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**INVESTIGATING EFL LEARNERS' LANGUAGE LEARNING STRATEGY  
USE AND THEIR LANGUAGE ACHIEVEMENT DURING ONLINE  
EDUCATION**

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**MASTER THESIS**

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**DEDICATION**

*To my dear mother and father...*

A large, light gray watermark consisting of the letters 'X', 'X', and 'K' is positioned in the background of the page. The watermark is composed of thick, parallel lines that form the shapes of the letters, creating a subtle, artistic effect behind the text.

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Program: Master Thesis

Thesis Title: Investigating EFL Learners' Language Learning Strategy Use and Their Language Achievement During Online Education

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

28/06/2021

Tuğçe KANDİLCİ

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**ABSTRACT****INVESTIGATING EFL LEARNERS' LANGUAGE LEARNING STRATEGY  
USE AND THEIR LANGUAGE ACHIEVEMENT DURING ONLINE  
EDUCATION****Tuğçe KANDILCI****Master Thesis, Department of English Language Education****Supervisor: Dr. Semiha KAHYALAR GÜRSOY****June 2021, 109 Pages**

The aim of the current mixed-method approach-based study was to investigate what language learning strategies that EFL learners employ at the School of Foreign Languages considering variables like gender and English learning span, and reveal the relationship between EFL learners' LLS use and their EFL achievement during online education in Covid-19 pandemic 2020-2021 term. Both qualitative and quantitative research design were used for the study. 139 EFL learners were chosen as respondents through simple random sampling within 23 classrooms. The results of the study revealed that EFL learners' overall LLS use level was medium. In accordance with results there was a statistically significant difference between two groups, male and female, in favor of female learners, which indicated that gender is a determinative factor in the use of overall LLS. No statistically significant difference was calculated between the two groups, the ones whose English learning span was at least 7 years and the ones whose English learning span was less than 7 years, which indicated that EFL learners' English learning span is not a determinative factor in the use of LLS for this study. It was discovered that there was a positive and statistically significant correlation between EFL learners' overall LLS use and their EFL achievement. When learners' LLS use level increases, their EFL achievement increases as well.

*Key words:* EFL achievement, language learning strategies, language learning strategies use, language learning, gender, English learning span

**ÖZ****ÇEVİRİMİÇİ EĞİTİM DÖNEMİNDE ÖĞRENCİLERİN DİL ÖĞRENME STRATEJİLERİ KULLANIMININ VE YABANCI DİL BAŞARILARININ İNCELENMESİ****Tuğçe KANDILCI****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY****Haziran 2021, 109 Sayfa**

Mevcut karma yönetime dayalı çalışmanın amacı Çağ Üniversitesi Yabancı Dil Okulu'nda çevrimiçi eğitim gören öğrencilerin cinsiyet ve İngilizce öğrenme yılı gibi değişkenleri göz önünde bulundurarak dil öğrenme stratejileri kullanım düzeyleri ve dildeki başarıları arasındaki ilişkiyi araştırmaktır. Çalışma için nicel ve nitel araştırma yöntemleri kullanılmıştır. 23 sınıf içerisinde rastgele 139 öğrenci katılımcı olarak seçildi. Çalışma sonuçları öğrencilerin dil öğrenim stratejilerini orta seviyede kullandığını ortaya çıkardı. Erkek ve kadın öğrencilerin dil öğrenme stratejilerini kullanma düzeyleri arasında kadın öğrencilerin lehine anlamlı bir fark ortaya çıkmıştır. Dil öğrenme süresi en az yedi yıl olan öğrenciler ile dil öğrenme süresi yedi yıldan az olan öğrenciler arasında dil stratejilerini kullanma düzeyleri bakımından anlamlı bir fark ortaya çıkmamıştır. Buna göre, cinsiyet öğrencilerin dil stratejilerini kullanma düzeylerini etkileyen bir faktör olurken, İngilizce öğrenme süresi öğrencilerin dil stratejilerini kullanma düzeylerini etkileyen bir faktör değildir. Öğrencilerin dil öğrenme stratejileri kullanım düzeyleri ile dildeki başarıları arasında anlamlı ve pozitif bir ilişki bulunmuştur ve bu öğrencilerin dil kullanım düzeyleri arttığında dildeki başarılarının da arttığını ortaya çıkarmıştır.

*Anahtar Kelimeler:* Yabancı dil başarısı, dil öğrenme stratejileri, dil öğrenme stratejileri kullanımı, dil öğrenimi, cinsiyet, İngilizce öğrenim süreleri

**TABLE OF CONTENTS**

<b>COVER</b> .....	i
<b>APPROVAL</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ETHICS DECLARATION</b> .....	iv
<b>ACKNOWLEDGMENT</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>ÖZ</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>ABBREVIATIONS</b> .....	ix
<b>LIST OF TABLES</b> .....	x
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF APPENDICIES</b> .....	xii
<b>1. INTRODUCTION</b> .....	1
<b>2. METHODOLOGY</b> .....	23
2.1. Research Design.....	23
2.2. Participants.....	24
2.3. Instruments.....	26
2.4. Data Collection Procedure .....	28
2.5. Data Analysing Procedure.....	28
<b>3. RESULTS</b> .....	30
<b>4. DISCUSSION AND CONCLUSION</b> .....	65
<b>REFERENCES</b> .....	78
<b>APPENDICIES</b> .....	86



**ABBREVIATIONS**

<b>ACT</b>	: Active Control of Thought
<b>LLS</b>	: Language Learning Strategies
<b>SILL</b>	: Strategy Inventory for Language Learning
<b>EFL</b>	: English as a Foreign Language
<b>ESL</b>	: English as a Second Language
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>TL</b>	: Target Language
<b>L1</b>	: Mother Language
<b>L2</b>	: Second Language
<b>IPOLLS</b>	: The International Project on Language Learner Strategies

## LIST OF TABLES

<b>Table 1.</b>	<i>Gender Distribution of the Participants</i> .....	24
<b>Table 2.</b>	<i>English Learning Span Distribution of the Participants</i> .....	25
<b>Table 3.</b>	<i>Descriptive Analysis of Overall and Sub-Domains of SILL Regarding EFL Learners' LLS Use</i> .....	30
<b>Table 4.</b>	<i>Descriptive Analysis of the Items Related to Memory Strategies (Part A)</i> ....	33
<b>Table 5.</b>	<i>Descriptive Analysis of the Items Related to Cognitive Strategies (Part B)</i> ..	36
<b>Table 6.</b>	<i>Descriptive Analysis of the Items Related to Compensation Strategies (Part C)</i> .....	39
<b>Table 7.</b>	<i>Descriptive Analysis of the Items Related to Metacognitive Strategies (Part D)</i> .....	41
<b>Table 8.</b>	<i>Descriptive Analysis of the Items Related to Affective Strategies (Part E)</i> ....	44
<b>Table 9.</b>	<i>Descriptive Analysis of the Items Related to Social Strategies (Part F)</i> .....	46
<b>Table 10.</b>	<i>Independent T-Test Results for Overall SILL and subcategories of SILL by Gender</i> .....	47
<b>Table 11.</b>	<i>Independent T-Test Results for Overall SILL and Subcategories of SILL by English Learning Span</i> .....	49
<b>Table 12.</b>	<i>The Correlation between SILL and Progress Test Scores</i> .....	51

## LIST OF FIGURES

<b>Figure 1.</b> Content Analysis of the Semi-Structured Interviews .....	53
<b>Figure 2.</b> Content Analysis of EFL Learners' LLS use .....	63



**LIST OF APPENDICIES**

<b>Appendix A:</b> Approval of the Ethics Committee.....	86
<b>Appendix B:</b> Informed Consent Form for the Participants (Online) .....	89
<b>Appendix C:</b> Strategy Inventory for Language Learning (Turkish Version) .....	90
<b>Appendix D:</b> English Version of the Semi-Structured Interview Questions .....	94
<b>Appendix E:</b> Turkish Version of the Semi-Structured Interviews .....	95
<b>Appendix F:</b> Çağ University Thesis Survey Application and Permission Request Letter .....	96
<b>Appendix G:</b> Çağ University Thesis Survey Approval Letter .....	97



## 1. INTRODUCTION

### Research Problem and Justification

One of the major concerns in the field of EFL is to ascertain the reasons for the success and the failure of the learners. Accordingly, various notions and their relations to the EFL achievement have been studied. Recently, because of the shift from teacher-centered approach to learner-centered approach in the field and the interest in investigating learners' individual differences, the need of studying the issues related to the learners has been aroused (Kumaravadivelu, 2003). This study focused on one of the mentioned issues, the language learning strategies (LLS).

There are many researches that have aimed to investigate the language learning strategies of EFL learners and its relations to the other notions of English regarding different variables at the research sites in the field of EFL. Investigating the relationship between EFL learners' language learning strategies and EFL achievement has become one of the noteworthy issues since it has shed light on the field by presenting detailed interpretations in order to find out the reasons of EFL learners' achievement and failures (Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990; Dörnyei, 2003; Brown, 2007; Ortega, 2013; Cohen, 2014). Yet, there is a challenging problem which arises in this domain is the complexity of the issue (Oxford et al., 2018). Moreover, the results of the studies are not fully generalizable and comprehensive concerning all EFL contexts. To Kumaravadivelu (2006), the notions of second language learning need to be examined in specific contexts in order to gain accurate and comprehensive interpretations that suit the current context best. Therefore, it is quite necessary to continue to conduct studies at different research sites in order to diversify the findings in the field and gain a better and deeper understanding within the current EFL context.

The present study aims to answer the following questions:

1. What sorts of language learning strategies (LLS) do EFL learners use?
2. How do variables such as gender and number of the years the learners have been learning English relate to their language learning strategy use?
3. Is there any relationship between EFL learners' language learning strategy use and their language achievement?
4. What are the perceptions of EFL learners in relation to employing LLS during L2 learning process?

### **Purpose Statement of the Study**

The aim of the current study is to investigate what language learning strategies that EFL learners employ at the School of Foreign Languages considering variables like gender and English learning span, and reveal the relationship between EFL learners' LLS use and their EFL achievement during online education. The dependent variables are defined as EFL learners' language achievement, gender and the year of learning English. The independent variable is defined as language learning strategies EFL learners use.

### **Significance of the Study**

The approach towards foreign language teaching has changed in the past few decades. Kumaravadivelu (2006) indicated that language learning is an ongoing process and it needs to be approached with its all variables. He also proposed that foreign language teaching needs to be formed based on "pedagogical and ideological perspectives" (p.170) concerning his post-method approach. He clearly indicated that it is not logical to define language only as a system and try to teach it through certain set of methods. Language constitutes of its system, discourse and ideology. Undoubtedly, this approach leads to reconstruct the centre of the education and creates a learning environment in which learners and learning objectives are major focuses through teachers' guiding. This change caused a significant increase in the number of studies concentrating upon the learner related notions.

Investigating the language learners' individual differences has become one of the significant phenomena in the field of EFL due to its noticeable effect on the learners' language learning journey in various ways. Among these individual differences, language learning strategy has taken the stage in order to answer the question of why some students have become more successful than the others despite of the fact that they study through the same learning opportunities such as teachers, learning objectives, environment, materials, learning goals and so on. Rubin (1975) aimed to find an answer to this question through revealing the qualities of "a good language learner" (p. 45) and the strategies they use. She also believed that "poor learners" (p.45) may make use of these strategies in order to improve themselves in L2. Oxford (1990) stated that thanks to LLS in learning contexts, target languages are learned in a much more pleasant, rapid, simple, sufficient and self-regulated way. Many studies have shown that language learning strategy use and language achievement has a significant and positive

correlation (Oxford, 1996; Ahmed Muhammed Abdulla, 2014; Toujani, 2016; Arslanbuğa, 2017; Hobak & Maygar, 2018). It is also proved that identifying language learning strategies and its relations provide opportunities for teachers to frame their context effectively considering the learners' preferences (Ehrman & Oxford, 2003; Brown, 2007; Sen & Sen, 2012; Pawlak & Oxford, 2018).

All in all, the current study is significant since it provides an in depth understanding into learners' academic achievement concerning language learning strategy use during online education. Since none of the interpretations of the previous works are generalizable for all EFL context, it is quite a necessity to examine these variables within the current EFL context in order to present narrative and accurate findings.

### **Limitations of the Study**

There are two major limitations in this study. First limitation is, the study carried out only at Çağ University with a sampling of the student population. Therefore, the study results are not generalizable to all EFL learners in Turkey. However, it would be an influential and a worthwhile source for those who share similar context and features. Second limitation is the scope of the study. The study focused on specific participants within a specific research site.

### **Review of the Literature**

English has been considered as one of the international languages around the world since the 18<sup>th</sup> century because of the fact that it has been used as a communication tool in many areas such as science, trade, art, diplomacy, technology, and so on (Crystal, 2003). People have become eager to learn English as a foreign language in order to catch the era and exist in the global arena. As a result, English has become compulsory second foreign language in many countries. Naturally, the theorists and researchers have aimed to describe how English is learned and improved over the years. The purpose of these studies was threefold: to present a valid language learning theory, to reveal the right methods and methodologies to employ the theory, to define the qualities of a proper second language teacher. Later, investigating the reasons for the successes and failures of language learners became one of the concerns of the field. Accordingly, many theorists and researchers started to study on language learners and the related issues (Spiro, 2013). Meanwhile, teacher-centred learning was superseded by student-centred learning. With this change, examining individual differences, including

language learning strategies, has become a significant issue since it has shed light on the field concerning the diversity in language learners' success and failures.

For the first time, the issue, language learning strategies, was coined in the 1970s. At first, the researchers studied language learning strategies in order to present the qualities of *a good language learner* (Rubin, 1987; Naiman et al., 1996; Reiss, 1985). Later, the studies have aimed to propose LLS classifications, explain the reasons for the learners' LLS choices, and describe the effects of LLS use on the learners' L2 development in the EFL and ESL context (O' Malley & Chamot, 1990; Oxford, 1990; Ellis, 1994; Cohen, 1996).

### **The definitions of the language learning strategies**

Over the years, many researchers have defined the term -language learning strategies- from different points of view. One of the earliest definitions of the term was proposed by Rubin (1987). She described the language learning strategies as the tools that learners use either consciously or unconsciously aiming to facilitate their progress of language learning which affects the L2 learning process directly. Bialystok and Frohlich (1977) stated that language learning strategies are the procedures that learners utilize aiming to raise linguistic proficiency and ease the learning process in the target language. O' Malley and Chamot (1990), who conducted studies more extensive and detailed in comparison to the previous studies in the field, defined LLS as the learners' conscious acts or behaviours aiming to understand, acquire, and use the new knowledge. Oxford (1990) defined the term as the specific and conscious steps of a language learner to facilitate the language learning process. Ellis (1994) stated that learning strategies refer to the behavioural or intellectual actions that individuals employ while acquiring or using L2. Additionally, Ghani (2003) described language learning strategies as the conscious actions that learners take to enhance their L2 language learning. From a different perspective, Brown (2007) defined language learning strategies as the learners' particular solutions to overcome the challenges they face during the L2 learning process. To Ortega (2013), LLS are the actions which can be taken by every individual deliberately at any time of the learning process to monitor and regulate the process. Language learning strategies are defined as the actions taken by the learners deliberately so as to become more successful in the target language (Mitchell et al., 2013). According to Cohen (2014), LLS are the ideas and the acts chosen and applied by the language learners on purpose when they need help performing any tasks regarding



English. Yet, to our knowledge, no researcher has claimed a certain definition that summarizes the whole concept alone. A number of authors have indicated that understanding terminology alone is not adequate since the issue is complex, open mystery, and fuzzy (Cohen, 2014; O' Malley & Chamot; Oxford, 1990; Rubin, 1975; Ellis, 1994) and stated that the language learning strategies need to be classified so as to explain the notion in detail and present an in-depth insight.

### **Classifications of LLS**

Bialystok (1978) believed that language learning strategies are used for enhancing the learners' L2 outcomes and raising their proficiency levels, and proposed a language learning strategy classification which consisted of four categories.

- Practical rehearsing the target language in order to produce authentic communication output.
- Monitoring the language learning process in order to create appropriate linguistic output.
- Rehearsing the formal components of the language, grammatical and syntactical.
- Reasoning and clarifying in order to understand the linguistic output in the target language.

Rubin (1981, as cited in Hardan, 2013) conducted a study aiming to identify what language learning strategies successful learners use and categorize these strategies through the students' and teachers' interviews, observations, and field notes. Consequently, she divided language learning strategies into two main categories, direct and indirect strategies. Accordingly, she proposed three main subcategories, learning strategies, communication strategies, and social strategies.

Learning strategies refer to the direct strategies and there are two main subcategories. Those are:

- Cognitive Learning Strategies are “clarification/verification, guessing/inductive referencing, deductive reasoning, practice, memorization and monitoring” (Hardan, 2013, p.1719).

- Metacognitive Strategies are related to “planning, prioritising, setting goals and self- management” (Hardan, 2013, p.1719).
- Communication strategies, the indirect strategies, are the techniques that learners use to overcome the possible language problems such as misunderstandings, gaps in knowledge, inhibition, and anxiety during a conversation.
- Social strategies are the steps taken by the learners aiming to interact with other people at any chance concerning enhancing their communication skills. She also emphasized that through social strategies, learners gain an opportunity to be exposed the target language (Rubin, 1981, as cited in Hardan, 2013).

O’Malley and Chamot (1990) criticized the classifications proposed by Rubin (1981) and Naiman et al. (1996). According to them, these classifications were only based on listing LLS. None of the second language learning theories were addressed and, no integration of LLS and the L2 acquisition was presented in these studies. Also, it was not clearly explained for what purpose the strategies are used by the learners. O’Malley and Chamot (1990) stated that “the approach in our work is that second language acquisition is best understood as a complex cognitive skill” (p.19). Therefore, they indicated that the framework they proposed was based on learning through “comprehensive model of cognitive skill” (p.19). Their classification aimed to present LLS within cognitive skills. However, O’Malley and Chamot (1990) underlined the fact that their classification overlaps with the previous works such as Rubin (1981) and Naiman et al. (1996) because of the fact that some of the subcategories are either same or similar to each other. Consequently, they divided language learning strategies into three main categories. Those are:

- Metacognitive Strategies are used to manipulate the language and transfer a new learned information from short term memory to long term memory. There are three main subcategories, planning, monitoring and evaluation. These are employed through “advance organizers, directed attention, functional planning, selective attention, self-management, self-monitoring and self-evaluation” (O’Malley & Chamot, 1990, p. 119-120).
- Cognitive Strategies enable learners to store a new information and retrieve it when it is necessary through “resourcing, repetition, deduction, imagery, auditory

representation, keyword method, elaboration, transfer, inferencing, note taking, summarizing, recombination and translation” (O’Malley & Chamot, 1990, p. 119-120).

