

## Abstract

Learners need to devise their own learning strategies and become autonomous in order to learn English successfully. Oxford (1996) claims successful learners are mostly autonomous and proficient in using language learning strategies. To become autonomous and efficient, learners need to take more responsibility of their own education. The researcher studied 46 scholarly works in order to generate a clear understanding of available knowledge regarding this study. The interrelationship between learner autonomy and language learning strategies plays a significant role in learning English. There exists a vast knowledge gap as no study has so far been conducted depicting the interrelationships between these two. The objectives of the study were to find out the extent of use of language learning strategies among learners learning EFL at the tertiary level in Bangladesh. Data was collected through the Strategy Inventory for Language Learning (Oxford, 1989) and Learner Autonomy Scale (Zhang & Li, 2004). The researcher followed all the standard procedures and collected the required amount of data. The present study used two main instruments for obtaining data, i.e., Strategy Inventory for Language Learning (Oxford, 1989) and Learner Autonomy Scale (Zhang & Li, 2004). Graphical representation was illustrated through Bar, Stacked and Line diagrams of learning strategies in relation to their learner autonomy. Independent sample T-tests, One-way ANOVA, and Chi-square goodness of fit were also employed in distinguishing the population from the sample statistics. Learners with highest level of autonomy preferred Compensation strategies and those with lowest levels of autonomy prefer Metacognitive strategies. Choice of language learning strategies appears to be independent of gender and whether or not the learners have siblings, a Pearson correlation coefficient found a weak negative. With increasing age, learners' inclination towards Memory strategies comes to a gradual decline. Similar findings were reported in Khan (2012) and Ellis (1994). However, Bristi (2015), and Rezalou (2014) reported a consistency in the choice of learning strategies. Choice of language learning strategies appears to be independent of whether learners have siblings or not. Similar findings were reported in Rezalou (2014), Dawadi (2017) and Liu (2015). The researcher holds the view that using learning strategies is an individual characteristic of the learner. Male and female learners make equal use of different language learning strategies. Duration of learning English is not a determining factor in this regard. However, more experienced

learners with higher level of duration in learning English make more use of functional strategies than that of the less experienced ones. Female respondents score higher in all the sub-domains of learner autonomy compared to their male counterparts. This difference is culture and context bound and cannot be claimed as a global phenomenon, Al-Khawlani (2018) said. The researcher also suggested the same in justifying the findings in relation to learner autonomous among Polish and Yemeni learners. The mean score of learner autonomy does not vary significantly in terms of the locality of institutions (urban or rural) the learner studied before taking admission in the university. However, duration of exposure to different culture and locality of learning affects learner's autonomy in a significant way. This study details the role of autonomy among university learners in Bangladesh in using language learning strategies. It is the first of its kind in available literature in relation to the South Asian context, particularly Bangladesh. Researchers can use its findings as a guideline in exploring further areas of research.