Polish context, mainly due to the fact that the Polish education system places little emphasis on catering for the emotional sphere of the learner.

The results of the presented study clearly show a need for wide-scale investigation into learning strategy inventories adapted to the present reality of digital learning environments. The SI-LLE instrument is such an attempt as, to a great extent apart from the Affective Strategies section, it proved to be highly relevant to the investigated context. The application of randomisation of participants within purposively selected sampling clusters helped to increase the generalisability of results.

Moreover, the authors are well aware of the major limitations of correlational studies, namely, the very existence of correlation only shows the instance of co-existence, but there is no implication of a cause-and-effect relationship. Thus, further research into the mutual relationships between particular strategies is recommended.

Conclusions

Improving the effectiveness of the learning process should be the ultimate aim of instruction in any setting. Nowadays, only a little part of learning is actually done in class, with most of knowledge and skills acquired by learners in various personal learning settings outside the classroom. It becomes, thus, of paramount importance to make learners aware of the particular steps and operations they can consciously apply in order to maximise their chances of learning success.

The awareness of how contemporary ‘digital native’ students (Prensky, 2001, 2004) learn is a key to organizing successful teaching. With the application of the SI-LLE as a diagnostic tool, instructors can more effectively tailor strategy instruction to the needs of their learners. Being more aware of their learning strengths and possible ways of coping with learning weaknesses, students can become better teachers in the future.

References


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