- Social/affective Strategies are related to interacting with other people in the target language and gaining knowledge about the culture of the language through “cooperation, questioning for clarification and self-talk” (O’Malley & Chamot, 1990, p. 119-120).

Oxford (1990) proposed a comprehensive classification through SILL (Strategy Inventory for Language Learning) and aimed to describe language learning strategies for both teachers and learners to make use of in EFL and ESL field. Despite of few overlapping subcategories, she explained LLS in a more detailed way than the others did in the previous literature. Oxford’s taxonomy (1990) consists of two main categories, direct and indirect. She indicated that direct strategies refer to the language learning strategies which affect the L2 learning process directly. Indirect strategies refer to the language learning strategies which affect the L2 learning process indirectly.

Direct strategies were divided into three, memory strategies, cognitive strategies, and compensation strategies.

Memory strategies enable learners to keep new words in their memories and use these words when they need. In addition, learners are able to make use of these words spontaneously during a communication after a while. In order to emphasize the importance of these strategies, Oxford (1990) said that “Take CARE of your memory and your memory will take CARE of you” (p. 38). Each letter in CARE stands for subcategories of memory strategies. Oxford (1990) subdivided memory strategies into four. Those are:

- “Creating Mental Linkages (grouping, associating/elaborating and placing new words)
- Applying Images and Sounds (visual images, semantic mapping, using keywords)
- Reviewing Well (reviewing in carefully spaced intervals)
- Employing Actions (using physical response and sensation, using mechanical techniques)” (Oxford, 1990, p. 39).

Cognitive strategies were defined as essential sources in the field of EFL and ESL. These strategies enable learners to manipulate the language and make associations between a new learned and already existed knowledge. Oxford (1990) emphasized that cognitive strategies play an important role in learners' overall L2 achievement. Cognitive strategies were subdivided into four and these strategies are:

- Practicing (repeating, formally practising with sounds and writing system, recognizing and using formulas and patterns, recombining and practising naturalistically)
- Receiving and sending messages (getting the idea quickly and using resources for receiving and sending messages)
- Analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively, translating and transferring)
- Creating structure for input and output (taking roles, summarizing and highlighting). (Oxford, 1990, p.44)

Compensation strategies are used to cope with the challenges caused by the learners' inadequate or missing knowledge in the target language. That is to say, these strategies enable learners to understand and produce the language components related to four skills in spite of the language barriers. Oxford (1990) concluded that the learners who use compensation strategies become more fluent and accurate while speaking, they are able to identify and control their emotions easier and these learners experience less communication break downs, pausing, inhibition, language learning anxiety and misunderstandings than the ones who do not use compensation strategies. Compensation strategies were subdivided into two and these are:

- Guessing intelligently (using linguistic clues and using other clues)
- Overcoming limitations in speaking and writing (switching to the mother language, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words and using a circumlocution or synonym). (Oxford, 1990, p.48)

Indirect strategies were divided into three categories as metacognitive, affective and social.

Metacognitive strategies are based on understanding how learners monitor their L2 learning process and regulate it accordingly. These strategies are significant for learners in terms of staying focused, being aware of the errors/mistakes, evaluating the learning progress, realizing the strengths and weaknesses, raising the proficiency levels. Oxford (1990) also stated that the learners who employ metacognitive strategies become self-regulated and autonomous since they are quite conscious about their learning styles and they take responsibilities and actions to enhance their L2 learning process accordingly. Metacognitive strategies were subdivided into three. These are:

- Centering your learning (overviewing and linking with already known material, paying attention and delaying speech production to focus on listening)
- Arranging and planning your learning (finding about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task and seeking practice opportunities)
- Evaluating your learning (self-monitoring and self-evaluating). (Oxford, 1990, p.137)

Affective strategies are crucial in relation to managing feelings of EFL and ESL learners during the language learning process. Through affective strategies, the learners identify their feelings, express and share them with other people. They become capable of both dealing with the negative emotions such as anxiety, willingness to communicate, low self-efficacy etc. and appreciating the positive emotions such as performing a designed task appropriately, passing an exam, reaching the desired L2 proficiency level etc. Oxford (1990) pointed out that affective strategies become more useful when the other strategies like cognitive and metacognitive are used simultaneously. Affective strategies were subdivided into three. These are:

- Lowering your anxiety (using progressive relaxation, deep breathing and meditation, using music and using laughter)
- Encouraging yourself (making positive statements, taking risks wisely and rewarding yourself)

- Taking your emotional temperature (listening to your body, using a checklist, writing a language diary and discussing your feelings with someone else). (Oxford, 1990, p.141)

Oxford (1990) stated that language is a living and an ongoing phenomenon within social environment. Thus, social strategies need to be considered in the language learning process. Social strategies include learners' interaction with other people for different purposes in the target language. The learners diversify existed language input and output, experience peer-support and scaffolding, have opportunities to practice more, realize other people's feelings, understand the target language's culture and experience it, and use language components in more authentic settings within different real-life situations through social strategies. These strategies were subdivided into three. These are:

- Asking questions (asking for clarification and verification and asking for correction)
- Cooperating with others (cooperating with peers and cooperating with proficient users of the new language)
- Empathizing with others (developing cultural understanding and becoming aware of others thoughts and feelings). (Oxford, 1990, p.145)

To Cohen (2014), language learning strategies are the strategies for defining the new language objective, associating it with the other language objectives, and engaging it to the learners' memory to facilitate the L2 learning process. He categorized LLS into four subcategories. These are:

- Retrieval strategies are used for triggering the learners' memory in order to retrieve the needed language item from the storage.
- Rehearsal strategies are defined as the learners' continuous practises/rehearsals in order to remember what is learned in the target language.
- Cover strategies help the language learners to overcome the challenges they face because of the missing knowledge in the target language through clarification, simplification and verification.

- Communication strategies are employed by the learner aiming to convey the message correctly to the receiver.

Although he grounded his language learning classification on O' Malley and Chamot's (1990) and Oxford's (1990) language learning strategy taxonomies, Brown (2007) believed that the sub-categories of these taxonomies overlap and communication strategies were not explained adequately. Therefore, he claimed that language learning strategies need to be examined under two categories, learning strategies and communication strategies.

- Learning strategies refer to the actions taken by the learners in order to absorb, store and retrieve the knowledge.
- Communication strategies refer to the actions taken by the learners in order to transfer the knowledge verbally or nonverbally.
- The sum and substance of it, the former is related to the input process while the latter is related to the output process.

### **The theoretical background of LLS**

Rubin (1975) who is one of the pioneers of the issue focused on describing the term "the good language learner" (p.41), which was coined by her, by examining the strategies successful language learners use. She believed that it would provide an explanation why some learners are more successful than the others in the same classroom and provide sources for the educators to help "the poor learners" (p.41). She criticized the previous studies in relation to defining the reasons for the diversity among learners' achievement in EFL and ESL context. For example, despite of the fact that investigating aptitude is one of the useful sources to acknowledge learners' ability to learn the language, it is not an adequate or a valid source to explain the good language learners' qualities by itself. She mentioned that it does not provide any opportunities for less successful learners to become better since aptitude is mostly described as an inherited feature of human beings. Later, she also discussed the other two sources, motivation and opportunity. Although she agreed that these sources provided important clues to understand how some language learners become more successful than the others, it is a must to investigate learners' actions and attitudes to gain a deeper

understanding and a comprehensive explanation. Thus, she proposed the definition of the good language learner as a result of her study conducted in Hawaii and California through classroom observations, student and teacher interviews, and field notes. As a result, she claimed that the good language learner has six major qualities:

1. The good language learner is a great guesser and he/she applies this technique when there is an information gap in the context.
2. The good language learner keen on practicing in order to create association between the new knowledge and the existing knowledge.
3. The good language learner hesitates less than poor learner does while communicating in the target language. In other words, he/she is not afraid of looking weird in public.
4. The good language learner eagers to interact with other people to be exposed the target language and facilitate her/his communication skills.
5. The good language learner is able to monitor his/her own learning process.
6. The good language learner uses sources like “constantly analysing, categorizing, synthesizing” (Rubin, 1975, p. 47).

O'Malley and Chamot (1990) criticized the previous researches in the literature because they believed that no study had yielded a comprehensive and an enlightening interpretation or explanation related to the issue by then. Accordingly, they aimed to investigate the strategies used by both foreign language learners and native language learners through four longitudinal studies. The studies were based on these following two specific goals, explaining how second language is acquired by the learners, both foreign and native, and how LLS affect the L2 acquisition process. O' Malley and Chamot (1990) criticized Rubin (1975) and Naiman et al. (1996) regarding their LLS classifications since these classifications were not grounded any theory. According to them, the differences between metacognitive and cognitive strategies were not presented clearly because of the overlap between subcategories. Furthermore, they claimed that the classification of language learning strategies needs to provide an insight aiming to explain the functions of the strategies in detail, the interplay among these strategies, and the effects of the strategies on the L2 acquisition process. Hence, O'Malley and Chamot (1990) claimed the language acquisition needs to be examined based on the cognitive theory and language learning strategies need to be defined and classified concerning



what role they play within cognitive skills correspondingly. Therefore, they based their framework on Anderson's ACT (Active Control of Thought) model, which defines language as an ongoing and dynamic phenomenon and states that L2 language acquisition consists of three main stages, cognitive, associative and automatic/rapid (Anderson,1983). O'Malley and Chamot (1990) believed that applying cognitive theory to the studies related to LLS is necessary since language learning strategy use works the same as the L2 acquisition process. The interpretations of the studies, conducted with 30- 35 students and a few teachers through individual interviews, classroom observations and field notes, were summarized as follows:

1. The beginner level students used language learning strategies more than intermediate level students did.
2. The social/affective strategies were generally used less in comparison to the other strategies, metacognitive and cognitive.
3. Despite of the fact that the teachers provided inadequate instructions concerning language learning strategy use, learners tended to use the strategies in the classrooms and were eager to learn more about the issue.
4. While effective listeners used various strategies and keen on trying new strategies, ineffective listeners constantly used the same strategies.
5. The learners who use various language learning strategies both in the classrooms and outside the classrooms were the ones who were much more motivated, autonomous and good at problem solving, accordingly these learners' L2 acquisition processes were affected positively.
6. Lastly, the teachers' language learning strategy use instruction make a significant difference regarding the EFL and ESL learners' frequency of language learning strategy use, since it provides guidance and support for the learners.

Oxford (1990) criticized the previous works' attempts in different perspectives. The previous studies aimed to identify L2 acquisition and learning separately. Yet, she believed that learning and acquisition are related to each other within learning continuum, and she coined a new term, "language-acquisition" (p. 4). Also, she indicated that language learning strategies may exist during any parts of the language-acquisition process. According to her, although the previous studies attempted to define the language learning strategies and explained the importance of language learning

strategy use concerning the learners' L2 achievement, they neglected to display how these interpretations exist in real classroom settings. In addition, she pointed out that the effects of LLS use on teachers of EFL and ESL also needed to be taken into consideration. Lastly, she underlined the fact that only a few studies in the field examined the assessment and the training of LLS in detail. As a result, Oxford (1990) published her book called "Language Learning Strategies: What every teacher should know" which was accepted as a seminal and worthwhile source for the field of EFL and ESL.

Oxford (1990) described the qualities of LLS in a more detailed way in comparison to other researchers in the field. She defined the major goal of LLS as the improvement of the communicative competence in the target language and clearly stated that these strategies have different contributions both in general and specific ways. For instance, metacognitive strategies enable language learners to regulate the language learning processes, while social strategies foster learners to interact with other people within different contexts. Moreover, cognitive and compensation strategies have positive effects on improving communication skills in terms of preventing communication breakdowns, using appropriate communicative competence, building the link between the new and existing knowledge. Besides these general contributions mentioned above, there are some specific language concepts get affected in a positive way such as grammatical, discourse, sociolinguistic and strategic competence. Oxford (1990) stressed out that none of these strategies are more important than the other. All of them are equally important and they usually facilitate one another in order to raise learners' L2 achievement.

Secondly, Oxford (1990) clearly states that the learners get involved into the language learning process directly and they become self-regulated and autonomous after a while through language learning strategy use. It also raises learners' self-efficacy beliefs.

According to her point of view, the strategies can be taught by the teachers through LLS training. Although learners use strategies unconsciously and automatically after a while, most of the learners need to be assisted to understand why language learning strategy use is important, what for they are used and what strategies suit best to what L2 competence. Accordingly, teachers' roles in L2 process were redefined by Oxford (1990) considering the integration LLS into L2 process. Teachers are responsible for not

only teaching the language competence, but also teaching what language learning strategies refer to, and how these strategies are used within four language skills.

Furthermore, she emphasized that teachers are able to enhance learners' L2 process in various ways by integrating LLS into their teaching context. Specifically, she stressed out that less successful learners can be scaffolded to become better in the target language and their language learning processes are facilitated thanks to the language strategy training.

Another point of view is that the learners become more successful at solving problems they face while learning English through LLS such as using body language, predictions, controlling emotions, planning, defining the problems.

Oxford (1990) added that it is not logical to examine LLS only within cognitive skills since they affect and get affected by many other notions in the field. She believed that language learning strategies are not observable directly time to time and she offered to investigate the reasons for language learners' LLS use preferences since learners usually use these strategies unconsciously or automatically. Therefore, Oxford (1990) aimed to present a valid and reliable tool to measure EFL and ESL learners' language learning strategy use and accordingly she developed the inventory called "Strategy Inventory for Language Learning Strategies (SILL)" which has been studied on and used by many researchers as an instrument for numerous studies over the years. To some of the researchers, the inventory is a cornerstone concerning investigating language learning strategies in the field of EFL and ESL (Cohen, 2014; Hardan, 2013; Ehrman et al., 2003; Altan, 2003; Griffiths, 2004; Brown, 2007; Yilmaz, 2010). Afterward defining the qualities of a good language learner and LLS, many researchers have conducted various studies in order to identify what strategies language learners employ in their unique EFL and ESL context. Oxford (2003) said that "a given strategy is neither good or bad; it is essentially neutral until the context of its use is thoroughly considered" (p.8). According to Anderson (2005), effective language user (learner) is generally aware of that language learning strategies become more beneficial provided that they are used in an orchestrated way.

### **Online Education and LLS use**

Covid -19 is an ongoing pandemic that emerged by early 2020. Since then, the authorities have taken precautions (closing public areas like schools, shops, working areas, and malls and setting up time restrictions) to lessen the spread of the disease. As a

result, every college and university in the world had to switch to online learning instead of face-to-face education. Online education has been used in the field of language learning/teaching over the past 20 years with the advancement of technology. (Baytak, 2014). Online education appeared with the development of Web.1 tools which refers to document-based and one-way interactions. After a while, Web.2 tools (effective presentation, interactive learning, evaluation, feedback, and massive open online courses) were formed based on Interactive Web perceptions. In addition, social-media sources like Twitter, Instagram, and Facebook have been integrated. Online education has been adapted to language learning contexts in three ways: in support of traditional education, blended learning, and fully online. Grammar, vocabulary, reading, listening, speaking, pragmatics, and intercultural competence can be taught via the enchantment of technology (Chapelle, 2016). In the field, many researchers investigated the effects of online education on learners' L2 learning process. To Zammit (2020), online education sources ease L2 learning since they are flexible, affordable, revisable, and accessible for language learners. She concluded that adult learners perform better in four skills of the language, create input and output, ask for clarification and verification, interact meaningfully, maintain conversations, and employ LLS more frequently through online education sources. Online learning experiences of L2 learners create positive influences on learners' LLS use such as diversifying the ways of employing LLS and widening the range of LLS use (Xiao and Hurd, 2007).

### **The studies on LLS**

There was consensus that overall language learning strategies use of EFL learners was at a moderate level in some EFL context based on Oxford's SILL mean classification (Oxford, 1990; Bölükbaş, 2013; Höl & Erarslan, 2014; Zarei, 2013; Dawadi, 2017; Mantano, 2017; Kineş, 2018). According to a few studies, metacognitive strategies were identified as the most frequent used strategies by EFL learners in comparison to the others which are compensation, cognitive, memory, affective and social (Bölükbaş, 2013; Höl & Erarslan, 2014; Balcı & Üğüten, 2018; Abdul-Ghafour & Alrefaee, 2019;). For instance, as a result of an extensive study, both successful ESL and EFL learners mostly employed metacognitive strategies so as to form accurate language output (O'Malley & Chamot, 1987, as cited in Griffiths, 2004). Sen and Sen (2012) aimed to find out the LLS that EFL learners employ and concluded that metacognitive strategies (M= 3.30) ranked the highest and followed by compensation

( $M=3.08$ ) and social strategies ( $M=3.02$ ). Suwanarak (2019) conducted an experimental research and ascertained that EFL learners mostly made use of the organizational, motivation and goal-oriented strategies such as clarifying, practising, cooperating, interacting, monitoring, planning and reviewing. Dawadi (2017) indicated that metacognitive strategies calculated as the most frequently employed language learning strategies while affective strategies defined as the least employed strategies for Nepalese students. Like Dawadi (2017), Razi (2012) also obtained the similar results for Turkish ELT students and indicated that the students made use of compensation and metacognitive strategies at a high level of frequency while they made use of affective and social strategies less frequently. On the contrary, Zarei (2013) stated that affective strategies ranked as one of the most frequently used language learning strategies by EFL learners of Islamic Azad University, Iran. Abedini et al. (2011) investigated what strategies that Iranian undergraduate learners employ during L2 acquisition and they set forth cognitive strategies preferred most whereas metacognitive strategies preferred least among the learners. In a different study, social strategies had the highest mean score ( $M=4.10$ ) whereas memory strategies had the lowest score ( $M=2.40$ ) which indicated that Saudi learners gave importance to communicate with other people in English rather than improving the vocabulary knowledge (Ayed Al-Khaza'le, 2019). Hashim and Sahil (1994) also proposed similar results to him. They indicated that memory strategies were the least preferred strategies by both successful male and female learners. Similarly, Sadighi and Zarafshan (2006) interpreted that memory and cognitive strategies were employed least by the freshman university students in comparison to the other LLS subcategories. Ehrman and Oxford (1995) conducted a study with 855 adult English language learners and concluded that compensation strategies had the highest mean score ( $M=3.16$ ) followed by social ( $M=3.15$ ) and cognitive strategies ( $M=3.10$ ) which showed that the learners were keen on improving their communication skills and language competence in the target language. Yilmaz (2010) stated that compensation strategies had the highest rank followed by metacognitive strategies based on the empirical study investigating Turkish EFL learners' strategy use frequency levels. Another study, conducted with 263 Turkish EFL learners, showed that adult learners used metacognitive, compensation, and social strategies at a higher level of frequency, in comparison to the others, cognitive, memory, and affective. (Sarıçoban & Sarıcaoğlu, 2008).

