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THE USE OF SELF-REGULATED L2 LEARNING STRATEGIES BY
FRESHMEN STUDENTS IN THE TURKISH UNIVERSITY CONTEXT

THESIS BY

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DEDICATION

To my unique mother, and my beloved and unforgettable memory of grandmother,

Kadriye YAPIŞLAR…

ETHICS DECLARATION

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Kadriye Nur SAYKI

ABSTRACT

THE USE OF SELF-REGULATED L2 LEARNING STRATEGIES BY FRESHMEN STUDENTS IN THE TURKISH UNIVERSITY CONTEXT

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Learning and teaching methods in a foreign language have changed for decades. Thus, the role of learners has become more active in the L2 learning process. In addition, self-concepts have come into prominence with regard to the role of learners in the process and learners need to use some L2 learning strategies. Additionally, self-regulation has a significant role in this process. In this sense, this study aimed to determine the level of freshmen students' self-regulated L2 learning strategies use. The purpose of the study was also to identify which self-regulated L2 learning strategies are used the most and the least by freshmen students. The study also aimed to determine whether there are significant differences in the use of self-regulated L2 learning strategies by freshmen learners in terms of gender, department and the type of high school. The study was conducted with 323 freshmen students at a private university in Kayseri, Turkey. And, convenience sampling was used to select participants. In this quantitative survey-based research study, a Self-Regulated L2 Learning Strategy Use Scale was used to collect data. Data were analysed by using SPSS 23.00. The results of the study showed that freshmen students usually use self-regulated L2 learning strategies. Results also revealed that the most used Self-Regulated L2 Learning strategies are meta-cognitive strategies while the least used Self-Regulated L2 Learning strategies are cognitive strategies. Furthermore, results showed that there is a statistically significant difference between freshmen students' use of self-regulated L2 learning strategies in terms of gender. According to the department, there is also a statistically significant difference between freshmen students' self-regulated L2 learning strategies. However, there is not a statistically significant difference between freshmen students' use of self-regulated L2 learning in terms of the type of high school.

ÖZ

ÜNİVERSİTE BİRİNCİ SINIF ÖĞRENCİLERİNİN ÖZ DÜZENLEMELİ YABANCI DİL ÖĞRENME STRATEJİLERİNİ BİR TÜRK ÜNİVERSİTESİ BAĞLAMINDA KULLANIMI

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Yabancı dilde öğrenme ve öğretme yöntemleri yıllardır değişmektedir. Böylece yabancı dil öğrenme sürecinde öğrencilerin rolü daha aktif hale gelmiştir. Ayrıca, öğrencilerin süreçteki rolü konusunda öz kavramları öne çıkmıştır ve öğrencilerin bazı yabancı dil öğrenme stratejilerini kullanmaları gerekmektedir. Buna ek olarak, öz düzenlemenin de bu süreçte önemli bir rolü vardır. Bu bağlamda, bu çalışma birinci sınıf öğrencilerinin öz düzenlemeli yabancı dil öğrenme stratejilerini kullanma düzeylerini belirlemeyi amaçlamıştır. Çalışmanın amacı, birinci sınıf öğrencileri tarafından hangi öz düzenlemeli yabancı dil öğrenme stratejilerinin en çok ve en az kullanıldığını belirlemektir. Çalışma aynı zamanda birinci sınıf öğrencilerinin cinsiyet, bölüm ve lise türüne göre öz düzenlemeli yabancı dil öğrenme stratejileri kullanımında anlamlı farklılıklar olup olmadığını belirlemeyi amaçlamıştır. Bu çalışma, Kayseri'de özel bir üniversitede 323 birinci sınıf öğrencisi ile yürütülmüştür. Ayrıca, katılımcıları seçmek için kolaylı örneklem kullanılmıştır. Bu nicel anket tabanlı araştırma çalışmasında, veri toplamak için Öz düzenlemeli Yabancı Dil Öğrenme Stratejisi Kullanım Ölçeği kullanılmıştır. Veriler SPSS 23.00 kullanılarak analiz edilmiştir. Çalışmanın sonuçları, birinci sınıf öğrencilerinin genellikle öz düzenlemeli yabancı dil öğrenme stratejilerini kullandıklarını göstermiştir. Ek olarak, sonuçlar en çok kullanılan Öz Düzenlemeli Yabancı Dil Öğrenme stratejilerinin meta-bilişsel stratejiler olduğunu, en az kullanılan Öz Düzenlemeli Yabancı Dil Öğrenme stratejilerinin bilişsel stratejiler olduğunu ortaya koymuştur. Ayrıca, sonuçlar birinci sınıf öğrencilerinin öz düzenlemeli yabancı dil öğrenme stratejilerini kullanımlarında cinsiyete göre istatistiksel olarak anlamlı bir farklılık olduğunu göstermiştir. Birinci sınıf öğrencilerinin öz düzenlemeli

yabancı dil öğrenme stratejilerini kullanımlarında bölüme göre de istatistiksel olarak anlamlı bir farklılık vardır. Ancak, birinci sınıf öğrencilerinin öz düzenlemeli yabancı dil öğrenme stratejilerini kullanımlarında ise lise türü bakımından istatistiksel olarak anlamlı bir farklılık yoktur.

Anahtar Kelimeler: Dil öğrenme stratejileri, öz düzenleme, öz düzenlemeli yabancı dil öğrenme stratejileri, üniversite birinci sınıf öğrencileri

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ABBREVIATIONS

CLT   **:** Communicative Language Teaching

GLL   **:** Good Language Learner

GPA   **:** Grade Point Average

GTM   **:** Grammar Translation Method

L2   **:** Second or Foreign Language

LLS   **:** Language Learning Strategies

Meta-SI   **:** Meta- Sociocultural-Interactive

SI   **:** Sociocultural-Interactive

SPSS   **:** Statistical Package for the Social Science

SRL   **:** Self-Regulated Learning

S^2R   **:** The Strategic Self-Regulation Model

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1. INTRODUCTION

Background of the Study

Learning a foreign or second language is crucial for people, so individuals have been learning a foreign or second language for decades. However, they have learnt these languages through altered methods and approaches in the changing world, so the changing world has had an effect on language learning and teaching in every century. In this respect, language learning/teaching began with Grammar Translation Method (GTM) in this field (Freeman & Anderson, 2011). This method aimed to teach grammatical rules in depth, to enable students to read texts and translate them into their mother language, and learn new words by memorization. Hence, listening and speaking were not the focus of this method. This means that learners were not "active" in their learning process, and language teachers were the only authority in the classroom. This method was overlooked until the 1950s. After that, the Direct Method gained popularity. In contrast to the GTM, the Direct method was noticed as the necessity of communication in this process; thus, the focus of some activities between the teacher and students was on asking and answering questions in communication in order to strengthen students' communication skills. Nevertheless, these activities were not enough to strengthen students' communication skills because teaching grammatical rules and teaching new vocabularies by means of visual aids took much more time in learning and teaching process. Audiolingual Method, which was also called Army Method became more popular. The language teachers were at the centre of this process and the students were regarded as "passive" agents (Richards & Rogers, 2001; Freeman & Anderson, 2011).

There was a reaction against these methods since students were not allowed to learn the use of language. As a consequence of the shift in thought, Communicative Language Teaching (CLT) has focused on the social context and learners' use of communicative abilities since the 1980s. By means of CLT, the role of students has changed. This change has raised the students' awareness, and they have been "active" agents who have got involved in their learning process (Freeman & Anderson, 2011). Accordingly, terms used in language teaching field have also changed (Yule, 2010). These altering terms explain new necessities called as "self-directed concept". These terms stress students' responsibilities and expectations in this century (Hedge, 2000). And new terms have been affected by constructivist theories.

Constructivist theories refer to "cognitive development" in the language learning process. Piaget (1951, as cited in Lightbown & Spada, 2013) defines language as an instrument which provides interaction with physical world and knowledge of individuals' cognitive development. On the other hand, Vygotsky (1978) addresses the significance of social interactions for learning on the grounds that the interactions and conversations are useful for learners' language development. In this sense, Vygotsky (1978) states that the interactions and conversations with a teacher or other learners facilitate "scaffolding". In this regard, Nie and Lau (2010) explain that classroom environments and instructions are designed to increase "deep understanding of knowledge" based on constructivism. Therefore, self-regulation, which is one of the new terms used in the educational field, has come into prominence. Pintrich (2000) explains all assumptions and maintains the second assumption the self-regulation, saying that:

A second, but related assumption is the *potential for control assumption.* All the models consider that learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, and behaviour as some features of their environments. This assumption does not mean that individuals will or can monitor, control their cognition, motivation, or behaviour at all times or in all contexts; rather, just that some monitoring, control, and regulation is possible. (p. 452)

In this context, language learners have a momentous role in their learning process in the 21st century, and they may take their responsibilities in their own learning process. On the other hand, learners might not monitor their behaviour in every situation. However, the learners might have a chance to utilize self-regulated learning strategies in order to reach their goals (Oxford, 2011).

As mentioned above, the role of teacher and learner has become evident. Accordingly, designing features in learning and teaching has altered class materials and given tasks (Richard & Rogers, 2001). Therefore, students have taken their responsibilities as learners in their learning process. Correspondingly, the constructivist theory emphasizes to get knowledge by individuals (Hein, 1991). In this regard, human psychology affects external motivation and regulation, and the regulation enables purposive actions (Bandura, 1991). Accordingly, Martin (2004) states that there is a connection between self-regulation theory and Bandura's social cognitive theory through constructivist theory. According to Boekerts and Niemirvirta (2000), learners may regulate their learning through getting knowledge and using knowledge.

Research Problem

The role of teachers and learners has changed. With rising demands in the 21st century in language learning and teaching, teachers need to notice the change in education. Besides, learners are given chance to improve their emotional and social skills. In addition, learners are supposed to be active individuals alongside their cognitive ability development (Seferoğlu, 2014). In this context, learners' getting input from their teachers, parents, or other people around them are active and they are "constructive meaning makers as they go about learning" (Pintrich, 2000). In addition, Trilling and Fadel (2009) mention that learning requires to facilitate learners' daily lives and provides learners with contribution to their future careers through using digital tools, communication skills, and critical thinking, and problem solving as individuals of the 21st century. It is seen that language learners need to improve their skills according to their language learning strategies.

In this sense, this study was carried out at a private university in Turkey. Additionally, learners do not have the prep-school language education at the university, and they do not have enough time to improve their social and emotional skills while learning English. Moreover, they begin to study on their professions in their programs regardless of their English levels in the same classroom at the A1 level, and most of them have problems with learning English. Therefore, the researcher working as an instructor at the university needs to investigate students' problems to provide learners with improved language skills.

Purpose of the Study

The current study aimed to determine the level of freshmen students' self-regulated L2 learning strategies use. The aim of this study was also to identify which self-regulated L2 learning strategies are used the most and the least by freshmen students. The study also aimed to determine whether there are significant differences in the use of self-regulated learning strategies by freshmen learners in terms of the type of high school, gender, and departments.

Research Questions

Following research questions were asked in line with the purpose of the study:

1. What is the level of freshmen students' self-regulated L2 learning strategies use?
2. Which self-regulated L2 learning strategies are used the most and the least by freshmen students?
3. Are there any significant differences in the use of self-regulated L2 learning strategies in terms of gender?
4. Are there any significant differences in the use of self-regulated L2 learning strategies in terms of department?
5. Are there any significant differences in the use of self-regulated L2 learning strategies in terms of the type of high school?

Significance of the Study

Many changes and shifts in thoughts have occurred in the language learning discipline for two decades. Correspondingly, the significance of learners and learning have been considered seriously in the field. Hence, the focus in the field is on the way of getting new information and recalling it when necessary (Hismanoğlu, 2000). Learners as individuals may have different type of learning strategies. Therefore, the learning strategies have a critical role in learning a foreign language process. Although there are different definitions, taxonomies and classifications about language learning strategies, self-regulated learning strategies have become an important issue in the learning process (Zimmerman, 2000).

There are varied research studies on self-regulated learning strategies in the field. In a study on language learning strategies for elementary learners, Lan (2005) found out that games were useful for elementary students in Taiwan because games could get students motivated to learn English. In addition, Chen (2002) studied self-regulated learning strategies in system courses with the participation of the college students.

As there are many studies on self-regulated learning strategies in the field, there are also some studies conducted in the Turkish educational context. In their study, Daloğlu and Vural (2013) focus on pre-service teachers' regulation of their study time with university students in English language and literature department. They figured out that students could choose and apply strategies for their goals. In a study, Tomak (2017) also

refers to the significance of using self-regulation strategies to increase students' proficiency and self-efficacy at the prep-school of a university.

