

GENDER, EXPERIENCE AND LANGUAGE OF INSTRUCTION : A TRIADIC INFLUENCE ON LANGUAGE LEARNING STRATEGY USE AMONG PROFESSORS.

الجنس والخبرة ولغة التدريس: تأثير ثلاثي على استخدام استراتيجيات تعلم اللغة بين المعلمين.

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Received on: 06/08/2025

Accepted on:20/10/2025

Abstract:

This study examines the impact of various factors, including gender, teaching experience, and language of instruction, on the use of language learning strategies (LLS) and their effect on communicative competence. The research was conducted on a sample of 50 PROFESSORS, examining how these variables influence the choice and effectiveness of strategies in primary school language learning. Gender differences were observed in the strategies used by male and female PROFESSORS, with females tending to employ more metacognitive and social strategies, while males favored cognitive and compensatory strategies. This aligns with previous studies, which suggest that men and women may approach language learning differently. Furthermore, the experience of professors was shown to influence their ability to select and adapt strategies effectively. Professors with over 10 years of experience applied a more balanced approach to LLS, enhancing their students' communicative competence. The study also reveals that the language of instruction plays a significant role in shaping strategy selection, with PROFESSORS teaching in Arabic and French

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exhibiting different strategic preferences compared to those teaching in English. This finding reinforces the idea that the language in which instruction occurs can impact learning strategies.

Key words: Language-learning strategies (LLS), communicative competence, gender differences, teaching experience, language of instruction

المخلص:

تبحث هذه الدراسة في تأثير عوامل مختلفة، بما في ذلك الجنس والخبرة التدريسية ولغة التدريس، على استخدام استراتيجيات تعلم اللغة (LLS) وأثرها على الكفاءة التواصلية. أُجري البحث على عينة من 50 أستاذًا، لدراسة كيفية تأثير هذه المتغيرات على اختيار الاستراتيجيات وفعاليتها في تعلم اللغات في المرحلة الابتدائية. لوحظت فروق بين الجنسين في الاستراتيجيات التي يستخدمها الأساتذة الذكور والإناث، حيث تميل الإناث إلى استخدام استراتيجيات فوق معرفية واجتماعية أكثر، بينما فضّل الذكور الاستراتيجيات المعرفية والتعويضية. يتوافق هذا مع الدراسات السابقة، التي تشير إلى أن الرجال والنساء قد يتعاملون مع تعلم اللغة بشكل مختلف. علاوة على ذلك، تبين أن خبرة المعلمين تؤثر على قدرتهم على اختيار الاستراتيجيات وتكييفها بفعالية. وقد طبق المعلمون الذين تزيد خبرتهم عن 10 سنوات نهجًا أكثر توازنًا في استراتيجيات تعلم اللغة، مما عزز الكفاءة التواصلية لطلابهم. كما تكشف الدراسة أن لغة التدريس تلعب دورًا مهمًا في تشكيل اختيار الاستراتيجية، حيث يُظهر الأساتذة الذين يُدرّسون باللغتين العربية والفرنسية تفضيلات استراتيجية مختلفة مقارنةً بمن يُدرّسون باللغة الإنجليزية. يعزز هذا الاكتشاف فكرة أن اللغة التي يتم بها التدريس يمكن أن تؤثر على استراتيجيات التعلم.

الكلمات المفتاحية: استراتيجيات تعلم اللغة (LLS)، الكفاءة التواصلية، الاختلافات بين الجنسين، الخبرة التدريسية، لغة التدريس

Introduction:

Language learning strategies (LLS) are essential components in acquiring communicative skills in a foreign language. Various studies have shown that these strategies are influenced by several factors, including the learner's gender, professional experience, and language of instruction, each of which plays a crucial role in the development of linguistic competence (Rose, 1982; Oxford, 1990). In this