Besides than presenting what language learning strategies that learners employ during L2 learning process in different contexts, the researchers also focused on investigating how and to what extent other variables of the language relate to the learners' language learning strategy choices. Oxford (1990) indicated that learning aims (objectives) and responsibilities given by teachers as main determinative factors while choosing LLS to use. She also mentioned about motivation types specifically. For example, a learner who has integrative motivation is eager to use different types of strategies during L2 learning process while a learner who has instrumental motivation only prefers to use the strategies which positively affect her/his grades and proficiency level. In another study, Oxford (2003) interpreted that language learning strategy choices are mainly based on the learners' learning styles, personality types, biological differences, and attitudes towards the target language. Cohen (2003) proposed a schema to explain how LLS strategy choices of the language learners are framed during acquiring and using the target language. There is an active relationship between learning tasks, learning styles and learning strategies. He believed that language learners deal with the learning tasks based on their learning styles which are employed through learning strategies. Later, Cohen (2014) defined age, learning environment, culture, proficiency level, and educational background as crucial factors which cause the variety in learners' language learning strategy choices. Ellis (1994) examined what affects learners' language learning strategy choices and the relationship between language learning strategies and L2 development. As a result, personal background, age, sex and motivation types were defined as the prominent factors which affect language learners' LLS choices. To him, female learners used language learning strategies more often than the male learners did. Yet, both were eager to employ language learning strategies into their L2 process as much as possible and conscious about the functions of these strategies. Same as Ellis, Ehrman and Oxford (1988) studied how gender of the language learners affect LLS choices and they concluded that female learners tend to use a wider range of learning strategies than male learners do. Gu (2002) also concluded that female learners used LLS more frequently and effectively in comparison to the male learners and claimed that the society's high expectations for women gave rise to this difference. In her overall LLS reviewing paper, Griffiths (2004) also mentioned that female learners have been aware of the functions of LLS more than male learners have. Therefore, they are more likely to employ learning strategies in the process of learning L2. Unlike Griffiths (2004), Dawadi (2017) stated that male EFL learners employ

overall LLS and subcategories of LLS more frequently than female learners do as a result of an empirical study conducted with 370 undergraduate Nepal students. As a result of the quantitative study with 50 university learners, Zarei (2013) also concluded that gender is a determinant factor in favour of male learners. Another study investigating whether learners' gender is a determinant variable or not in accordance with LLS choices deduced that there was not a significant difference between male and female learners' overall LLS use and frequency (Hashim & Sahil, 1994). However, female learners employed affective strategies slightly more than male learners did and it implied that female learners were better at defining and controlling their emotions during L2 learning process. Similarly, Yılmaz (2010) found out only affective strategy use of the learners presented a significant difference in favour of female learners. Kineş (2018) also indicated that there was no statistically significant discrepancy between female and male learners in terms of overall LLS use. However, the results pointed out that the mean scores for social and metacognitive strategies were higher in favour of female learners which showed that female learners used these two subcategories of LLS more than male learners did. As a result of an empirical study conducted with 324 EFL learners, Arslanbuğa (2017) concluded that gender was a determinant factor concerning using memory, cognitive, compensation, metacognitive, affective and social strategies. Female learners' mean scores of LLS use for all six subcategories were higher which showed that female learners applied LLS more frequently than the male learners did.

Like gender, the effects of the learners' English learning span concerning LLS use have also investigated by some researchers. Oxford and Nyikos (1989) declared that more experienced learners, studied English at least 5 years, clearly used wider range of LLS which raised their intrinsic motivation at a certain level. Accordingly, these learners' overall L2 achievement were higher than the less experienced learners, studied English less than 5 years. Kineş (2018) investigated how EFL learners' English learning span relate to their overall and subdomains of LLS use and he concluded that even though there was a slight difference in the use of LLS in favour of the learners who studied English longer than the others, no statistically significant result was calculated in the study. Razi (2012) stated that that there was not a statistically significant difference between the two ELT groups, the ones whose English learning span was at least six years and the ones whose English learning span was less than six years which indicated that English learning span was not a determinative factor concerning ELT learners' language learning strategy use for this study. Sadeghi and Attar (2013) also

investigated the relationship between LLS use of EFL learners and the years the learners have studied English and they deduced that no statistically significant relationship was calculated which proved that the year of learning English did not create any effect on LLS use of Iranian EFL learners. One of the key factors which affect learners' LLS choices and their frequent and efficient LLL use is language learning strategy- based instructions during L2 learning process (Oxford, 1990). Brown (2007) stated that studying on language learning strategies have become a necessity for the field because of the fact that there is not a certain method(technique) or methodology accepted as valid or appropriate for each classroom in the world. He also added that it is still vague how some learners become more successful than the others. Brown (2007) said that "teaching learners how to learn is crucial" (p. 140). Like many researchers (Anderson, 2005; Cohen & Weaver, 2006; Ehrman & Oxford, 1990; Rubin, 2013), Brown (2007) also claimed that language learning strategy -based instructions facilitate learners' L2 achievement and support learners to become autonomous. Cohen (1996) conducted an experimental study with 55 intermediate language learners aiming to examine the effects of LLS use on foreign learners' speaking achievement and performance through strategies-based instructional treatment. He concluded that the ones who employed LLS during speaking tasks and exams with the help of instructors' strategy-based instructions were better at speaking performance and grades of these students raised. Also, Oxford (2003) mentioned that L2 strategy instructions foster learners to become proficient language learners. Cabaysa and Baetiong (2010) claimed that the frequency of language learning strategy uses and learners' speaking proficiency level provided mutual benefit when the learners' awareness of LLS use raised thanks to their teachers' guidance and supports.

One of the major inquiries of the field of EFL has been to understand the reasons for language learners' successes and failures. Therefore, investigating how language learning notions relate to the learners' L2 achievement and how these notions affect learners' L2 development have become major concerns of the field. Language learning strategies and learning styles are described as the most foremost variables which affect language learning process and L2 success positively (Oxford, 1990). Ehrman and Oxford (1995) examined whether five notions of the language, cognitive aptitude, learning strategies, personality, motivation and learning styles, affect learners' L2 success or not and concluded that motivation and individual differences, learning styles and learning strategies, had the highest positive correlation with the learners' L2



achievement. According to Oxford and Nyikos (1989), unlike motivation, learning strategies can be taught, which means that every language learner might experience the benefits of LLS use in the process of learning L2. Cajski (1999) discussed how language learning strategies can be thought the advanced language learners and he claimed that conscious language learning strategies use of the learners provides a great contribution to these learners' L2 performances inside and outside the classroom environment. Griffiths (2004) claimed that if language learning strategies employed "eclectically", they could be defined as prominent factors which advance learners' L2 knowledge and performances. According to Yapıcı and Bada (2004), the integration of LLS into the EFL context is a must regardless of learners' individual differences like department, educational background, motivation type, and so on since LLS use affect L2 achievement at a certain level. Some of the studies conducted in the field, with adult learners aiming to investigate LLS use and its relationship with EFL achievement, indicated that overall LLS use and EFL achievement of the learners correlated positively and significantly (Ellis, 1994; Oxford, 1990; Cohen, 2014; Tahari et al., 2019; Balcı & Üğüten, 2018; Abdul-Ghafour & Alrefae, 2019; Ghani, 2003). Pineda (2010) said that "Effective LLSs can also help "unsuccessful" students realize why they are "unsuccessful," and assist learners in planning their learning" (p.97). Likewise, Baş (2012) indicated that learners' positive attitudes towards English, metalinguistic awareness, and achievement have raised by virtue of using LLS at a certain level. 23 scholars, who named themselves as IPOLLS, the International Project on Language Learner Strategies, carried out a survey whose results were considered as both useful and controversial (Cohen, 2014). The survey aimed to investigate the relationship among the language learners' short and long-term goals, the individual differences and their LLS use. Based on the findings, through language learning strategies, not only learners' L2 development were facilitated but also L2 learning process became easier, more likable and rapider for the learners (Cohen, 2014). In addition, Griffiths and Cansız (2015) stated that employing language learning strategies into the L2 learning process at a certain level both foster learners to become more successful and support them to overcome possible challenges on the way of learning the target language. Abedini et al. (2011), Höl and Erarslan (2014) and Al- Ma'amari (2015) signified that there was a positive and statistically important correlation between EFL learners overall LLS use and their proficiency level in the target language. Therefore, they induced that when LLS use of the learners increases, their L2

proficiency level increases as well. To Hashim et al. (2018) being successful and reaching the desired proficiency level in the target language is related to the learners' proper and moderate usage of LLS. According to Çelik and Toptaş (2010), learners' regular and conscious language learning strategy use raised learners' success related to vocabulary proficiency in English. Montano (2017) and Maftoon and Seyyedrezaei (2012) clearly stated that language learning strategy use of the learners fosters language learners to become more competent in four language skills, especially reading and writing, at a certain level. As a result of a quantitative research conducted with 219 Thai EFL learners, it is indicated that using LLS regularly and appropriately enhanced the learners' L2 success (Suwanarak, 2019). On the other hand, Altan (2003) and Sarıçoban and Sarıcaoğlu (2008) asserted that language learners overall L2 achievement did not correlate the overall LLS use of the learners at a significant level. Both studies presented that there was only positive and significant correlation between overall L2 achievement and compensation strategies. Over and above, the use of affective strategy and learners' overall L2 achievement correlated negatively at a significant level (Sarıçoban & Sarıçaoğlu, 2008). Fewell (2010) stated that no positive significant relationship was calculated between LLS use of Japanese university students and their English proficiency level and Ella (2018) indicated the same result for Philippine high school students as well.

Revising the literature, language learning strategies are the actions or behaviours that learners employ during any time of L2 learning process. Many classifications of these strategies have been proposed by different researchers. Even though these classifications' subcategories and their content slightly differ from each other, most of them overlap in terms of having quite a similar aim and focus which is related to revealing a comprehensive LLS listing. Based on the previous studies, it is obvious that the learners' language learning strategy choices were affected by different variables at different levels. Among these variables, studying through online education is one of the prominent ones, which the current study has taken into consideration while interpreting the results since the participants study through fully online education. Moreover, several researchers advocated that the use of accurate and wide range of language learning strategies correlated positively with EFL learners' L2 achievement.

## 2. METHODOLOGY

### 2.1. Research Design

This study is designed as a mixed method approach, including both quantitative and qualitative research designs, aiming to reveal the relationship between EFL learners' language learning strategy use and their language achievement regarding variables such as gender and the years of learning English at the School of Foreign Languages at Çığ University during online education.

A quantitative research method seeks to gain results by computing and interpreting the variables (Apuke, 2017). Among the quantitative research methods, the correlational research design was used in this study to identify the relationship among the variables. Fraenkel et al. (2012) state that correlational studies mainly aim to investigate the relationship between two or more variables within the same subjects. Major characteristics of correlational design have been explained by Drummond and Murphy-Reyes (2018). They claimed that variables need to be described and explained in detail and the data of these variables are gathered from one group of participants. They added that the researchers present no manipulation or treatment on the variables at the beginning and the end of the study. The Coefficient correlation, which is indicated by letter  $r$ , is stated as a major characteristic of the correlational research design. It presents not only the correlation among variables but also the strength of the correlation statistically.

As Şahinkarakaş (personal communication, October 11, 2019) stated, qualitative research design is based on investigating people's words and actions to gain in-depth knowledge of the inquiry. She added that it enables the researchers to widen their horizons, and put a new complexion on the study through narrative and descriptive data collection tools such as interviews, observations, field notes and relevant documents. Among these tools, semi-structured interviews were conducted in order to enrich the quantitative data and get a deeper understanding concerning participants' LLS use.

As in other fields related to social sciences, the mixed method approach has been highly preferred by the scholars and the researches in the field of EFL and ESL. Pardede (2019) indicated that the mixed method research design is basically about blending quantitative and qualitative research design, concerning a single study. According to

him, one of the noteworthy strengths of the design is that researchers are able to diversify the interpretation of the results while trying to answer their research problems.

## 2.2. Participants

450 students enrolled in EFL classrooms at the beginning of the year at the School of Foreign Languages, Çağ University. Through the Placement Test, the classrooms are divided into three language proficiency levels at the beginning of the year; 23 classrooms for beginner students, five classrooms for elementary students, and three classrooms for pre-intermediate students at the beginning of the year. Whereas beginner classrooms consist of approximately 11 students for each classroom, the other two levels have 21 students for each. Since each member possesses an independent and equal chance to involve in the study and the sample size is large, the random sampling technique was used to select the participants for this study. Excel was used to generate the random sampling in order to avoid time-consuming. 139 students, 77 of who are females and 62 of who are males, assigned as participants of the study (see table 1).

**Table 1.**

*Gender Distribution of the Participants*

<b>Groups</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Male	62	44.6
Female	77	55.4
Total	139	100

The age of the participants ranges from 18 to 22 and the majority of the students' mother tongue is Turkish. The other demographic information was the number of the years that participants study English. Since 7 was the median number concerning participants' English learning span, participants were divided into two groups as the ones who studied English at least 7 years and the ones who studied English less than 7 years by the researcher. Based on Table 2, 70 (%50,4) participants studied English less than 7 years and 69 (%49,6) participants studied English at least 7 years.

**Table 2.***English Learning Span Distribution of the Participants*

<b>Groups</b>	<b>Frequencies</b>	<b>Percentages (%)</b>
Less than 7 years	70	50.4
At least 7 years	69	49.6
Total	139	100

The participants study four skills, listening, speaking, writing, reading, and grammar (coursebook) on the basis of the curriculum, aiming to reach the upper-intermediate level at the end of the year. Students are educated by two foreign and a Turkish teacher through the same text-books and materials. Students' lesson hours change based on their level. Beginner students study the coursebook (mainly about grammar skills and vocabulary knowledge) with their Turkish teacher for 20 hours and skill lessons (listening & speaking and reading& writing) for eight hours with their two foreign teachers in a week. They study English through online education because of Covid-19 pandemic. As an online education tool, Zoom was used to hold the lessons. Elementary and pre-intermediate students study the coursebook for approximately 15 hours and skill lessons for almost six hours. Based on the language policy of Çağ University, the lesson schedule of the Foreign Languages School is pretty intense since the language of education for every department is English except for vocational school and each student needs to know English at a certain level to succeed in their department. Progress tests, quizzes and a final exam, are given in the same order and at the similar time for each classroom on the Moodle platform, official website of Çağ University. The assessment criteria and the passing grade (minimum passing grade is 60) are the same for all the students regardless of their levels and classrooms at the end of the year. Students' passing grades are formed by calculating 40 % of the yearly total and 60% of the final exam. The consent forms were given through Google forms to inform students about the study and receive their permission (see Appendix 2). The semi-structured interviews conducted with nine EFL learners, four of who are females and five of who are males. The convenience sampling was used to select the interviewees since the time when the interviews conducted the participants of the study were being educated through online education.

### 2.3. Instruments

In order to collect the data, the researcher employed three instruments: To gather information about the EFL learners' language learning strategy use, Strategy Inventory for Language Learners (SILL), to measure the learners' foreign language achievement, Progress Test results, and to gain a deeper understanding about the EFL learners' LLS use, semi-structured interviews. Strategy Inventory for Language Learners (SILL) was used as a quantitative instrument in order to examine what language learning strategies EFL learners' use at the School of Foreign Languages. The SILL was developed by Oxford (1990). There are two versions of the scale. Version 5.1 aims to investigate English speakers' language learning strategies while learning a foreign language. Version 7.0 is based on revealing language learning strategies of other language speakers while learning English. Undoubtedly, version 7.0 was used in the current study since the participants are EFL learners. The scale consists of 50 items within 6 subscales. Based on the classification of Oxford (1990), the first three subcategories: *memory, cognitive and compensation* defined as the direct strategies of LLS, and the other three subcategories: *metacognitive, affective and social* defined as the indirect strategies of LLS. The answers of the inventory are presented as 1=*Never or almost never true of me*, 2=*usually not true of me*, 3=*somewhat true of me*, 4=*usually true of me*, 5=*always or almost always true of me*. Oxford and Burry-Stock (1995) categorized the mean scores of the items of SILL as high, from 3.5 to 5.0, medium, from 2.5 to 3.4, and low, from 1.0 to 2.4. In this study, the descriptive statistics of the respondents' LLS use were interpreted considering this categorization. In order to prevent any possible vagueness by virtue of participants' mother tongue, the Turkish version of the inventory back translated and adapted by Cesur and Fer (2007) was used in this study (see Appendix 3). All the items in the scale (Cesur & Fer, 2007) were examined one by one with regard to ensure that each item is comprehensible for the respondents. As a result, few items of the scale were rewritten, in terms of changing some words, by the researcher with the help of the supervisor and a few colleagues. The researchers' permission was obtained through e-mail in order to use the scale in the current study. Cesur and Fer (2007) aimed to investigate the reliability and validity of the Turkish version of SILL. The Pearson correlation was calculated ( $p=0.1$ ) aiming to demonstrate the consistency rate between two versions of the scale, The Turkish version of the SILL and SILL by Oxford. The scale also defined as reliable and valid ( $r=0.92$ ). Over the years,

the inventory has been preferred by many researchers in social science studies. Oxford and Nyikos (1989) defined the inventory as reliable ( $r=.96$ ) through a research conducted with 1200 university students. They also found out the scale's content validity as .95. Ardasheva and Tretter (2013) found Cronbach alpha .90 in their study aimed to investigate the validity of SILL. For this study, the general reliability of the scale was calculated and Cronbach's Alpha value was found .93 which indicates a reasonable level of internal consistency.

The Progress Test results were used as a second instrument in this study to assess learners' EFL achievement. The Progress Test was prepared by the test office at the Foreign Language School. Four main sections, reading, writing, coursebook, listening, were included in the exam. Questions were prepared based on the curriculum objectives and text-books which have been assured by Pearson Education. Learners' listening, writing, reading and grammar skills were assessed online through Moodle platform, the official website of Çağ University, on the same day. The institution states progress test is 100 points grade test that 15 points for reading, 50 points for the coursebook (grammar skills), 20 points for listening, and 15 points for writing. The reason to choose the progress test is that it measures all four skills at the same time and contains all of the aimed objectives in the curriculum. Accordingly, it provided an overall EFL achievement measurement for the learners. Therefore, each participant's total grade from the Progress Test was used in the study. The reliability of the Progress Test is assessed by Pearson Education every year.

Lastly, semi-structured interview was used as the qualitative data collection instrument in order to enrich and support the quantitative data considering EFL learners' LLS use. Semi-structured interview questions were prepared by the researcher (see Appendix 4). In order to raise the reliability of the questions three colleagues' and thesis advisor's opinions obtained via e-mail. Interview questions consist of 7 open – ended questions so as to give participants opportunity to express themselves clearly and freely. One of the main reasons to choose semi-structured interviews instead of structured interviews is that the researchers do not limit the participants words (answers) through structured questions. Thus, the researcher was able to reach out more detailed and narrative data for the study and it provided a better insight into the research while interpreting the findings.



