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Learning Strategies and Their Influence on Foreign Language Skills

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Abstract

In today's globalized world, mastering a foreign language is a valuable skill that enhances both personal and professional opportunities. This article investigates the role of learning strategies in the acquisition of foreign language skills, including listening, speaking, reading, and writing. Drawing on seminal research and recent studies, it highlights the importance of strategic competence in language learning. It also explores psychological, cognitive, and methodological approaches that promote effective language acquisition. The findings suggest that learners who adopt individualized, confidence-building, and cognitively informed strategies experience faster progress and greater proficiency. The article emphasizes that successful language learning is less about innate talent and more about employing strategic, evidence-based practices consistently over time. Implications for teaching methods and future research directions are discussed.

Keywords

foreign language acquisition; cognitive strategies; motivation in language learning; individualized learning; communicative competence

Introduction

Language learning is an essential skill in today's interconnected world. With globalization steadily erasing traditional boundaries, the ability to communicate in multiple languages offers both personal and professional advantages. However, despite the abundance of learning resources, many language learners experience slow progress or frustration. One key to overcoming these challenges lies in the effective use of *learning strategies* — deliberate actions and thoughts that learners employ to facilitate the acquisition, storage, retrieval, and use of information (Chamot & Kupper, 1989).

Learning strategies play a crucial role in mastering the core foreign language skills of listening, speaking, reading, and writing. As Habók and Magyar (2018) emphasize, the strategic approach a learner adopts not only influences language proficiency but also shapes attitudes toward language learning and overall academic achievement. By selecting and applying appropriate strategies, learners can transform the process from a daunting task into a more manageable and rewarding experience.

The purpose of this article is to explore how different types of learning strategies impact the development of foreign language abilities. It will examine both theoretical foundations and practical approaches, drawing on key research findings and real-world examples to present an evidence-based guide for optimizing language learning outcomes. Specifically, it will consider psychological factors such as confidence and

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motivation, methodological techniques like spaced repetition and shadowing, and the importance of tailoring learning methods to individual needs.

Building on research conducted by Taheri, Sadighi, Bagheri, and Bavali (2020), as well as insights from cognitive science and educational psychology, this article argues that the *effective use of learning strategies significantly enhances the acquisition and performance of foreign language skills*. By adopting a strategic, confident, and personalized approach to learning, individuals can achieve faster progress and greater fluency, making foreign language mastery an attainable goal for all.

2.Theoretical Background

To fully understand how learning strategies influence foreign language development, it is first necessary to examine the theoretical foundations behind them. Various scholars have classified learning strategies into different categories, each addressing specific aspects of the language acquisition process. Chamot and Kupper (1989) identified cognitive, metacognitive, and social/affective strategies as crucial components that learners employ to enhance their skills. These strategic behaviors, whether consciously or unconsciously used, can determine the effectiveness of learning outcomes across different language domains. Furthermore, as Habók and Magyar (2018) demonstrated, the successful application of strategies is closely linked not only to improved proficiency but also to more positive attitudes and greater academic achievement. Therefore, a closer look at the main types of learning strategies and their theoretical underpinnings provides a critical foundation for understanding how strategic learning directly impacts the mastery of listening, speaking, reading, and writing in a foreign language.

2.1 Definition and Classification of Learning Strategies

Learning strategies can be defined as specific actions, behaviors, steps, or techniques that learners use to improve their progress in developing second language skills (Chamot & Kupper, 1989). These strategies are not random but are often deliberate and goal-oriented, helping learners process and internalize new language information more effectively.

Chamot and Kupper (1989) classified learning strategies into three major categories:

- **Cognitive Strategies:** These involve direct manipulation of the language material, such as repetition, summarization, translation, and note-taking. Cognitive strategies enable learners to understand and produce new language forms through active engagement.
- **Metacognitive Strategies:** These strategies focus on planning, monitoring, and evaluating one's learning processes. For example, setting goals, organizing study schedules, or reflecting on learning outcomes are all metacognitive activities that help learners manage their language acquisition journey.
- **Social/Affective Strategies:** These involve interacting with others to enhance language learning, such as asking questions, seeking clarification, or participating in group discussions. They also include techniques to manage emotions, like reducing anxiety and maintaining motivation.



This classification highlights that effective language learning is not only a cognitive activity but also involves emotional and social dimensions. The strategic use of these categories contributes to a more holistic, sustainable, and efficient learning process.

