Abstract
The main objective of the presented study was to propose a new taxonomy of learning strategies for the digital age. The revised taxonomy of Oxford’s SILL (1990) was implemented in a nationwide questionnaire to display the picture of strategy use, investigate relationships between particular strategy types and elicit learners’ preferences on strategy instruction. The data was processed statistically with SPSS 20 package.

Results confirm high reliability of SI-LLE, indicate relatively strong relationships between particular strategy groups, where higher education institution, year of studies and teaching experience have a statistically significant effect of similar strength on strategy awareness.

Keywords: learning strategies, strategy training, metacognitive strategies, memory strategies, social strategies, affective strategies.

Introduction
Together with an increased emphasis on learner-centred instruction, the issue of strategy training gains paramount importance. The focus of teaching, thus, should not be solely the transfer of subject-matter knowledge but also equipping learners with skills necessary for self-reliant acquisition of knowledge and skills in a particular domain.

Contemporary learning environments call for a redefinition of a traditional strategy framework. The provision of new technologies, ubiquitous online pres-