#### **2.4. Data Collection Procedure**

The study was carried out at the School of Foreign Languages, Çağ University in Turkey during online education. First of all, Çağ University's ethic committee permission was obtained to apply the questionnaire (SILL), conduct the semi-structured interviews, and use learners' Progress Test results. Secondly, consent forms were given to the participants to inform them about the study and gain their permission to conduct the semi-structured interviews and obtain Progress Test results. Afterwards, SILL, which lasts nearly 20 minutes to complete, were given participants online to examine their language learning strategies use. Later, participants' Progress Test results were taken from the institution via e-mail to measure their' EFL achievement. Lastly, semi-structured interviews were conducted through Zoom with nine participants and each interview lasted about 20 minutes. The quantitative data obtained from SILL and Progress Test results were analysed through SPSS and the qualitative data obtained from the semi-structured interviews were analysed through content analysis and the analyses were gone through several times with the help of some colleagues.

#### **2.5. Data Analysing Procedure**

The quantitative data which was obtained from SILL and the Progress Test results were analysed through computer coding and processing with the Statistical Package for the Social Sciences (SPSS).

At first, SILL, the Progress Test results and the Background Questionnaire were analysed through inferential statistics to get detailed information separately. Background questionnaire, which includes learners' gender and English learning span, was analysed through descriptive statics in order to present participants' demographic information. The frequencies of these variables were presented in separate tables.

Later, mean scores, standard deviations, and frequency of the scale items were analysed trough descriptive statistics to answer the first research question which targets to find out what LLS that EFL learners use. Respondents' LLS use scores were presented in separate tables in detail.

Independent Samples t-Test was conducted to answer the second research question of the study which aims to find out whether gender and English learning span of the participants are determinant factors or not in terms of their LLS use. Groups mean scores were compared in terms of considering general LLS use, the subcategories of the



scale and each item of the scale. The statistically significant difference level used in this study is  $p=.05$ .

For the third research question, Pearson product-moment correlation, which is represented by letter  $r$ , was applied to the data to assess the statistical relationship between the variables, LLS use of EFL learners and their EFL achievement. The correlation coefficient was used to obtain not only the direction of the correlation but also the strength of the correlation.

For the fourth research question, content analysis was conducted to analyse the qualitative data which was gathered from semi-structured interviews. Accordingly, four basic steps: transcribing the interviews, developing the codes, emerging categories, and revising the analysis were followed. The records of the interviews were gone through several times not to miss a point while analysing the qualitative data.

### 3. RESULTS

#### Introduction

The aims of the study were threefold: firstly, to find out what language learning strategies that EFL learners prefer to use and the perceptions of the learners in relation to using LLS, secondly, to investigate whether gender and English learning span of the learners are determinant factors or not concerning LLS use, thirdly, to examine the relationship between these learners' LLS use and EFL achievement during online education. Both quantitative, obtained from SILL and Progress Test, and qualitative data, obtained from semi-structured interviews, were analysed and the results were presented in detail.

#### Language Learning Strategies Used by EFL Learners

The first research question was related to finding out what sorts of language learning strategies EFL learners use.

In order to answer the question, the mean scores and standard deviations of overall SILL and sub-domains of SILL were presented in Table 3.

**Table 3.**

*Descriptive Analysis of Overall and Sub-Domains of SILL Regarding EFL Learners' LLS Use*

<b>Strategy</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Metacognitive	139	3.85	.81
Social	139	3.76	.77
Memory	139	3.33	.66
Cognitive	139	3.33	.66
Compensation	139	3.25	.72
Affective	139	3.06	.72
Overall	139	3.43	.57

*Note.* N= Number of the participants M= Mean and SD= Standard Deviation

*Note.* Oxford and Burry-Stock (1995) classified mean scores as three levels, high from 3.5 to 5.0, medium from 2.5 to 3.4, and low 1.0 to 2.4.

As seen in Table 3, the mean score for overall SILL was found as  $M= 3.43$  which shows that EFL learners generally employ language learning strategies at a medium level based on Oxford and Bury-Stock's (1995) mean scores classification.

Based on the descriptive analysis, metacognitive strategies had the highest mean score ( $M=3.85$ ) in comparison to the other subcategories which shows that EFL learners employed metacognitive strategies more than they employed any other subcategories. Also, the mean score for metacognitive strategy use indicated that EFL learners employed these strategies at a high level. Metacognitive strategies are used in order to monitor and regulate the L2 learning process through planning, organizing, evaluating and taking responsibilities during the process.

Social strategies ranked as the second highest preferred language learning strategies among EFL learners at Foreign School of Çağ University. Mean score for social strategies was calculated as  $M=3.76$  which points out that social strategies were also employed at a high level like metacognitive strategies. Social strategies are related to having social interactions with others in the target language through cooperating, clarifying, acknowledging the target language's culture, and verification.

According to Table 3, memory and cognitive strategies, both defined as direct strategies, were employed by the participants at the same level since they had the same mean scores. The mean scores for these two subcategories were found  $M=3.33$  and the usage of these strategies was at a medium level. Memory strategies are employed aiming to store a new learned knowledge and retrieve the knowledge when it is necessary through grouping, reviewing, creating mental linkages, and visualizing. Cognitive strategies refer to manipulation of the language by practising, repeating, summarizing, reasoning, and improving L2 competences through reading, listening, watching and writing in the target language.

Compensation strategies had the second lowest mean score ( $M=3.25$ ) in Table 3. Similar to the memory and cognitive strategies, compensation strategies were also used by the participants at a medium level. EFL learners utilize the compensation strategies such as switching to L1, circumlocution, pausing, avoiding, and using the body language to overcome the language barriers which originate from the knowledge deficiency in the target language.

Affective strategies ranked as the sixth and the least preferred subcategory in the use of language learning strategies of EFL learners. The mean score for affective strategies was found  $M=3.06$  which means that they are used by the learners at a medium level

according to Oxford-Burry-Stock's mean classification. Affective strategies are the language learning strategies which enable learners to control their emotions and lower the anxiety level during L2 learning process.

#### **Descriptive Analysis of SILL Items**

In addition to overall SILL and sub-domains of SILL analysis, the frequencies, percentages, mean scores and standard deviations for each item in the scale were analysed separately in order to display more detailed results concerning what second language learning strategies EFL learners employ.

The descriptive analysis of 9 items related to Memory strategies was presented in Table 4.



**Table 4.***Descriptive Analysis of the Items Related to Memory Strategies (Part A)*

Items	Never or almost never true of me		Usually not true of me		Somewhat true of me		Usually true of me		Always or almost always true of me		M	SD
	F	%	F	%	F	%	F	%	F	%		
1. I think of relationships between what I already know and new things I learn in English.	1	7	8	5.8	27	19.4	62	44.6	41	29.5	3.96	.88
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3	2.2	12	8.6	34	24.5	44	31.7	46	33.1	3.84	1.0
8.I review English lessons often.	4	2.9	13	9.4	48	34.5	46	33.1	28	20.1	3.58	1.0
2. I use new English words in a sentence so I can remember them.	6	4.3	15	10.8	50	36.0	45	32.4	23	16.5	3.46	1.03

4. I remember a new English word by making a mental picture of a situation in which the word might be used.	6	4.3	29	20.9	39	28.1	32	23	33	23.7	3.41	1.18
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.	13	9.4	33	23.7	39	28.1	28	20.1	26	18.7	3.15	1.24
5. I use rhymes to remember new English words.	19	9.4	34	24.5	30	21.6	36	25.9	20	14.4	3.02	1.27
6. I use flashcards to remember new English words.	25	18	29	20.9	31	22.3	27	19.4	27	19.4	3.01	1.38
7. I physically act out new English words.	27	19.4	46	33.1	35	25.2	20	14.4	11	7.9	2.58	1.18

*Note.* F= Frequency %= Percentages M=Mean and SD= Standard Deviation

Memory Strategies are the language learning strategies (creating mental linkages, applying images and sounds, reviewing well, employing actions etc.) that learners use in order to keep a new word in their mind and remember when its necessary. As seen in Table 4, 74 % of the participants usually and almost always employed item 1(M=3.96), which shows that EFL learners think of the relationship between what they learn new and what they already know. Almost 65 % of the learners remember new words or

phrases by imagining their location on the page or on their book as they usually and almost always applied item 9 (M=3.84). Furthermore, item 2 (M=3.46) was sometimes and usually preferred by nearly 69 % of the learners which reveals that they use a new learned word in a sentence not to forget it. Similarly, by applying item 8 (M=3.58), more than half of the learners (67,6 %) advocated that they sometimes and usually review what they have learned. Item 7 (M=2.58) was the least applied memory strategy, 52.5 % of the learners stated that they never and not usually preferred to physically act out a new English word. For the rest of the items, participants utilized at a moderate level. For instance, item 3 (M=3.15) was applied by 38.8 % of the learners which refers to connecting the sound of a new English word and image or picture of the word to help remember the word. 46.7 % of the participants employed item 4 (M=3.41) which is related to remembering a new English word by making a mental picture of a situation in which the word might be used. Similarly, item 5 (M=3.02), which refers to using rhymes to remember new English words, and item 6 (M=3.01), which refers to using flashcards to remember new English words, were favoured by less than half of the learners (nearly 40 %). It can be interpreted that the learners sometimes remember words by using mental linkages such as rhyming, visualizing and imagining.

**Table 5.***Descriptive Analysis of the Items Related to Cognitive Strategies (Part B)*

Items	Never or almost never true of me		Usually not true of me		Somewhat true of me		Usually true of me		Always or almost always true of me		M	SD
	F	%	F	%	F	%	F	%	F	%		
20. I try to find patterns in English.	1	7	12	8.6	20	14.4	41	29.5	65	46.8	4.12	1.0
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	3	2.2	13	9.4	31	22.3	37	26.6	55	39.6	3.92	1.09
10. I say or write new English words several times.	4	2.9	14	10.1	29	20.9	38	27.3	54	38.8	3.89	1.12
15. I watch TV shows spoken in English or go to movies spoken in English.	2	1.4	22	15.8	29	20.9	25	18	61	43.9	3.87	1.18
19. I look for words in my own language that are similar to new words in English.	11	7.9	19	13.7	23	16.5	42	30.2	44	31.7	3.64	1.27



16.I read for pleasure.	9	6.5	29	20.9	38	27.3	26	18.7	37	26.6	3.38	1.25
13.I use the English words I know in different ways.	4	2.9	24	17.3	52	37.4	33	23.7	26	18.7	3.38	1.06
11.I try to talk like native English speakers.	6	4.3	33	23.7	37	26.6	30	21.6	33	23.7	3.36	1.20
12.I practise the sounds of English.	17	12.2	30	21.6	36	25.9	24	17.3	32	23	3.17	1.33
22. I try not to translate word-for-word.	10	7.2	29	20.9	50	36	29	20.9	21	15.1	3.15	1.3
17.I write notes, messages, letters or reports in English.	21	15.1	39	28.1	40	28.8	23	16.5	16	11.5	2.81	1.21
23. I make summaries of information that I hear or read in English.	24	17.3	37	26.6	40	28.8	21	15.1	17	12.2	2.78	1.24
21. I find the meaning of an English word by dividing it into parts that I understand.	26	18.7	43	30.9	37	26.6	18	12.9	15	10.8	2.66	1.23
14.I start conversations in English.	25	18	46	33.1	49	35.3	13	9.4	6	4.3	2.48	1.18

*Note.* F= Frequency %= Percentages M=Mean and SD= Standard Deviation

Cognitive strategies are the language learning strategies (practising, receiving and sending messages, analysing and reasoning, creating structures for input and output) that the learners use in order to manipulate the language and make association between what is already known and what is learned new. According to Table 5, 76.3 % of the participants usually/almost always made use of the item 20 (M=4.12) which proves that EFL learners try to find patterns in English. Item 18 (M=3.92) and item 10 (M=3.89) were also utilized by around 66 % of the participants which means that EFL learners usually/almost always say or write new words several times and they first skim a passage then read carefully. Similarly, for item 15, watching English language TV shows spoken in English or going to movies spoken in English, mean score was M=3.87, and for item 19, looking for words in their own language that are similar to new words in English, mean score was M=3.64 which shows that both of the items were usually/ almost always used at a high level by more than half of the participants (around 62 %). Unlikely, item 14 (M=2.48) was employed by only 13.7 % of the participants which shows that more than half of participants (51,1 %) never/not usually start conversations in English. Item 21 (M=2.66) was the second least employed cognitive strategy. Only 23 % of the learners usually/almost always try to find the meaning of a word by dividing it into parts that they understand. Similarly, item 23 (M=2.78) and Item 17 (M=2.81) was also employed by only around 28 % of the participants which shows that both writing notes, messages etc and summarizing are employed by a small number of the learners. Rest of the items employed at a medium level and their mean scores slightly differed from each other. Item 11, trying to talk like native English speakers (M=3.36), item 12, practising the sounds of English (M=3.17), item 13, using the English words I know in different ways (M=3.38), item 16, reading for pleasure in English (M= 3.38), and item 22, trying not to translate word for word (M=3.15), were employed by around 40 % of the participants.

**Table 6.***Descriptive Analysis of the Items Related to Compensation Strategies (Part C)*

Items	Never or almost never true of me		Usually not true of me		Somewhat true of me		Usually true of me		Always or almost always true of me		M	SD
	F	%	F	%	F	%	F	%	F	%		
29. If I can't think of an English word, I use a word or phrase that means the same thing.	4	2.9	13	9.4	31	22.3	56	40.3	35	25.2	3.75	1.02
24. To understand unfamiliar English words, I make guesses.	4	2.9	17	12.2	35	25.2	49	35.3	34	24.5	3.66	1.06
25. When I can't think of a word during a conversation in English, I use gestures.	17	12.2	22	15.8	29	20.9	35	25.2	36	25.9	3.36	1.34
28. I try to guess what the other person will say next in English.	15	10.8	26	18.7	40	28.8	32	23	26	18.7	3.20	1.25

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26. I make up new words if I do not know the right ones in English.	27	19.4	32	23	30	21.6	23	16.5	27	19.4	2.93	1.39
27. I read English without looking up every new word.	32	23	36	25.9	38	27.3	22	15.8	11	7.9	2.59	1.22

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*Note.* F= Frequency %= Percentages M=Mean and SD= Standard Deviation

Compensation strategies are the language learning strategies (guessing intelligently, overcoming limitations in speaking and writing) that learners use in order to overcome the possible language barriers during the L2 learning process. As seen in Table 6, item 29 (M=3.75) was employed most frequently by the participants. 65 % of the EFL learners usually/almost always use synonyms when they do not remember a word or phrase in English. 59.8 % of the participants usually/almost always employed item 24 (M= 3.66) which shows that EFL learners make guesses to understand an unfamiliar word. Item 25, using gestures when they cannot think of a word during a conversation in English (M=3.36) and item 28, trying to guess what the other person will say next in English, (M=3.20) were employed at a medium level by the participants. Unlikely, item 27, which had the lowest mean score (M=2.59), was never/not usually made use by 48.9 % of the participants which indicates that nearly half of the participants do not prefer to read English without looking up every word. Similarly, only 35,9 % of the participants applied item 26, which had second lowest mean score (M=2.93), which shows that less than half of the learners usually/almost always make up words if they do not know the right ones.

**Table 7.***Descriptive Analysis of the Items Related to Metacognitive Strategies (Part D)*

Items	Never or almost never true of me		Usually not true of me		Somewhat true of me		Usually true of me		Always or almost always true of me		M	SD
	F	%	F	%	F	%	F	%	F	%		
32. I pay attention when someone is speaking English.	2	1.4	5	3.6	23	16.5	45	32.4	64	46	4.17	.93
38. I think about my progress in learning English.	2	1.4	7	5	28	20.1	35	25.2	67	48.2	4.13	1.00
31. I notice my English mistakes and use that information to help me do better.	2	1.4	5	3.6	27	19.4	48	34.5	57	41	4.10	.93
33. I try to find out how to be a better learner of English.	5	3.6	7	5	22	15.8	39	28.1	66	47.5	4.10	1.07
37. I have clear goals for improving my English skills.	2	1.4	14	10.1	34	24.5	31	22.3	58	41.7	3.92	1.09

35. I look for people I can talk to in English.	11	7.9	9	6.5	39	28.1	36	25.9	44	31.7	3.66	1.21
34. I plan my schedule so I will have enough time to study English.	5	3.6	16	11.5	40	28.8	47	33.8	31	22.3	3.59	1.06
36. I look for opportunities to read as much as possible in English.	6	4.3	24	17.3	39	28.1	29	20.9	41	29.5	3.53	1.20
30. I try to find as many ways as I can use to my English.	5	3.6	21	15.1	48	34.5	33	23.7	32	23	3.47	1.11

*Note.* F= Frequency %= Percentages M=Mean and SD= Standard Deviation

Metacognitive strategies are the language learning strategies (centring, arranging planning and evaluating the learning) that learners use in order to monitor/regulate the L2 learning process. As shown in Table 7, 94,9 % of the participants either almost always/usually or sometimes applied item 32(M=4.17), had the highest mean score not only among metacognitive strategy items but also among all 50 items of SILL, which shows that nearly all of the EFL learners pay attention when someone speaking English. Item 32 was followed by item 38 (M=4.13). Only 6.4 % of the participants never/not usually think about their progress in learning English. Item 31(M=4.10) and item 33 (M=4.10) were used almost at the same level which means put that nearly 76 % of the EFL learners not only notice their English mistakes and use that information to help them do better (item 31) but also, they try to find out how to be a better learner of English (item 33). Unlikely, only 46.7 % of the participants usually/almost always employed item 30 (M=3.47) which shows that nearly half of the EFL learners try to find as many ways as they can to use their English. Lastly, rest of the items (item 34(M=3.59), planning their schedule to have enough time to study English, item

35(M=3.66), looking for people to talk in English, item 36(M=3.53), looking for opportunities to read as much as possible in English, and item 37(M=3.92), having clear goals for improving English skills) were used by the learners at a high level since their mean scores were between 3.5 to 5.0 based on Oxford and Bury-Stock's (1995) SILL mean score classification.

Affective strategies are the language learning strategies (lowering the anxiety, encouraging yourself, taking your emotional temperature) that learners use in order to manage their feelings during the L2 learning process. As seen in Table 8, among affective strategies item 42 had the highest mean score M=3.90, which shows that 67.6 % of EFL learners usually/almost always notice if they are tense or nervous when they are studying or using English. Item 39 (M=3.66) was the second most frequently used affective strategy which points out that 56.1 % of the learners usually/almost always try to relax whenever they feel afraid of using English. Unlikely, item 43 (M=1.48) was the least employed strategy by the participants among both affective strategies and 50 items of SILL. 86.4 % of the participants never/not usually write their feelings in a language learning diary.

