
LANGUAGE LEARNING STRATEGIES: RESEARCH ON THE CHOICE OF LLS AND ITS RELATION TO DIFFERENT VARIABLES

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The given paper dwells upon different types of Language Learning Strategies and their use in the process of target language learning in order to refine foreign language and communication skills. LLS assist learners in accomplishing their goals, improving target language abilities, and making learning more enjoyable.

One of the great challenges facing LLS researchers is the lack of consensus on the definition and classification of LLS. There are hundreds of LLS and it is reasonable that attempts to define or categorize them will generate various results.

Several factors relate to the choice of language learning strategies. Taking into consideration the relationship between gender (sex), the field of specialization (major), nationality, motivation, and LLS is not fully discovered, we decided to have our contribution to that study and conduct our own research on it. The research has been conducted with the help of an international online survey. The survey has 156 respondents from 31 countries. The survey has been developed taking into account all the peculiarities of LLS as well as the four basic skills of language learning: speaking, listening, reading, and writing. The survey includes questions

about gender, nationality, major in studying, degree of motivation, as well as questions about the most specific activities taken by the respondents while developing their speaking, listening, reading, and writing skills.

The results of the survey came to prove the hypotheses put forward during our research: 1) Female learners tend to use more cognitive strategies than males while learning a target language, 2) Professional orientation (field of specialization, major), nationality, and the degree of motivation influence the choice of LLS.

Keywords: Language Learning Strategies (LLS), classification of LLS, Taxonomy by R. Oxford, EFL (English as a foreign language), foreign language teaching/learning.

INTRODUCTION

The educational system all over the world has experienced various changes that have transformed learners from passive recipients to active participants in the lesson. Teachers' main purpose nowadays is to assist students to understand how to learn and how to rely on their own strengths or capacities during the learning process. Good learners set themselves apart from the rest by employing a variety of strategies to make learning easier, faster, and more effective. This also includes language learning strategies that assist learners in accomplishing their goals, improving target language abilities, and making learning more enjoyable.

The relevance of the research is determined by the current demand of contemporary education to learn and use language learning strategies in the process of target language learning in order to refine their foreign language and communication skills.

The general objective of the research is to analyze the application of language learning strategies in ELC in the Armenian setting used by learners of different backgrounds and compare them with the results of the international community.

METHODOLOGY

We put forward the following **hypotheses** during our research.

- *Female learners tend to use more cognitive strategies than males while learning a target language.*

- *Professional orientation, nationality and the degree of motivation influence the choice of LLS.*

The whole research was aimed at proving or rejecting the hypotheses.

In accordance with the goal and hypotheses the following **specific objectives** have been outlined:

- to study various definitions of the notion of “language learning strategy” and its features;
- to indicate different classifications of language learning strategies;
- to investigate the differences between the language learning strategies used by female and male students with the help of a questionnaire;
- to explore the relationship between professional orientation, motivation, nationality, and the choice of language learning strategies using a questionnaire;
- to analyze the outcomes of the survey;
- to recommend activities to increase the awareness of LLS and its application by different students of various backgrounds.

During the research the following **research methods** were applied:

- *qualitative*: studying relevant scientific literature (using print and non-print resources);
- *quantitative*: conducting primary quantitative research with an online international survey (**156** respondents from **31** countries);
- *statistic*: conducting statistical analysis of the data received;
- *correlational*: studying the relationship between different variables (gender, nationality, motivation, LLS).

In order to analyze the research data an Android application was created by the Android developer of “Luseen” mobile technologies and “Armath” engineering laboratories Gevorg Gharibyan.

LITERATURE REVIEW

Language learning strategies (hereinafter LLS) are not new phenomena and have been applied for thousands of years. However, only recently they have become a heated topic of discussions and scientific research in psychology, didactics and linguistics. Learning strategies in general and LLS, in particular, are dynamic and flexible, and tightly dependent on the learners’ abilities.

The word “**strategy**” comes from the Greek word “**stratēgos**” meaning “**the art of war**”. Within the long historical processes the primary meaning has fallen away, and now it denotes “**a plan that is intended to achieve a particular purpose**”¹.

One of the great challenges facing LLS researchers is the lack of consensus on the definition and classification of LLS. There are hundreds of LLS and it is reasonable that attempts to define or categorize them will generate various results.

During the 1970s Rubin provided a very compact definition of LLS as “*the techniques or devices which a learner may use to acquire knowledge*”.² She divided learning strategies into direct and indirect ones including communication strategies in her indirect strategies sub-domain.

In 1983 Tarone defined the LLS as “*an attempt to develop linguistic and sociolinguistic competence in the target language- to incorporate these into one's interlanguage competence*”³. Concerning to the debates of other scholars, Tarone (1981) commented “*the relationship of learning strategies to communication strategies is somewhat problematic*”⁴.

When O'Malley and his colleagues came to conduct their research in 1985 they used the definition of LLS which had been originally developed by Rigney in 1978. According to them, LLS are “*operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information*”⁵.