While there are studies on the self-regulated learning strategies in the Turkish context, this study was carried out at a private university with freshmen students who did not have language education in the prep-class. Therefore, this study may contribute to freshmen students' use of self-regulated L2 learning strategies in a private university context.

Limitations

The aim of this study was to determine the level of using the self-regulated L2 learning strategies in the language learning process of the participants, and the second concern was to discuss the use of their self-regulated learning strategies in terms of gender, programs at the university, and their high school type. The study was conducted at a private university which does not have a prep-school in Kayseri. Therefore, the findings could not be generalized to all freshmen students in Turkey. In addition, there was one questionnaire. Hence, qualitative research instruments could also help to reach different findings.

Definitions of Terms

Language Learning Strategies: Oxford (2003) refers to two essential factors in the language learning process, and these are the combination of learning style and strategies which affects the performance, confidence, and anxiety of learners.

Self-regulation: Bandura (1991) defines self-regulation system as a mechanism which facilitates the impact of exterior impressions and supplies the purposive action.

Self-regulated learning: Boekaerts and Niemirvirta (2000) say that self-regulated learning refers to how learners understand, learn, and use the knowledge in a situation where they can organize and regulate their learning.

Self-regulated Language Learning Strategies: Self-regulated language learning strategies enable learners to deal with their learning in the L2 learning process as the performance of the learners is deliberate (Oxford, 2011).

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter presents language learning strategies and the classification of language learning strategies. In this chapter, self-regulation, the significance of self-regulation in education and self-regulated learning as well as self-regulated learning models are further presented. The chapter concludes with the related studies in the field.

2.2. Language Learning Strategies

According to Peculea and Bocos (2015), learning strategies have become significant owing to the innovator notion of competencies in the field because the strategies are regarded as part of resources which the learner needs to participate in practicing the competencies such as speaking and listening. Therefore, there have been different definitions of language learning strategies in terms of the role of language learning. Tarone (1983) describes language learning strategy as an attempt to improve linguistic and socio-linguistic skills in the L2 for combining with learners' interlanguage skills. Richard and Platt (1992) state that language learning strategies are deliberate behaviour and opinion that learners use throughout learning to assist them to get or recall new information. Furthermore, Stern (1992) defines learning strategies as the perception of learning strategy that depends on the assumption which learners deliberately participate in activities to succeed in definite targets, so learning strategies can be taken into consideration as mostly conscious directions and learning techniques. And, learning strategies are seen in particular behaviours, actions or techniques in some situations such as, in a difficult classroom task or searching for a conversation partner that the learner needs to improve his/her own learning (Scarcella & Oxford, 1992). In addition, Cohen (2000) defines language learning strategies as five steps. In the first step, language learning strategies are necessary to detect material to be learned; and secondly, if the material is a need, then it is differentiated from others; and in the third step, the material is classified to learn easily, such as categorizing lexis into different parts of speech (Cohen, 2000). In the fourth step, the material is associated recurrently with oneself, such as via *classroom tasks*. In the last step, the material is memorized formally when it may not be acquired naturally by means of rote memory techniques (Cohen, 2000). Similarly, Mendelsohn (2006) also emphasises the importance of materials

which are used in classrooms. Mendelsohn (2006) states that learners need to be taught strategies in listening activities, and they need to know how to listen.

2.3. The Classification of Language Learning Strategies

In an authoritative study on adult learners to identify "good" and "poor" learners, Naiman, Stern, and Todesco (1978) divide strategies into five groups with the intention of making the learners more successful language learners called as "Good Language Learner" (GLL). According to Maftoon and Seyyedrezaei (2012), the description of GLL by Naiman et al. (1978) emphasizes L2 learning needs to practice with authentic materials such as reading magazines in an active task. In this sense, Naiman et al. (1978) explain that a GLL acts in response to learning facilities or pursues and benefits from learning environments in an active task approach stage. The GLL examines particular problems and contrasts the mother tongue and the target language by reading aloud to hear sounds in a system which is the realization of language in the second stage. In addition, the GLL gives emphasis to fluency over accuracy by trying to find communicative situations with native speakers in the target language for communication and interaction in the third stage. The GLL discovers sociocultural meanings, and handles affective necessities in learning due to dealing with his/her diffidence to speak to manage affective requirements in the fourth stage. In the last stage, the GLL adjusts progressively L2 system in order not to recur his/her the same mistakes to monitor his/her performance.

On the contrary, Griffiths (2015) advocates the significance of teaching the use of learning strategies in classes because learners may utilize their language learning strategies in a proper situation. In addition, Rubin (1987) describes learning strategies in three groups such as learning strategies, communication strategies and social strategies in terms of contribution, either direct or indirect way to learning a language. Learning strategies are classified into cognitive and meta-cognitive strategies (Rubin, 1987). Cognitive learning strategies make attribution to the steps or procedures in learning, or problem solving, which involve direct analysis, transformation, and synthesis of learning material (Rubin, 1987). Besides, cognitive learning strategies are defined in six subgroups which contribute to language learning in a direct way, such as organization and recognition, estimating, memorizing, practicing, deductive reasoning, and monitoring (Rubin, 1987). In addition, Rubin defines meta-cognitive strategies which are utilized to oversee, manage, and self-direct language learning. These strategies are

supposed to have different processes such as making a plan, organizing, setting a target, and management of self. Regarding communication strategies, communication within a conversation and explicating explaining the intention of speaker are emphasized. Therefore, communication strategies are less relevant to language learning, and social strategies are described as activities in which learners are imposed upon the occasions and perform their knowledge in target language (Rubin, 1987).

O'Malley and Chamot (1990) describe their classification in language learning in three different types as meta-cognitive strategies which require a plan for getting keywords, and monitoring during a task, and the language production. From the perspective of O' Malley and Chamot (1990), cognitive strategies include repetition, the name of objects and substances so as to recall through categorization of the terminology of the words. Additionally, social-affective strategies are related to cooperation which includes group studying for problem solving or getting feedback on a learning task, and inquiring for explanation through eliciting from a teacher or further clarification by the peer, and self-talk, which is to reduce being nervous about the language task (O'Malley & Chamot, 1990).

According to Oxford (1990), language learning strategies are called as a system which includes different ways to categorize strategies. Besides, the system is associated with four language skills such as reading, listening, writing, and speaking. Therefore, Oxford (1990) sectionalizes two major groups as "direct" and "indirect". In addition, these two groups are divided into six classes under the title of the direct class which includes memory, cognitive, and compensation, and under the title of the indirect class which includes metacognitive, affective and social. Bessai (2018) states that these strategies help learners take control of their learning process. Furthermore, teachers are supposed to clarify the strategies for learners.

Direct strategies comprise the mental processing of the target language under three subclasses. However, every class of direct strategies has a different purpose and process. Besides, Chilkiewicz (2015) says that direct strategies which are based on Oxford's (1990) classification, facilitate learners to understand and produce L2. Concordantly, memory strategies are the first class of LLS. Memory strategies help student get and recall new information by using grouping and using imaginary (Oxford, 1990). The second LLS class is the cognitive class. Cognitive strategies are called as crucial in language learning, and these strategies are related to reasoning and analysing in order to comprehend and produce the target language (Oxford, 1990). Compensation

strategies are presented in the third class in LLS under memory strategies group, with ten compensation strategies. These strategies help students produce the target language with limited vocabulary repertoire and limited grammatical knowledge (Oxford, 1990).

Indirect strategies promote and control language learning, not directly including the target language. These strategies are practical almost in every learning situation to be feasible for four language skills. Metacognitive strategies are categorized in the first classification among indirect strategies, and the metacognitive strategies enable the learners to manage "their own cognition in order to coordinate the learning process by using functions" (Oxford, 1990, p. 135). Affective strategies are categorized in the second classification among indirect strategies and the strategies allow learners to arrange their emotions and motivations and attitude (Oxford, 1990). The third-class strategies are social strategies, which assist learners in learning communication with others (Oxford, 1990).

Oxford classifies learning strategies in two classes, and these classes are divided into six subclasses. However, these classes and subclasses are not enough to practice for classroom use. Accordingly, the scholar states that there can be some conflicts about classification of learning strategies among other scholars, and the conflicts are unavoidable because there aren't any certain kinds and number of strategies for learning. In addition, Garita and Sanchez (2021) mention that many studies emphasize direct strategies based on Oxford's (1990) classifications, but indirect strategies have a significant role in raising awareness in L2 learning process.

2.4. Self-Regulation

Self-regulation, which is an essential research subject in the field of psychology, arose in 1980s, and the perception of self-regulation had an impact on self-regulation constructs in different fields such as education, organization, clinic, and health psychology in the 1990s (Boekerts, Pintrich & Zeidner, 2000). In this sense, Bandura (1991) describes self-regulation system as a mechanism which facilitates the impact of exterior impressions and supplies the purposive action. In addition, Zimmerman (2000) mentions three factors which are continually altering throughout learning, carrying out, and observing (See Figure 1). The first is *behavioural self-regulation* which includes self-observing and adapting, and carrying out process, for instance, learning method. The second one is *environmental self-regulation* monitoring and adapting external situations or results. The third one is *covert self-regulation* includes observing and

adapting cognitive and affective circumstances, such as representation for recalling or relaxing.
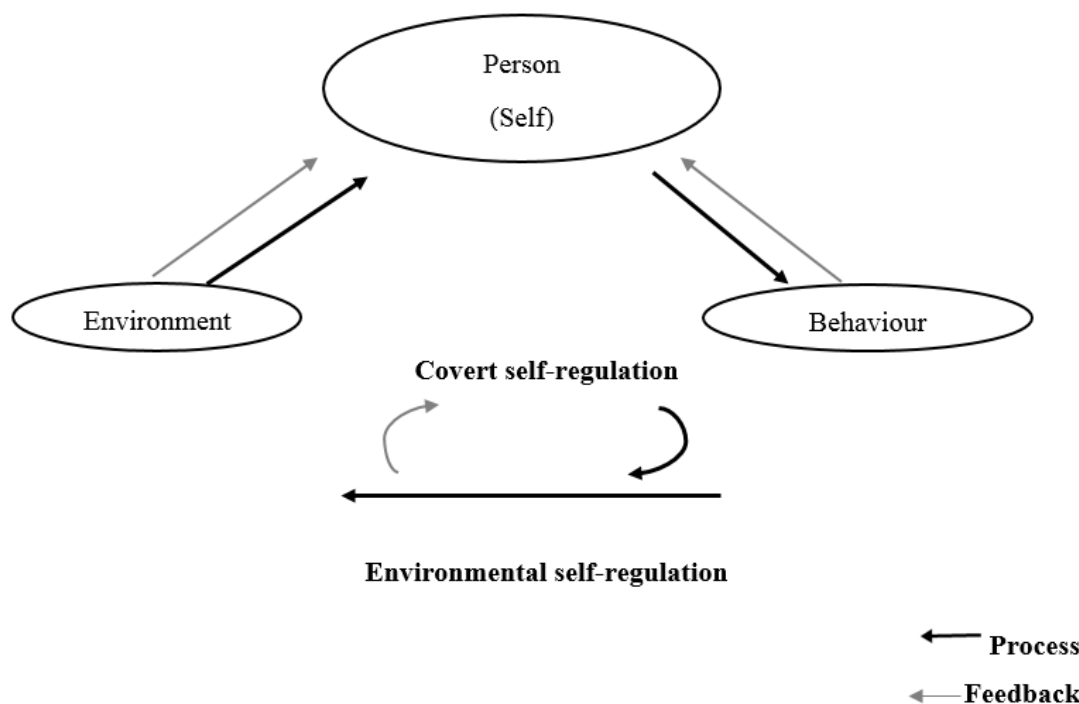
Figure 1. Triadic form of Self-Regulation from Social Cognitive View (Zimmerman,1989; as cited in Zimmerman, 2000; p.15)

While "behavioural self-regulation" comprises the monitoring and adapting process, "environmental self-regulation" belongs to monitoring accommodating environmental circumstances (Zimmerman, 2000). In addition, "covert self-regulation" implies cognitive and affective stages such as imagination to recall or easing. Consequently, these triadic sources affect the self-beliefs of learners, and the self-regulation mechanism is essential in the process of reaching a goal for humans.