**Table 8.***Descriptive Analysis of the Items Related to Affective Strategies (Part E)*

Items	Never or almost never true of me		Usually not true of me		Somewhat true of me		Usually true of me		Always or almost always true of me		M	SD
	F	%	F	%	F	%	F	%	F	%		
42. I notice if I am tense or nervous when I am studying or using English.	6	4.3	14	10.1	25	18	36	25.9	58	41.7	3.90	1.17
39. I try to relax whenever I feel afraid of using English.	5	3.6	17	12.2	39	28.1	36	25.9	42	30.2	3.66	1.13
40. I encourage myself to speak English even when I'm afraid of making a mistake.	11	7.9	17	12.2	37	26.6	43	30.9	31	22.3	3.47	1.19
44. I talk to someone else about how I feel when I am learning English.	29	20.9	29	20.9	31	22.3	22	15.8	28	20.1	2.93	1.42
41. I give myself a reward or treat	27	19.4	29	20.9	35	25.2	23	16.5	25	18	2.92	1.37



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when I do well  
in English.

43. I write down 106 76.3 14 10.1 7 5 8 5.8 4 2.9 1.48 1.02  
my feelings in a  
language  
learning diary.

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*Note.* F= Frequency %= Percentages M=Mean and SD= Standard Deviation

Social strategies are the language learning strategies (asking questions, cooperating with others, empathizing with others) that learners use in order to interact with other people in English. According to Table 9, item 45 (M=4.15) was calculated as the most frequently used social strategy which indicates that 77 % of the participants usually/almost always ask the other person to slow down or say it again when they do not understand something in English. 71.9 % of the participants usually/almost always applied item 48 (M=4.01) which shows that almost three-quarters of EFL learners ask for help from English speakers. Only 48.2 % of the participants usually/almost always employed item 47 (M=3.33), the lowest mean score in Table 9, which shows that less than half of the participants practice English with other students.

**Table 9.***Descriptive Analysis of the Items Related to Social Strategies (Part F)*

Items	Never or almost never true of me		Usually not true of me		Somewh at true of me		Usually true of me		Always or almost always true of me		M	SD
	F	%	F	%	F	%	F	%	F	%		
45. If I do not understand something in English, I ask the other person to slow down or say it again.	4	2.9	6	4.3	22	15.8	40	28.8	67	48.2	4.15	1.02
48. I ask for help from English speakers.	4	2.9	10	7.2	25	18	41	29.5	59	42.4	4.01	1.07
46. I ask English speakers to correct me when I talk.	6	4.3	8	5.8	32	23	34	24.5	59	42.4	3.94	1.31
49. I ask questions in English.	5	3.6	16	11.5	42	30.2	42	30.2	34	24.5	3.60	1.08
50. I try to learn about the culture of English speakers.	13	9.4	16	11.5	35	25.2	31	22.3	44	31.7	3.55	1.29
47. I practice English with other students.	10	7.2	27	19.4	35	25.2	41	29.5	26	18.7	3.33	1.19

*Note.* F= Frequency %= Percentages M=Mean and SD= Standard Deviation

### Gender and Language Learning Strategy Use of EFL Learners

For the second research question, Independent Samples t-tests were employed in order to find out whether there is a difference between male and female learners' language learning strategy use or not, t-test was applied. T-test results of overall SILL regarding gender differences were presented in Table 10.

**Table 10.**

*Independent T-Test Results for Overall SILL and subcategories of SILL by Gender*

Strategy	Groups	N	M	SD	T	P
Memory	Female	77	3.48	.70	2.955	.004
	Male	62	3.15	.56		
Cognitive	Female	77	3.47	.72	-2.781	.006
	Male	62	3.16	.54		
Compensation	Female	77	3.25	.78	-,004	.996
	Male	62	3.25	.66		
Metacognitive	Female	77	3.99	.76	-2.188	.030
	Male	62	3.69	.84		
Affective	Female	77	3.21	.76	-2.717	.007
	Male	62	2.88	.64		
Social	Female	77	3.89	.70	-2.141	.034
	Male	62	3.61	.83		
Overall	Female	77	3.56	.60	-2.834	.005
	Male	62	3.28	.50		

\* $p < .05$ .

As seen in Table 10, female learners ( $M=3.56$ ) scored higher than male learners ( $M=3.28$ ) considering overall LLS use. According to t-test results, there is a statistically significant difference between male and female learners considering overall LLS use ( $t=-2.834$ ,  $p < .05$ ). The results revealed that female learners apply language learning strategies more than male learners do. Therefore, it can be said that language learning strategy use level differs based on gender and gender is a determinative factor concerning EFL learners' LLS use.

According to Table 10, there is a statistically significant difference according to gender in terms of using memory strategies ( $t=-2.955$ ,  $p<.05$ ). Female learners ( $M=3.48$ ) scored higher than male learners ( $M=3.15$ ) which indicates that female learners employ memory strategies (creating mental linkages, applying images and sounds, reviewing well, employing actions) more than male learners do.

Female learners ( $M=3.47$ ) scored higher than male learners ( $M=3.16$ ) in the use of cognitive strategies. This difference was statistically significant ( $t=-2.781$ ,  $p<.05$ ). Based on the results, it can be said that female learners employ cognitive strategies like practising, receiving and sending messages, analysing and creating structures, more than male learners do.

Male ( $M=3.25$ ) and female learners ( $M=3.25$ ) scored at the same level which shows that both apply compensation strategies (guessing, overcoming limitations) at the same level. Naturally, no statistically significant difference was calculated according to gender in the use of compensation strategies ( $t=-.004$ ,  $p>.05$ ). Therefore, it can be said that gender is not a determinative variable (factor) in terms of using compensation strategies.

Based on Table 10, there is a statistically significant difference based on gender in terms of using metacognitive strategies ( $t=-2.188$ ,  $p<.05$ ). Female learners' mean score ( $M=3.99$ ) was higher than male learners' ( $M=3.69$ ) which shows that female learners were superior to male learners in terms of employing metacognitive strategies which mainly related to centring, arranging, planning and evaluating the L2 learning process.

There is a statistically significant difference according to gender concerning the usage of affective strategies ( $t=-2.717$ ,  $p<.05$ ). Female learners ( $M=3.21$ ) scored higher than male learners ( $M=2.88$ ) which points out that female learners make use of affective strategies, lowering the anxiety level, encouraging oneself, taking the emotional temperature, more than male learners do.

Female learners ( $M=3.89$ ) scored higher than male learners ( $M=3.61$ ) in accordance with using social strategies. The difference between male and female learners was statistically significant ( $t=-2.141$ ,  $p<.05$ ). According to these results, it can be said that female EFL learners make use of social strategies, asking questions, cooperating with others, empathizing with others, more than male learners do.

### English Learning Span and LLS use of EFL Learners

The other variable related to the second research question is the learners English learning span. Therefore, independent samples t-tests were applied to the data if the use of EFL learners' overall SILL and subcategories of SILL differ based on their English learning span. The results of independent t-test were presented in Table 11.

**Table 11.**

*Independent T-Test Results for Overall SILL and Subcategories of SILL by English Learning Span*

Strategy	Groups	N	M	SD	T	P
Memory	Less than 7 years	70	3.33	.68	-.086	.932
	At least 7 years	69	3.34	.64		
Cognitive	Less than 7 years	70	3.21	.65	-2.040	.043
	At least 7 years	69	3.44	.66		
Compensation	Less than 7 years	70	3.18	.80	-1.096	.275
	At least 7 years	69	3.32	.64		
Metacognitive	Less than 7 years	70	3.78	.81	-1.076	.284
	At least 7 years	69	3.93	.81		
Affective	Less than 7 years	70	3.06	.77	-.085	.932
	At least 7 years	69	3.07	.68		
Social	Less than 7 years	70	3.72	.80	-.595	.553
	At least 7 years	69	3.80	.74		
Overall	Less than 7 years	70	3.38	.59	-1.221	.224
	At least 7 years	69	3.49	.56		

\*p<.05.

As seen in table 11, the ones who studied English at least 7 years (M=3.49) scored higher than the ones who studied English less than 7 years (M=3.38) in terms of using overall LLS. However, the results show that the difference is not statistically significant (t=-1221, p>.05). Therefore, it can be interpreted that EFL learners' English learning span is not a determinative variable/factor concerning EFL learners' overall language learning strategies use for this study.

The use of memory strategies slightly differed according to learners' English learning span. Table 11 points out that the ones whose English learning span was less than 7 years ( $M=3.33$ ) scored quite close to the ones whose English learning span was at least 7 years ( $M=3.34$ ). There is no statistically significant difference in the use of memory strategies ( $t=-.086$ ,  $p>.05$ ).

There is a statistically significant difference between the two groups in relation to using cognitive strategies ( $t=-2.040$ ,  $p<.05$ ). The ones whose English learning span was at least 7 years ( $M=3.44$ ) scored higher than the ones whose English learning span was less than 7 years ( $M=3.21$ ) which shows that the group with the higher English learning span employs cognitive strategies more than the other group does. Based on these results, it can be said that English learning span is a determinative factor in terms of using cognitive strategies.

Based on Table 11, for the ones whose English learning span was at least 7 years, mean score was  $M=3.32$  and for the ones whose English learning span was less than 7 years, the mean score was  $M=3.18$ . There is no statistically significant difference between the two groups concerning the use of compensation strategies ( $t=-1.096$ ,  $p>.05$ ).

As seen in table 11, the ones whose English learning span was at least 7 years ( $M=3.93$ ) had a higher mean score than the ones whose English learning span was less than 7 years ( $M=3.78$ ). However, there is no statistically significant difference between the two group in terms of using metacognitive strategies ( $t=1.076$ ,  $p>.05$ ).

By comparing mean scores of the two groups in Table 11, no statistically significant difference was calculated in terms of using affective strategies

( $t=-.085$ ,  $p>.05$ ). The ones who studied at least 7 years ( $M=3.07$ ) and the other group ( $M=3.06$ ) scored almost at the same level.

Lastly, there is no statistically significant difference by EFL learners' English learning span in the use of social strategies ( $t=-.595$ ,  $p>.05$ ). The mean scores for both groups were quite close to each other, for the ones who studied English at least 7 years, mean score was  $M=3.80$  and for the ones who studied English less than 7 years, the mean was  $M=3.72$ .

To sum up, the ones whose English learning span was at least 7 years scored higher than the ones whose English learning span was less than 7 years in terms of using overall SILL and subcategories of SILL. However, except for cognitive strategies, no significant difference was calculated between the two groups concerning the use of both

overall and subcategories of SILL which indicates that English learning span of the EFL learners is not a determinative variable/factor in the use of language learning strategies for this study.

### **The Relationship between EFL Learners' LLS Use and Their EFL Achievement**

The third research question of the study was related to revealing if there is any relationship between EFL learners' LLS use and their EFL achievement. In order to answer the question, Pearson product-moment correlation was applied to the data, SILL for EFL learners' LLS use and Progress Test Results for their EFL achievement.

**Table 12.**

*The Correlation between SILL and Progress Test Scores*

		<b>Progress Test Scores</b>
<b>Progress Test Scores</b>	Pearson Correlation	1
	Sig. (2-tailed)	
	N	139
<b>Memory</b>	Pearson Correlation	,133
	Sig. (2-tailed)	,119
	N	139
<b>Cognitive</b>	Pearson Correlation	<b>,189*</b>
	Sig. (2-tailed)	,026
	N	139
<b>Compensation</b>	Pearson Correlation	,069
	Sig. (2-tailed)	,418
	N	139
<b>Metacognitive</b>	Pearson Correlation	,106
	Sig. (2-tailed)	,213
	N	139
<b>Affective</b>	Pearson Correlation	,138
	Sig. (2-tailed)	,104
	N	139
<b>Social</b>	Pearson Correlation	,159
	Sig. (2-tailed)	,062
	N	139
<b>Overall SILL</b>	Pearson Correlation	<b>,173*</b>
	Sig. (2-tailed)	,042
	N	139

\*Correlation is significant at the 0.05 level (2-tailed)

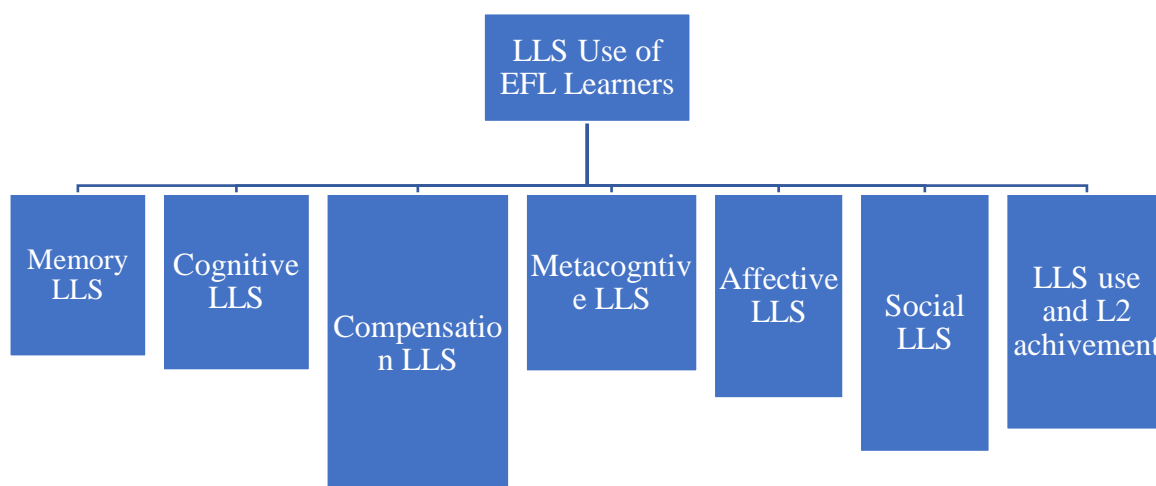
The findings presented in Table 12 indicated that there was a positive and statistically important correlation between EFL learners' overall LLS use level and their progress test scores which is ( $r=.173$ ,  $p=.042$ ,  $p <.05$ ). The strength of the correlation was calculated as weak. That is to say, when EFL learners' language learning strategy level increases, their EFL achievement increases too for this study. Accordingly, the findings may mean that the ones who apply language learning strategies more in comparison to the ones who apply language learning strategies less, can become more successful during EFL progress.

As seen in Table 12, the only SILL subcategory correlated with the progress test scores was cognitive strategies. The correlation between EFL learners' cognitive strategy use and their EFL achievement was positive and statistically significant ( $r=.189$ ,  $p=0.26$ ,  $p<.05$ ). That is to say, as the usage of cognitive strategy raises, EFL learners' achievement raises as well for this study. Based on these results, it can be interpreted that the ones who employ cognitive strategies (practising, receiving and sending messages, analysing, creating structures for input and output) are more likely to succeed in EFL in comparison to the ones who employ cognitive strategies less. None of the other subcategories of SILL had a statistically significant correlation with the progress test scores which shows that the usage of these five subcategories of SILL do not have a significant relationship with EFL learners' achievement ( $p>.05$ ).

### **The perceptions of EFL learners in relation to employing LLS**

The fourth research question was related to finding out the perceptions of EFL learners in relation to employing LLS during L2 learning process and content analysis was applied to the qualitative data. As a result, one theme and 7 subcategories were emerged and findings from the interviews fall into 7 areas which were presented in Figure 1.





**Figure 1.** Content Analysis of the Semi-Structured Interviews

### Memory LLS use

The first open-ended question of the interview was related to reveal what EFL learners do to remember a new learned word/phrase in English which covers memory strategy items of SILL at some point. Most of the interviewees indicated that they usually prefer to take notes, use the new word in a sentence and review them regularly not to forget it and use it when it is necessary. Two participants added that they also make visual and sound linkages in order to remember. To exemplify, participants said the following about the issue:

*... I take notes during the classes, and review my notes after the classes finish. Thus, I am able to use them whenever I need. (Tourist)*

*... I prefer to use a new word/phrase in a sentence, or I find a sentence that includes that word/phrase. In this way, I believe that it becomes permanent in my memory (Marin).*

*... Besides taking notes, I think of the visual forms of the words/phrases as much as I can. (Light).*

*... To keep a new learned in my mind, I usually take notes during the lesson and review these notes later (BI).*

Almost all of the participants stated that they employ at least a few of memory language learning strategies regularly and they believe that these strategies are necessary to become competent in the target language. Oxford (1990) claimed that

memory strategies help learners to be competent in the use of several language concepts like grammatical and discourse. Pineda (2010) deduced that EFL learners, at university level, prefer to employ memorization strategies so as to be successful in the tasks that measure grammatical knowledge.

### **Cognitive LLS**

Cognitive language learning strategies are related to manipulating the target language which includes practising, receiving and sending the messages, analysing and reasoning and creating structures for input and output. The second open-ended interview question aimed to gain insights into the EFL learners' cognitive strategy use. All of the participants advocated that they often use cognitive strategies like practising, watching English TV series and movies, listening English songs, reading short articles in English, using keywords, using English apps, surfing on the social media both inside and outside the classroom. Additionally, most of them stated that these strategies are significant to learn English properly.

*Tweety: I practice what I have learned through skimming and repeating loudly three times a week. Also, I take notes during the classes. The activities that I do often are watching TV series on Netflix and listening to foreign music. I think these activities have been extremely beneficial for me to learn different things.*

The other interviewee (Daisy) shared a similar idea with the participant *Tweety*. She indicated that practising through reading, watching and listening in English is quite important for her.

*Daisy: I always watch TV series and try to translate English songs into my language in my free time, which I think affects my pronunciation and improves my vocabulary knowledge. I also follow many foreign Instagram accounts to read something in English. I think these are the best ways to practice what I have learned.*

The other participant (Lily) also stated that she mostly practises by watching English movies, reviewing regularly and using English apps.

Lily: *In order to review, I usually practice. I enjoy watching English movies with English subtitles and using apps like Voscreen, Duolingo, and Busuu. I learn new things without noticing.*

Based on the extract, it can be interpreted that EFL learners take advantage of LLS unconsciously at some point. As Cohen (2014) highlighted that LLS are the actions employed by the language learners on purpose. However, the effects of the LLS on the L2 learning process may not be observable from time to time.

Unlikely, another interviewee (BI) stated that he only practises by summarizing, and then repeating them many times. He thinks that is enough to make the association what is learned and what is already known.

BI: *I generally study the things that I have learned during a lesson after the lesson finishes. When I rewrite down the notes, I believe that I learned truly. Repeating aloud is another way to practice for me.*

Thus, it would not be wrong to state that the use of language learning strategies (reading aloud and writing) endorses Krashen's *i+1 comprehensible input* which was defined as the input that is one step further than the learner's current level.

Krashen (1985) asserted that "learners improve and progress along "the natural order" when they receive L2 comprehensible input" (p.80). Based on the quantitative data analysis, cognitive strategies also had a positive and statistically significant correlation with L2 achievement, which clearly implicates that cognitive LLS use is one of the toolkits for learners to progress in L2 learning.