In 1987 Rubin, as a dedicated and prominent LLS researcher, published a new book cooperating with Wenden. They both supported the idea that LLS are

¹ Oxford Advanced Learner's Dictionary,

URL:<https://www.oxfordlearnersdictionaries.com/definition/english/strategy>


² Rubin J., What the "Good Language Learner" Can Teach Us, TESOL Quarterly, 1975, Vol. 9, No. 1., p. 43URL:

https://www.academia.edu/1195701/What_the_good_language_learner_can_teach_us

³ Tarone E., Some thoughts on the notion of 'communication strategy'. In C. Faerch, & G. Kasper, (Eds.), *Strategies in interlanguage communication*, 1983, New York: Longman, p. 67

⁴ Tarone E. Some thoughts on the notion of communication strategy, TESOL Quarterly, 1981, 15/3, p. 290

⁵ O'Malley, J. Michael, A. Uhl Chamot, G. Stewner-Manzanares, L. Kupper & R. P. Russo, *Learning strategies used by beginning and intermediate ESL students*, 1985, *Language Learning*, 35/1, pp. 21-46



“any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.”⁶.

In 1987 Chamot defined learning strategies as *“techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information”⁷.*

In 1990 O'Malley and Chamot highlighted the internal characteristics of the LLS defining them as *“thoughts and behaviors” which help individuals to comprehend, learn and retain the new information”⁸.*

The most comprehensive and inclusive definition up to now has been developed by Rebecca Oxford written in her book “Language Learning Strategies: What Every Teacher Should Know” published in 1990. The book gives practical and helpful recommendations to teachers for developing their students’ foreign LLS. According to her definition, LLS are *“specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”⁹.* We should agree that this is a concise and more inclusive definition compared to the above-mentioned ones.

After comparing all the definitions, we offer a new LLS definition which is to fill the gaps in the existing definitions: ***Language learning strategies are physical, cognitive and metacognitive actions applicable in the communication and learning processes that are developed by the learners according to their specific needs to compensate for their target language inadequate resources and make the new information learning, storage, acquisition more effective, flexible and social interaction more enjoyable and faster.***


Our definition is not a fusion of the existing definitions but a highlight of the most important aspects of LLS in one place. We would like to highlight the idea of having a “faster social interaction”. We believe that the most important rationale behind the usage of LLS by the learners is saving time not to bore

⁶ Wenden A., Rubin J., Learner Strategies in Language Learning, 1987, New Jersey, Prentice Hall, p. 19

⁷ Chamot, A. U., The learning strategies of ESL students, 1987, Prentice Hall, New Jersey, p.71

⁸ O'Malley J., Chamot A.U, Learning Strategies in Second Language Acquisition, 1990, Cambridge University Press, p. 1

⁹ Oxford R, Language Learning Strategies: What Every Teacher Should Know,1990, Boston, Massachusetts Heinle&Heinle publishers, p.8



themselves within the learning and communicating process and their interlocutors during the social interaction. Furthermore, we, as researchers, take the side of the scholars who believe that LLS is used to fulfill the final communication goals. Whatever language the learner learns the ultimate goal is to communicate with people using the target language as a tool.

Although there is no consensus on the definition of LLS, the importance of LLS remains unquestionable. Using the right strategies helps students master the language in the long run and differ from each other. However, there is generally no right or wrong strategies, but there are strategies that are suitable to specific learners according to their abilities and motivation. Furthermore, LLS are the main tools that help learners to become more independent and autonomous and enhance successful learning. There is an undeniable connection between proficiency and fluency in a foreign language and the usage of LLS. The flexible usage of strategies that result in fluent speech production increases the learner's self-efficiency and self-confidence. Therefore, teachers should never underestimate the role of LLS in helping their students identify and acquire strategies that are appropriate for their abilities.

Researchers have been trying to categorize LLS since the 1970s, taking into account their key characteristics. Many discrepancies and mismatches exist between current taxonomies as a result of the use of multiple criteria for categorizing language learning strategies. There are several classifications suggested by different scholars. They all have their privileges if we look at them from different viewpoints. There are also cases where the differences between classifications are so subtle that it is hard to even highlight. However, it is more than obvious that the taxonomy suggested by R. Oxford is rather inclusive, taking into consideration all the perspectives of LLS. We accept her classification as a firm basis to build our research on it.

Oxford (1990) designed a complete and elaborate categorization system of LLS categorizing them in terms of four language skills. According to her, strategies are divided into two main classes: direct and indirect. Direct strategies directly involve the target language whereas indirect strategies support language learning without directly applying the target language. Direct strategies are divided into memory strategies, cognitive strategies, and compensation strategies. Indirect strategies include meta-cognitive strategies, affective strategies, and social strategies (see figure 1).

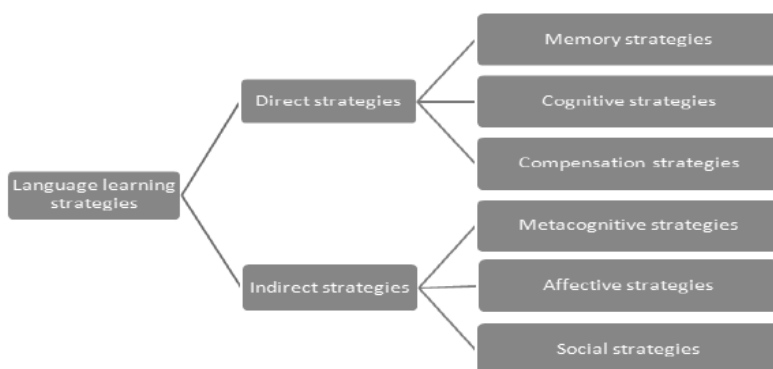


Figure 1. LLS categorization by Oxford R.