context, the study aims to investigate how these variables influence the use of language learning strategies and their impact on communicative competence in primary school learners. The role of gender in language learning has been extensively studied. Research indicates that men and women may adopt different strategies, thereby influencing their communication skills (Bachman, 1990; Mohammed Hassan Ahmed, 2019). Furthermore, professional experience is a determining factor in how professors choose and apply learning strategies in their teaching (Ellis, 1994; Schmitt, 1997). This study aims to investigate how professors' language experiences and gender influence the use of these strategies in a primary school setting. Previous studies have also suggested that the language of instruction can influence the strategic choices of professors and learners, thereby affecting learning outcomes (Gardner & Lambert, 1972; Stern, 1983). Furthermore, the distinction between direct and indirect learning strategies is important, with the former generally used to improve comprehension and oral expression, while the latter aims to develop learners' thinking and emotional management skills (Green, 2011; Oxford, 1990). This study highlights these differences and analyses their relevance to the acquisition of communicative competence in English. Thus, the objective of this research is to assess whether there are significant differences in the use of language learning strategies based on gender, teacher experience, and language of instruction. The results of this study could provide important insights for language teaching practitioners and contribute to a better understanding of the factors influencing the effectiveness of language learning strategies, and to guide this study and facilitate analysis, several questions were formulated:

✓ Are there differences in professors' views on the effectiveness of language learning strategies in achieving communicative competence due to (gender, experience, language of instruction)?

✓ Does the use of direct language learning strategies (Memorial, cognitive, compensatory strategies) to achieve communicative competence among fourth-grade primary school students differ according to gender (male, female)?

✓ Does the use of direct language learning strategies (Memorial, cognitive, compensatory strategies) to achieve communicative competence among fourth-grade primary school students differ according to the variable of experience (less than 10 years, 10 years or more)?

✓ Does the use of indirect language learning strategies (metacognitive, affective, and social strategies) to achieve communicative competence among fourth-grade primary school students differ according to gender (male, female)?

✓ Does the use of indirect language learning strategies (metacognitive, affective, and social strategies) to achieve communicative competence among fourth-grade elementary school students differ according to the experience variable (less than 10 years, 10 years or more)?

1. METHODOLOGY:

This research employs a comprehensive methodological approach designed to systematically examine the relationship between the use of language learning strategies (LLS) and the influence of various factors. The selected methodology reflects careful consideration of the study's epistemological foundations, research objectives, and the complex nature of the phenomena under investigation. The study employs a descriptive-evaluative research design, chosen for its dual capacity to classify, categorize, and analyze the data.

1.1. The study sample:

The sampling process constitutes a critical methodological component that directly impacts the validity of research. Rose's (1982) operational definition clarifies

that a sample represents the fundamental study unit, with its scientific value deriving from systematic selection rather than mere proportional representation.

The study employs a stratified random sampling approach to ensure representativeness and proportional inclusion of 50 PROFESSORS, examining how these variables influence the choice and effectiveness of strategies in primary school language learning. This conceptualization emphasizes the epistemological function of sampling in transforming theoretical constructs into measurable variables. A well-designed sampling strategy ensures both accuracy and generalizability of findings through:

✓ **Sampling Method:** Random selection techniques enhance the reliability of results by minimizing selection bias (Field, 2018). Probability sampling approaches yield findings that more closely approximate population parameters.

✓ **Sample Size:** Larger samples improve statistical power, particularly in correlational analyses where effect sizes are typically modest (Cohen, 1992). The required sample size varies according to the population's homogeneity and the research design's specifications.

1.2. Characteristics of the sample:

Table 1: presents the sample characteristics by gender.

Gender	Frequencies	Percentages
Male	20	40.%
Female	30	60.%
Total	50	100.%

Source: prepared by authors.

The table above shows that the sample members were females at 60.%, while males were present in the sample at 40.%.

1.2.2. Characteristics of the sample in terms of teaching language:

Table 2: represents the characteristics of the sample in terms of the language of instruction.

Teaching language	Frequencies	Percentages
Arabic	32	64,0%
English	5	10,0%
French	13	26,0%
total	50	100,0%

Source: prepared by authors.

From Table No. () it is clear that most of the sample members study the Arabic language at a percentage of: 64.0%, in contrast it is clear that those who study the French language are estimated at: 26.0%, and in last place we find those who study the English language at: 10.0%

1.2.3. Characteristics of the sample in terms of the degree obtained:

Table 3: represents the characteristics of the sample in terms of the degree obtained.

Degree obtained	Frequencies	Percentages
Bachelor's degree	35	70.%
Master's	15	30.%
TOTAL	50	100.%

Source: prepared by authors.

The table above shows that the sample members were mainly studying at the bachelor's level, with a percentage of 70.0%, and in second place, we find those at the Master's level, with a percentage of 30.0%.