### **Compensation LLS**

The third open-ended interview question was related to EFL learners' compensation strategy use which is mainly about overcoming the problems caused by the knowledge gaps in the target language. Based on the results, it can be interpreted that EFL learners mostly deal with these problems through finding the synonyms, guessing the meaning of an unknown word, using the dictionary if possible, switching to L1 when they cannot pronounce the words. To exemplify, these are the extractions from the participants:

*Jim: When I do not know the meaning of a word, I try to guess it. If I speak and cannot remember the right word, I try to use a synonym instead, and it generally works for me.*

*Light: I use my dictionary if I have the chance. Other than that, I would try to use a similar word/phrase. If none of these worked for me, I would probably switch to Turkish.*

Yet, some of the interviewees believe that they are not good at facing the language barriers during speaking activities/tasks since they need to come up with the solutions in a short time.

*Gamer: I do not think I know how to deal with these kinds of problems. I either mumble some words or choose to stay quiet because I feel that I will say something stupid.*

*BI: When I face a problem during a writing task, I use translation or a dictionary to deal with it. However, I generally get anxious and do not know what to do while speaking except for switching to my mother language.*

It can be interpreted that EFL learners' speaking anxiety might play a negative role in EFL learners' compensation strategy use. Mohammadi et al. (2013) conducted a study with 85 EFL learners at the university level aiming to investigate the relationship between EFL learners' foreign language anxiety level and their LLS use level. They concluded that there was a significant and negative correlation ( $r = -0.33$ ) between the two variables, which indicated that when the foreign language anxiety level increases LLS use level decreases.

### **Metacognitive LLS**

The fourth open-ended interview question was related to metacognitive language learning strategies, mainly about centring, arranging, planning and evaluating the L2 learning process. Based on all of the interviewees' statements, it can be interpreted that they are a lot more familiar with metacognitive strategies in comparison to the others. In addition, they employ these strategies much more often than they employ the others.

... *I constantly think about my learning process to understand what I have achieved and what I have failed to do (BI).*

... *That is something that I always do. I think learning English is related to how much you are involved in the process (Daisy).*

... *I generally try to understand my mistakes, and then I try not to make these mistakes again. I believe that it is a necessity if you want to be good at English (Tourist).*

Based on the content analysis, the followings are the metacognitive strategies that the interviewees use during L2 learning process: planning and evaluating the L2 learning process, setting certain goals, trying to find opportunities, centring the learning process, being active during the process, analysing their L2 performances, taking responsibilities, being in charge, comparing L2 learning time periods like high school and university, coming up with the solutions when needed.

*Marin: I can say that learning English has been a part of my life since I was a child. I have always been interested in it. That's why I am always aware of my learning process, and I know how to direct it accordingly.*

*Tweety: I plan every stage of the learning process since I believe that I learn better this way. Plus, my free time activities like watching Netflix, listening to songs, texting with my foreign friends include English. In addition, my department is in English. So, it is impossible not to be involved in the process.*

*Light: Of course, I am active in the learning process! I have great goals related to English. I usually make plans, try to find out what went wrong when I fail, come up with different solutions or ask for help from my teachers.*

*Lily: It is important for me to see my progress in English since it motivates me to become better.*

*Jim: I am interested in learning this language since it is a must for my future job. I have aims related to English. I believe that I am involved in the process most of the time, but I am not sure that I know my strengths and weaknesses.*

Based on the extracts from *Marin, Tweety, Light, Lily and Jim*, it can be said that the EFL learners want to regulate/monitor their L2 learning process for different purposes through employing similar strategies.

### **Affective LLS**

The fifth open-ended interview question was related to affective strategies which are mainly based on controlling the emotions, either negative or positive during L2 learning process. More than half of the interviewees stated that they know how to deal with the negative emotions like anxiety, WTC, being unmotivated and so on. To exemplify, the following extractions stated by the participants:

*... I try to escape from negative feelings as fast as I can. I do not do anything special. I think of something else instead (Marin).*

*... I try to calm myself by doing something that I enjoy (Lily).*

*... When I have negative emotions, I take my time to relax, and then I focus on the reasons that make me feel anxious or stressed (Daisy).*

Another participant (Tweety) advocated that she encourages herself in order to overcome the negative emotions.

*... I talk to myself when I experience negative feelings. I prefer to do things that motivate me or raise my energy (Tweety).*

On the contrary, most of the participants stated they realize the positive feelings like success, improvements, passing an exam and performing well related to four language skills during the process. However, they hardly ever employ any strategies (rewarding, taking risks wisely, encouraging himself/herself) related to their positive feelings.

*... I study more when I become successful. This year I started to like English because my grades are high (Tourist).*

*... It motivates me to carry on, and I feel good when I achieve something in English, like getting a good grade or performing a task well (Light).*

*... Sure, I realize my achievements and feel more confident and motivated. Yet, I do not think I take any specific actions related to these situations (BI).*

Based on these three extracts from the interviewees, it would not be wrong to state that positive feelings that learners experience may motivate them to keep on studying English at some level.

Furthermore, most of the participants do not prefer to talk about their negative feelings with other people. They usually choose to manage these emotions on their own. In order to exemplify, these are the extractions taken from the interviewees:

*... I do not talk to anyone or write about negative feelings. (Jim).*

*... I do not share with someone because I can easily handle these situations by myself (Marin).*

*... I never write or talk about negative emotions. I feel more anxious if someone knows that I am anxious. I ignore my feelings, especially the negative ones (BI).*

*... I do not prefer to involve other people in my problems. Since I know what to do in these situations (Tweety).*

On the other hand, they prefer to share their positive feelings with other people like a family member or friend time to time. The followings said by the interviewees:

*... I talk to my parents when I succeed in doing something during a lesson like speaking clearly and fluently, getting a high grade from my exam, etc. (Lily).*

*.. I usually share my positive feelings with my older sister because she helps me all the time in relation to improving my English (Light).*

*... Yes, I talk about when my exam results are good with my close friends because it feels good when I do (Gamer).*

### **Social LLS**

The sixth open-ended interview question was related to social language learning strategies which are mainly about interacting with other people in the target language. Based on the content analysis, the interviewees interact with other people by using Internet sources, texting or video calling foreign people that they meet on social media, role playing by themselves, chatting with their friends in English and using apps like Cambly to contact with foreign teachers all around the world in their daily lives.

*... I have several friends who live abroad. We often talk via WhatsApp, Skype, Instagram, or Clubhouse. I think it is enjoyable and beneficial because I feel that I am learning different kinds of things (Tweety).*



*... We have a WhatsApp group with my classmates that we sometimes chat in English (Light).*

*... I use Cambly to have conversations in English, and I think it improved my pronunciation and vocabulary knowledge (Marin).*

Based on the extracts above, it is apparent that EFL learners are tend to take advantage of technology to employ social strategies. To White and Walker (2013), technology-enhanced learning mainly refers to integrating technology into any activity or task aiming to enhance L2 learning and teaching. Zhou and Wei (2018) highlighted that EFL and ESL learners are highly motivated to employ language learning strategies via technological tools (YouTube videos podcasts, applications based on practicing, mobile games, forums, etc.) to be successful in reading, writing and listening.

A few of the participants advocated that they only interact with other people, teachers and classmates, during English lessons in order to be active, complete a task or ask for clarification.

*... I always talk to my teachers in English because we are not allowed to speak Turkish. So, I interact with them to ask or answer a question (Jim).*

*... I do not use English in my daily life. Yet, I have to use it a lot during the lessons. We usually have group activities that we are supposed to speak English, and of course, I also talk to my teachers when I need help (BI).*

*... I think I interact with other people in English mostly when I am in the lesson. Our lessons are in English, so I need to communicate in English with my classmates or teachers. (Daisy).*

The presented extracts shows that some of the EFL learners employ LLS thanks to exposure to the target language. As a result of a study conducted with adult Arab EFL learners, Al- Zoubi (2018) revealed that exposure to the target language is significant in the EFL context since it correlated with L2 proficiency level strongly and positively.

### **LLS and L2 achievement**

The last open-ended interview question aimed to examine whether EFL learners believe that any of these strategies play role on their EFL achievement or not. All of the



participants agreed that they employ different types of language learning strategies to facilitate their EFL achievement.

*... I regularly practice and review, and it increased my grades (BI).*

*... Taking notes, reviewing, asking questions to my teachers, planning, writing down, and reading aloud are the strategies that I employ. These helped me to become better at English (Daisy).*

Based on the content analysis, it is apparent that EFL learners choose language learning strategies for different purposes. While BI employs language learning strategies to be successful in the exams, another interviewee employs language learning strategies to pass the exams and speak English fluently.

*... I review and try to practice. I think these affect my proficiency level positively. (Gamer).*

*... I think I usually practice, review and plan the process to become better in English. I am sure that these things work for me because my grades are high, and I can express myself in English at a certain level now (Tourist).*

*... I listen to my teachers carefully and take notes. After the lesson, I read my notes loudly, do the worksheets multiple times if I have exams. I can say that these are useful because my English has become better in comparison to the last year (Jim).*

Based on the extractions taken from *Gamer, Tourist and Jim*, it can be said that some of the participants believe that using memory strategies (reviewing well, taking notes, using mechanical techniques) and cognitive strategies (practising, repeating, highlighting, rewriting) play positive role on their EFL achievement. On the other hand, a few of the learners advocated that social strategies (cooperating with others, asking questions, communicating with friends) and metacognitive strategies (planning, evaluating, setting goals, self-monitoring) mostly enhance their EFL achievement. To exemplify, the followings are the extractions from the participants:

*... I watch videos in English, use websites or apps to improve my vocabulary, ask questions to my teachers, plan my learning, think about my process, try to fix my errors to be successful in English (Light).*

*... I set up goals and take action to achieve these goals. So, I make plans, try to realize my mistakes, and make effort to solve them. Also, I interact with my teachers and friends during the lessons, which has affected my speaking skills a lot (Marin).*

*... The most important and useful thing I do is being active during the process. I use strategies like communicating with my foreign friends, taking advice from my teachers, and reviewing what I have learned. (Tweety).*

Unlikely, some of the interviewees stated that they hardly ever employ compensation or affective language learning strategies intentionally so as to raise their L2 achievement.

*... As I said, I do not know how to deal with the problems I come across during the L2 process. So, I do not think that they play any role in my success (Gamer).*

*... To be honest, I sometimes get so anxious and confused during an exam and cannot deal with these feelings. It lowers my grades at some point. (Jim).*

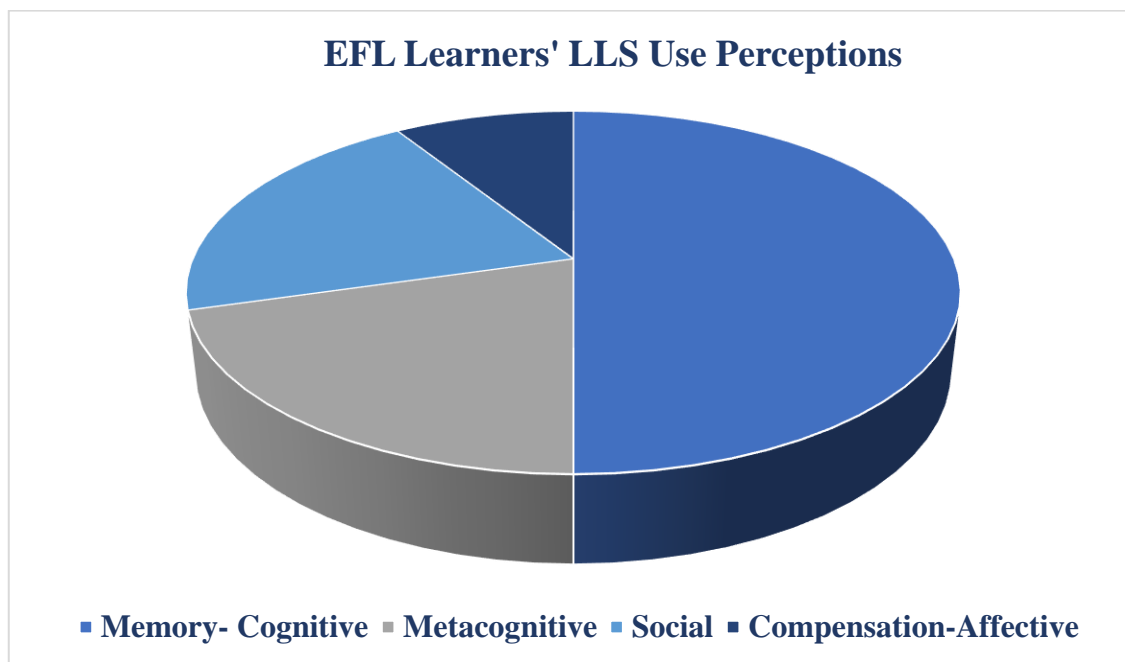
*... I know how to deal with stress and the problems caused by my knowledge deficiency in L2. Yet, I am not sure this is something that I do to enhance my L2 achievement (Lily).*

Unlike Lily, Jim and Gamer other interviewees (Light and Marin) advocated that lowering the anxiety and being able to overcome the possible language barriers contribute their EFL achievement at some level.

*... When I feel relaxed and confident, I am able to focus on tasks and exams better. So, I think it affects my success in a roundabout way (Light).*

*... When I do not know or cannot remember a word, I generally use synonyms or dictionaries, and I think this helped me many times while I was performing a task related to speaking or listening (Marin).*

To sum up, the EFL learners at Foreign Language School of Çağ University stated that they use the six subcategories of SILL, memory, cognitive, compensation, metacognitive, affective, social, at different level. Based on the detailed content analysis, the learners use, cognitive, metacognitive and social strategies a bit more often than they use the other two strategies, affective and compensation strategies during online education (see Figure 2).



**Figure 2.** Content Analysis of EFL Learners' LLS use

The learners' language learning strategies choices are based on the different purposes such as raising exam grades, remembering what is learned, dealing with the problems caused by knowledge deficiency, directing the learning process, improving communication skills, being competent in four skills of the language and so on. According to the interviews' analysis, it can be said that the six subcategories of SILL are often employed through pretty similar actions. For example, most of the learners stated that they use similar memory strategies which are taking notes, reviewing on a regular basis and using the word in a sentence. However, it is clear that the way they employ language learning strategies, the frequency of using these strategies and the aims to use them differ at some level. Lastly, almost all of the participants advocated that they employ some of the language learning strategies in order to facilitate their L2 achievement on purpose and they believe that these strategies affect their L2 learning

process in a positive way at different levels. For instance, most of them stated that memory and cognitive strategies are quite useful when they are preparing for their mid-term exams and they also believe that they are able to enrich their vocabulary knowledge and perform better in speaking tasks through social strategies. Yet, only few learners indicated that they employ affective and compensation strategies consciously to enhance their L2 achievement.



## **4. DISCUSSION AND CONCLUSION**

### **Overview of the Chapter**

The aim of the current study was to investigate what language learning strategies that EFL learners employ at the School of Foreign Languages considering variables like gender and English learning span, and reveal the relationship between EFL learners' LLS use and their EFL achievement during online education. Mixed method approach was employed for this study. The quantitative data gathered from 139 participants through SILL, Strategy Inventory for Language Learners, was analysed in order to answer the first three research questions of the study. The qualitative data obtained from nine participants through semi-structured interviews was analysed in order to answer the last research question of the study. In this chapter, the results of the study are discussed, and the implications for practice and the recommendations for further studies are presented.

### **Discussion of the Research Question 1**

The descriptive results of the first research question revealed that EFL learners at the School of Foreign Languages employed language learning strategies at a medium level. The findings are line with the studies conducted by Oxford (1990), Bölükbaş (2013), Yılmaz (2010), Höl and Erarslan (2014), Dawadi (2017) Mantano (2017), and Kineş (2018). It can be interpreted the learners are familiar with the language learning strategies and they are able to use these strategies consciously at a modest level. The reason for the results might be related to the strategy-based activities (fill in the gaps, semantic mapping, group works, picture stories, directions, Jigsaw listening, brainstorm etc.), from their text-books, and Web.2 tools (Kahoot, Quizlet, Quizizz, Word art, Vo screen, Padlet, Lino it) that the learners of the study take advantage of regularly through online education. The strategy use level of the learners may be explained by busy Turkish education system which forces students to take too many written exams to measure their success. Thus, Turkish EFL learners might not spend enough time to learn more about L2 learning strategies and use them at a high level.

Among six subcategories of SILL, metacognitive strategies (planning, organizing, analysing, taking risks etc.) ranked the highest and the use of these strategies use was at a high level. It is apparent that the learners are more likely to monitor and evaluate the L2 learning process. On one hand, affective strategies (lowering the anxiety level,

encouraging yourself, taking emotional temperature) ranked the lowest. However, the usage of affective strategies was at a moderate level. It would not be wrong to state that EFL learners take advantage of affective strategies less during the L2 learning process in comparison to the other five subcategories of SILL. The result might be related to the number of classroom activities that involve the use of affective strategies. In the current EFL context, there are very few activities directly affective strategies-based. So, the learners' chances to practice and use affective strategies during the classrooms are less than other subcategories of LLS. Being educated fully online can also be one of the possible reasons for the lack of affective strategies- based tasks. The results show parallelism with the studies carried out by Höl and Eraslan (2014), Dawadi (2017), Razi (2012) and Sen and Sen (2012).

Social strategies were calculated as the second-highest language learning strategies which were employed by EFL learners for this study. The use of social strategies was at a high level, which indicates that most of the learners usually interact with other people in English in order to ask questions for clarification or verification, cooperate, and empathizing. It can be interpreted that the learners, participated in this study, have chance to enhance their proficiency level and become more active in the process thanks to their social strategy use. The reason for the result might be related to studying with foreign teachers eight hours a week and being exposed to the target language in the meantime. Accordingly, EFL learners' continuous interaction with their teachers in TL might foster the use of social strategies. As Duff and Polio (1994) stated, the availability of the target language is crucial for a language learner (EFL or ESL) since it raises the learners' engagement to the TL and their meaningful interaction in TL. The results are in line with the study conducted by Oxford and Ehrman (1995).

In accordance with the results, memory (grouping, associating, creating linkages, reviewing) and cognitive strategies (practising, summarizing, reading or writing in the TL) were employed by the EFL learners at the same level which is moderate. It can be interpreted that the learners give importance to keep a new learned information (like a word/phrase) in their memory as much as they make effort to manipulate the new learned or existing information in their memory. The reason for the results might be explained by the positive learners' beliefs concerning using memory and cognitive strategies in their learning context. Learners' beliefs are shaped by two main factors, learners' previous experiences and cultural background (Maftoon & Shakouri, 2013). In the current study, it is possible to state that the learners' positive beliefs are based on

their previous experiences. They might have had positive outcome like passing an exam, writing a short story and improving existing vocabulary knowledge or grammatical structure, thanks to employing these strategies. The findings of the study were compatible with the study conducted by Arslanbuğa (2017). O'Malley and Chamot (1990) clearly deduced that cognitive strategies are the key points to make progress in L2 acquisition since the both successful EFL and ESL learners were the ones who made use of cognitive strategies at a certain level. So, it can be concluded that the learners' L2 learning process might get affected positively because of their moderate cognitive strategy use for this study.