2.4.1. The Significance of Self-regulation in Education

Self-regulated learning has a significant role in education. For instance, Hayon and Tillema (1999) emphasize the significance of self-regulation in teacher education. And, the scholars define self-regulation as providing consciousness in learning. Subsequently, if a learner in a teaching program renders the consciousness, the learner might teach self-regulation to next generations (Hayon & Tillema, 1999). In a study conducted by Keller-Schneider (2014) with learners in the teaching program, self-regulation is regarded as a requirement in learning to reach the goal of learners.

Furthermore, self-regulation is favourable for young learners because the social aspects of metacognitive and self-regulatory processes have a significant effect on the learning of young learners (Whitebread et al., 2009). According to Bronson (2000), self-regulatory abilities should be supported and developed at the young age in terms of awareness as the awareness is important for learning. In this sense, Pintrich and Groot (1990) define self-regulation as a good predictor of academic performance because learners who use cognitive strategies are good at utilizing classroom materials.

2.4.2. Self –Regulated Learning

Self-regulation has a significant role in education (Boekaerts & Niemirvirta, 2000). Zimmerman and Schunk (1989) say that self-regulated learning (SRL) is a process, and SRL involves self-generated behaviours concerned with learners' learning. In addition, Stone (2000) states that there is a calibration on self-regulated learning because the calibration has an impact on self-regulated learning which consists of setting a goal, utilizing strategies, and motoring a task.

Moreover, Paris and Newman (1990) emphasize that having plans, controlling, and reflection occur by means of SRL because SRL is an adorable outcome in education, and it is promoted by teachers through explaining proper strategies, and assisting while problem solving. Therefore, SRL is essential for learners and their academic achievement. Winne (1995) points out self-regulated learners and describes them as setting a target, and maintaining their motivation, and being conscious of their knowledge, and as learners who can use the knowledge to reach their target. On the other perspective, Oxford (2011) emphasises the role of self-regulated learning strategies, which consist of cognitive, affective, sociocultural-interaction, and meta cognitive, meta-affective, and meta sociocultural-interaction.

2.4.3. Self-Regulated Learning Models

There are diverse models of self-regulated learning, and the models of Pintrich (2000) and Winne and Hadwin (1998), and Zimmerman (2000), Oxford (2011) are used in the field of   self-regulation learning studies. Regarding SRL models, Pintrich's model consists of four stages, and the self-regulated model of Winne and Hadwin has four stages. Furthermore, Zimmerman's self-regulated model is composed of three stages, while Oxford's self-regulation (S2R) the language learning model has six components.

2.4.3.1. Pintrich's Self-Regulated Learning Model

Schunk (2005) states that Pintrich contributes to self-regulated learning through the phrases in large measure. Pintrich (2000) states that there are diverse basic assumptions related to self-regulated learning in the conceptual framework, and these assumptions are described in four phrases. In the first phrase, these are planning, activation, and forethought; monitoring in the second phrase; control in the third phrase; reaction and reflection in the last phrase as seen in Table 1. In the first phrase, learners are supposed to be vigorous and make their own constructive meaning, set their targets and use their strategies by means of their knowledge from their intellect, and extract factors such as their teachers, family members, or other elder individuals. The second phrase is pertinent to awareness and metacognition because the learners may not control and monitor their cognition, motivation, and behaviour in every situation. In this regard, Pintrich (2000) claims that individuals might have some differences such as biological, circumstantial, and developmental in their life. In the third phrase, the learners are supposed to set a target for their learning, and adjust their cognition and motivation, and behaviour in order to attain the target. In the fourth phrase, learners assess their learning tasks and learning environment on account of their choice of prospective behaviour, and they investigate justification for their accomplishment and failure to maintain their achievement.

Table 1.

Pintrich's self-regulated learning phrases from conceptual framework (Pintrich, 2000, p. 454)

Phrases	Cognition	Motivation/ Affect	Behaviour	Context
1. Forethought, planning, activation	Target goal setting Prior content knowledge information Metacognitive knowledge activation	Goal orientation adoption Efficacy judgements Task value activations Interest activation	(Time and effort planning) (Planning for self-observations of behaviour)	(Perceptions of task) (Perceptions of context)
2. Monitoring	Metacognitive awareness and monitoring of cognition	Awareness and monitoring of motivation and effect	Awareness and monitoring of effort, time use, need for help Self- observation of behaviour	Monitoring changing task and context conditions
3. Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing motivation and affect	Increase/decrease effort Persist, give up Help-seeking behaviour	Change or renegotiate task Change or leave context
4. Reaction and reflection	Cognitive judgements	Affective reactions Attributions	Choice behaviour	Evaluation of task Evaluation of context

Pintrich (2000) demonstrates the self-regulation process through these four phrases. However, Pintrich states that learners come across different course books in their academic process. And, they may experience different situations. Thus, these four phrases might not be useful for every occasion.

2.4.3.2. Winne and Hadwin's Self-Regulated Learning Model

According to Winne and Hadwin (1998), SRL consists of four phases, and these phases are seen as identifying the task, setting goals and making a plan about how to reach the goals, performing tactics, and metacognitive adaptation. In the first phase, the student creates a point of view about the property of the task that is done (Winne & Hadwin, 1998). In that phase, the learner might associate the information with a task belonging to previous memories. In the following phase, the learner creates plans to achieve the task (Winne & Hadwin, 1998). In the third phase, the learner identifies

diverse strategies and tactics and performs them (Winne & Hadwin, 1998). In the last phase, the parts of the model are adapted by the learner in accordance with changing situations in learner's academic learning process.

In this model, every phrase describes a task's background which is made of different products, and the products generate a various focus point for metacognitive monitoring and control. Metacognitive monitoring is a portal to self-regulating learning process. Accordingly, the learner's reaching the information, useful tactics and strategies to study as well as having these tactics mean skills in learning (McKoon &Ratcliff, 1992; Winne 1997; Winne & Perry, 2000; Greene& Azevedo, 2007).

2.4.3.3. Zimmerman's (2000) Self-Regulated Learning Model from Social Cognitive Viewpoint

Zimmerman (2000) regards self-regulation as a process which is called as a cyclical model, and the model is based on the social cognitive theory. Additionally, there are three stages in this model as follows in Figure 2:
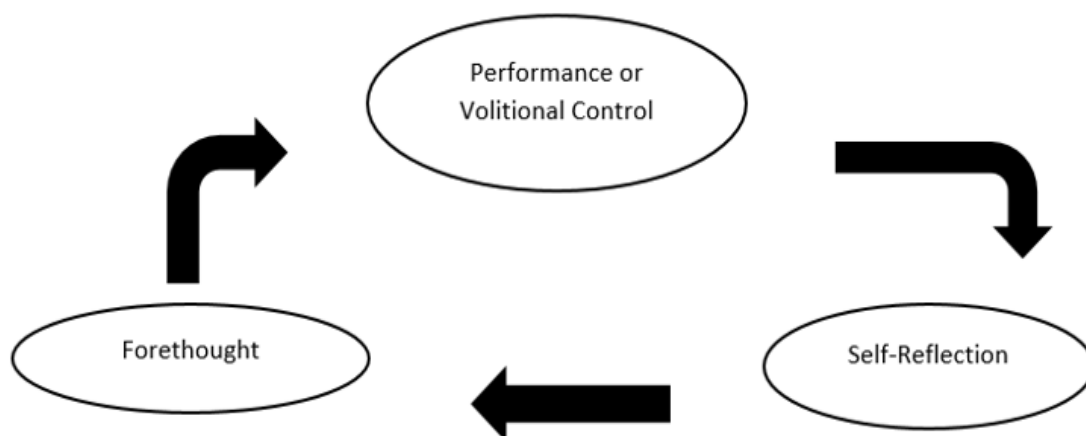
Figure 2. Zimmerman's Cycle stages about Self-Regulation (Zimmerman, 2000, p. 16)

In the initial stage, forethought is an effective step where learners can decide what they will achieve and make a strategic plan to examine a task (Zimmerman, 2000). Likewise, self-efficacy and self-motivation beliefs have a significant role in the first stage. Thus, these are important elements that have an effect on learners' performance (Bandura, 1997). In the second stage, performance or volitional control involves procedures while learners employ a strategic plan for a task or utilize the self-observation methods, and utilizing the methods provides the learners to enhance their

effort (Zimmerman, 2000) In the final stage, self-reflection provides the learners with the opportunity to compare their current performance and their previous performance by means of self-judgement.

2.4.3.4. Self-Regulation Model (S^{2}R) of Language Learning by Oxford

There are different classifications and models to identify self-regulated strategies (Boekerts, 1999). The strategies are based on four major strategies which are cognitive, meta-cognitive, management and motivational (de Boer, Donker-Bergstra & Kontos, 2012). However, the aim of the study is based on S^{2}R (The Strategic Self-Regulation) Model of language learning originated by Oxford (2011).

According to Oxford (2011), S^{2}R Model directs learners to deal with their learning in learning process because the performance of the learners is deliberate. Thus, learners are defined as active participants in the model. The active learners are supposed to have the characteristic of self-regulated learners who can control their own cognitive and affective states which are called *covert self-regulation*, their recognizable performance named as behavioural self-regulation, and the external circumstances, which is called as environmental self-regulation. Consequently, self-regulated learners are aware of the necessity of learning aspects so as to cope with the learning process. Thomas and Rose (2018) note that Oxford's S^{2}R definition is the best definition in the field because learners are seen as strategic and active in their learning process. Besides, Ahmad and Kasım (2018) state that learners are more individual and active while using that model. In addition, Habók and Magyar (2018) assert that that model provides a new view point in the field.

Oxford (1990) also defines direct strategies and indirect strategies for LLS. However, Oxford (2011) describes S^{2}R Model as having three main components. These are cognitive, affective and socio-cultural interactive strategies (SI) and metacognitive strategies, meta-affective strategies, and meta-sociocultural interactive strategies (meta-SI). As to Mizumoto (2018), that model has been utilized in recent studies on account of cognitive, emotional, and social aspects.

Cognitive strategies consist of using senses in order to comprehend, activating information, ratiocination, conceiving an idea with details, conceiving an idea elaborately, and surpassing the immediate data which are used by the learners as long as the learners need (Oxford, 2011). Moreover, Papadopoulou, Kantaridou, Platsidou, and

Gavriilidou (2018) define cognitive strategies in the S^2R Model as a process which consists of surface including memory, and deep including reasoning.

The Affective strategies, which include enabling promotional emotions are related to learners' motivation, and these strategies are used in trouble with learning, and sustaining their motivation circumstance while learning (Oxford, 2011). Likewise, Mitsuru, Mizumoto, and Kumazawa (2015) claim that affective strategies increase motivation in learning new words. Sociocultural-Interactive Strategies which involve the interaction in learning and communication by means of overcoming information gaps, facilitate communication, interaction, and identities when the learners are in sociocultural settings. Moreover, the strategies help the learners accomplish information gap in a conversation (Oxford, 2011).

Oxford (2011) defines meta-cognitive strategies as enabling learners to manage their cognitive aspects, such as attention to cognition, making a plan for it, observing, and evaluating cognition. Bai and Wang (2020) comment on that model as making a plan is an essential factor of self-regulated learning in that model for L2 achievement. Oxford (2011) introduces meta-affective strategies as easing the learners to manage the use of affective strategies. Bennett (2018) suggests that meta-affective strategies should be taken into consideration in the classroom practice. Concordantly, the learners are regarded as the complement of cognitive processes in their minds as well as having their own ideas, emotions, and opinions. Oxford (2011) explains the model of meta-strategies as facilitating the learners to organize their sociocultural interactive factors, such as identities, handle the knowledge gap, and the strategies related to culture, communication, and context. Besides, Hawkins (2018) utters that S^2R Model has a guiding role in the learning L2.

2.5. Related Studies in the Field

There are variable studies on the use of self-regulated learning strategies in the field in the Turkish context. In a study conducted by Eken (2017) with students at a preparatory school and learners who learn English at a private course in Turkey, results demonstrate that learners at a private course have the higher-level abilities in the use of self-regulated learning strategies than the learners at the preparatory school. In another study which investigates the relationship between the use of self-regulatory strategies and academic achievement in EFL writing, Özbay (2008) found that learners used

different strategies in writing and generally adopted cognitive and meta-cognitive strategies to manage the cognitive process and environment during writing.

In a study conducted by Alagöz (2014), learners used elaboration and peer-learning most, and there was a positive correlation between motivational orientations and using SRL in language learning. According to the research conducted by İnan (2013) with students in ELT department at a university in Turkey, the results of the study indicated that there were correlations among three dimensions of self-regulated learning and the scores of their GPA in a positive way.