RESEARCH

Each learner's LLS application is different. Learners do not all have the same strategies, and the same strategy is not necessarily beneficial for all of them. The way people employ strategies differs from person to person, since it is closely linked to their personality, character and the environment. The choice of language learning strategies is heavily influenced by language styles. Learning styles, like learning strategies, do not have a widely accepted definition. According to McDermott and Beitman, *“learning style is the unique way of learning expressed in the learning process, which includes observable strategies for problem solving, decision making behavior, restrictions encountered in the learning situation and reaction under the expectations of others.”*¹⁰ Keefe points out that learning style is *“characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”*¹¹. None of the definitions encompass all the features identified by different researchers.

Learning strategies are specific ways to deal with language tasks in various settings, whereas learning styles are generic approaches to language learning. Students typically use learning strategies that reflect their basic learning styles.

Besides language learning styles that play a pivotal role in this topic, there are several other factors which relate to the choice of language learning strategies. According to **Oxford (1991)** these factors include:

¹⁰ McDermott P. & Beitman B. Standardization of a scale for the study of children's learning styles: structure, stability, and criterion validity, 1984, *Psychology in the Schools* 21, 5–14

¹¹ Keefe J. *Learning Style: Cognitive and Thinking Skills*, 1991, National Association of Secondary School Principals, Virginia, Reston.

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- 1) *“language being learned*
 - 2) *level of language learning, proficiency, or course*
 - 3) *degree of meta-cognitive awareness*
 - 4) *sex*
 - 5) *affective variables such as attitudes, motivation, and language learning goals*
 - 6) *specific personality traits*
 - 7) *overall personality type*
 - 8) *learning style*
 - 9) *career orientation or field of specialization*
 - 10) *national origin*
 - 11) *aptitude*
 - 12) *language teaching methods*
 - 13) *task requirements*
 - 14) *type of strategy training”¹²*

Most factors such as nationality, the field of specialization, language teaching methods, and language learning level are proved to be strongly related to LLS, meanwhile, the factors of sex, motivation, degree of metacognitive awareness, etc. are still a subject of study.

Taking into consideration the relationship between gender (sex), the field of specialization (major), nationality, motivation, and LLS is not fully discovered, we decided to have our contribution to that study and conduct our own research on it. We put forward the following **hypotheses** to study during our research.

- *Female learners tend to use more cognitive strategies than males while learning a target language.*
- *Professional orientation (field of specialization, major), nationality, and the degree of motivation influence the choice of LLS.*

The research has been conducted with the help of an international online survey. The survey has 156 respondents from 31 countries. It is a self-developed survey that includes all the variables that will be studied. The survey has been developed taking into account all the peculiarities of LLS as well as the four basic skills of language learning: speaking, listening, reading, and writing. The survey includes questions about gender, nationality, major, degree of motivation, as well as questions about the most specific activities taken by the respondents while developing their speaking, listening, reading, and writing

¹² Oxford, R. & M. Nyikos, Variables affecting choice of language learning strategies by university students, 1989, The Modern Language Journal 73. iii, 291-292, URL: <https://www.jstor.org/stable/327003?seq=1>

skills. The questions about four skills could be answered with multiple choices. The choices numbered from 1 to 12 include strategies peculiar to different strategic groups (see figure 2).



Figure 2. The enrollment number of LLS in the survey.

This division with above mentioned serial numbers is characteristic of all the questions referring to the four skills. Table 1 represents the offered choices about four language skills that the respondent could select; they are presented with their short explanation about the relation with LLS.

Table 1. The interrelation between LLS and choices offered in the survey.

Strategy	Choices in the survey	Explanation
Social	<p>I usually practice English with native speakers, friends, or teachers.</p> <p>I ask somebody to correct me when I talk.</p> <p>I ask for clarification when I don't understand some words in conversation.</p> <p>I carefully listen to the patterns used by proficient users and native speakers to learn.</p> <p>I improve my reading skills by reading letters from my friends.</p> <p>I discuss reading passages with my friends.</p>	<p>Questions are based on the following social practices: cooperating with others, asking for correction, clarification or verification.</p>

	<p>I write a message to my friends in English for practice.</p> <p>I ask my friends or my teachers to correct my writing.</p>	
Cognitive	<p>I write out the answers before I respond to questions orally.</p> <p>I translate sentences from my mother tongue into English and say them loudly.</p> <p>I take notes when I listen to a story.</p> <p>I listen to audio or videos several times to understand them better.</p> <p>I translate the passage I read into my mother tongue to understand it better.</p> <p>I highlight the unknown words in the text.</p> <p>I write sentences to apply certain grammar rules.</p> <p>I try to remember the meanings of words or the patterns by writing them.</p>	<p>Questions are based on the following cognitive practices: note taking, translating, repeating, highlighting, recognizing and using formulas and patterns.</p>
Metacognitive	<p>I always try to correct the mistakes that I make in speaking.</p> <p>I often try to evaluate my utterances after speaking.</p> <p>I check and recheck my understanding after a listening practice.</p> <p>I delay answering or tell my opinion to focus on listening.</p> <p>I closely pay attention to the new patterns in the text to remember.</p> <p>I decide the number of pages that I need to read daily in English.</p> <p>I read my writing and correct the mistakes.</p> <p>I identify my purpose and pre-plan carefully when I need to write a story in</p>	<p>Questions are based on the following metacognitive practices: self-monitoring, self-evaluating, paying attention, planning for a language task, identifying the purpose of a language task, delaying speech production.</p>