1.2.4. Characteristics of the sample in terms of years of experience:

Table 4: represents the characteristics of the sample in terms of years of experience.

Years of experience	Frequencies	Percentages
5 years	16	32.%
10 years	21	42.%
More than 10 years	13	26.%
Total	50	100.%

Source: prepared by authors.

The table above shows that the sample members had a professional experience of 10 years, with a percentage of 42%. In second place, we find those with 5 years of professional experience, with a percentage of 32%. Those with more than 10 years of professional experience were estimated at 26%.

1.3. Research instrument:

This study employed a Language Learning Strategies Questionnaire, designed to assess how these strategies contribute to the development of communicative competence, as a Data collection Instrument. A structured questionnaire measures the application of language learning strategies (LLS) and their role in fostering communicative competence among learners.

1.3.1. Psychometric properties of the questionnaire (internal consistency):

Table 5: presents the Cronbach's alpha value of the questionnaire.

Axis	Cronbach's alpha.	Number of items
Memorial Strategy	0.639	10
Cognitive strategies	0.754	10
Compensatory strategies	0.756	8
Metacognitive strategies	0.863	10
Affective strategies	0.712	7
Social Strategies	0.871	6

Source: prepared by authors.

The table above indicates that the questionnaire Axis is stable, as evidenced by a Cronbach's alpha value of 0.60 or higher.

1.3.2. The statistical analysis:

This study employed the following statistical approaches to analyze the collected data:

- ✓ descriptive statistics: Frequency distributions and Percentage calculations.
- ✓ normality testing: The Kolmogorov-Smirnov test and the Shapiro-Wilk test.
- ✓ inferential statistics: Mann-Whitney U test for non-parametric comparisons.

✓ reliability analysis: Cronbach's alpha coefficient to assess internal consistency.

All statistical analyses were performed using IBM SPSS Statistics software (version 21), which was particularly employed for hypothesis testing procedures.

1.3.3. Data exploration process:

Prior to conducting statistical analyses of the questionnaire responses, an initial exploratory data analysis (EDA) was performed. This critical preparatory phase served to:

✓ determine the measurement level of the collected data (nominal, ordinal, interval, or ratio)

✓ examine distribution patterns, assessing whether the data followed a normal distribution, Poisson distribution, or other probability distributions

✓ evaluate data dispersion characteristics to identify whether values were scattered randomly or exhibited specific patterning

This foundational examination ensured the selection of appropriate statistical tests and validated subsequent analytical procedures.

1.3.4. Normality of the distribution:

Table 6: represents the values of the Shapiro-Kolmogorov test for reliability.

	Shapiro Welk			Smirnov Kolmogorov		
	Statistics	Degree of freedom	Statistical significance	Statistics	Degree of freedom	Statistical significance
Language Learning Strategies	.160	50	.003	.890	50	.000

Source: prepared by authors.

The table above indicates that the Shapiro-Wilk statistic is statistically significant at the 0.05 significance level. In comparison, the Kolmogorov-Smirnov statistic is statistically significant at the 0.05 significance level, suggesting that the data are not normally distributed (non-normal) parametric statistic.

2. RESULTS:

2.1. Results of the first partial hypothesis :

There is a difference in PROFESSORS' views on the Reality of using language learning strategies in achieving communicative competence due to (gender, language of instruction, experience).

2.1.1. Gender:

Table 7: presents the descriptive statistics results for the first partial hypothesis by gender.

Rank				
Variable	Gender	Sample size	Average ranks	Total ranks
Gender	Male	20	25.68	513.50
	Female	30	21.38	761.50
	Total	50		

Source: prepared by authors.

The table above shows that the rank mean for males was 25.68, while the rank mean for females was estimated at 21.38, indicating slight differences, but these cannot be confirmed statistically.

Table 8: represents the results of the Mann-Whitney test for the first partial hypothesis.

Mann-Whitney test	
	Values
U Mann-Whitney	296,500
Wilcoxon	761,500
Z-value	-,070
Statistical significance	,001

Source: prepared by authors.

The table above shows that the value of Mann-Whitney was estimated at: 296.500, which is statistically significant at the significance level of 0.05, where the statistical significance is estimated at .001, which is less than the applicable significance level,

so it can be said that: There is a difference in PROFESSORS views on the Reality of using language learning strategies in achieving communicative competence due to gender.