Daloglu and Vural (2013) also implemented a study on pre-service English teachers and found out that the participants' awareness was low at the beginning of the study. However, the participants began to utilize strategies for setting a goal, time management and the review on materials in a positive way. As a consequence of the study, using SRL has a positive impact on pre-service teachers' education.

According to a study on using self-regulated learning strategies to increase the self-efficacy and proficiency of participants, Tomak (2017) indicates that the higher average group frequently utilized cognitive strategies while below average group utilized memory strategies. In their study, Ozan, Gündoğdu, Bay, and Celkan (2012) found that meta-cognitive self-regulation skills were at medium level in the total score. However, gender was a factor in meta-cognitive self-regulation. Hence, the use of female students' self-regulation skills was higher than male students. In addition, the use of students' meta-cognitive skills in the education department was higher than health and agriculture department.

A study conducted by Güven (2017) with prep school students and freshmen students in English Language Teaching department at a university reveals that the use of female students' cognitive strategies was higher than male students. However, there was no significant difference between the use of meta-cognitive strategies in terms of gender.

According to research conducted by Şeker (2016) with EFL university students and teachers, the results of the study demonstrated that teachers who participated in the study do not pay attention to SRL in classroom environment. However, there was a meaningful relationship between the use of self-regulation strategies and language accomplishment despite the low level of the use of students' self-regulation strategies.

In their study, Adıgüzel and Orhan (2017) found that self-regulation and meta-cognitive skills impacted the students' academic accomplishment in English classes. In addition, gender was a significant factor in the study. Therefore, the level of female

students' self-regulation and meta-cognitive skills was higher than those of male students. As a result, female students were more conscious about L2 learning than male students because female students pay attention to learning strategies and observed their strengths and weaknesses during L2 learning. On the other hand, other variables were ineffective factors in students' accomplishment in English classes.

Similarly, many studies on the self-regulated learning strategies have been conducted in different settings in the field. Zimmerman and Pons (1986) implemented a study with participants at different levels. Their study demonstrates that participants at a high level used self-regulated learning strategies more than those at lower level.

Purdie, Hattie, and Douglas (1986) implemented a study on the comparison of the conception of learners' use of self-regulated learning strategies among different cultures, and the findings demonstrate that there were significant differences in Australian and Japanese learners. In spite of the contextual differences, use of strategies was similar in both Australian and Japanese learners.

A study conducted by McWhaw and Abrami (2001) indicates that high-interest students utilized more cognitive strategies than low-interest learners. In addition, high-interest learners used more metacognitive strategies than lower- interest learners.

Lin (2019) implemented a study to determine the differences between university students' self-regulated learning strategies such as cognitive, meta-cognitive and resource management strategies in terms of gender and study majors, which included science, technology, engineering, and mathematics departments. There were ESL adult students who were native and non-native in the American context. In light of findings, Lin (2019) claims that gender and study major were meaningful factors on students' self-regulated learning strategies. In addition, ESL students utilized cognitive strategies more often than native students because non-native students are required to comprehend their majors in L2.

In their study, Nikoopour and Khoshroudi (2021) indicate that there was a relationship between L2 proficiency and self-regulated methods. And, advanced L2 students were more aware of self-regulated learning, and they preferred self-regulated methods rather than beginner and intermediate students.

3. METHODOLOGY

Introduction

This chapter offers the research design, setting and participants, the data collection tool, data analysis, and reliability and ethical issues in the study.

Research Design

The aim of the study was to determine the level of freshmen students' self-regulated L2 learning strategies use. This study also aimed to investigate the self-regulated L2 learning strategies that freshmen students used the most and the least. In addition, the study aimed to identify significant differences in the use of self-regulated L2 learning strategies in terms of gender, the type of high school, and department. Quantitative survey-based research was employed for this study. According to Dornyei (2007), a quantitative research study comprises precise measurement. Creswell (2002) describes the quantitative research method as a process which includes collecting data, analysing, and presenting the findings and results in order to statistically quantify the knowledge.

Context and Participants

This study was conducted at a private university, in Kayseri, Turkey. The researcher of this study has been working as an English instructor at the university for five years, so the participants are available sources, and convenience sampling was used in this study. Convenience sampling is an easy way to reach participants because they are already available (Taherdoost, 2016). In this study, data were collected from February 2020 to March 2020. Four hours were allocated for teaching basic English, which was at A1 level for the freshmen students, and the sophomore students took basic English course, which was at B1 level, for three hours each week. And, the junior students took an English course, which is called as reading and speaking in a foreign language for 2 hours each week, and the senior students took English which was called as professional English, related to their profession for 2 hours each week. The study was carried out with freshmen students. For this study, the participants' demographic background was presented in Table 1 as follows.

Table 2.

Demographic Information of the Participants.

		N	%
Gender	Female	228	70,6
	Male	95	29,4
	Total	323	100
Department	Quantitative	178	55,1
	Equally weighted	145	44,9
	Total	323	100
Types of High School	State	211	65,3
	Private	112	34,7
	Total	323	100

The number of participants was 323 freshmen students in the A1 level. The participants comprised of 228 female participants (N=228) and 95 male freshmen participants (N=95). The answers given to departments were separated into two categories as quantitative and equally weighted departments. These participants were in quantitative departments (N=178) and equally weighted departments (N=145). Quantitative departments comprised of Industrial Engineering, Civil Engineering, Electric and Electronic Engineering, Nursing, Physiotherapy, Nutrition and Dietetic, and Architecture departments. Additionally, equally weighted departments comprised of Business Administration department, Political Sciences and Public Administration, Economics, Psychology, and Interior Architecture departments. Furthermore, the answers given to the type of high school were grouped into two categories as state and private high school. These participants graduated from state high school (N=211) and private high school (N=112).

Data Collection Instrument

For the study, a Self-Regulated L2 Learning Strategy Use Scale, which was developed by Dündar (2016), was used to collect data. The scale consists of 35 items with 4-point Likert type items as (1) never, (2) sometimes, (3) usually, and (4) always

(See Appendix B). The dimensions are categorized as cognitive, affective, sociocultural-interactive, meta-cognitive, meta-affective, and meta sociocultural-interactive strategies. The scale, which was developed by Dündar (2016) in Turkish, has a Cronbach's alpha of .85 in total. Cronbach alpha values of sub-categories are: cognitive strategies as .73, affective strategies as .83, sociocultural-interactive as .77, meta-cognitive as .85, and meta-affective strategies as .88 as well as meta sociocultural-interactive strategies as .80. The researcher got permission from the developer of the scale to use it in the current study (See Appendix A). For this study, the Cronbach Alpha was calculated for the scale and presented in Table 3 below.

Table 3.

The Reliability Analysis of Self-Regulated L2 Learning Strategies Scale

Scale	Items	Cronbach's Alpha
Cognitive Strategies	1, 2, 3	0.65
Affective strategies	4, 5, 6	0.69
SI Strategies	7, 8, 9, 10, 11	0.67
Meta-cognitive Strategies	12, 13, 14, 15, 16, 17, 18, 19 ,20	0.86
Meta-affective Strategies	21, 22, 23, 24 ,25 ,26, 27, 28, 29, 30	0.86
Meta-SI Strategies	31, 32, 33, 34, 35	0.80
TOTAL		0.93

Table 3 presents that the value of Cronbach alpha for cognitive strategies is 0.65. The value of Cronbach alpha for affective strategies is 0.69, the value of Cronbach alpha for sociocultural-interactive strategies is 0.67, the value of Cronbach alpha for meta cognitive strategies is 0.86, the value of Cronbach alpha for meta-affective strategies is 0.86. And, the value of Cronbach alpha for meta-sociocultural interactive strategies is 0.80. George and Mallery (2003) explain the range of the value of Cronbach alpha such as "α≥9 as excellent, α≥8 as good, α≥7 as acceptable, α≥6 as questionable, and α≥5 as poor".

Additionally, demographic questions were prepared by the researcher of this study. Demographic variables, which were gender, department and the type of high school,

were used to determine whether there are significant differences in the use of self-regulated L2 learning strategies in terms of gender, department and type of high school.

Data Analysis

In the study, the quantitative data, which were collected through the Self-Regulated L2 Learning Strategy Use Scale, were analysed using IBM Statistical Package for the Social Science (SPSS) 23. Skewness and Kurtosis values were computed to find out whether the data were distributed normally. According to Tabachnick and Fidell (2013), the value of the distribution is accepted between -1.5 and +1.5 for Skewness and Kurtosis.

To investigate freshmen students' level of self-regulated L2 learning strategy use, descriptive statistics were used. In this study, the following is used to define the level of self-regulated L2 learning strategy use: "1-1.75=first level (never), 1.76-2.50=second level (sometimes), 2.51-3.25=third level (usually), 3.26-4.0= fourth level (always).

Skewness and Kurtosis values of this scale were computed according to gender, and the values are demonstrated in Table 4 below.

Table 4.

Skewness and Kurtosis Values of Self-Regulated L2 Learning Strategies according to Gender

Gender	Female		Male	
Components	**Skewness**	**Kurtosis**	**Skewness**	**Kurtosis**
Meta-affective	-,128	-,040	,079	-,116
Meta-cognitive	-,145	-,370	-,191	-,202
Meta-SI	-,245	-,428	,008	-,482
SI	,076	-,294	-,067	-,718
Affective	-,025	-,584	-,064	-,593
Cognitive	,817	,435	,554	,111
Total score	-,223	,214	-,352	-,261

If the Skewness and Kurtosis values of a variable are between -1.5 and +1.5, the distribution is considered normal (Tabachnick and Fidell, 2013). The Skewness and Kurtosis values according to the gender variable range from -1.5 to +1.5. Based on this

finding, the distribution of the variable is normal; thus, Independent Sample T-Test was used to analyse the variable for this study.

Skewness and Kurtosis values of this scale were computed according to departments, and the values are demonstrated in Table 5.

Table 5.

Skewness and Kurtosis Values of Self-Regulated L2 Learning Strategies according to Department

Departments	Quantitative		Equal Weighted	
Components	Skewness	Kurtosis	Skewness	Kurtosis
Meta-affective	-,151	,111	,051	-,254
Meta-cognitive	-,266	,114	-,024	-,560
Meta-SI	-,121	-,379	-,146	-,678
SI	-,158	-,144	,296	-,306
Affective	-,052	-,395	,169	-,734
Cognitive	,646	,170	,922	,783
Total score	-,313	,762	-,188	-,381

Table 5 shows that the Skewness and Kurtosis values, according to the department variable, range from -1.5 to +1.5. Based on this finding, the distribution of the variable is normal; therefore, Independent Sample T-Test was used.

Skewness and Kurtosis values of this scale were computed according to the type of high school, and the values are demonstrated in Table 6.

Table 6.

Skewness and Kurtosis Values of Self-Regulated L2 Learning Strategies according to Type of High School

Type of High School	State		Private	
Components	Skewness	Kurtosis	Skewness	Kurtosis
Meta-affective	-,039	-,020	-,171	-,241
Metacognitive	-,306	-,125	,051	-,497
Meta-SI	-,255	-,342	-,049	-,660
SI	-,104	-,439	,452	-,208
Affective	-,090	-,565	,039	-,545
Cognitive	,683	,148	,832	,692
Total score	-,430	,244	-,121	,023

As seen in Table 6, the Skewness and Kurtosis values according to the type of high school range from -1.5 to +1.5. Based on this finding, the distribution of the variable is normal, so Independent Sample T-Test was used.

Data Collection Procedure

First, the researcher got in contact with the developer of the scale via email to get permission to use the scale for this study (See Appendix A). After that, required permissions were taken from Çağ University (See Appendix B). Then, required permission was taken from the institution to implement the scale with the participants. The last step was planning to implement the scale for all departments because the scale was implemented at the beginning of the English classes by the researcher of this study and the English instructors related to departments. Data were collected through the scale in four weeks to reach adequate participants.

Reliability and Ethical Issues

All permissions were acquired from Çağ University (See Appendix B). The university at which the participants study approved the research (See Appendix C). In addition to that, the developer of the instrument gave her consent to use the scale for this research study.

The total Cronbach alpha coefficient score of the study was found as .93. Thus, all data were reliable in this study. The score of coefficients of Cronbach alpha which is .70 or higher, means reliable in terms of the numbers of scale (Vaske et al., 2017).