	English.	
Affective	<p>I share my feelings about language learning with friends and relatives.</p> <p>I encourage myself loudly when I succeed in learning English.</p> <p>I listen to stories of a higher language level than I have currently.</p> <p>I listen to music when I study English.</p> <p>I like to read humorous books, or jokes to learn English.</p> <p>I relax my muscles when I am tired of reading and continue reading the passage.</p> <p>I write a language learning diary to follow my progress.</p> <p>I write a checklist of tasks I have to accomplish in learning English.</p>	<p>Questions are based on the following affective practices: taking the emotional temperature, encouraging yourself, taking risks, using laughter, using progressive relaxation.</p>
Compensation	<p>I switch to my mother tongue when I don't remember some words while speaking in English.</p> <p>I switch the topic when I don't have adequate vocabulary to speak about it.</p> <p>I associate unknown words that I hear to the ones I know in other languages.</p> <p>I try to guess the meaning of the unknown words that I hear in a story or conversation.</p> <p>I don't read the text where I notice many unfamiliar words.</p> <p>I select to read texts that correspond to my interest or language level.</p> <p>I use synonyms when I miss some words while writing.</p> <p>I check the dictionary or ask friends to provide the words that I miss while writing.</p>	<p>Questions are based on the following compensation strategies: switching to mother tongue, selecting the topic, guessing intelligently, avoidance, getting help, using circumlocutions and synonyms.</p>

Memory	<p>I retell myself new language information or restate it loudly in my own words.</p> <p>I use new learned words in a conversation to remember.</p> <p>I keep in mind the keywords of the story that I hear to remember the storyline.</p> <p>I imagine and feel the events in the story that I hear in order to remember them.</p> <p>I link the information I read to my own experience to remember.</p> <p>I group the information I read into some semantic units to remember.</p> <p>I use new learned words in writing a sentence or a story to remember.</p> <p>I write down the keywords from the passage I read to remember.</p>	<p>The options are connected with the following memory practices: reviewing, using keywords, using physical response or sensation, semantic mapping, mental linkages.</p>
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The international online survey has generated a huge number of respondents of different backgrounds. We will use deductive methods for our analyses; we will start by presenting the overall results of the research then we will continue more detailed analyses of the outcomes.

Among 156 participants we had 106 (68,2%) female and 50 (31,8%) male respondents (see figure 3).

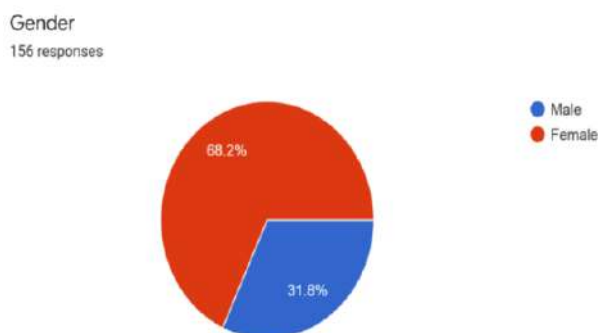


Figure 3. Gender division in the survey.

This contrast of the numbers was predictable; it once again proved that there is a gender bias in online survey response behavior.

Our questionnaire didn't limit any nationality to take part in the survey as a results we had respondents representing 31 nationalities (see figure 4) among them 39.1% Armenians, 27.6% Italians, 3.2% Russians and Germans, 2.6% Hungarians, other nationalities including: Slovak, Belarusian, Serbian, Nigerian, Turkish, Azerbaijani, Ukrainian, Tajik, French, South Korean, Portuguese, Spanish, Zambian, Albanian, Mexican, Polish, Kosovan, Latvian, Romanian, Ecuadorean, Pakistani, Moroccan, Belgian, Jordanian, Indian, Greek people had less than 2% response rate. We succeeded to have respondents of different nationalities in our research due to having a 6-month exchange semester at the Sapienza University in Italy. However, we will concentrate our analysis on the responses from Armenians (61 respondent) and Italians (43 respondent) because their response number will help us generate reliable data for scientific research. We will randomly select 43 survey responses from the Armenians so that we can compare them equally with the 43 responses of the Italians.

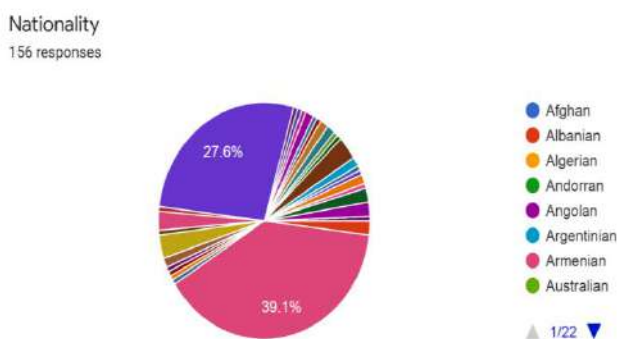


Figure 4. Nationalitiesinvolved in the survey.