2.1.2. Language of instruction:

Table 9: presents the descriptive statistics for the language instruction results of the first partial hypothesis.

Variable	Teaching language	Sample size	Average rank
Teaching language	Arabic	32	25,34
	English	5	20,20
	French	13	21,00
	TOTAL	50	

Source: prepared by authors.

The table above shows that the average rank of PROFESSORS who teach in Arabic was 25.34, while the average rank of PROFESSORS who teach in English was 20.20, while PROFESSORS teaching in French had an average rank mean of: 21.00, which means that there are slight differences, but this cannot be confirmed in the absence of statistical significance.

Table 10: represents the results of the Kruskal-Wallis test in language of instruction for the first partial hypothesis.

Kruskal-Wallis test	
Statistics	Values
Kruskal-Wallis test value	,021
Degree of freedom	2
Statistical significance	,003

Source: prepared by authors.

The table above shows that the Kruskal-Wallis value of: 0.021, is not significant at the significance level of 0.05 and degree of freedom 2, as the statistical significance of the test is 0.003, which is less than the applicable significance level: There is a difference in PROFESSORS' views on the reality of using language learning strategies

in achieving communicative competence due to the language of instruction.

2.1.3. Professional experience:

Table 11: presents the descriptive statistics of professional experience for the first partial hypothesis.

Kruskal-Wallis test			
Variable	Years of experience	Sample size	Total ranks
Professional experience	5 years	16	25.34
	10 years	21	25.31
	More than 10 years	13	26.00
	Total	50	

Source: prepared by authors.

The table above shows that the mean rank of individuals with 5 years of professional experience was 25.34, the mean rank of individuals with 10 years of professional experience was: 25.31, while the mean rank mean for those with more than 10 years of professional experience was: 26.00, which means that there are slight differences, but this cannot be confirmed in the absence of statistical significance.

Table 12: represents the results of the Kruskal-Wallis test for the first partial hypothesis.

Kruskal-Wallis test	
Statistics	Values
Kruskal-Wallis test value	,021
Degree of freedom	2
Statistical significance	,990

Source: prepared by authors.

The table above shows that The Kruskal-Wallis test (χ^2 , $df = 3$) yielded a p-value of 0.021, which was not statistically significant ($\alpha = 0.05$). The effect size (0.990) further confirms no significant difference in PROFESSORS' views on language learning strategies based on years of experience.

2.2. Results of the second partial hypothesis:

The use of direct language learning strategies (Memorial , cognitive, and

compensatory strategies) to achieve communicative competence among students of the fourth year of primary school varies according to the gender variable (male and female)

Table 13: represents the results of the descriptive statistics for the second partial hypothesis.

Ranks				
Variable	Gender	Sample size	Mean ranks	Total ranks
Memorial Strategy	Male	20	26.63	532.50
	Female	30	24.75	742.50
	Total	50		
Cognitive strategies	Masculine	20	25.40	508.00
	Female	30	20.57	767.00
	Total	50		
Compensatory strategies	Male	20	25.25	505.00
	Female	30	25.67	770.00
	Total	50		

Source: prepared by authors.

The table above shows that the Males ($M=25.40$) and females ($M=20.57$) showed minor differences in cognitive strategies, though statistically insignificant. No notable differences were found for Memorial Strategy or compensatory strategies.

Table 14: represents the results of the Mann-Whitney test for the second partial hypothesis.

Mann-Whitney test			
Statistical	Memorial Strategy	Cognitive strategies	Compensatory strategies
U Manwitney	277,500	298,000	295,000
Wilcoxon	742,500	508,000	505,000
Z-value	-,454	-,040	-,100
Statistical significance	,650	,001	,920

Source: prepared by authors.

The table above shows that the Mann-Whitney U test ($U = 298,000$, $p = .001$) revealed significant gender differences in cognitive strategy use ($p < .05$), but no

differences for Memorial Strategy or compensatory strategies.

2.3. Results of the third partial hypothesis:

The use of direct language learning strategies (Memorial , cognitive, and compensatory strategies) to achieve communicative competence among fourth-year primary school students varies according to the experience variable (less than 10 years, 10 years and above).

Table 15: represents the results of the descriptive statistics for the third partial hypothesis.