4. DATA ANALYSIS AND FINDINGS

Introduction

The chapter presents the data analysis and the findings. In this study, a survey-based quantitative research design is utilised to respond to the research questions. The data were analysed via SPSS 23.00. In this chapter, data analysis through descriptive statistics and Independent Sample T-Test results are presented in tables.

The First Research Question: The Results of the Freshmen Students' Level of Self-Regulated L2 Learning Strategies Use

The first question of this study determines the freshmen students' level of self-regulated L2 learning strategies use. Therefore, descriptive statistics were utilized to analyse the data to investigate the level of freshmen students' self-regulated L2 learning strategies use. Table 7 presents the participants' level of self-regulated L2 learning strategies use below.

Table 7.

Descriptive Statistics of the Level of Freshmen Students' Self-Regulated L2 Learning Strategies Use

Components	M	SD	Level
Meta-affective	2.44	0.95	Sometimes
Meta-cognitive	2.70	0.94	Usually
Meta-SI	2.59	0.99	Usually
SI	2.50	0.98	Sometimes
Affective	2.55	0.98	Usually
Cognitive	2.14	0.85	Sometimes
Total score	2.52	0.96	Usually

N=323

As seen in Table 7, mean scores demonstrate the freshmen students' level of self-regulated L2 learning strategies use. In this respect, freshmen students 'sometimes' use meta-affective strategies (M=2.44; SD=0.95). Furthermore, they sometimes consider affective factors such as motivation and confidence in their L2 learning process.

As seen in Table 7, freshmen students 'usually' use Meta-cognitive strategies (M=2.70; SD= 0.94). As a consequence of this analysis, it can be said that students usually plan their goals in their L2 learning process.

As presented in Table 7, freshmen students also 'usually' use Meta-SI (M =2.59; SD= 0.99). As a consequence, it can be said that students usually try to control their comprehension while communicating in L2.

As seen in Table 7, freshmen students 'sometimes' use SI strategies (M=2.50; SD=0.98). That means, freshmen students ask for help from their friends when they have a question while doing a task.

In addition, freshmen students 'usually' use affective strategies (M=2.55; SD=0.98). It can be mentioned that using online dictionary helps them increase their confidence in L2 learning.

As presented in Table 7, freshmen students 'sometimes' use cognitive strategies (M=2.14; SD= 0.85). As a result of this analysis, it can be said that students have difficulty in inferring grammatical structure while practicing online with native speakers.

Based on total mean scores, it can be concluded that freshmen students 'usually' use self-regulated L2 learning strategies (M=2.52; SD=0.96).

The Second Research Question: The Most and the Least Used Self-Regulated L2 Learning Strategies by Freshmen Students

In this part of the study, descriptive statistics were utilised in order to determine the most used and the least used self-regulated L2 learning strategies by freshmen students. The results are presented in Table 8 below.

Table 8.

Descriptive Statistics of the Use of Cognitive Strategies

Cognitive Strategies	M	SD	Level
Item 1	2.51	0.81	Usually
Item 2	1.62	0.81	Never
Item 3	2.28	0.92	Sometimes
Total	2.14	0.85	Sometimes

N=323

As presented in Table 8, regarding the use of Cognitive Strategies, item 1 is 'usually' used by freshmen students; that is, the students 'usually' look for the new words that they learned in L2 on the Internet to comprehend the context in which they are used (M=2.51; SD=0.81). The use of item 2 is 'never' in this study (M=1.62; SD=0.81). According to item 3, students 'sometimes' pay attention to similar words used in the conversation as long as they communicate with a native speaker (M=2.28; SD=0.92). Based on the total mean score of cognitive strategies, it can be said that freshmen students 'sometimes' use cognitive strategies (M=2.14; SD=0.85). And, cognitive strategies are one of the least used in this study.

Table 9.

Descriptive Statistics of the Use of Affective Strategies

Affective Strategies	M	SD	Level
Item 4	2.25	0.97	Sometimes
Item 5	2.62	1.0	Usually
Item 6	2.77	0.95	Usually
Total	2.55	0.98	Usually

N=323

Regarding the use of Affective Strategies, as seen in Table 9, item 4 was 'sometimes' used by freshmen students; that is, students 'sometimes' try to use another word in order to increase their motivation providing that they don't remember the exact one (M=2.25; SD=0.97). Item 5 was 'usually' used by freshmen students, and this means that students usually feel good when they use another word if they cannot find the correct word during the conversation (M=2.62; SD=1.0). Furthermore, item 6 was 'usually' used by freshmen students, and they 'usually' believe that utilizing the finest online dictionary for the words they need in L2 use increases their self-confidence (M=2.77; SD=0.95). As a result of the total scores in Table 9, it can be said that freshmen students 'usually' use affective strategies (M =2.55; SD=0.98). Therefore, these are one of the most used strategies.

Table 10.

Descriptive Statistics of the Use of SI Strategies

SI Strategies	M	SD	Level
Item 7	2.19	0.98	Sometimes
Item 8	2.37	0.96	Sometimes
Item 9	2.64	0.92	Usually
Item 10	2.70	0.97	Usually
Item 11	2.55	1.03	Usually
Total	2.50	0.98	Sometimes

N=323

Regarding the use of SI Strategies, as shown in Table 10, item 7 was 'sometimes' used by freshmen students. This means students 'sometimes' prefer to work with others just like studying L2 (M=2.19; SD=0.98). According to item 8, students 'sometimes' ask the instructor the meaning of a word if they are unfamiliar with it within L2 text (M= 2.37; SD=0.96). Based on item 9, students 'usually' ask a friend the meaning of a word when they do not know within an L2 text (M= 2.64; SD=0.92). Item 10 is also 'usually' used by students; that is, they 'usually' want help from their friends when they do not understand what is asked about the task they do (M= 2.70; SD=0.97). Furthermore, item 11 is 'usually' used by students, and this means that students 'usually' look as if they understand to ensure continuity when they do not understand conversation in L2 (M= 2.55; SD=1.03). Based on the total score, it can be said that freshmen students 'sometimes' use SI strategies (M= 2.50; SD=0.98). Thus, SI Strategies are one of the least used strategies in this study.

Table 11.

Descriptive Statistics of the Use of Meta-Cognitive Strategies

Meta-Cognitive	M	SD	Level
Item 12	2.93	0.86	Usually
Item 13	2.80	0.91	Usually
Item 14	2.56	0.97	Usually
Item 15	2.63	0.94	Usually
Item 16	2.61	0.92	Usually
Item 17	3.19	0.93	Usually
Item 18	2.46	0.95	Sometimes
Item 19	2.24	1.02	Sometimes
Item 20	2.81	0.89	Usually
Total	2.70	0.94	Usually

N=323

Regarding Meta-Cognitive Strategies in Table 11, item 12 was 'usually' used by freshmen students. That is, they 'usually' pay attention to the explanations in the class (M= 2.93; SD=0.86). According to item 13, students 'usually' focus on their expectations about L2 learning (M= 2.80; SD=0.91). Based on item 14, students 'usually' determine a long-term purpose while L2 learning (M= 2.56; SD=0.97). Furthermore, item 15 was 'usually' used by freshmen students, and this means that students 'usually' determine long-term goals which are appropriate for them in the L2 learning process (M= 2.63; SD=0.94). According to item 16, students 'usually' think about whether their studies require communication with others (M= 2.61; SD=0.93). Based on item 17, students 'usually' think about opportunities that they could use L2 after graduation (M= 3.19; SD=0.93). Item 18 was 'sometimes' used by freshmen students; that is, students 'sometimes' think about whether they have done a similar thing before when they prepare to do an assignment (M= 2.46; SD=0.95). According to item 19, students 'sometimes' organize their files on the computer in order to easily find their L2 assignments and notes (M= 2.24; SD=1.02). Item 20 was 'usually' used by freshmen students, and this means that students 'usually' study harder in order to prevent them from getting low grades on the subject in L2 classes (M= 2.81; SD=0.89). As a result of this analysis, it can be said that Meta-cognitive strategies are one of the most used strategies in this study (M = 2.70; SD=0.94).

Table 12.

Descriptive Statistics of the Use of Meta-Affective Strategies

Meta-Affective	M	SD	Level
Item 21	2.31	1.01	Sometimes
Item 22	2.26	1.00	Sometimes
Item 23	2.39	0.94	Sometimes
Item 24	2.28	0.86	Sometimes
Item 25	2.38	0.97	Sometimes
Item 26	2.52	0.96	Usually
Item 27	2.47	0.91	Sometimes
Item 28	2.42	0.93	Sometimes
Item 29	2.65	0.87	Usually
Item 30	2.64	0.95	Usually
Total	2.44	0.95	Sometimes

N=323

Regarding the use of Meta-Affective Strategies, as shown in Table 12, item 21 was 'sometimes' used; that is, students 'sometimes' reward themselves with an activity to increase their motivation when they finish their study (M= 2.31; SD=1.01). Based on item 22, students sometimes state that trying to understand L2 grammar rules from texts, which they have read before, 'usually' increase their confidence before being explained in the classroom (M= 2.26; SD=1.00). According to item 23, students sometimes attempt not to feel bad when they make a mistake in L2 (M= 2.39; SD=0.94). Item 24 was also 'sometimes' used by freshmen students; that is, students 'sometimes' prevent their motivation from deteriorating by guessing the difficult parts of L2 class (M= 2.28; SD=0.86). Based on item 25, students 'sometimes' individualize their studies in order to make them more interesting (M= 2.38; SD=0.97). Additionally, item 26 was 'usually' used by freshmen students, and this means that students 'usually' think that they require to use a new strategy while they are studying on L2 (M= 2.52; SD=0.96). According to item 27, students 'sometimes' evaluate the strategies which make their motivation increase in long-term by reviewing learning strategies (M= 2.47; SD=0.91). Based on item 28, students 'sometimes' control their motivation several times during the long-term study (M= 2.42; SD=0.93). According to item 29, students 'usually' feel safe and secure by attending to similar words used during a conversation

in L2 (M= 2.65; SD=0.87). Furthermore, item 30 was 'usually' used by freshmen students; that is, they 'usually' stated that reviewing their performance at the end of the term in terms of the goal they wanted to reach (M= 2.64; SD=0.95). Based on the total scores in Table 12, it can be said that freshmen students 'sometimes' use meta-affective strategies (M= 2.44; SD=0.95). Therefore, these are one of the least used strategies in this study.

Table 13.

Descriptive Statistics of the Use of Meta-SI Strategies

Meta-SI Strategies	M	SD	Level
Item 31	2.53	0.98	Usually
Item 32	2.87	0.96	Usually
Item 33	2.62	0.92	Usually
Item 34	2.35	0.97	Sometimes
Item 35	2.55	1.03	Usually
Total	2.59	0.99	Usually

N=323

Regarding the use of Meta-SI Strategies in Table 13, item 31 was 'usually' used by freshmen students; that is, students 'usually' review their goals which they determine in order to communicate with others at advanced level in L2 (M= 2.53; SD=0.98). According to item 32, students 'usually' control whether they understand while communicating in L2 (M= 2.87; SD=0.96). Based on item 33, students 'usually' take a native speaker as a model, especially in terms of accent (M= 2.62; SD=0.92). Item 34 was 'sometimes' used by freshmen students, and this means that students 'sometimes' take a native speaker as a model, especially in terms of gestures while the native speaker is speaking in L2 (M= 2.35; SD=1.03). Additionally, item 35 was 'usually' used by freshmen students; that is, students 'usually' take the native speaker as an example while communicating with a young, an old, and people of the opposite sex (M= 2.55; SD=1.03). Based on the total scores in Table 13, freshmen students 'usually' use Meta-SI strategies (M = 2.59; SD=0.99). Therefore, Meta-SI strategies are one of the most used strategies in this study.

The Third Research Question: The Results of the Use of the Self-Regulated L2 Learning Strategies in Terms of Gender

Independent Sample T-Test was used in order to investigate whether there are significant differences in the use of self-regulated L2 learning strategies according to gender. Table 14 below illustrates the results.

Table 14.