The question about the field of specialization was a close ended question. However, to decrease the possibility of leaving out some respondents due to our limited selection criteria we offered them to add their option if they didn't belong to any of the suggested criteria. Respondents had a chance to choose out of *Arts-Related Major*, *Science and Math-Related Major*, *Environment-Related Major*, *Business-Related Major*, *Engineering and Technology Major*, *Literature*, *Language*, and *Social Science Major* (see figure 5). As a result, we had 54.5%

respondents having Language, and Social Science Major, 15.4% Business-Related Major, 8.3 % Engineering and Technology Major, 6.4% Science and Math-Related Major, 2.6% Arts-Related Major, 2.6% Environment-Related Major. People belonging to other studying criteria had less than 2% response rate each. Detailed analysis of all answers can be found in the appendices. To have scientifically comparable variables and reliable results we will present only the detailed analysis of the respondents having Language, and Social Science Major (85 respondents) and Business-Related Major (24 respondents) in the main text of the Thesis by taking equal numbers of the respondents from two domains, i.e. 24 participants.

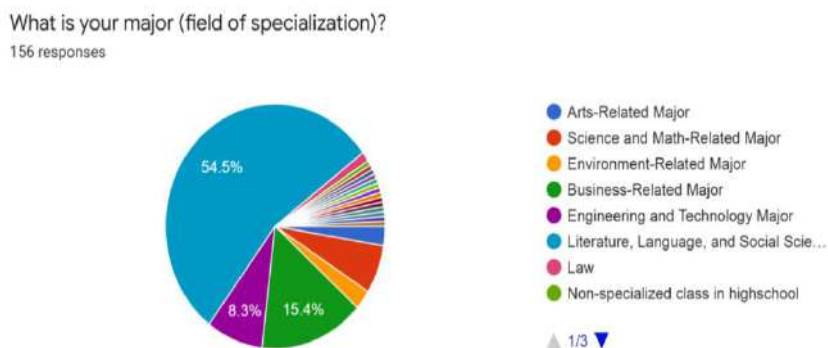


Figure 5. Field of specializations in the survey.

The close ended question about language learning motivation make participants decide the degree of their motivation to learn English. 99 (63.5%) participants have high motivation, 51 (32.7%) have medium-level motivation and only 6 (3.8%) have low motivation toward English learning (see figure 17). We will introduce the detailed analyses of all the responses in the appendices; however only the comparison of the responses of high and medium motivation holders will be included in the body of the thesis. We will randomly select 51 answers from highly motivated people to compare with 51 answers of the people having medium-level motivation.



Figure 6. Motivation level of the respondents.

The general analyses of four language skills of the respondents are presented in figure 18. According to the results more than 50% of the respondents tend to use social, metacognitive and memory strategies while developing their speaking skills, meanwhile cognitive and compensation strategies have the lowest rates.

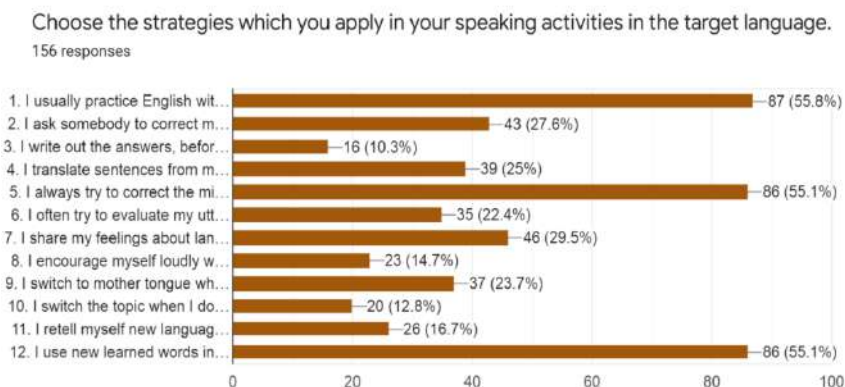


Figure 7. LLS choice in speaking activities.

To develop their listening skills people tend to use mostly social (68.6%), cognitive (50.6%) and compensation (57.7%) strategies meanwhile metacognitive, affective and memory strategies have significantly lower level (see figure 19).

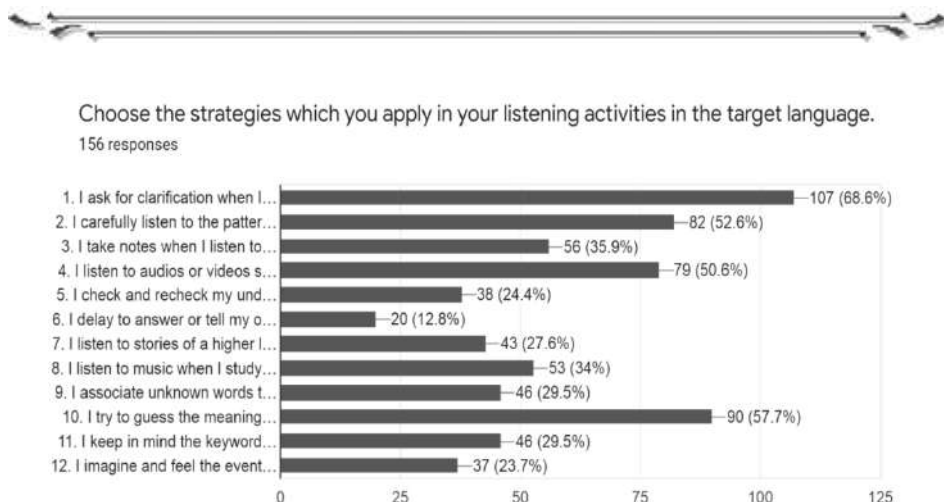


Figure 8. LLS choice in listening activities.