Based on the findings, compensation strategies were the second least preferred language learning strategies by the EFL learners but the use of compensation strategies was still at a medium level, which indicates that the learners tend to realize the possible language problems and take actions like guessing, using body language and using synonyms to overcome these problems at a certain level. The reason for the result might be related to learners' attitudes. Learners might have negative attitudes towards English from time to time because of their possible weaknesses emerged during online education. Some of them might need to improve their digital literacy skills to employ compensation LLS more often during online education. The results are in line with Zarei and Elekaei (2013).

Although there are several studies in the literature, as mentioned above, that presented similar results with this study's results, there are some other studies which presented different results in relation to revealing the frequency of employing the subcategories of SILL. For instance, Zarei (2013) stated that affective strategies were the most frequently used language learning strategies by adult EFL learners. For Iranian EFL learners, metacognitive strategies were at the bottom of the descriptive analysis table (Abedini et al., 2011). This reason might be explained by the other factors which may play role on choosing what language learnings strategies that language learners employ or which one they employ more or less frequent. The factors, mostly given point to, are age, sex, learning styles, motivation types, learning aims, learners' needs, learning environment, personality traits, anxiety levels, and teachers' expectations or LLS instructions. As Kumaravadivelu (2006) highlighted that every language learning context is unique and needs to be considered within its own dynamics. Also, Oxford (2003) mentioned that none of these strategies are superior to one another, and each strategy serves to different aim of the language learner. As Cohen (1996) emphasized



that language learning strategies become useful when they are used in an orchestrated way. So, one can infer from the findings of the study that the learners employ all six types of the language learning strategies at a remarkable level, and the reasons for the frequency differences of these strategies use may adhere to the factors such as the learners' needs, the universities' expectations, the desire to get high grades, the aims that they want to achieve for their future and the country they live in.

### **Discussion of the Research Question 2**

In accordance with the t-test results, there was a statistically significant difference between two groups, male and female learners, in the use of overall SILL and five subcategories of SILL (except for compensation strategies use) in favour of female learners. It means that female learners make use of language learning strategies more than male learners do for this study. On one hand, it should be mentioned that the male learners' LLS use level was at a moderate level, even metacognitive strategy use was at a high level, which proves that male learners are also eager to employ the language learning strategies. It is apparent that gender is a determinative variable in the use of language learning strategies for the current study. The results are in line with the studies conducted by Ellis (1994), Oxford and Ehrman (1988), Gu (2002), Özgür (2003), Griffiths (2004), Zeynali (2012) and Arslanbuğa, (2017). Gu (2002) concluded that female learners take advantage of wider range of LLS in comparison to male learners. Özgür (2003) stated that female learners scored higher than male learners in the use overall LLS. On the contrary, several studies presented that there is a statistically significant difference in favour of male learners (Zarei, 2013; Nhan & Lai, 2013; Dawadi, 2017). Also, some of the studies deduced that gender is not one of the determinative variables which affect the language learners' LLS use level (Hashim & Sahil, 1994; Razi, 2012; Höl & Erarslan, 2014; Kineş, 2018). It would not be wrong to state that whether gender is a determinative factor or not in the use of LLS in the field of EFL is a controversial issue, since there have been different interpretations presented related to the issue. Therefore, the results of the studies in the field have not been conclusive so far. For this study, the reason for the significant difference between male and female learners' LLS use level might be related to the personality features of female learners. As Ellis (1994) stated, in comparison to the male learners, female learners are better at learning any second language at some level since they tend to acquire a new language competence easier and faster, and they are also good at overcoming possible language



barriers derived from their L1. However, she also stated that “sex interacts with such factors as age, ethnicity, and in particular social class” Another reason may be related to inequality of opportunity to the detriments of women in Turkish society. Women generally need to study/work harder to have the same opportunities as men have in most professions. Therefore, the female learners might have the urge to be one step ahead of the male learners in any profession, in this case, L2 learning.

The other variable of the second research problem was learners’ English learning span. Based on the results, although the ones whose English learning span was at least 7 years scored slightly higher than the ones whose English learning span less than 7 years in the use of overall LLS and five subcategories of LLS, the difference was not statistically significant. There was only a significant difference between the two groups in the use of cognitive strategies. The results are in line with the studies conducted by Kineş (2018), Razi (2012) and Sadedghi and Attar (2013). The results are contradictory with the results which were presented by Oxford and Nyikos (1989). The reason for the results might be explained with the learners’ educational background. In the current study, all of the learners have been studying English through Turkish education system. So, the learning objectives and learners’ needs are same at a certain level. The other individual differences such as learning styles, motivation types, aptitude, personality traits and financial opportunities also might be taken into consideration. For instance, the learner whose English learning span was less than seven years can be more enthusiastic than the learner whose English learning span was more than 7 years in the use of LLS because of his/her personality trait or motivation type. Kineş (2018) also calculated the same results as the current study and claimed that individual differences might be the reasons for the results.

### **Discussion of the Research Question 3**

In accordance with the results, there is a positive and statistically significant correlation between EFL learners’ overall LLS use and their EFL achievement. It can be interpreted that when EFL learners’ LLS use level increases, their EFL achievement increases as well. The results of the research are compatible with the results of the researches conducted by Çelik and Toptaş (2010), Abedini et al. (2011), Al- Ma’amari (2011), Höl and Eraraslan (2014), Montano (2017) and Hashim et al. (2018). They stated that language learning strategy use affects EFL learners’ L2 achievement and proficiency level positively at a certain level. On one hand, there are several researches

presented conflicting results with the current study (Altan, 2003; Sariçoban and Sarıcioğlu, 2008; Fewell, 2010; Ella, 2018). As Oxford (1990) stated that, language learning strategies are the prominent factors which facilitate learners' L2 success/achievement at a certain level. So, one can infer from the results of the research that EFL learners enhance their success by making use of language learning strategies. Even though some of them have 100 % scholarship, most of the learners need to pay for their education. Therefore, for the learners of the study, achievement probably means being successful in their exams and receiving the minimum passing grade at the end of the year. It might force them to employ specific LLS to raise their L2 achievement. However, the correlation was calculated weak, which indicates that EFL learners make use of LLS at a low level in relation to raising their EFL achievement. It might be related to learners' lack of awareness of LLS use, probably derived from their teachers' inadequate LLS instruction. English teachers need to follow quite intense schedules in Turkey, which may lessen their time for providing LLS instructions for their learners.

#### **Discussion of Research Question 4**

The first interview question was related to revealing what memory strategies EFL learners employ. Based on content analysis, EFL learners take advantage of almost all of the memory-related language learning strategies such as creating mental linkages, applying images, reviewing well. To interviewees, reviewing on a regular base make a new learned word/phrase permanent and they are able to use that word/phrase easily when its necessary. The content analysis indicated that EFL learners are aware of the importance of memory strategies use concerning progress in L2 learning. O' Malley and Chamot (1990) stated that it is significant for L2 learners to take advantage of language learning strategies related to memorization, since these strategies affect learners' L2 learning process directly. Oxford (1990) indicated that unless a language learner takes care of his/her memory well, he/she is probably not able to reach desired L2 proficiency level. The reasons for the results might be related to the language learning objectives presented in the curriculums and the L2 assessment system prepared by Turkish Ministry of National Educations, which might be defined as paper-based and rote-learning based system, even though they have been educated through online education while the study conducted. Since the participants are used to studying according to this system, they mostly tend to use memory strategies for their exams or perform a designed language task. In the current EFL context, students study English through

CEFR-based textbooks, which mainly aim to develop four skills in English. However, the L2 assessment criteria of the university conflict with the concept of CEFR at some point since 50 % of each mid-term exam/quiz targets measuring learners' vocabulary and grammar knowledge through paper-based tests. Therefore, students might tend to employ memory-related strategies to succeed in their exams.

Second interview question was related to revealing what cognitive language learning strategies that learners employ. In accordance with results, EFL learners usually aware of cognitive language learning strategies and they take advantage of these strategies at a certain level which indicates that the participants are able to manipulate the target language through different cognitive LLS. The results are in line with the quantitative results of the current study which presented that EFL learners take advantage of cognitive strategies at a moderate level. Based on the extracts, the cognitive strategies that the participants make use of are practising, summarizing, repeating, reading aloud, watching videos (TV series, short videos, movies, Instagram videos), listening to foreign music, using apps to practice, and playing mobile games. One can infer from the results that learners are more likely to employ cognitive strategies through technology-integrated methods. This might be related to the online education sources that learners need to employ during almost two years. It may encourage learners to use technology to progress in the TL.

The third interview question was related to revealing what compensation strategies that EFL learners employ. In accordance with the results, some of the learners advocated that they are able to overcome language learning barriers derived from the language deficiency by using synonyms, guessing, using body language, switching to L1 and using dictionary. They also underlined the fact that they need to employ these strategies to be able to progress in the L2 learning process. Cohen (2014) defined the language learning strategies as the actions that L2 language learners take consciously aiming to cope with possible language problems/challenges. Therefore, it can be interpreted that the participants' L2 learning process involve language problems/challenges from time to time in the current context and they acknowledge that they need to overcome these problems/challenges to improve their L2 learning. According to quantitative results, compensation strategy use level was at a moderate level. Yet, it is surprising to acknowledge that, some of the participants are not fully capable of overcoming problems which take place during a speaking task/exam. They mentioned that they feel quite nervous while speaking and they are not good at finding a

solution in a short time. Some of them even stated that they hesitate to perform at a designed speaking task. This might be related to speaking anxiety level of the participants. They might hesitate to look stupid in front of their friends, and find hard to communicate through Zoom since they are not familiar with studying fully online. The results are in line with As Mohammadi et al. (2013).

The fourth interview question was related to revealing what metacognitive strategies that EFL learners employ. In accordance with the results, the participants usually take advantage of metacognitive strategies to regulate their L2 learning process at a great level. The metacognitive strategies that they employ are planning, evaluating, centring the L2 learning, analysing their L2 performances and being active during the process. Some of the participants believed that the key to success in L2 learning is related to the amount of learners' contribution to the process. Learners analyse their learning styles, set goals and plan to achieve these goals, evaluate their progress through recognizing their strengths and weakness. To exemplify a few extracts obtained from the interviewees are presented below:

*Tweety: I plan every stage of the learning process since I believe that I learn better this way.*

*Daisy: ... I think learning English is related to how much you are involved in the process. I take responsibilities such as questioning my study habits, evaluating my progress, motivating myself, to succeed in English.*

*Tourist: I generally try to understand my mistakes, and then I try not to make these mistakes again. I believe that it is a necessity if you want to be good at English.*

Oxford and Nyikos (1989) stated that metacognitive strategies are the language learning strategies that adult learners employ more frequently than younger learners and they pointed out that adult learners' metalinguistic awareness level might be the reason for this difference. Since the participants of the current study are also adult learners, metalinguistic awareness level of the learners might be possible reason for the result.

The fifth interview question was related to revealing what affective strategies that EFL learners employ. In accordance with results, a great number of the participants stated that they are able to control their negative emotions during the L2 learning process. The affective strategies that the learners employ are ignoring negative feelings,

thinking of the reason for these negative feelings, lowering the anxiety level, using progressive relaxation, and encouraging oneself. Some of the learners stated that they are less likely to share negative feelings with other people since they are used to managing these feelings on their own. The results are in line with the quantitative results of the study, which indicated that the learners participating the study employ affective language learning strategies at a moderate level. To exemplify, item 42 (I notice if I am tense or nervous when I am studying or using English) scored highest among affective strategy items in SILL. Surprisingly, a few participants highlighted that they do not take any actions to manage their positive feelings like rewarding, apperception for oneself, etc. Yet, eight out of nine indicated they realize positive emotions during the L2 process and share these emotions with other people such as family members, teachers, friends, and classmates. Based on the extracts, positive feelings (getting a high grade, performing well at a designed task, and speaking fluently in the TL) might contribute to their L2 learning process concerning raising their self-efficacy beliefs and motivation level related to L2 learning. According to Affective Filter Hypothesis proposed by Krashen (1985), a language learner needs to have a high motivation, self-efficacy, and self-esteem, and a low anxiety in order to acquire a second language. Accordingly, one can infer from the qualitative results, most of the learners facilitate their L2 learning process indirectly at some point.

The sixth interview question was related to revealing what social language learning strategies EFL learners employ. Participants can split into two groups, based their preferences in the use of social LLS. A few of them interact with their foreign friends, classmates, and tutors in the target language by using technology-based methods like using educational apps, watching Netflix movies, chatting on social media. The other group of students only interacts in the target language with their classmates and teachers to ask questions or perform a speaking or group task. One can infer from the results of the study is that the participants communicate in English for different purposes at some level. It is not surprising that the learners prefer technology-enhanced language learning strategies since they belong to generation Z. Generation Z learners were born in a digital world formed by the internet, and they have experienced the advancement of technology in every phase of their lives. The learners, participating this study, have studied through online education and they might have become eager to facilitate their L2 language learning process through technology- based activities. Also, the significance of exposure to the target language is underlined based on the results. Vygotsky (1987, as cited in

Lightbown & Spada, 2013) stated that language is a living phenomenon and takes place within a social environment. Therefore, social interaction is a must to learn a language.

The last interview question was related to revealing EFL learners' opinions on the relationship between LLS use and EFL achievement. The learners indicated that they make use of most of the language learning strategies, belong to four subcategories of LLS, memory, cognitive, metacognitive and social, consciously aiming to succeed in the L2 learning process. For instance, they employ memory and cognitive strategies to reach desired L2 proficiency level, complete a task in four skills of TL, and raise their exams/quizzes grades. Foreign Languages School aims to provide sufficient English Language Education for new arriving university students since education language is 100 % English for Psychology and Faculty of Economics and Administrative Sciences, 30 % English for Law Faculty. The reason for the results might be explained by the university's language policy, which probably instrumentally motivates learner to succeed in L2 learning process. Instrumental motivation refers to having functional/pragmatic desires to learn L2 learning. In the current study, the learners might target passing the exams, being successful at their department, finding a well-paid job, working abroad, which indicates that the level of instrumental motivation of the learners affect their L2 achievement at some point. Social strategies are employed to improve their communication skills, and metacognitive strategies are employed to carry out future aims. It can be inferred from the results that the learners believe language learning strategies are necessary in order to facilitate their EFL achievement at some level. Yet, they indicated that they hardly/ever employ compensation and affective strategies consciously in order to enhance their EFL achievement. This result might be related to their lack of awareness in the use of compensation and affective strategies. Accordingly, it would not be wrong to state that they might need their teachers' guidance to take advantage of these LLS concerning improving their L2 process. The current study indicates that the LLS choices of EFL learners to facilitate their EFL achievement might differ based on learners' beliefs, learning styles, learners' aims and needs, motivation types, and teachers' LLS instructions.

## **Conclusion**

The study aimed to investigate what sort of language learning strategies that EFL learners employ considering two variables, gender, and English learning span, and whether there is a relationship between EFL learners' LLS use and their EFL



achievement or not during online education. The results, which were obtained through SILL, indicated that EFL learners employ overall LLS at a medium level. Among six subcategories of LLS, metacognitive was ranked the highest and the usage level of metacognitive LLS was high. Social strategies were ranked the second highest followed by memory and cognitive strategies. Social strategies were used at a high level whereas memory and cognitive strategies were used at a medium level in the current context. Compensation strategies were the second least preferred LLS and affective strategies were at the bottom of the descriptive analysis of SILL. Both subcategories of SILL were employed at a medium level. The quantitative results were supported by qualitative results at a great level. Content analysis indicated that EFL learners who participated in the current study take advantage of LLS through online education sources in the L2 learning process at different levels. According to interviewees' statements, learners make use of LLS for different purposes such as having a well-paid future job, being successful at their departments, living abroad, communicating with other people, getting high grades, reaching desired L2 proficiency level, meeting teachers'/institution's expectations, and so on. Moreover, it is apparent that learners' LLS use level can be affected by many other variables like the motivation level, learners' beliefs, learners' aims, and needs, speaking anxiety level, teachers' attitudes, LLS-based instruction, exposure to the target language, L2 assessment criteria in their local context and so on.

In accordance with the results there was a statistically significant difference between the two groups, male and female learners, in favour of female learners. Female learners scored higher in the use of overall LLS and five subcategories of LLS (memory, cognitive, metacognitive, affective, social). Female and male learners scored at the same level in the use of compensation strategies. So, no statistically significant difference was calculated between the two groups. Therefore, it can be stated that gender is a determinative factor in the use of overall LLS and subcategories of LLS (except for compensation strategies) for the current study. Another variable was English learning span of EFL learners. Based on the results, there was no statistically significant difference between the two groups, the ones whose English learning span was at least seven years and the ones whose English learning span was less than 7 years in the use of overall LLS and five subcategories of LLS. There was only statistically significant difference in the use of cognitive strategies in favour of the ones whose English learning span was at least seven years. Therefore, the study concluded that English learning span

is not a determinative factor in the use of LLS and subcategories of LLS (except for cognitive strategies) for the current study.

The current study's results stated that there is a positive and significant correlation between overall LLS use and EFL achievement, which indicated that when EFL learners' LLS use level increases, their EFL achievement increases as well. Among subcategories of LLS, only cognitive LLS use correlated positively and significantly with EFL learners' achievement. Based on qualitative data analysis, most of the interviewees believed that LLS use affect their L2 success positively at some point. They take advantage of memory, cognitive, metacognitive, and social LLS more often concerning succeeding in the target language in comparison to compensation and affective strategies.

### **Implications for Practice**

The current studies' results pointed out that EFL learners at the School of Foreign Languages employ overall language learning strategies at a medium level. In order to raise the learners' LLS use level, teachers should provide LLS instructions for their learners. Moreover, teachers should encourage their learners to employ LLS both inside and outside the classrooms through presenting LLS integrated activities and tasks. Thus, the learners would be able to learn more about the features of the strategies and employ LLS into four skills through authentic classroom activities. According to Brown (2007), Strategy Based Instruction (SBI) and Autonomous self- help training are two main concepts in order to teach learners how to learn. Also, Cohen and Weaver (2006) stated that strategy-based instruction is crucial for learners to choose the language learning strategy which suits to their needs, best to the perceived language tasks and their learning styles.

Secondly, the institution should provide opportunities such as financial support, training, conferences, empowering peer collaboration, and so on for EFL teachers to develop themselves professionally concerning using/teaching LLS in the current learning context. According to Oxford (1990), EFL/ESL teachers play a significant role since each learner needs to be guided by their teachers concerning enhancing efficient LLS use in the L2 learning process. However, she added that teachers also might need guidance to fulfil this mission.

Thirdly, it is interpreted that learners' affective strategies use get affected negatively due to learners' speaking anxiety. So, learners' speaking anxiety should be reduced in



the current context. Teachers might lessen learners' speaking anxiety level through instructions, encouragement, positive thinking, embracing mistakes, speaking activities/tasks.