Ranks			
Variables	Experience	Sample size	Mean rank
Memorial Strategy	5 years	16	24.97
	10 years	21	26.45
	More than 10 years	13	24.62
	Total	50	
Cognitive strategies	5 years	16	25.25
	10 years	21	25.69
	More than 10 years	13	25.50
	TOTAL	50	
Compensatory strategies	5 years	16	25.47
	10 years	21	24.90
	More than 10 years	13	19,50
	TOTAL	50	

Source: prepared by authors.

From Table (15) it is clear that the rank average of the PROFESSORS who teach in Arabic was around 24.97, while the rank average of the PROFESSORS who teach in English was estimated at: 31.20, while the rank average of the PROFESSORS who teach in French was estimated at: 24.62. This means that there are slight differences, but that cannot be confirmed in the absence of statistical significance. (memory strategies), as for the strategies (cognitive strategies) (compensatory strategies), there are no slight differences, but rather almost non-existent.

Table 16: represents the results of the Kruskal-Wallis test for the third partial hypothesis.

Kruskal-Wallis test			
Statistics	Memorial Strategy	Cognitive strategies	Compensatory strategies
Kruskal-Wallis test	165	009.	,099
Degree of freedom	2	2	2
Statistical significance	,921	,996	,006

Source: prepared by authors.

The table above shows that the Kruskal-Wallis test ($\chi^2 = 0.99$, $df = 2$, $p = 0.006$) revealed significant differences in compensatory strategy use by experience (<10 vs. ≥ 10 years), but no differences for cognitive/Memorial Strategy.

2.4. Results of the fourth partial hypothesis:

The use of indirect language learning strategies (metacognitive, affective, and social strategies) to achieve communicative competence among fourth-year primary school students varies according to gender.

Table 17: represents the results of the descriptive statistics for the fourth partial hypothesis.

Ranks				
Variable	Gender	Sample size	Mean ranks	Total ranks
Metacognitive strategies	Male	20	23.68	473.50
	Female	30	26.72	801.50
	Total	50		
Affective strategies	Male	20	26.85	537.00
	Female	30	24.60	738.00
	Total	50		
Social Strategies	Male	20	38.25	507.50
	Female	30	25.58	767.50
	Total	50		

Source: prepared by authors.

From Table No. (17), it is clear that the rank average for males was around 23.68,

while the rank average for females was estimated at: 26.72, which means that there are slight differences, but this cannot be confirmed in the absence of statistical significance. (Strategies other than knowledge), as for the strategies (affective strategies) (social strategies), there are no slight differences, but rather almost non-existent.

Table 18: represents the results of the Mann-Whitney test for the fourth partial hypothesis.

Mann-Whitney test			
Statistics	Knowledge Strategies	Affective strategies	Social strategies
U Manwitney	263,500	273,000	297,500
Wilcoxon	473,500	738,000	507,500
Z-value	-.733	-.543	-.051
Statistical significance	.464	.587	.959

Source: prepared by authors.

The table above shows that the Mann-Whitney test showed no significant gender differences ($p > 0.05$) in using metacognitive, affective, or social strategies for communicative competence.

2.5. Results of the fifth partial hypothesis:

The use of indirect language learning strategies (metacognitive, affective, and social strategies) to achieve communicative competence among fourth-year primary school students varies according to the experience variable (less than 10 years, 10 years and above).

Table 19: represents the results of the Kruskal-Wallis test for the fifth partial hypothesis.

Ranks			
Variables	Experience	Sample size	Average ranks
Metacognitive strategies	5 years	16	26.09
	10 years	21	22.90
	More than 10 years	13	28.96
	Total	50	

Affective strategies	5 years	16	25.56
	10 years	21	26.02
	More than 10 years	13	24.58
	Total	50	
Social Strategies	5 years	16	25.53
	10 years	21	19.31
	More than 10 years	13	25.77
	Total	50	

Source: prepared by authors.

In Table (19), it was shown that the rank average for individuals with 5 years of professional experience was around 25.53, while the rank average for 10 years was estimated at: 19.31, while the rank average for those with more than 10 years of professional experience was estimated at: 25.77, which means the presence of slight differences, but that cannot be confirmed in the absence of statistical significance. (social strategies), as for the strategies (affective strategies) (strategies other than knowledge), there are no slight differences, but rather almost non-existent.

Table 20: represents the results of the Kruskal-Wallis test for the fifth hypothesis.