The results about reading activities highlight that most people are prone to use cognitive strategies (67.3%) which cannot be stated about affective strategies (8.3%) (see figure 20).



Figure 9. LLS choice in reading activities.

Strategies used in writing activities are quite diverse. It seems people actively use all of them except for affective strategies which have the lowest rate in this section (7-8 %). Social, metacognitive, and compensation strategies cross the line by 40% (see figure 10).

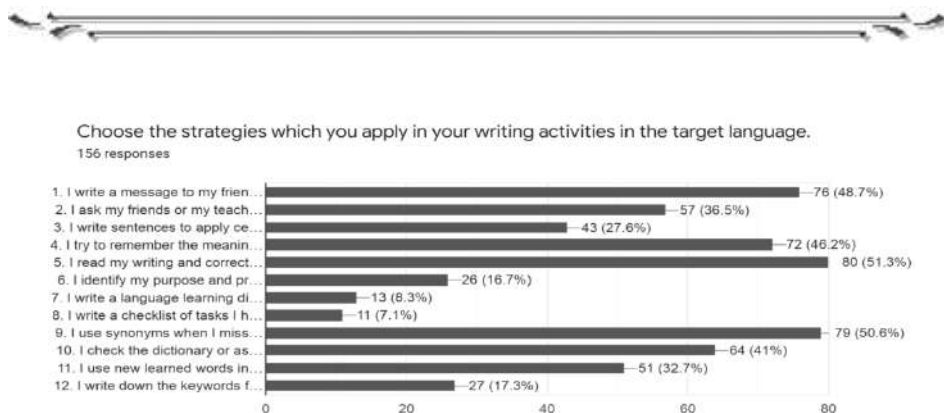


Figure 10. LLS choice in writing activities.

Having the general image of the survey results, we will continue our research by taking two separate variables from the survey and start comparing them to find the internal linkages.

❖ ***The relationship between LLS and gender***

Our research has generated a huge number of responses from both genders, precisely 106 females and 50 males. To be able to equally compare the LLS preferences, we randomly took out 50 responses from female participants and compared them with 50 responses from males. We compared their LLS preferences while developing their four language skills.

Speaking: to develop their speaking skills males mostly tend to use social, metacognitive, and memory strategies, meanwhile women seem to use all strategies more actively even though the highest rates have the same strategies as in the case of males, i.e. social, metacognitive, and memory. The numbers clearly demonstrate that women apply cognitive, affective, and compensation strategies more in speaking activities than males.

Listening: males tend to use social, cognitive, compensation, and affective strategies, the least used strategies are memory and metacognitive strategies. Women prefer social, cognitive, and compensation strategies more than the rest.

Reading: social strategies used by males in their reading activities again surpass the numbers of women. What refers to cognitive strategies women use more than males. Compensation strategies are nearly used equally by both sides. The number of affective strategies of males exceeds the number of women, women have a leading role with compensation strategies, and males are significantly forward with the use of memory strategies.

Writing: Though there are some slight differences between the numbers of LLS preferences in writing, they are not drastic; we may assume both sides apply the same amount of strategies in their writing activities. However, what refers to social strategies, males are more active in applying them than women.

To sum up, we may claim that women apply more cognitive and affective strategies than males; meanwhile, males use social strategies to develop their four language skills more than women. What refers to other strategies, they are nearly used in the same amount. With this conclusion, we accept that our null hypothesis is true.

❖ ***The relationship between LLS and nationality***


Having 156 participants from 31 nationalities, we selected 2 nations (Armenians, Italians) to compare their responses about the application of LLS in speaking, listening, reading, and writing activities. As the Armenian respondents' number (61) was more than that of the Italians' we randomly chose 43 Armenian respondents to compare with the answers of 43 Italians.

Speaking activities: In the speaking activities Armenians are mostly prone to use metacognitive (53%) and memory strategies (58%), meanwhile Italians are also into social strategies (60%), which are again accompanied by metacognitive (65%) and memory strategies (53%). It is interesting to mention that the usage of social strategies in speaking activities is in the middle rate among Armenians (34%).

Listening activities: While conducting listening activities, it is typical for Armenians to use social (48%), cognitive (55%), and compensation strategies (53%), this generally corresponds to the choice of Italians, though the usage percentage of social strategies by Italians (69%) is significantly higher than Armenians'.

Reading activities: Reading activities are held mostly using the same type of strategies by both nations: cognitive, metacognitive, and compensation having an average of more than 30% response rate, however here we could outline that Armenians use more social strategies (30%) than Italians (13%).