T-Test Results of Students' Self-Regulated L2 Learning Strategies Use in Terms of Gender

Components	Gender	N	M	SD	t	p
Meta-affective	Female	228	2.49	2.47	2.139	.033
	Male	95	2.32	2.89		
Meta-cognitive	Female	228	2.76	2.03	2.546	.011
	Male	95	2.56	2.35		
Meta-SI	Female	228	2.64	1.35	2.139	.033
	Male	95	2.47	1.56		
SI	Female	228	2.54	1.27	2.139	.033
	Male	95	2.38	1.31		
Affective	Female	228	2.60	0.88	1.719	.087
	Male	95	2.44	0.97		
Cognitive	Female	228	2.13	0.89	-.480	.631
	Male	95	2.17	0.96		
Total score	Female	228	2.56	6.70	2.550	.011
	Male	95	2.41	8.16		

N=323; *p<0.05

As demonstrated in Table 14, the scores of freshmen students' meta-affective strategies are significantly different in terms of gender (M^{female}= 2.49; M^{male}=2.32; t=2.139; p<.05). As a consequence of this analysis, it can be said that female students' meta-affective strategies use is significantly higher than those of male students.

There is a statistically significant difference between the scores of freshmen students' meta-cognitive strategies in terms of gender (M^{female}= 2.76, M^{male}=2.56, t=2.546;

p<.05). Accordingly, it can be concluded that female students' using meta-cognitive strategies is significantly higher than male students.

As shown in Table 14, there is also a statistically significant difference between the scores of freshmen students' meta-SI strategies in terms of gender (M^{female}=2.64, M^{male}=2.47, t=2.139; p<.05). As a consequence of this analysis, it can be said that female students' using meta-SI strategies is significantly higher than male students.

Moreover, there is a statistically significant difference between the scores of freshmen students' SI strategies in terms of gender (M^{female}=2.54, M^{male}=2.38, t=2.139; p<.05). Therefore, it can be said that female students' SI strategies use is significantly higher than male students.

As presented in Table 14, there is also a statistically significant difference between the scores of freshmen students' affective strategies in terms of gender (M^{female}=2.60, M^{male}=2.44, t=1,719; p<.05). Thus, it can be said that female students' affective strategies use is significantly higher than male students.

Conversely, there is no significant difference between the scores of freshmen students' cognitive strategies in terms of gender (M^{female}=2.13, M^{male}=2.17, t=-.480; p >.05).

Based on the total score, there is a statistically significant difference between the scores of freshmen students' self-regulated L2 learning strategies use according to gender (M^{female}=2.56, M^{male}=2.41, t=2.550; p<.05). Therefore, it may be said that female students' self-regulated L2 learning strategies use is significantly higher than male students.

The Fourth Research Question: The Results of the Use of the Self-Regulated L2 Learning Strategies in Terms of Department

Independent Sample T-Test was used in order to investigate whether there are significant differences in the use of self-regulated L2 learning strategies in terms of department. In Table 15 below, the results are presented as follows.

Table 15.

T-Test Results of Students' Self-Regulated L2 Learning Strategies Use in Terms of the Department

Components	Department	N	M	SD	t	p
Meta-affective	Quantitative	178	2.50	2.36	2.049	.041
	Equally weighted	145	2.36	2.87		
Meta-cognitive	Quantitative	178	2.77	1.91	2.228	.027
	Equally weighted	145	2.61	2.38		
Meta-SI	Quantitative	178	2.68	1.28	2.497	.013
	Equally weighted	145	2.47	1.57		
SI	Quantitative	178	2.60	1.23	3,456	.001
	Equally weighted	145	2.36	1.32		
Affective	Quantitative	178	2.69	0.76	3.663	.000
	Equally weighted	145	2.37	1.06		
Cognitive	Quantitative	178	2.24	0.85	2.921	,004
	Equally weighted	145	2.02	0.97		
Total score	Quantitative	178	2.60	6.32	3.326	.001
	Equally weighted	145	2.41	8.01		

N=323; *p<0.05

Table 15 shows that there is a statistically significant difference between the scores of freshmen students' meta-affective strategies in terms of the department ($M^{quantitative}$=2.50, $M^{equally\ weighted}$=2.36, t=2.049; p<.05). As a consequence of this analysis, freshmen students' use of meta-affective strategies in the quantitative department is significantly higher than freshmen students in the equally weighted department.

In addition, there is a statistically significant difference between the scores of freshmen students' meta-cognitive strategies in terms of the department ($M^{quantitative}$=2.77, $M^{equally\ weighted}$=2.61, t=2.228; p<.05). As a consequence of this analysis, freshmen students' using meta-cognitive strategies in the quantitative department is significantly higher than freshmen students in the equally weighted department.

As presented in Table 15, there is also a statistically significant difference between the scores of freshmen students' meta-SI strategies in terms of the department ($M^{quantitative}$=2.68, $M^{equally\ weighted}$=2.47, t=2.497; p<.05). As a result of this analysis, it can be said that meta-SI strategies use of freshmen students in the quantitative department is significantly higher than freshmen students in the equally weighted department.

In addition, there is a statistically significant difference between the scores of freshmen students' SI strategies in terms of the department ($M^{quantitative}$=2.60, $M^{equally\ weighted}$=2.36, t=3.456; p<.05). Therefore, SI strategies used by freshmen students in the quantitative departments are significantly higher than freshmen students in the equally weighted departments.

Additionally, there is also a statistically significant difference between the scores of affective strategies in terms of department ($M^{quantitative}$=2.69, $M^{equallyweighted}$=2.37, t=3.663; p<.05). As a consequence of this analysis, it can be said that the freshmen students' use of affective strategies in the quantitative department is significantly higher than freshmen students in the equally weighted department.

Table 15 demonstrates that the scores of freshmen students' cognitive strategies significantly differ by department ($M^{quantitative}$=2.24, $M^{equallyweighted}$=2.02, t=2.921; p<.05). Thus, it can be said that freshmen students' use of cognitive strategies in the quantitative department is significantly higher than freshmen students in the equally weighted department.

In addition, the total scores of freshmen students' self-regulated L2 learning strategies are significantly different according to department ($M^{quantitative}$=2.60, $M^{equallyweighted}$=2.41, t=3.326; p<.05). As a consequence of this analysis, it might be said that the self-regulated L2 learning strategies use by freshmen students in quantitative department is significantly higher than freshmen students in equally weighted department.

The Fifth Research Question: The Results of the Use of the Self-Regulated L2 Learning in Terms of Type of High School

Independent Sample T-Test was used in order to investigate whether there are significant differences in the use of self-regulated L2 learning strategies in terms of the type of high school.

Table 16.

T-Test Results of Students' Self-Regulated L2 Learning Strategies Use in Terms of the Type of High School

Components	Type of High School	N	M	SD	t	p
Meta-affective	State	211	2.45	2.58	.600	.549
	Private	112	2.41	2.65		
Meta-cognitive	State	211	2.71	2.15	.443	.658
	Private	112	2.68	2.12		
Meta-SI	State	211	2.61	1.40	.575	.565
	Private	112	2.56	1.46		
SI	State	211	2.50	1.34	.220	.826
	Private	112	2.48	1.19		
Affective	State	211	2.57	0.89	.781	.435
	Private	112	2.50	0.94		
Cognitive	State	211	2.16	0.89	.687	.493
	Private	112	2.11	0.94		
Total score	State	211	2.53	7.07	.682	.496
	Private	112	2.49	7.40		

N=323; * p>.05

As a result of this analysis, there is not a statistically significant difference between the scores of freshmen students' meta-affective strategies according to the type of high school (M^{state}=2.45, $M^{private}$=2.41, t=0.600; p>.05).

Table 16 shows that no significant difference is found between the scores of freshmen students' meta-cognitive strategies in terms of the type of high school (M^{state}=2.71, $M^{private}$=2.68, t=0.443; p>.05).

Furthermore, no statistically significant difference is found between the scores of freshmen students' meta-SI strategies in terms of the type of high school (M^{state}=2.61, $M^{private}$=2.56, t=0.575; p>.05).

As presented in Table 16, there is not a statistically significant difference between the scores of freshmen students' SI strategies in terms of the type of high school (M^{state}=2.50, $M^{private}$=2.48, t=0.220; p>.05).

In addition, there is no difference between the scores of freshmen students' affective strategies in terms of the type of high school (M^{state}=2.57, $M^{private}$=2.50, t=0.781; p>.05).

As presented in Table 16, there is no significant difference between the scores of freshmen students' cognitive strategies in terms of the type of high school (M^{state}=2.16, $M^{private}$=2.11, t=0.687; p>.05).

Based on the data analysis, no statistically significant difference is found between the total scores of freshmen students' self-regulated L2 learning strategies according to the type of high school (M^{state}=2.53, $M^{private}$=2.49, t=0.682; p>.05).

5. DISCUSSION AND CONCLUSION

Introduction

    This chapter presents the summary of the study, the discussions of findings and the conclusion. Additionally, the implications of the study and recommendations for further research are presented in this chapter.

Summary of the Study

    The current study aimed to determine the level of freshmen students' self-regulated L2 learning strategies use. The purpose of the study was also to identify which self-regulated L2 learning strategies are used the most and the least by freshmen students. Furthermore, the study aimed to investigate whether there are significant differences in the use of self-regulated L2 learning strategies by freshmen learners in terms of department, gender, and the type of high school.

    In this survey-based study, the Self-Regulated L2 Learning Strategy Use Scale was used to collect data from participants at a private university in Kayseri, Turkey. Considering the research questions of this study, the data were analysed by using descriptive statistics and the Independent Sample T-test.

Discussions of Findings

The First Research Question: Discussion of the level of Freshmen Students' Self-Regulated L2 Learning Strategies Use

    The first research question of this study investigates the level of freshmen students' self-regulated L2 learning strategies use. Based on the total mean score, freshmen students 'usually' use the self-regulated L2 learning strategies. According to the results, it can be concluded that the level of self-regulated L2 learning strategies use might be 'always' if the students are exposed to L2 classes in their learning process.

    On the other hand, the level of using meta-cognitive strategies is 'usually' whereas the level of using cognitive strategies is 'sometimes' in this study. Regarding the results of the level of cognitive strategies use, it can be said that freshmen students tend to use the Internet to understand texts. The explanation of the findings might be related to the issue that the students are accustomed to using the Internet as a part of their social and daily life. Additionally, using the internet may be seen as the easiest way to reach information by students. However, results also reveal that the freshmen students avoid

practicing online with a native speaker. It might be stated that students are afraid of making mistakes during communication in L2 with a native speaker; therefore, they might be supported and encouraged to communicate in L2.

Based on the results of the level of freshmen students' meta-cognitive strategies use, the freshmen students are also aware of the necessity of setting goals and being well-arranged in the learning L2 process. Thus, it can be said that the instructors and L2 language teachers might be concerned with students' needs, such as their motivation and support in L2 classrooms. A study conducted by Şeker (2016) demonstrates that students at a preparatory school utilize self-regulation L2 Learning strategies at a lower level. The study results show that meta-cognitive and cognitive strategies were used at lower levels than other strategies such as orientation and evaluation. Therefore, it may be concluded that freshmen students are more strategic learners because they start to study their profession directly without studying at a preparatory school. In addition, as this study was conducted at a private university, the findings might also be related to socio-economic factors or the socio-economic background of students in terms of the use of these strategies.

The Second Question: Discussion of The Most and The Least Used Self-Regulated L2 Learning Strategies by Freshmen Students

The second research question of the study aimed to determine the most and the least used self-regulated L2 learning strategies by Freshmen Students. In light of findings, it can be said that meta-cognitive, meta-SI, and affective strategies are the most used Self-Regulated L2 Learning strategies. Based on the results of the use of Meta-cognitive strategies, students 'usually' use these strategies. Oxford (2011) states that learners enable to manage their cognitive aspects by using meta-cognitive strategies. Therefore, it can be said that participants of this study are usually inclined to make a plan, observe, and evaluate their cognition. Additionally, it may be said that students acknowledge being active learners in their L2 learning process. In the study conducted by Eken (2017), learners in preparatory classes and learners at private courses prefer to use the meta-cognitive strategies. Similarly, the results of this study show that meta-cognitive strategies are 'usually' used by freshmen students. Therefore, it could be said that adult learners could manage their L2 learning process by making a plan, observing and evaluating. Similar to a part of Eken's study, this study was also carried out at a private

institution; thus, it might be said that students attempt to be well-organized in the process due to the education pays.

Based on findings, Meta-SI strategies are this study's second most used Self-Regulated L2 Learning strategies. According to Oxford (2011), individuals might overcome the information gap, and handle sociocultural factors such as culture and communication through meta-SI strategies. Therefore, it can be inferred that the participants are able to facilitate communication in L2. Furthermore, the participants might participate in communicative tasks, and it can also be said that the participants are willing to communicate in L2. However, they avoid communicating online. Moreover, affective strategies are the third most used Self-Regulated L2 Learning strategies in this study. Mitsuru, Mizumoto, and Kumazawa (2015) address the relationship between affective strategies and motivation. Accordingly, it can be concluded that affective strategies make students enthusiastic about learning L2. Additionally, it could be said that adult learners can manage their emotions through affective strategies.

