

LANGUAGE LEARNING STRATEGIES IN TECHNOLOGY-BASED EDUCATION

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Research purpose. The aim of this paper is to analyse the use of learning strategies in technology-based language education in KUAS. The main objectives are identifying the most used technological tools for the most prevalent learning strategies and finding possible correlations.

Keywords: CEFR; Language learning strategies; Oxford; Technological tools

Research Methodology. The study was conducted over 2021-2022. Two surveys were developed, with the first used as a pilot and the second as the main tool to gather answers. The research aimed to reveal the most used technological tools and the most used language learning strategies and to find any possible correlation between the two. The final questionnaire used – was a 4-point Likert scale. The results were analysed using mathematical-statistical methods.

Results / Findings. The findings show that student use of technological tools does not correlate to a large extent. Cognitive and social strategy domains were the only two with correlations. The most used tools are primarily communication and cooperation based, both outside and inside their learning environments. A small but significant negative correlation is observed with effective strategy and tool use, a possible venue for further inquiry. Students generally are inclined to use the tools they are familiar with from their lives before enrolling.

Originality / Practical implications. The findings reveal that student strategy use generally does not change with the use of technological tools outside of the two domains. Generally, students are inclined to use a variety of tools at their disposal, with co-operation-based ones at the top.