2.2 Importance of Learning Strategies in Language Skill Development

The role of learning strategies extends beyond theoretical classification; their practical application significantly influences the development of the core language skills: listening, speaking, reading, and writing.

According to Habók and Magyar (2018), learners who employ a wide range of strategies achieve higher proficiency levels and demonstrate better academic performance. Strategic listeners, for instance, use prediction and inferencing to understand spoken language even when some words are unfamiliar. Effective speakers often rely on rehearsing expressions, using circumlocution, and maintaining conversations despite gaps in vocabulary. Readers benefit from strategies like skimming, scanning, and context guessing to comprehend texts more efficiently. Similarly, strategic writers engage in pre-writing planning, drafting, and revising to produce coherent and accurate texts.

Recent research by Taheri et al. (2020) further supports these findings, showing a strong correlation between Iranian EFL learners' use of language learning strategies and their success in mastering foreign language skills. Those who consistently applied metacognitive and cognitive strategies, such as self-monitoring or elaboration, outperformed those who relied less on structured approaches.

Moreover, as emphasized in the author's own research, learning strategies such as fostering confidence, making the process enjoyable, tailoring learning to individual preferences, and using cognitive science techniques (e.g., spaced repetition and active recall) are crucial for maintaining motivation and ensuring steady, long-term progress. These methods enable learners to integrate the language naturally into their daily lives and encourage them to speak early, accept mistakes, and persist over time—critical factors in developing comprehensive language competence.

3. Analysis of Different Strategies in Practice

After understanding the theoretical foundation of language learning strategies, it becomes crucial to analyze how these strategies manifest in real learning contexts. Both research findings and practical observations indicate that the choice and application of strategies significantly affect the efficiency of foreign language acquisition. In this section, the focus will be on practical examples of learning strategies, alongside contemporary techniques identified in recent studies and personal observations. These analyses illustrate how strategic learning transforms passive study into active skill development across listening, speaking, reading, and writing.

3.1 Active Engagement Strategies

Active engagement with the language material is at the core of effective language acquisition. Techniques such as summarizing, practicing, organizing, and translating enhance comprehension and retention. For example, a learner might summarize podcast episodes to improve listening comprehension and vocabulary



retention. Additionally, strategies like lexical chunking — internalizing full expressions rather than isolated words — help learners recall and use language naturally. Furthermore, methods such as **shadowing** (repeating language in real time) also promote fluency and accuracy, particularly in pronunciation and intonation. Research shows that these active techniques foster deeper engagement and stronger language skills.

3.2 Strategies for Autonomy and Self-Reflection

Building independence in learning is a key factor in long-term success. By planning, monitoring, and reflecting on their learning, students can take charge of their educational journey. Setting specific language learning goals, such as learning new vocabulary or practicing speaking daily, helps learners stay motivated. Reflecting on their progress through activities like journaling or reviewing goals enables learners to identify areas for improvement. Techniques like **spaced repetition** and **active recall** — especially through applications like Anki or Memrise — are essential for retaining information and ensuring that the material is learned for the long term. These strategies help students manage their studies efficiently, improving both their time management and retention.

3.3 Emotional and Social Interaction Strategies

Language learning is not just about intellectual effort; it also requires emotional resilience and social interaction. Confidence plays a significant role in language success. Research has shown that **willingness to communicate** (WTC) often predicts success more strongly than linguistic ability. Learners who seek out conversation partners or engage in language exchanges typically make faster progress. Furthermore, integrating enjoyable activities such as watching movies or reading novels in the target language can help learners stay motivated and reduce anxiety. Techniques such as positive self-talk and relaxation exercises also help learners overcome the fear of making mistakes, leading to more confident speaking and better communication skills.

3.4 Modern, Personalized Learning Approaches

Recent research emphasizes the importance of tailoring learning strategies to the individual. According to the **VARK model**, learners have different preferences in terms of how they process information — visual, auditory, reading/writing, or kinesthetic. By aligning strategies with these preferences, learners are more likely to stay engaged and absorb the material effectively. For instance, auditory learners might benefit from listening to podcasts or music, while visual learners might use mind maps or charts. In addition, **incidental learning**, which occurs through exposure to the language in daily life, is a valuable tool. Simple activities like changing the language settings on devices, listening to podcasts while commuting, or reading headlines in the target language provide constant opportunities to reinforce language skills.