On the other hand, meta-affective, SI, and cognitive strategies are the least used strategies by the participants of this study. It is seen that cognitive strategies are the least used strategies. And, using less cognitive strategies might affect the participants negatively. Hence, it might be said that the participants of this study have trouble with getting ideas and deal with their problems in L2 because the participants are exposed to L2 in limited contexts such as the classroom and the Internet contexts. In addition, SI strategies are the second least used Self-Regulated L2 Learning strategies. As to Naiman et al. (1978), SI strategies are associated with communication in L2. Hence, it could also be stated that the participants need to be encouraged to communicate in the process. Besides, meta-affective strategies are the third least used Self-Regulated L2 Learning strategies, and it can be said that the participants are lower in managing their meta-affective strategies, whereas affective strategies are among the most used strategies in this study. Herein, it can be concluded that the participants might not be enthusiastic about learning in every context and situation. As a consequence, English instructors may diversify tasks or activities in their classes in order to facilitate the participants to manage their affective strategies in a positive way.

The Third Question: Discussion of Use of Freshmen Students' Self-Regulated L2 Learning Strategies in terms of Gender

The third research question examines whether there are significant differences in the use of self-regulated L2 learning strategies in terms of gender. In light of findings, there is a statistically significant difference between the total scores of freshmen students' self-regulated L2 learning strategies use in terms of gender; thus, the female freshmen students' self-regulated L2 learning strategies use is significantly higher than those of male students in this study. Therefore, results reveal that gender influences using self-regulated L2 learning strategies. Additionally, sociocultural factors might be effective because females are neater relatively than males in Turkish culture. Besides, female students might consider learning L2 as an investment because learning L2 provides better opportunities after graduation in the real-life context. Similarly, the research study by Ozan et al. (2012) demonstrates that female students use their meta-cognitive skills rather than male students in self-regulated learning. That is, this can also be related to the result of sociocultural factors. Similar to the current study, Güven (2017) finds out that female students employ cognitive strategies rather than male students. These studies implicated in the Turkish context show that the level of female students' self-regulated L2 strategies use is higher than male students. Adıgüzel and Orhan's study (2017) also reveals that female students' self-regulation and meta-cognitive skills were higher than those of male students.

Based on the study conducted by Lin (2019), female students endeavour to use self-regulated learning strategies compared to male students in an American context. In light of findings, it can also be said that the level of female students' using self-regulated learning strategies is also high in different contexts. Though Nikoopour and Khoshroudi (2021) find that gender played no effective role in achievement while learning L2 in the Iranian context, they accept that female students use self-regulated methods at a higher level at the beginning of the study because female students were better at managing their self-regulation in their learning process in the Iranian context. Although Tomak (2017) finds no significant difference between the scores of self-regulated learning strategies use in terms of gender in his study, Tomak also states that the level of female students using self-regulated learning strategies was higher than male students in many studies.

In addition, meta-affective strategies were used most by female freshmen students. As a consequence, it can be said that female freshmen students take into consideration

their motivation and long-term goals rather than male students, although meta-affective strategies are one of the lowest used strategies in this study. And, female students use self-regulated cognitive strategies the least. Based on the results, it can be said that female students might need more support to comprehend a word and grammatical rules within a text and to communicate with native speakers than male freshmen students.

The Fourth Research Question: Discussion of Use of Freshmen Students' Self-Regulated L2 Learning Strategies in terms of Department

The fourth research question investigates whether there are significant differences in the use of self-regulated L2 learning strategies in terms of the department. According to the results, there is a statistically significant difference between the use of freshmen students' self-regulated learning strategies in terms of department. As a result of this study, it can be said that the use of self-regulated L2 learning strategies of freshmen students in quantitative departments is significantly higher than those of students in equally weighted departments. Therefore, it might also be indicated that the departments in which students study and take courses in the specific fields could also affect their L2 learning process. Moreover, the type of department can be a factor in using the self-regulated L2 learning strategies because freshmen students in quantitative departments can have more chance to read more articles in L2 than those of students in equally weighted departments. For instance, engineering departments and health science departments require to use technical terminology during classes. Therefore, students might try to understand the articles and learn new words in order to use the terminology while communicating in L2. In addition, it can be said that quantitative departments may require L2 more than equally weighted departments while developing and introducing a project. In so doing, freshmen students in quantitative departments might have a chance to manage their cognitive strategies such as comprehension, affective strategies such as motivation and emotion, and SI strategies such as communication in L2. Furthermore, self-regulated learning strategies consist of basic strategies such as motivational, meta-cognitive and management strategies (de Boer, Donker-Bergstra and Kontos, 2012). In this sense, Hawkins (2018) claims that using self-regulated L2 learning strategies is taught in L2 programs at universities because especially adult learners need to use technological materials in their professions. In doing so, students need to manage their L2 learning process to use the materials in their professions.

The use of self-regulated L2 learning strategies was investigated in several studies in different departments and for different purposes. In a case study employed by Maftoon and Seyyedrezaei (2012) with only one student in a quantitative department, the participant was good at using cognitive and meta-cognitive strategies in writing task to communicate in L2. The level of the use of cognitive strategies was not 'always' by freshmen students in this study. The explanation of the finding might be related to contextual features and the context of the study.

A study conducted by İnan (2013) with students at English Language and Literature and English Language Teaching departments also shows a significant difference between students' self-regulated learning and academic achievement in terms of the department. Comparing freshmen students in the language department with students at preparatory school, Güven (2017) also finds that the freshmen students in the language department were more conscious of taking their responsibilities in their learning process on the ground of their department.

The Fifth Research Question: Discussion of Use of Freshmen Students' Self-Regulated L2 Learning Strategies in terms of Type of High School

The fifth research question of this study examines the freshmen students' self – regulated L2 learning strategies use in terms of the type of high school that freshmen students graduated from. According to the results of this study, there is not a statistically significant difference between the use of freshmen students' self-regulated L2 learning strategies in terms of the type of high school. Therefore, it can be said that the type of high school does not have a significant influence on the self-regulated learning process. In an authoritative study, Tomak (2017) finds that the type of high school was not an efficient factor in order to reflect the students' background who were at the A1 level. Therefore, it can only be said that the freshmen students could not learn enough to use the self-regulated L2 learning strategies in high schools. If the use of self-regulated L2 learning had been taught or taken into account seriously in high schools, the results of this study might have been different. The explanation of findings might also be related to how much students concentrate on lessons such as Mathematics, Physics, and Turkish at the high school level to be successful in the university entrance exam in the Turkish educational context before they apply to a university. Besides, it might be said that English teachers should raise awareness about self-regulated L2 learning by using tasks that improve students' language learning. Based on the results, it can also be

concluded that the use of self-regulated L2 learning strategies can be highlighted and considered seriously in the curriculum at the high school level.

Conclusion

This study was conducted at a private university with 323 freshmen students. Results of this study reveal that freshmen students 'usually' use Meta-Cognitive strategies; thus, Meta-Cognitive strategies are one of the most used self-regulated L2 learning strategies in this study. Moreover, Affective and Meta-SI strategies are also the most used self-regulated L2 learning strategies because freshmen students 'usually' use these strategies depending on the results of the study. However, they 'sometimes' use Cognitive strategies, so it is one of the least used self-regulated L2 learning strategies in this study. Furthermore, freshmen students 'sometimes' use Meta- Affective and SI strategies; thus, these are the least used self-regulated L2 learning strategies by the results of the study.

Additionally, gender has a prominent role in freshmen students' using self-regulated L2 learning strategies in this study. For instance, the use of female students' self-regulated L2 learning strategies is significantly higher than those of male students. Female freshmen students use Meta-Affective, Meta-Cognitive, and SI and Meta-SI strategies more than male freshmen students, whereas gender is not an effective factor in using Affective and Cognitive strategies depending on the results of the study. Liu, He, Zhao and Hong (2021) say that female students are more self-regulated than male students in managing time and performing tasks, because female students have more powerful self-regulatory skills than male students. In addition, females are more reflective in using strategies in their learning process (Bidjerano, 2005). Similarly, Ozan et al. (2012) emphasize that female students are more talented in using meta-cognitive self-regulation skills, and they could manage time and study environment effectively compared to male students in the Turkish context. In another study, Adıgüzel and Orhan (2017) claim that females are conscious of their existing abilities and how to reach their goals in the L2 classes. Hence, findings on the female students of self-regulated L2 learning become prominent in studies in the field.

Moreover, results reveal a significant difference between freshmen students' use of self-regulated L2 learning strategies in terms of departments: quantitative and equally weighted departments. Concerning the results of the study, the level of freshmen students' using self-regulated L2 learning strategies in quantitative departments is

higher than students in equally weighted departments. Lin (2019) points out that students in quantitative departments such as Science, Math, Engineering and Technology have a high opinion of self-regulated learning strategies to reach their goals, and they are ready to take their own responsibility in this process because of the necessity of technical data. Yossatorn, Binali, Weng and Awuour (2022) highlight that self-regulated L2 learning is significant in medical and nursing departments; thus, students use self-regulated L2 learning strategies to set a goal and reach materials related to their major in L2. In the same study, students become aware of innovation in the field. Therefore, students in quantitative departments require using more self-regulated L2 learning strategies because it positively contributes to their professions. Moreover, Sarı and Akınoğlu (2013) declare that self-regulated learning is a significant skill in the 21st century, so each student needs to use self-regulated learning strategies for his/her academic achievement. Hence, this can be interpreted that all freshmen students in each department should be aware of self-regulated learning L2 strategies in their academic life.

In this study, although demographic factors such as gender and department have a role in the use of freshmen students' self-regulated L2 learning strategies, no significant difference was found between freshmen students' use of self-regulated L2 learning strategies in terms of the type of high school. To sum up, the language learning process is very dynamic and complex; the students' use of language learning strategies differs because the demand of the students differs by their environment, demographic elements, needs, and to name a few.

Implications of the Study

This study investigates the level of freshmen students' using self-regulated L2 learning strategies. The study also identifies which self-regulated L2 learning strategies are used the most and the least by freshmen students. Furthermore, the study finds out whether there are significant differences in the use of self-regulated learning strategies by freshmen learners in terms of gender, department and the type of high school. In this sense, the use of self-regulated L2 learning strategies by learners should be seriously considered by EFL teachers and instructors in the language learning process, because the use of self-regulated L2 learning strategies is a requisite for learners to be more agentic and autonomous learners to understand the global world and the world citizens in the hierarchical structures of the global system in the 21st century. In this learning

process, students' language learning should be supported by EFL instructors with diverse materials and activities which focus on improving language skills as well as the interaction and communication between individuals, because depending on the course book for the interaction and communication in L2 may limit the role of the students at the preparatory schools and at the different departments who study and learn English. EFL instructors should also integrate communicative activities into their lessons in the class. In so doing, they can encourage students to be active in the L2 learning process through activities which underlie the significance of self-regulated learning and thereby, students could reach their goals.

Furthermore, the significance of self-regulated L2 learning strategies should be highlighted in the curriculum and by teacher trainers and administration so that EFL learners can set their L2 learning goals for their future education. In addition, classroom tasks and curriculum should be revised at educational contexts by considering the affective, cognitive, and sociocultural factors for efficient language learning and teaching.

Recommendations for Further Research

This study was employed at a private university in Kayseri, Turkey. In further research, data should be collected from state university participants and obtained in different cities in Turkey to generalize results. In this quantitative survey-based research study, one scale was used to collect data from participants. In further studies, researchers should employ a mixed methods study to combine quantitative and qualitative data collection and thereby, interviews can be employed in the study to reveal more in-depth findings.

Furthermore, the results of this study demonstrate that female students' use of self-regulated L2 learning strategies is significantly higher than male students. Thus, the relationship between gender and self-regulated L2 learning strategies and the effect of gender on the use of self-regulated L2 learning strategies should be investigated in the Turkish educational context in further studies. In doing so, it could also be possible to investigate and offer insights into understanding the prominent role of gender in the use of self-regulated learning strategies in foreign language learning.

In further research, similar research can be conducted in different cultural settings. If a similar study is carried out in a different culture, different findings might be obtained from a different context as a consequence of the sociocultural and socioeconomic factors.