Writing activities: The three most used strategies by Armenians in writing activities are social, metacognitive, and compensation strategies, yet Italians prefer cognitive strategies to the metacognitive ones, besides they mostly use social and compensation strategies like Armenians.



To sum up the comparison, we should highlight that the choice of LLS of the two nations doesn't differ drastically. However, Italians tend to use more social strategies in their language learning activities than Armenians. The most common strategies used by both nations are cognitive, metacognitive, compensation, and social strategies. Ultimately, we may accept that the nationality aspect included in our 2nd hypothesis influences the choice of LLS.

❖ ***The relationship between LLS and motivation***

The respondents of the online survey selected their motivation level to learn English. Due to their choices, the respondents are divided into three groups: people with high motivation (99), medium-level motivation (51), and low motivation (6). As the number of people having low motivation is not enough, we decided to compare only two variables. We randomly selected 51 respondents with high motivation to be able to equally compare with the respondents with medium-level motivation.

Speaking: While conducting speaking activities people of high and medium-level motivation have nearly the same LLS choice. The most used strategies by them are social, metacognitive and memory strategies which have been selected by more than 40% of participants of both comparable sides.

Listening: People having high and medium-level motivation similarly use social, cognitive, and compensation strategies as most used strategies while developing their listening activities.

Reading: The choice of LLS strategies of both sides in the reading activities doesn't significantly differ; they prefer cognitive, metacognitive, compensation strategies, besides the three strategies people of medium-level motivation also tend to use memory strategies.

Writing: Social, cognitive, metacognitive, compensation, and memory strategies are the most common strategies for people having high and medium-level motivation to develop their writing skills.

To sum up, we may conclude that people having high and medium-level motivation have mostly similar behavior in choosing language learning strategies. Hence, the aspect of motivation in the 2nd hypothesis can be partially rejected. The rejection is partial because the third group (people having low motivation) was not included in the comparison.

❖ ***The relationship between LLS and the field of study***

As we have already mentioned above, our study involves students having different majors. However, we don't have equal numbers of them. To conduct a reliable research we decided to take two of those criteria which have the most responses, i.e. the criteria of Literature, language, and social science major (85) and Business-related major (24). We will randomly take 24 responses out of 85 and will compare them with 24 answers from students having Business-related majors.

Speaking: students of both fields equally use social strategies, cognitive and metacognitive, affective, compensation, and memory strategies are used more by the students having literature, languages, and social sciences in their major. Interestingly one of the affective strategies is not used by any of the students having business-related major.

Listening: The drastic differences between strategy choices are obvious also in listening activities. Students from the first criteria explicitly use more strategies to learn the target language than people from the second criteria. Moreover, one of the memory strategies is never being used by any of the 24 respondents having business-related major.

Reading: in the case of reading activities students of both criteria have similar preferences, the most used strategies in this sector by two of them are cognitive and compensation strategies.


Writing: students having a business-related major only have the privilege of using social strategies in their writing activities, otherwise, the students from the first criteria again exceed with their choice of strategies.

To sum up, we may assume that our null hypothesis is true and students of different fields of study have totally different choices of LLS. This fact is tightly connected with their awareness and motivation.

CONCLUSION

According to the overall objective of the research and the set specific objectives, the following conclusions have been drawn.

1. It was found out that the gender does influence the choice of LLS and we may claim that *males tend to use more social strategies while developing their target language skills, meanwhile females use more cognitive strategies than males.*



2. The second part of the research referred to the relationship between the nationality and LLS. Two nationalities, Armenians and Italians, were taken for the comparison purpose. The analysis of the results showed that *the differences between the LLS choice of two nations is not drastic, however, some slight discrepancies can be noted. The most used strategies by both nations are cognitive, metacognitive, compensation, and social strategies, though the usage of social strategies by the Italians is way more than by the Armenians.* Based on these findings we may confirm that *the aspect of nationality does influence the choice of LLS.*

3. We continued our analyses of two different motivation levels (high and medium), and LLS choice. The results of our survey made us partially reject the other aspect of our second hypothesis. We found out that *people having high and medium-level motivation in learning English have mostly similar behavior in choosing LLS.*

4. The research on the relationship between field of specializations and the choice of LLS has been conducted by taking two different respondents' groups, people having- 1.*Literature, Language, and Social Science Major*, 2.*Business-Related Major*. The results of our research proved that *the field of specialization does influence the choice of LLS. Respondents from the first group apply a wider range of LLS than the students of the second group, thus our second hypothesis on the impact of specialization on LLS choice was proven.*

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**ԼԵՋՈՒՆԵՐԻ ՈՒՍՈՒՄՆԱՌՈՒԹՅԱՆ ՌԱԶՄԱՎԱՐՈՒԹՅՈՒՆՆԵՐԸ.
ՀԵՏԱԶՈՏՈՒԹՅՈՒՆ ՌԱԶՄԱՎԱՐՈՒԹՅԱՆ ԸՆՏՐՈՒԹՅԱՆ ԵՎ ԴՐԱ՝
ՏԱՐԲԵՐ ԳՈՐԾՈՆՆԵՐԻ ՀԵՏ ՈՒՆԵՑԱԾ ԿԱԴՐԻ ՄԱՍԻՆ**