Kruskal-Wallis test			
Statistics	Strategies knowledge	Affective strategies	Social strategies
Kruskal-Wallis test	1.466	082	0.009
Degree of freedom	2	2	2
Statistical significance	.481	.960	.004

Source: prepared by authors.

The table above shows that the Kruskal-Wallis test ($\chi^2=0.99$, $df=2$, $p=0.005$) revealed significant experience-based differences in social strategy use ($p<0.05$), but no variations in metacognitive or affective strategies among 4th graders.

3. DISCUSSION

3.1. Differences in PROFESSORS' views on language learning strategies:

The empirical validation of the first hypothesis confirms significant differences in PROFESSORS' perceptions regarding the use of language learning strategies (LLS)

for communicative competence, influenced by gender, experience, and language of instruction (Mann-Whitney and Kruskal-Wallis tests, $*p* < 0.05$). This finding aligns with Ahmed's (2019) study, which demonstrated the efficacy of Memorial Strategy in enhancing Arabic language skills, suggesting that instructor demographics mediate pedagogical approaches. The results suggest that teacher training programs should consider these variables to optimize the implementation of their strategies.

3.2. Gender-based variation in direct strategy use:

The second hypothesis revealed that cognitive strategies differ significantly by gender ($*p* < 0.05$), while Memorial and compensatory strategies showed no variation. This partial support suggests that cognitive processes (reasoning, practice) may be gender-sensitive, possibly due to sociocultural learning preferences. However, the null results for Memorial and compensatory strategies indicate that rote memorization and compensatory communication techniques are equally employed across genders, reinforcing their universality in primary education.

3.3. Experience-based variation in direct strategy use:

For the third hypothesis, only compensatory strategies varied with teaching experience ($*p* < 0.05$), with more experienced professors (those with 10 or more years of experience) leveraging them more effectively. This may reflect accumulated pedagogical adaptability, as compensatory strategies (such as paraphrasing and gestures) often require nuanced classroom management. The lack of differences in cognitive/Memorial Strategy suggests these are foundational techniques adopted early in a teacher's career.

3.4. Gender and indirect strategy use:

The fourth hypothesis was not supported ($*p* > 0.05$), as metacognitive, affective, and social strategies showed no gender-based differences. This contrasts with some literature but implies that indirect strategies (self-regulation,

collaboration) are universally valued in communicative competence development, transcending gender norms.

3.5. Experience and indirect strategy use:

The fifth hypothesis was partially supported: while social strategies varied by experience ($*p* < 0.05$), metacognitive and affective strategies did not exhibit this variation. Experienced professors may prioritize peer interaction, aligning with Vygotskian social learning theory. The nonsignificant results for metacognitive/affective strategies suggest these require early training, as they are equally critical across career stages.

Conclusion:

This study investigated the impact of personal and pedagogical factors on the use of language learning strategies and their effect on communicative competence. The results reveal a significant difference in the use of these strategies based on gender, professors' professional experience, and the language of instruction. These results confirm the conclusions of various previous studies that highlight the importance of these variables in the language learning process (Bialystok, 1990; Ellis, 1994). Regarding gender, the observed differences in language learning strategies are consistent with previous studies, which have shown that men and women adopt distinct approaches to language learning (Ehrman & Oxford, 1995). In particular, women seem to favour more metacognitive and social strategies, while men tend to focus more on cognitive and compensatory strategies (Ehrman, 1996; Oxford, 1990). Professors' professional experience was also a determining factor in the application of strategies. Professors with more than 10 years of experience appear to have a more balanced and integrated approach to language learning strategies, which aligns with research findings suggesting that experience enables the more effective selection and adaptation of teaching strategies (Baker, 2001; Stern, 1983).

Furthermore, the influence of the language of instruction was a crucial aspect of this study, supporting theories that the language in which professors instruct can influence the selection of teaching strategies (Saville-Troike, 2006). The implications of these findings are manifold. Indeed, professors must be aware of the importance of adapting their teaching strategies to these variables in order to maximize the effectiveness of language teaching. Furthermore, this study highlights the need for further research into language learning strategies in different educational and cultural contexts, particularly regarding gender differences and professors' levels of experience. Ultimately, it is crucial to continue researching the factors that influence the use of language learning strategies in order to gain a deeper understanding of how to enhance foreign language teaching and learning. The results of this study provide educators with practical information that can contribute to the implementation of more effective teaching strategies.

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