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APPENDICES

Appendix A. Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Kadriye Nur SAYKI
ÖĞRENCİ NO	20188043
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	2019 / 2020 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öz-düzenlemeli öğrenme stratejilerinin ikinci dilde kullanımı
TEZİN AMACI	Öz-düzenlemeli öğrenme stratejilerini ikinci bir dil öğrenirken kullanan öğrencilerin kullanım düzeyini belirleyip öğrencilerin bölümlerine, cinsiyetlerine ve mezun oldukları lise türlerine göre tartışmaktır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma Nuh Naci Yazgan Üniversitesinde birinci sınıfta okuyan toplamda dört yüz elli dört öğrenciye uygulanmak üzere Öz Düzenlemeli Yabancı Dil Öğrenme anketi uygulanacaktır. Bu çalışma, birinci sınıf öğrencilerinin öz düzenlemeli yabancı dil öğrenme stratejilerini kullanma düzeylerini belirlemeyi amaçlamaktadır. Çalışmanın amacı, öğrenciler tarafından hangi öz düzenlemeli yabancı dil öğrenme stratejilerinin en çok ve en az kullanıldığını araştırmaktır. Çalışma aynı zamanda öğrencilerin cinsiyet, bölüm ve lise türüne göre öz düzenlemeli yabancı dil öğrenme stratejileri kullanımında anlamlı farklılıklar olup olmadığını araştırmayı amaçlamaktadır.Veriler SPSS 23.00 kullanılarak analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	T.C NUH NACİ YAZGAN ÜNİVERSİTESİ
İZİN ALINACAK OLAN KURUMA	T.C NUH NACİ YAZGAN ÜNİVERSİTESİ KAYSERİ/ KOCASİNAN

AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	
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	Nuh Naci Yazgan Üniversitesi'nde birinci sınıfta okuyan tüm öğrencilere Öz-Düzenlemeli Yabancı Dil Öğrenme ölçeği uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Öz-Düzenlemeli Yabancı Dil Öğrenme Strateji Ölçeği
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (1) Sayfa Öz-Düzenlemeli Yabancı Dil Öğrenme Ölçeği.

ÖĞRENCİNİN ADI - SOYADI: Kadriye Nur SAYKI		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde Evrak Asli İmzalidir TARİH: 31 / 01/ 2020		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu İngiliz Dili Eğitimi... faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**ANA BİLİM DALI BAŞKANININ ONAYI**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**	
Adı - Soyadı: Betül ALTAŞ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı:Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi ..……	Unvanı: …………..…	Unvanı: Prof. Dr.	Unvanı:Doç. Dr.	
İmzası: Enstitü Müdürlüğünde Evrak Asli İmzalidir	İmzası: ……………..…	İmzası: Enstitü Müdürlüğünde Evrak Asli İmzalidir	İmzası: Enstitü Müdürlüğünde Evrak Asli İmzalidir	
… / ….. / 20....	.… / .... / 20....	.... / .... / 20……	.… / .... / 20...	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: **Murat BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitü Müdürlüğünde Evrak Asli İmzalidir	İmzası : Enstitü Müdürlüğünde Evrak Asli İmzalidir	İmzası : (Y) Şehnaz ŞAHİNKARAK AŞ Enstitü Müdürlüğünde Evrak Asli İmzalidir	İmzası :	İmzası :
.… / ….. / 20....	.… / .. / 20....	… / …. / 20.....	.. / …. / 20.....	… / …. / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**
OY BİRLİĞİ İLE	◯	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 31 / 01/ 2020 - 29/ 04 / 2020.. tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**		
OY ÇOKLUĞU İLE	X			
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.				

Appendix B. The Permission from Çağ University for the Scale

T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 171 – 117   04.02.2020
KONU: Tez Anket İzni Hakkında

NUH NACİ YAZGAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188043 numaralı) **Kadriye Nur SAYKI, "Öz Düzenlemeli Öğrenme Stratejilerin İkinci Dilde Kullanımı"** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Betül ALTAŞ danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Nuh Naci Yazgan Üniversitesi bünyesindeki Fakültelerin birinci sınıflarında eğitim gören öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

EKLERİ: Üç Sayfa tez anket formları ile Üç sayfa tez etik kurul izin formunun fotokopileri.

Appendix C. The Self-Regulated L2 Learning Strategy Use Scale

Değerli Nuh Naci Yazgan Üniversitesi Öğrencileri,

Dolduracağınız bu anketin amacı, Yabancı Diller Eğitimi bağlamında kullandığınız öz-düzenlemeli yabancı dil öğrenme strateji düzeyinizi belirlemektir. Anketteki soruları dikkatlice okuyup cevaplandırmanız bu üniversitedeki eğitim kalitesini geliştirmek açısından çok önemlidir. Anketten elde edilecek sonuçlar sadece bilimsel araştırma için kullanılacaktır ve sadece yüksek lisans tezim için analiz edilecektir. Yardımınız için şimdiden çok teşekkür ederim.

Öğr. Görevlisi Kadriye Saykı

Nuh Naci Yazgan Üniversitesi Öğretim Elemanı

Çağ Üniversitesi Yüksek Lisans Öğrencisi

Değerli Katılımcı,

Bu anketin amacı, Yabancı Diller Eğitimi bağlamında kullandığınız öz-düzenlemeli yabancı dil öğrenme strateji düzeyinizi belirlemektir.

Anketten elde edilecek sonuçlar bilimsel araştırma için kullanılacaktır.

Katılımınız ve yardımlarınız için teşekkürler.

Öğr. Görevlisi Kadriye Nur SAYKI

Yabancı Dil Öğrenme Strateji Anketi

1. Cinsiyetiniz: ☐K ☐ ☐E ☐

2. Bölümünüz:

3. Yaşınız:

4. Ne tür liseden mezun oldunuz? ☐ Genel lise ☐ ☐ ☐ Anadolu lisesi ☐

☐Anadolu Meslek ve Teknik Liseleri ☐

☐Sosyal Bilimler Lisesi ☐ ☐

Fen Lisesi ☐

☐Özel Lise ☐

Diğer:

5. Kaç yıldır İngilizce eğitim alıyorsunuz?

A) 0-1 B) 2-3 C) 4-5 D) 6 ve üzeri

6. İngilizce'de ileri düzeye gelmek sizin için ne kadar önemli?

A) Çok önemli B) Önemli C) Çok önemli değil D) Hiç önemli değil

7) İngilizce öğrenmeye ne kadar isteklisiniz?

A) Büyük ölçüde B) Oldukça C) Kısmen D) Çok az E) Hiç

8) İngilizce öğrenirken kullandığınız öğrenme stratejilerini nerelerden öğrendiniz ?

☐Öğretmenlerimden ☐Arkadaşlarımdan

☐İngilizce ders kitaplarından ☐Internetten

☐Kendi kendime ☐Başka(Lütfen belirtiniz) : _____

Lütfen size uygun olan seçeneği (X) işaretleyiniz.	Hiçbir Zaman	Bazen	Genellikle	Her Zaman
1. Kullanıldıkları bağlamları anlamak için yabancı dilde öğrendiğim yeni sözcükleri internetten araştırırım.	1	2	3	4
2. Başkalarıyla çevrimiçi olarak yabancı dilde pratik yaparak o dilin yapısı hakkında çıkarımlarda bulunurum.	1	2	3	4
3. Yabancı biriyle iletişim kurduğumda konuyla ilgili kullanılan benzer sözcüklere dikkat ederim.	1	2	3	4
4. Yabancı dilde ihtiyacım olan sözcük aklıma gelmediğinde kendime kötü hissetmek yerine başka bir sözcük kullanarak motivasyonumu arttırırım.	1	2	3	4
5. Konuşma esnasında doğru sözcüğü bulamadığımda yerine başka sözcük kullanmak kendimi o an iyi hissetmemi sağlar.	1	2	3	4
6. Yabancı dil kullanımı için ihtiyacım olan sözcük için en iyi çevrimiçi sözlükten faydalanmak kendime olan güvenimi artırır.	1	2	3	4
7. Yabancı dil çalışırken başkalarıyla beraber çalışmayı tercih ederim.	1	2	3	4
8. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını *öğretim elemanıma* sorarım.	1	2	3	4
9. Yabancı dilde bir metinde bilmediğim bir sözcüğün anlamını *arkadaşıma* sorarım.	1	2	3	4
10. Yapacağımız çalışma ile ilgili söylenenleri anlamazsam, arkadaşımdan bana anlatması için yardım isterim.	1	2	3	4
11. Yabancı dilde yapılan bir konuşmayı anlayamadığımda devamlılığı sağlamak için anlıyormuş gibi davranırım.	1	2	3	4
12. Derslerde yapılan açıklamalara dikkat ederim.	1	2	3	4
13. Yabancı dil öğrenimiyle ilgili beklentilerime odaklanırım.	1	2	3	4
14. Yabancı dil öğrenirken uzun vadede amaçlarımı belirlerim.	1	2	3	4
15. Yabancı dil öğrenirken bana uygun olan uzun vadeli hedefler belirlerim.	1	2	3	4
16. Yaptığım çalışmaların başkalarıyla iletişim gerektirip gerektirmediğini düşünürüm.	1	2	3	4
17. Mezun olduktan sonra yabancı dili kullanabileceğim olanakları düşünürüm.	1	2	3	4
18. Ödev yapmaya hazırlandığımda daha önceden benzer bir şey yapıp yapmadığımı düşünürüm.	1	2	3	4
19. Bilgisayardaki dosyalarımı yabancı dildeki ödevlerimi ve notlarımı kolay bir şekilde bulabilmek için düzenlerim.	1	2	3	4
20. Yabancı dil derslerindeki konularla ilgili düşük not almayı önlemek için daha çok çalışırım.	1	2	3	4
21. Çalışmayı bitirdiğimde motivasyonumu arttıracak bir aktiviteyle kendimi ödüllendiririm.	1	2	3	4
22. Yabancı dilbilgisi kurallarını sınıfta anlatılmadan önce daha önceden okumuş olduğum metinlerden anlamaya çalışmak kendime olan güvenimi arttırır.	1	2	3	4
23. Yabancı dilde hata yaptığımda kendimi kötü hissetmemeye çalışırım.	1	2	3	4
24. Yabancı dil derslerinin zor kısımlarını tahmin ederek motivasyonumun bozulmasına engel olurum.	1	2	3	4
25. Yabancı dilde çalışmalarımı daha ilginç hale getirmek için kişiselleştiririm.	1	2	3	4
26. Yabancı dil çalışırken sıkılırsam yeni bir strateji kullanmam gerektiğini düşünürüm.	1	2	3	4
27. Öğrenme stratejilerimi gözden geçirerek hangilerinin uzun vadede motivasyonumu artıracağının değerlendirmesini yaparım.	1	2	3	4
28. Özellikle uzun bir çalışma esnasında motivasyonumu birçok kez kontrol ederim.	1	2	3	4
29. Yabancı dilde yapılan konuşma esnasında kullanılan benzer sözcüklere dikkat ederek kendimi güvende hissederim.	1	2	3	4
30. Dönem sonunda performansımı gözden geçirmek ulaşmak istediğim hedef açısından kendimi iyi hissetmemi sağlar.	1	2	3	4
31. Başkalarıyla yabancı dilde ileri düzeyde iletişim kurabilmek için belirlediğim hedefleri gözden geçiririm.	1	2	3	4
32. Yabancı dilde iletişim kurarken konuşmayı anlayıp anlamadığımı kontrol ederim.	1	2	3	4
33. Yabancı bir insanı özellikle *aksan* açısından örnek alırım.	1	2	3	4
34. Yabancı bir insanı konuşurken yaptığı *hareketler* açısından örnek alırım.	1	2	3	4
35. Yabancı bir insanın genç, yaşlı ve karşı cinsten birileriyle nasıl iletişim kurduğunu örnek alırım.	1	2	3	4

Appendix D. The Permission from Nuh Naci Yazgan University

T.C.
NUH NACİ YAZGAN ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : 35138650-044-E.144   16/03/2020
Konu : Anket

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi   : 04/02/2020 tarih ve 52178233-171-117 sayılı yazınız.

İlgi yazınız konusu, Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans programı öğrencisi Kadriye Nur SAYKI'nın "Öz Düzenlemeli Öğrenme Stratejilerin İkinci Dilde Kullanımı" konulu tez çalışması kapsamında yapacağı anket çalışmasını Üniversitemiz öğrencilerine yapması uygun bulunmuştur.

Bilgilerinize arz ederim.

e-imzalıdır
Prof. Dr. Kerim GÜNEY
Rektör