Lastly, based on the results of the current study, the learners employ some of the language learning strategies through technology-based sources such as Web.2 tools, mobile games, online L2 assessment, social media, and education apps. It is obvious that online education, and accordingly using technology, is an effective factor in relation to employing wider range of LLS. Therefore, technology- integrated activities should be included more in the curriculums when face-to face education starts. Thereby, the learners probably become more enthusiastic about employing language learning strategies in the classrooms, and their LLS use level would increase.

### **Recommendations For Further Studies**

The current study investigated how language learners make use of LLS in the language learning continuum and the relationship between LLS use and EFL achievement. In the further studies, teachers' perceptions of LLS use in L2 learning process can be investigated.

EFL learners employ overall LLS at a moderate level. Also, the learners' need for guidance and support in relation to enchaining their LLS use level was highlighted. So, the effects of teachers' LLS based instruction on EFL learners' LLS use level can be investigated.

Gender is a determinative factor in the use of LLS in favor of female learners for this study. According to qualitative results, other factors, which affect learners' LLS use level or frequency, were presented such as speaking anxiety, exposure to the target language, learning styles, motivation types, technology – enhanced language learning theory. Therefore, the further studies can focus on how the other language learning notions/variables affect EFL learners' LLS use level.

The current study carried out at the School of Foreign Languages at Çığ University with adult EFL learners. The research can be replicated in other contexts such as high schools, primary schools, other universities.

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## APPENDICIES

## Appendix A: Approval of the Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Tuğçe KANDILCI
ÖĞRENCİ NO	20198047
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - Güz Dönemi Kaydını Yenilemedim / Yeniledim.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrencilerin kullandığı yabancı dil öğrenme stratejileri ile yabancı dildeki başarıları arasındaki ilişki.
TEZİN AMACI	Bu çalışmada yabancı dil öğrencilerinin kullandığı yabancı dil öğrenme stratejilerinin araştırılması, bu stratejileri kullanımlarında cinsiyet ve dil öğrenme yıllarının etkisinin olup olmadığının ortaya çıkarılması ve akabinde dil öğrenme stratejilerini kullanımları ile dildeki başarıları arasında bir ilişki olup olmadığının araştırılması amaçlanmıştır.
TEZİN TÜRKÇE ÖZETİ	Karma yöntem yaklaşımına dayandırılan bu tez, Çağ Üniversitesi Yabancı Diller Yüksekokulu'nda cinsiyet ve dil öğrenme yılları gibi değişkenler göz önüne alınarak yabancı dil öğrencilerinin dil öğrenme stratejileri ile dildeki başarıları arasındaki ilişkiyi araştırmayı amaçlar. Çalışma için her iki araştırma modeli, nitel ve nicel, kullanılacaktır. 23 sınıf arasından basit seçkisiz örnekleme tekniği ile 120 yabancı dil öğrencisi katılımcı olarak seçilecektir. Dil Öğrenme Stratejileri Envanteri, Startegy Inventory for Language Skills (Oxford, 1990), ve Progress Test sonuçları nitel ölçme araçları olarak kullanılacaktır. Dil Öğrenme Stratejileri Envanteri öğrencilerin dil öğrenme stratejilerini ortaya çıkarmak için kullanılacaktır. Envanter öğrencilerin ana dilinden kaynaklanabilecek herhangi bir anlam karmaşası ve belirsizliği önlemek adına Fer ve Cesur (2007) tarafından orijinalinden bire bir çevrilmiş olan Türkçe versiyonu kullanılacaktır. Envanterin güvenilirliği Fer ve Cesur (2007) tarafından $r=92$ olarak açıklanmıştır. Envanterin cevapları, 1= Hiçbir zaman doğru değil, 2= Nadiren, 3= Bazen doğru, 4= Sık sık doğru, 5= Her zaman doğru olarak verilmiştir. Pearson Education tarafından her yıl güvenilirliği onaylanan Progress Test sonuçları öğrencilerin yabancı dil başarılarını ölçmek amacıyla ikinci nicel araştırma aracı olarak kullanılacaktır. Elde edilen veriler değişkenlerin betimsel analizinin elde edilmesi ve değişkenler arasındaki korelasyon katsayısının ortaya çıkarılması amacı ile SPSS.26 kullanılarak analiz edilecektir. Araştırılan konuya dair daha derin ve kapsamlı bir bakış açısı kazanmak ve ortaya çıkan nicel sonuçları desteklemek amacı ile nitel araştırma yöntemi olarak yedi ila on öğrenci ile yarı yapılandırılmış görüşmeler Zoom

	uygulanması üzerinden yapılacaktır. Yarı yapılandırılmış görüşmeler için hazırlanan sorular (7) Türkçeye çevirilip daha sonra uygulanacaktır. Elde edilen veriler transkripsiyon ve kodlama yöntemi ile analiz edilecektir.
<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	Çağ Üniversitesi
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	Çağ Üniversitesi- Yabancı Diller Yüksekokulu- Yenice- Mersin
<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	Çağ Üniversitesi Yabancı Diller Okulunda 101 -123 beginner olarak adlandırılan sınıflarda eğitim gören öğrenciler arasından basit seçkisiz örnekleme yöntemi ile 120 öğrenciye Dil Öğrenme Stratejileri Envanteri (Cesur & Fer, 2007) online olarak uygulanacaktır. Bu öğrencilerin Progress Test sonuçları, consent form ile öğrencilerin izni alınarak ,Yabancı Diller Yüksek Okulu sekterliğinden öğrencilerin dil başarılarını ölçmek amacıyla mail yoluyla alınacaktır. 120 öğrencinin içerisinde basit seçkisiz örnekleme yöntemi ile 7 ila 10 arası öğrenci seçilerek yarı-yapılandırılmış görüşmeler Zoom aracılığı ile yapılacaktır.
<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b>	1. Dil Öğrenme Stratejileri Envanteri (Cesur & Fer, 2007) 2. Yarı-yapılandırılmış görüşmeler (interviews)
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	1) Dil Öğrenme Stratejileri Envanteri (Cesur & Fer, 2007) Sayfa (2) Ölçeği. 2) Yarı- yapılandırılmış görüşmeler (semi-structured interviews) sayfa (1) 7 soru 3) Consent Form (Katılımcı Bilgilendirme ve İzin Formu) Sayfa (1) 4) ..... (.....) Sayfa .....

<b>ÖĞRENCİNİN ADI - SOYADI: Tuğçe KANDILCI</b>		<b>ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 07/ 12/ 2020</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>				
<b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b>				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı - Soyadı: Semiha KAHYALAR GÜRSOY	Adı - Soyadı: .....	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr.Öğr.Üyesi	Unvanı: .....	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
/ / 20	/ / 20	/ / 20	/ / 20	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>				
Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Yücel ERTEKİN (Y)</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Ali Engin OBA</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Dr. Sami DOĞRU Evrak onayı e- posta ile alınmıştır	İmzası :		İmzası : Evrak onayı e-posta ile alınmıştır
/ / 20	/ / 20	/ / 20	/ / 20	/ / 20
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>		<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 07 / 12 / 2020 -20 / 01 / 2021 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.</b>		
<b>OY ÇOKLUĞU İLE</b>				
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İŞE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				


## Appendix B: Informed Consent Form for the Participants (Online)

### Informed Consent for Participation in Interview

I volunteer to participate in a research conducted by Tuğçe KANDILCI from Çağ University. I understand that the project is designed to gather information about the relationship between students' language learning strategy use and their language achievement in the field of EFL. I will be one of 7 people being interviewed for this research.

- My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty.
- If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
- Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. If I don't want to be taped, I will not be able to participate in the study.
- I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
- I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
- I have been given a copy of this consent form.

For further information, please contact:

I approve. 



## Appendix C: Strategy Inventory for Language Learning (Turkish Version)

### Dil Öğrenme Stratejileri Envanteri

Sevgili Öğrenciler,

Bu ölçek dil öğrenimi sırasında kullandığınız dil öğrenme stratejilerini ortaya çıkarmayı amaçlamaktadır. Dil öğrenme stratejileri sizlerin dil öğrenme süreci boyunca dil becerilerinizi ilerletmek amacı ile kullandığınız (uyguladığınız) veya kullanmadığınız (uygulamadığınız) kişisel yöntemler ve çalışma tekniklerinin bütünüdür. Çalışmama katkıda bulunduğunuz için teşekkür ederim.

Öğr. Gör. Tuğçe KANDİLCİ

### Cinsiyetiniz:

### İngilizce Öğrenme Yılı:

Aşağıdaki her bir ifade için beşli değerlendirme ölçeğini kullanarak size en uygun olan derecelendirmeyi işaretleyiniz

1=Hiç bir zaman doğru değil

2= Nadiren doğru

3= Bazen doğru

4= Sık sık doğru

5= Her zaman doğru

### BÖLÜM A:

1. İngilizcede bildiklerimle yeni öğrendiklerim arasında ilişki kurarım.	1	2	3	4	5
2. Yeni öğrendiğim kelimeleri hatırlamak için bir cümlede kullanırım.	1	2	3	4	5
3. Yeni öğrendiğim kelimeleri akılda tutmak için kelimenin telaffuzuyla aklıma getirdiği bir resim ya da şekil arasında bağlantı kurarım.	1	2	3	4	5
4. Yeni bir kelimeyi o sözcüğün kullanılabileceği bir sahneyi ya da durumu aklımda canlandırarak, hatırlarım.	1	2	3	4	5
5. Yeni kelimeleri aklımda tutmak için, onları ses benzerliği olan kelimelerle ilişkilendiririm.	1	2	3	4	5
6. Yeni öğrendiğim kelimeleri aklımda tutmak için küçük	1	2	3	4	5

kartlara yazarım.					
7. Yeni kelimeleri vücut dili kullanarak zihnimde canlandırırım.	1	2	3	4	5
8. İngilizce derslerinde öğrendiklerimi sık sık tekrar ederim.	1	2	3	4	5
9. Yeni kelime ve kelime gruplarını ilk karşılaştığım yerleri (kitap, çalışma kâğıdı, çevrimiçi oyunlar, sınıf içi ya da sınıf dışı bir aktivite) aklıma getirerek, hatırlarım.	1	2	3	4	5

## BÖLÜM B:

10. Yeni sözcükleri birkaç kez yazarak, ya da söyleyerek, tekrarlarım.	1	2	3	4	5
11. Anadili İngilizce olan kişiler gibi konuşmaya çalışırım.	1	2	3	4	5
12. Anadilimde bulunmayan İngilizcedeki “ <b>th /θ / hw</b> ” gibi sesleri çıkararak, telaffuz alıştırmaları yaparım.	1	2	3	4	5
13. Bildiğim kelimeleri cümlelerde farklı şekillerde kullanırım.	1	2	3	4	5
14. İngilizce sohbetleri ben başlatırım.	1	2	3	4	5
15. TV’de İngilizce programlar ya da İngilizce filmler izlerim.	1	2	3	4	5
16. İngilizce yayınlar (kısa öykü, roman, gazete, sosyal medya içerikleri, makale vb.) okumaktan hoşlanırım.	1	2	3	4	5
17. İngilizce mesaj, mektup veya rapor yazarım.	1	2	3	4	5
18. İngilizce bir metne ilk başta bir göz atarım (yüzeysel tarayarak okuma), daha sonra metnin tamamını dikkatlice okurum (detaylı okuma).	1	2	3	4	5
19. Yeni öğrendiğim İngilizce kelimelerin benzerlerini Türkçede ararım.	1	2	3	4	5
20. İngilizce ’de tekrarlanan ve sık sık kullanılan kalıplar (thank you, I’m sorry, Excuse me, That sounds great, Can you please repeat that? vb.) bulmaya çalışırım.	1	2	3	4	5
21. İngilizce bir kelimenin, bildiğim kök ve eklerine ayırarak anlamını çıkarırım.	1	2	3	4	5
22. Kelimesi kelimesine çeviri yapmaktan kaçınırım.	1	2	3	4	5
23. Dinlediğim ya da okuduğum metnin özetini çıkarırım.	1	2	3	4	5

## BÖLÜM C:



24. Bilmediğim İngilizce kelimelerin anlamını, tahmin ederek bulmaya çalışırım.	1	2	3	4	5
25. İngilizce konuşurken bir sözcük aklıma gelmediğinde, el kol hareketleriyle anlatmaya çalışırım.	1	2	3	4	5
26. Uygun ve doğru kelimeyi bilmediğim durumlarda kafamdan yeni sözcükler uydururum.	1	2	3	4	5
27. İngilizce bir metin okurken her bilmediğim kelimeye sözlükten bakmaktan kaçınır, okumayı sürdürürüm.	1	2	3	4	5
28. Konuşma sırasında karşıdakinin söyleyeceği bir sonraki cümleyi tahmin etmeye çalışırım.	1	2	3	4	5
29. Herhangi bir kelimeyi hatırlayamadığımda, aynı anlamı taşıyan başka bir kelime ya da ifade kullanırım.	1	2	3	4	5

## BÖLÜM: D

30. İngilizcemi kullanmak için her fırsatı değerlendiririm.	1	2	3	4	5
31. Yaptığım yanlışların farkına varır ve bunlardan daha doğru İngilizce kullanmak için faydalanırım.	1	2	3	4	5
32. İngilizce konuşan bir kişi duyduğumda dikkatimi ona veririm.	1	2	3	4	5
33. “İngilizceyi daha iyi nasıl öğrenirim?” sorusunun yanıtını araştırırım.	1	2	3	4	5
34. İngilizce çalışmaya yeterli zaman ayırmak için zamanımı planlarım.	1	2	3	4	5
35. İngilizce konuşabileceğim kişilerle tanışmak için fırsat kollarım.	1	2	3	4	5
36. İngilizce okumak için, elimden geldiği kadar fırsat yaratırım.	1	2	3	4	5
37. İngilizcede becerilerimi (okuma, yazma, dinleme, konuşma) nasıl geliştireceğim konusunda hedeflerim var.	1	2	3	4	5
38. İngilizce öğrenirken ne kadar ilerleme kaydettiğim üzerine düşünürüm.	1	2	3	4	5

## BÖLÜM: E

39. İngilizcemi kullanırken tedirgin ve kaygılı olduğum anlar	1	2	3	4	5
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rahatlamaya çalışırım.					
40. Yanlış yaparım diye kaygılandığımda bile İngilizce konuşmaya gayret ederim.	1	2	3	4	5
41. İngilizcede başarılı olduğum zamanlar kendimi ödüllendiririm.	1	2	3	4	5
42. İngilizce çalışırken ya da kullanırken gergin ve kaygılı hissettiğimin farkındayım.	1	2	3	4	5
43. Dil öğrenirken yaşadığım duyguları İngilizce tuttuğum bir günlüğe yazarım.	1	2	3	4	5
44. İngilizce çalışırken nasıl ya da neler hissettiğimi başka birine anlatırım.	1	2	3	4	5

## BÖLÜM F:

45. Herhangi bir şeyi anlamadığımda, karşımdaki kişiden daha yavaş konuşmasını ya da söylediklerini tekrar etmesini isterim.	1	2	3	4	5
46. Konuşurken karşımdakinin yanlışlarımı düzeltmesini isterim.	1	2	3	4	5
47. Diğer öğrencilerle (arkadaşlarımla) İngilizce pratik yaparım.	1	2	3	4	5
48. İhtiyaç duyduğumda İngilizce konuşan kişilerden yardım isterim.	1	2	3	4	5
49. Derste İngilizce sorular sormaya gayret ederim.	1	2	3	4	5
50. İngilizce konuşanların kültürü hakkında bilgi edinmeye çalışırım.	1	2	3	4	5

## Appendix D: English Version of the Semi-Structured Interview Questions

### Interview Questions

1. How do you bear in mind a new English word or phrase?

And, what helps you to remember it when it is necessary?

2. How do you associate what is already known and what is learned new?

And, what do you do to strength this association?

3. What do you do when you do not know or remember a word in English while writing or speaking?

4. Do you think that you regulate your own learning process? In what ways?

5. How do you manage your feelings, either positive or negative, while learning English?

6. In what situations do you prefer to interact with other people in English?

7. What strategies do you apply in order to enhance your language achievement?

And, why do you prefer to choose these strategies?

## Appendix E: Turkish Version of the Semi-Structured Interviews

### Yarı Yapılandırılmış Görüşmeler

1. Yeni öğrendiğin İngilizce kelimeleri ya da sözcük gruplarını hafızanda tutmak ya da unutmamak için neler yaparsın? Bu sözcükleri kullanman gerektiğinde hatırlamak için hangi stratejileri kullanırsın?
2. Bildiğin ve yeni öğrendiğin kelimeler arasında nasıl bağ kurarsın? Bu bağı güçlendirmek için nasıl bir yol izlersin?
3. Yazarken veya konuşurken bir kelimeyi bilmediğinde ya da hatırlayamadığında bu durumun üstesinden nasıl gelirsin?
4. Kendi dil öğrenim sürecine şahsen yön verdiğini düşünüyor musun? Bir başka deyişle dil öğrenme sürecine senin katkı var mı? Eğer var ise, bunlar nelerdir ?
5. İngilizce öğrenirken yaşadığın duyguları kontrol edebildiğini düşünüyor musun ?
6. Hangi durumlarda diğer insanlarla İngilizce iletişim kurarsın ? Bunun İngilizcene nasıl bir katkı sağladığını düşünüyorsun ?
7. Dildeki başarını artırmak için hangi stratejileri uygularsın ? Uyguladığın ve başarına katkı sağladığını düşündüğün stratejiler nelerdir?

## Appendix F: Çağ University Thesis Survey Application and Permission Request Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000004516  
Konu : Tuğçe KANDİLCİ'ye Ait Tez  
Anket İzni Hakkında

10.12.2020

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan 20198047 numaralı **Tuğçe KANDİLCİ**, “**Öğrencilerin kullandığı yabancı dil öğrenme stratejileri ile yabancı dildeki başarıları arasındaki ilişki**” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyelerinden **Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY**'un tez danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitemize bağlı Yabancı Diller Yüksekokulunda 101-123 beginner olarak adlandırılan sınıflarda halen eğitim gören öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler  
Enstitüsü Müdürü

Ek : 3 sayfa tez etik kurul izin formu, 4 sayfa strateji envanteri-görüşme soruları, 4 sayfa etik kurul izin onay e-posta yazıları.

Dağıtım:

Gereği:

Yabancı Diller Yüksekokulu Müdürlüğüne

Bilgi:

Rektörlük Makamına

E-Posta: aycankol@cag.edu.tr

Evaluation  
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: 83D6A05

**Appendix G: Çağ University Thesis Survey Approval Letter**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu

Sayı : 12345678-000-E.2000004641

21.12.2020

Konu : Tez Anket İzni

**REKTÖRLÜK MAKAMINA**

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Tuğçe KANDİLCİ'nin uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi  
ÖNAL  
Yabancı Diller Yüksek  
Okulu Müdürü