4. Implications for Language Learners and Educators

The analysis of language learning strategies reveals significant insights that are valuable not only for learners but also for educators designing effective language instruction. Recognizing how strategies function in practice allows for more informed, personalized, and motivating learning experiences. This



section discusses the main implications of the findings, providing recommendations for learners and teachers to maximize language acquisition success.

4.1 Empowering Learners through Strategy Awareness

One of the most critical implications is that learners should be systematically introduced to different language learning strategies. Research by Oxford (1990) emphasizes that many learners fail to use strategies effectively simply because they are unaware of them. Therefore, explicit strategy instruction — teaching students how to organize vocabulary learning, monitor comprehension, and manage anxiety — should be an integral part of language education.

For instance, learners can be trained to use cognitive strategies such as paraphrasing unknown words during speaking, or metacognitive strategies like planning study schedules and tracking progress. The more learners understand and personalize their strategies, the greater their autonomy, motivation, and resilience in the face of challenges.

4.2 Personalized Strategy Use: One Size Does Not Fit All

As highlighted in the previous section, individual learning preferences and needs vary greatly. This calls for flexible, learner-centered approaches rather than a rigid, one-size-fits-all curriculum. Teachers should encourage students to explore different strategies and identify what works best for them based on their learning style (visual, auditory, kinesthetic) and goals.

For example, a student preparing for an academic English exam might benefit from metacognitive strategies such as timed practice tests and error analysis, while a student learning conversational French for travel might prioritize social strategies like speaking clubs and role-plays.

Moreover, personalized strategy selection fosters a deeper emotional connection to the learning process, making language acquisition a more engaging and sustainable journey.

4.3 Integrating Technology: Expanding Strategic Opportunities

The rapid advancement of educational technology offers new opportunities to implement language learning strategies more effectively. Applications like Duolingo, Quizlet, and language exchange platforms (e.g., Tandem, HelloTalk) support cognitive, metacognitive, and social strategies in accessible and user-friendly formats.

According to Godwin-Jones (2011), mobile-assisted language learning (MALL) can enhance strategy use by offering immediate feedback, customized learning paths, and interactive practice. Learners can, for example, use voice recording apps to self-assess pronunciation (metacognitive strategy) or engage in real-time chats with native speakers (social strategy).

Thus, integrating technology into language learning not only modernizes education but also makes strategic learning more dynamic and adaptable to individual needs.



4.4 Emotional and Motivational Support: A Key to Sustainability

Another important implication is the crucial role of emotional and motivational support in sustaining long-term language learning. As Dörnyei (2001) noted, motivation fluctuates throughout the learning journey, and effective strategy use can help stabilize it.

Teachers and learners alike should recognize the value of affective strategies, such as setting achievable micro-goals, celebrating small successes, and reframing mistakes as learning opportunities. Furthermore, creating a supportive, low-anxiety learning environment — whether in physical classrooms or online communities — encourages risk-taking and consistent practice.

Ultimately, emotional support, combined with strategic awareness, transforms language learning from a stressful obligation into an empowering, enjoyable experience.

5. Challenges and Limitations in Applying Learning Strategies

While learning strategies are essential for enhancing foreign language acquisition, their implementation is not without challenges. This section explores the obstacles that learners and educators might face when trying to adopt and apply these strategies, as well as the limitations inherent in their use.

5.1 Contextual and Cultural Barriers

One of the primary challenges in using language learning strategies effectively is the context in which the learning occurs. Factors such as the educational setting, cultural differences, and access to resources can significantly influence the adoption of certain strategies. For example, in traditional educational systems where teacher-centered methods dominate, there may be less emphasis on learner autonomy or strategy use. In contrast, language learners in more flexible, student-centered environments may have greater access to strategies like peer interaction and self-directed learning.

Cultural factors also play a role. In some cultures, students may be less inclined to take risks or engage in open communication, thus hindering the effectiveness of communicative strategies or speaking-focused activities. In such cases, a teacher's understanding of the cultural background of their students becomes essential in tailoring strategies to fit the learners' needs.

5.2 Overwhelming Variety of Strategies

Another challenge is the overwhelming variety of strategies available, which can confuse learners rather than help them. With so many options to choose from, learners may feel uncertain about which strategies are the most effective for their goals. This is particularly true for beginners who may not have a strong grasp of their personal learning preferences and needs.