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Հոդվածը նվիրված է լեզվի ուսումնառության տարբեր ռազմավարություններին և թիրախային լեզուն սովորելու ընթացքում դրանց կիրառմանը՝ օտար

լեզվի և հաղորդակցական հմտությունները կատարելագործելու նպատակով: Լեզվի ուսումնառության ռազմավարությունները օգնում են սովորողներին հասնել իրենց նպատակներին՝ բարելավելով օտար լեզվի հմտությունները և դարձնելով սովորելն ավելի հաճելի:

Մեծագույն խնդիրներից մեկը, որին բախվում են լեզվի ուսումնառության ռազմավարությունների հետազոտողները, դրա սահմանման և դասակարգման շուրջ եղած անհամաձայնություններն են: Գոյություն ունեն լեզվի ուսումնառության հարյուրավոր ռազմավարություններ և տրամաբանական է, որ դրանց սահմանման կամ դասակարգման փորձերը տարբեր արդյունքների կարող են հանգեցնել:

Լեզվի ուսումնառության ռազմավարությունները առնչվում են մի շարք գործոնների հետ: Հաշվի առնելով այն փաստը, որ սեռի, մասնագիտացման, ազգության, մոտիվացիայի և լեզվի ուսումնառության ռազմավարությունների միջև կապը անբողջապես բացահայտված է, մենք որոշեցինք մեր ներդրումը ունենալ այդ ուսումնասիրության մեջ և դրա շուրջ կատարել մեր հետազոտությունը: Հետազոտությունը իրականացվել է միջազգային առցանց հարցաթերթով, որն ունի 156 մասնակիցներ 31 երկրներից: Հարցաթերթը կազմվել է՝ հաշվի առնելով լեզվի ուսումնառության ռազմավարությունների և լեզվի չորս հիմնական կարողությունների (խոսել, լսել/ունկնդրել, կարդալ, գրել) բոլոր առանձնահատկությունները: Հարցաթերթը ներառում է հարցեր՝ սեռի, ազգության, մասնագիտացման, մոտիվացիայի աստիճանի մասին, ինչպես նաև հարցվողների կողմից խոսելու, լսելու, գրելու, և կարդալու կարողությունները զարգացնելու համար ընտրված առավել կոնկրետ գործողությունների վերաբերյալ:

Հարցման արդյունքները ապացուցեցին հետազոտության ընթացքում մեր կողմից առաջ քաշված վարկածները առ այն որ 1. իգական սեռի լեզու սովորողները ավելի հակված են օգտագործել ճանաչողական (կոգնիտիվ) ռազմավարություններ քան արական սեռի ներկայացուցիչները՝ թիրախային լեզուն սովորելու ընթացքում 2. մասնագիտացումը, ազգությունը, և մոտիվացիայի աստիճանը ազդում են լեզվի ուսումնառության ռազմավարությունների ընտրության վրա:

Բանալի բառեր՝ լեզուների ուսումնառության ռազմավարությունները, լեզուների ուսումնառության ռազմավարությունների դասակարգումը, Ռ. Օքսֆորդի փաքսոնոմիան, անգլերենը որպես օտար լեզու, անգլերենի ուսուցում:

СТРАТЕГИИ ОБУЧЕНИЯ ЯЗЫКАМ: ИССЛЕДОВАНИЕ ПО ВЫБОРУ СТРАТЕГИИ И ЕГО ОТНОШЕНИЮ К РАЗЛИЧНЫМ СОСТАВЛЯЮЩИМ

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В данной статье рассмотрены различные стратегии обучения языкам и их использование при обучении иностранному языку с целью улучшить языковые и коммуникативные навыки. Стратегии обучения помогают учащимся достичь своих целей, поднять уровень владения иностранным языком, а также делают процесс обучения более приятным.

Одним из основных вызовов для исследователей, занимающихся стратегиями обучения, является отсутствие консенсуса по поводу дефиниции (определения) и классификации стратегий обучения, что вполне разумно, поскольку попытки дать определение сотням стратегиям и классифицировать последние дадут различные результаты.

Ряд факторов определяют выбор той или стратегии обучения. Принимая во внимание, что отношения между полом, направлением подготовки студентов, национальностью, мотивацией и стратегиями обучения не изучены полностью, нами было принято решение восполнить в некоторой степени этот пробел и провести свое собственное исследование. Последнее было проведено с помощью интернационального опроса, в котором приняли участие 156 респондентов из 31 страны. Вопросник был составлен нами с учетом всех особенностей стратегий обучения, а также четырех видов речевой деятельности (говорение, аудирование, чтение и письмо). Опрос включал вопросы о поле, национальности, направлении подготовки, уровне мотивации, а также вопросы о деятельности/действиях респондентов в ходе говорения, аудирования, чтения и письма.

Результаты исследования подтвердили гипотезу, выдвинутую нами в ходе исследования: 1) Учащиеся женского пола более склонны использовать



когнитивные стратегии в ходе обучения иностранному языку, чем учащиеся мужского пола, 2) Направление подготовки, национальность и уровень мотивации определяют выбор стратегии обучения языку.

Ключевые слова: стратегии обучения языкам, классификация стратегий обучения, таксономия Р. Оксфорд, английский как иностранный, обучение английскому языку.

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