs, and seek immediate clarification. Such behavior exemplifies self-directed learning (Benson, 2013; Holec, 1981) and reflects the shift toward more learner-driven practices in technology-mediated education (Kerimbayev et al., 2023; Zhang & Zou, 2022). The variety of queries in the "Other" category further suggests that learners occasionally use the platform to pursue more holistic goals, such as editing help or cultural understanding, expanding the function of *HiNative* beyond lexis and grammar.

When considered together, these factors suggest that the patterns observed in Figure 1 and Tables 2–3 are not merely incidental but are systematically shaped by the interplay of learner needs, the affordances and constraints of platform design, and the underlying processes of autonomy and sociocultural learning. In other words, the trends reflect a meaningful convergence between what learners seek, how the technological environment channels their activity, and the theoretical principles that govern language development in interactive contexts.

V. CONCLUSION

The analysis of learner-generated questions on *HiNative* demonstrates that English learners predominantly seek support in translation, vocabulary, and usage, indicating their orientation toward meaning-making and pragmatic precision. In contrast, grammar, pronunciation, and formality concerns remain marginal. These findings suggest that learners rely on digital platforms to address immediate communicative needs rather than to engage in abstract rule learning. By highlighting this trend, the study emphasizes the importance of designing learner-support tools that prioritize lexical development, pragmatic appropriateness, and context-driven explanations, while also encouraging greater awareness of underrepresented areas such as formal grammar and sociolinguistic competence.

The distribution of learner questions on *HiNative* reveals more than a simple snapshot of curiosity, it encapsulates broader trends in contemporary second language learning, where learner autonomy, meaning-focused inquiry, and digitally mediated peer interaction converge. By analyzing what learners ask when left to their own devices, this study

illuminates their priorities, challenges, and strategies. It offers both theoretical contributions and practical guidance for the design of learner-centered pedagogy and language-learning technologies in the digital age.

A. Implications

The findings of this study carry several implications for language education, digital pedagogy, and applied linguistics research. The predominance of translation and vocabulary questions (as shown in Figure 1 and Table 2) confirms that learners perceive lexis and cross-linguistic mediation as their most immediate challenges. Given that vocabulary size and depth strongly predict overall proficiency (Alshumrani, 2024) and that collocational and idiomatic mastery remain persistent obstacles (Henriksen, 2013), curricula should place greater emphasis on vocabulary development beyond single-word meanings. Instructional activities focusing on contextualized usage, synonym differentiation, and collocation-building may directly address the gaps that learners themselves highlight in informal digital contexts.

The high incidence of usage and comparison queries illustrates learners' desire to achieve pragmatic appropriateness and fine-grained semantic distinctions, abilities not easily acquired through textbooks alone. Teachers and materials designers should therefore integrate more explicit practice in naturalness, register, and subtle meaning into instruction. The very low number of formality-related questions suggests that learners may not yet be attuned to sociolinguistic variation, reinforcing the need for proactive awareness-raising in classroom settings (Zhang & Zou, 2022).

The relatively small number of grammar and pronunciation questions indicates that learners do not view informal platforms such as *HiNative* as primary sites for rule-based grammar learning or phonological practice, perhaps preferring more traditional resources for those areas (Reinders & White, 2016). However, some grammar difficulties may be embedded within usage questions, suggesting that pragmatic-focused activities can also serve as implicit grammar instruction when carefully designed.

The diverse queries grouped in the "Other" category (Table 3) reveal additional learner needs, including editing help, listening comprehension, and cultural understanding. While numerically smaller, these requests demonstrate that learners occasionally use Q&A platforms to pursue holistic goals that extend beyond discrete language items, such as improving writing accuracy, developing receptive skills, or gaining cultural literacy. Educators and platform designers should not overlook opportunities to support this broader communicative competence, which combines linguistic, pragmatic, and cultural dimensions.

From a theoretical standpoint, these findings reinforce the value of viewing peer-to-peer learning platforms through the dual lenses of autonomy and sociocultural theory. By lowering the threshold for participation, *HiNative* enables learners to take ownership of their learning and seek real-time feedback in the areas they deem most critical. At the same time, the interactions observed here exemplify scaffolded learning in which more knowledgeable peers provide linguistic support that learners gradually internalize (Gao et al., 2024; Nushi et al., 2023).

For researchers, the categorization of learner-generated questions provides a scalable form of needs analysis grounded in authentic learner behavior. Rather than relying exclusively on self-reports or classroom performance, mining the questions from platforms like *HiNative* reveals learners' actual priorities when they engage in self-directed learning. Future studies could expand this approach to include multimodal data (e.g., audio/video queries), other target languages, and larger longitudinal samples to capture how learner priorities evolve across contexts.

B. Limitations and Future Research

Several limitations of this research should be acknowledged. First, the dataset was limited to 783 questions collected over a nine-day period, which constrains the generalizability of the findings. Learners' questioning behaviors may vary over longer timeframes or in response to external factors such as academic calendars, examination periods, or global events. Second, the study relied solely on textual data from the platform, excluding any audio-based interactions or other multimodal features that might provide further insights (for example, into pronunciation or spoken discourse). Third, the categorization was based on researcher's interpretation. Although coding reliability was enhanced through piloting and discussion, subjective judgment cannot be entirely eliminated. Finally, the analysis focused exclusively on English learners on *HiNative*, which limits cross-linguistic comparisons, learners of other target languages on the platform might exhibit different patterns. Future research should address these limitations by expanding the temporal scope of data collection, incorporating multimodal content, employing larger-scale or automated corpus analyses, and examining multiple language learning communities to capture broader learner behaviors.

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