To address this issue, learners should be guided in narrowing down the strategies that are most relevant to their current stage of language learning. Teachers can provide structured guidance on how to combine strategies to suit individual goals, making the learning process more manageable and less overwhelming.



5.3 Limited Resources and Technological Barriers

While modern technology offers great potential for supporting language learning strategies, access to such resources can be limited, especially in developing countries or underfunded educational systems. Lack of internet access, insufficient exposure to native speakers, or limited availability of learning apps and tools can restrict learners' ability to apply strategies such as listening practice, real-time communication, and digital vocabulary reinforcement.

To overcome these limitations, it is essential to explore low-cost or offline alternatives, such as community language exchange programs, library resources, and audio materials that learners can use for practice outside of the classroom.

5.4 Cognitive Overload and Strategy Fatigue

While learning strategies can enhance language acquisition, overloading learners with too many strategies at once can result in cognitive fatigue and reduced effectiveness. Research by Cohen (1998) highlights that learners who use too many strategies simultaneously may struggle to implement them effectively, leading to frustration and a decline in motivation.

To mitigate this, learners should be encouraged to focus on mastering a few key strategies at a time, gradually incorporating new ones as they become more comfortable with the process. Teachers can also provide periodic assessments to ensure that learners are not overwhelmed and that they are applying strategies that align with their language proficiency.

5.5 Lack of Awareness and Training

Many learners are unfamiliar with the variety of strategies available and how to apply them effectively. According to Oxford (1990), unless explicitly taught, learners tend to rely on a limited set of familiar techniques, even if they are ineffective. Without structured training programs, students might:

- Continue using inefficient memorization techniques rather than more sophisticated memory strategies.
- Misapply strategies, such as overusing translation instead of practicing contextual guessing for vocabulary.

Thus, without proper awareness, learners cannot fully benefit from the rich possibilities that strategic learning offers.

5.6 Individual Differences

Another major obstacle is the variation in learners' cognitive styles, motivation levels, and emotional states:

- **Cognitive Styles:** Some learners are naturally more analytical, preferring note-taking and categorization strategies, while others are intuitive and favor immersion and guessing.
- **Motivation:** Learners with lower intrinsic motivation may find it difficult to consistently apply strategies that require effort and reflection.



- **Anxiety and Self-Esteem:** High anxiety can interfere with strategy use, particularly those that involve risk-taking, such as speaking and writing.

Therefore, a "one-size-fits-all" approach to strategy instruction is unlikely to succeed. Educators must adapt strategies to cater to diverse needs.

6. Practical Applications and Recommendations

After understanding the theoretical foundation and impact of learning strategies on foreign language skills, it is crucial to discuss how these strategies can be applied effectively in real-world learning contexts. Practical implementation bridges the gap between theory and practice, ensuring that both learners and educators can maximize the potential benefits of strategic language learning.

6.1 Strategy Training for Learners

Research by Chamot and Kupper (1989) emphasizes that without explicit instruction, many learners may remain unaware of effective strategies or fail to apply them appropriately. Therefore, **strategy training** should be a fundamental component of language education.

- **Direct Instruction:** Teachers should introduce specific strategies — such as summarizing after reading a passage, predicting content before listening, or using mind maps for organizing vocabulary — and demonstrate their use through modeling and guided practice.
- **Metacognitive Awareness:** Learners should be trained to think about their own learning processes. For example, before a reading task, learners can plan their approach, monitor comprehension during the task, and evaluate success afterward.
- **Task-Based Practice:** Embedding strategy use within meaningful language tasks (e.g., role plays, writing assignments, or listening activities) allows students to apply strategies in authentic contexts, reinforcing their effectiveness.

Ultimately, structured and scaffolded strategy training empowers learners to become more autonomous, resourceful, and resilient in their language development.

6.2 Encouraging Self-Reflection and Personalization

Habók and Magyar (2018) found that tailoring strategies to individual preferences significantly improves learning outcomes. Therefore, promoting **self-reflection** is essential:

- **Self-Assessment Tools:** Students can use strategy inventories or simple questionnaires to identify their strengths and weaknesses, and which strategies they use most frequently or effectively.
- **Learning Journals:** Regular entries reflecting on what strategies were used, how successful they were, and what adjustments are needed, can deepen learners' strategic competence.
- **Personalization:** Language instructors should encourage students to experiment with various strategies and adapt them according to their personal learning styles. For instance, an auditory



learner might prefer podcasts, while a visual learner might find infographics and videos more effective.

By fostering an individualized approach, learners develop a deeper sense of ownership over their progress, which in turn strengthens motivation and persistence.

6.3 Integrating Strategies into Daily Routines

One of the most powerful ways to enhance language learning is to make strategy use habitual and seamlessly integrate it into daily life:

- **Incidental Learning Opportunities:** Exposure to the target language during everyday activities significantly boosts comprehension and vocabulary acquisition (Hulstijn, 2003). For example, learners can listen to language podcasts during their commute, write grocery lists in the target language, or follow social media accounts in the foreign language.
- **Micro-Goals:** Setting small, achievable daily goals — such as learning five new phrases, practicing pronunciation for 10 minutes, or writing a short diary entry — fosters consistency and reduces overwhelm.
- **Language Immersion at Home:** Simple practices like labeling household items with their names in the target language, switching the language settings on devices, or watching favorite movies with foreign language subtitles reinforce learning naturally.

Such daily integration reduces the cognitive load associated with "study sessions" and promotes continuous, stress-free learning.

6.4 Fostering a Supportive Learning Environment

Finally, the emotional and social environment in which learning takes place significantly influences strategy use and overall success. As noted in psychological research (MacIntyre et al., 1998), learners' willingness to communicate and experiment with the language is heightened in supportive settings.

- **Creating Low-Anxiety Classrooms:** Teachers should normalize mistakes as part of the learning process and encourage risk-taking in communication. Activities like "mistake of the week" sharing can destigmatize errors and turn them into learning opportunities.
- **Peer Support Systems:** Pairing or grouping students for collaborative tasks allows them to share strategies, learn from each other, and build confidence in a safe, encouraging environment.
- **Positive Reinforcement:** Acknowledging progress, no matter how small, helps maintain learners' motivation. Simple feedback such as "Your pronunciation has improved a lot this week!" can have a lasting impact on a learner's self-esteem.

Moreover, educational institutions can organize workshops, strategy seminars, or language clubs to promote strategic learning outside regular classes, creating a vibrant learning community.

7. Future Directions in Strategic Language Learning



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As educational methods evolve, new opportunities are emerging to make strategic language learning even more effective and accessible.

7.1 Technology-Enhanced Strategy Instruction

The integration of technology into education opens new possibilities for strategy training:

- **Mobile Applications:** Apps like Duolingo, Memrise, and Quizlet offer gamified environments where learners can practice strategies such as spaced repetition and contextual guessing.
- **AI and Adaptive Learning Platforms:** Artificial Intelligence can now tailor learning content based on individual performance, suggesting specific strategies when a learner struggles with particular tasks.

Such tools can personalize the learning experience, making strategic instruction more engaging and accessible.

7.2 Emphasis on Lifelong Learning Skills

Strategic competence is not only valuable during formal education but is essential for lifelong learning:

- In an increasingly globalized world, maintaining and expanding language skills after formal education ends is crucial.
- Strategies such as goal-setting, self-monitoring, and reflective evaluation equip learners with the ability to independently continue their language learning journey throughout their lives.

Promoting strategic learning today means empowering learners not just for exams, but for professional careers, travel, and personal enrichment tomorrow.

Conclusion

The exploration of learning strategies and their influence on foreign language skills reveals that strategic competence is not merely supportive but essential for successful language acquisition. Drawing on research by Chamot and Kupper (1989), Habók and Magyar (2018), and Taheri et al. (2020), as well as additional insights from cognitive science and educational psychology, it is evident that the conscious application of strategies significantly enhances proficiency across listening, speaking, reading, and writing.

Effective language learning is not determined solely by innate ability or effort but by the intelligent use of strategies that foster motivation, confidence, memory retention, and communicative competence. Learners who engage in practices such as building self-confidence, customizing their learning approaches, applying cognitive techniques like spaced repetition, and integrating language into daily life demonstrate faster, deeper, and more sustainable progress.

However, challenges such as lack of awareness, individual differences, and emotional barriers highlight the need for better strategy training programs tailored to diverse learner profiles. Furthermore, future advancements in technology and the emphasis on lifelong learning skills present exciting opportunities to expand and refine strategic language learning.



Ultimately, mastering a foreign language is a long-term, multifaceted endeavor. Through the intentional, reflective, and personalized use of learning strategies, language learners can transform obstacles into steppingstones, unlocking the full potential of their communicative abilities in an increasingly interconnected world.

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