


Review article

## Language Learning Strategies in Turkish as a Foreign Language (TFL): A Systematic Review of Graduate Theses (2015–2025)

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### Abstract

This study conducts a bibliometric analysis of 251 articles indexed in the Web of Science (WoS) database between 2015 and 2025 under the subject heading “Turkish Literature” with the language filter set to “Turkish.” The primary aim of the research is to map production trends, institutional and geographical concentrations, collaboration networks, and thematic orientations in the field of Turkish literature. The document type was limited to “Article,” and the subject areas were restricted to “Arts and Humanities” and “Literature.” Data were analyzed using VOSviewer. Bibliographic coupling was applied to nodes of countries, institutions, authors, and journals; co-occurrence analysis was conducted on keywords; and the “binary counting” method was employed for abstracts. Frequency, citation count, and total link strength (TLS) were used as the main indicators. Findings reveal that the number of publications followed a fluctuating but generally upward trend, peaking in 2020. At the institutional level, Selçuk University exhibited a central position, while Istanbul University emerged as another significant hub. In terms of journals, Selçuk Üniversitesi Edebiyat Fakültesi Dergisi and Türk Dili ve Edebiyatı Dergisi stood out as key outlets. Although author networks were widely dispersed across a large cluster, the number of central nodes remained limited, indicating relatively weak and sporadic collaboration patterns. Keyword analysis highlighted “Turkish literature” and “novel” as dominant themes, while abstracts emphasized broader concepts directly reflecting the field. Overall, the study outlines the current quantitative profile of Turkish literature research.

**Keywords:** Turkish Literature, Literature, Bibliometric Analysis, Web of Science, WoS.

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## INTRODUCTION

Teaching Turkish as a Foreign Language (TFL) is an educational process that aims to systematically and consciously impart the Turkish language to individuals whose native language is not Turkish, along with its culture, social values, and way of life (Şahin & Salih, 2018; Yalçın, 2025). The fundamental aim of this discipline is not only to teach individuals theoretical language rules but also to equip them with the ability to use the target language functionally and effectively in real communication settings (Demirel & Yalçın, 2021; Yalçın, 2025). Due to the agglutinative and rich structure of Turkish, this field requires a systematic approach supported by examples to help learners overcome the difficulties they encounter and grasp the language quickly. Today, it has risen to a strategic position due to the demand for higher education, the activities of international institutions, and tools for cultural interaction (Asar, 2024; Yalçın, 2025). In line with the increasing demand for the field of TFL, the need for and interest in academic research has also increased; academic studies focused on planning teaching processes, increasing their efficiency, and shortening the time required to achieve the targeted gains have gained importance. In this regard, teaching approaches that ensure the process is carried out in a planned and systematic manner, and language teaching strategies that serve as a roadmap for implementing these approaches, have come to the fore.

The teaching approaches adopted in teaching Turkish as a foreign language (TFL) are a fundamental factor determining learning success and directly affect the quality of the teaching process (Nguyen, Warren & Fehring, 2014; Türkoğlu, 2004). Overcoming the difficulties encountered due to the agglutinative structure of Turkish depends on selecting effective approaches that ensure grammar topics are presented in a simple and systematic manner (Yalçın, 2025). Modern approaches that go beyond traditional and teacher-centred methods and focus on students and appeal to sensory-cognitive areas increase the permanence of learning while also maintaining high levels of student motivation (Zeyrek, 2020). Furthermore, these teaching models, chosen to suit the process, not only develop language skills but also enable learners to become familiar with the culture and social values of the target language, thus creating a healthy and high-quality foundation for communication that is accepted at an international level (Özbal, 2021; Şahin & Salih, 2018).

The history of teaching Turkish as a foreign language (TFL) began in the 11th century with Kaşgarlı Mahmud's *Divanü Lügâti 't-Türk*, written by Kaşgarlı Mahmud in Baghdad in the 11th century, and subsequently, with the *Codex Cumanicus*, written in the Crimea region in the early 13th century, which some researchers include in this field due to its purpose and method of writing, it has a deep-rooted history spanning a wide geographical area (Çakmak, 2024; Şahin & Salih, 2018). It is stated that various works on the subject were produced and systematic educational activities were carried out during the Ottoman Empire (Özdemir, 2018; Muhammed Asar, 2024). In the mid-20th century, particularly in the 1950s, language teaching in educational activities related to the teaching of Turkish as a foreign language was shaped by the influence of the behaviourist approach based on memorisation, repetition

and reinforcement (Temur, 2016; Yıldırım, 2024). However, starting in the 1970s, with developments in cognitive psychology, theories centred on the learner's mental processes and the Communicative Language Teaching Approach, which prioritises social interaction, came to the fore (Alyılmaz & Şengül, 2018; Güneş, 2011; Yıldırım, 2024). From the 1990s to the present day, under the influence of the constructivist approach, a period began in which language was seen as a social interaction tool and learners actively constructed knowledge. and this situation has evolved into a structure that focuses on learner needs and individual differences with the 'post-method' understanding (Ayşe İrem Kütükoğlu, 2019; Yağcı, 2025; Yıldırım, 2024). The concept of 'strategy' has come to the fore as a guide in this learning process, where the learner is active in acquiring knowledge and skills, and it has become a dominant factor in planning a learning process centred on the individual.

The origin of the word strategy lies in Ancient Greek and actually evolved from the term 'strategia', meaning the art of war and military administration, to denote a set of planned actions or deliberate steps designed to achieve a goal (Aktan, 2008; Oxford, 1990). Strategy should be thought of as a roadmap; it is a guide that describes setting long-term goals for an action, implementing other actions necessary to achieve these goals, and selecting and guiding the right resources (Saydı, 2007; Varışoğlu, 2018). When considered in the field of education, it acts as a bridge connecting higher-level goals with concrete implementation steps (tactics); the rational solutions it offers in managing and executing the learning process enable the overcoming of encountered problems and the fastest possible achievement of the goal (Akkaş Baysal, 2020; Nickols, 2016). Applying the right strategies, particularly in language teaching, affects the speed and quality of learning. In this context, another educational field where the use of language teaching strategies is most needed is foreign language teaching.

Strategies for foreign language teaching have been shaped by the prevailing trends in foreign language teaching approaches throughout history, with the dominant approach of the period also determining the strategy. In the 1950s, influenced by the behaviourist approach, strategies based on repetition, memorisation and reinforcement were used for language teaching (Temur, 2016). In the years that followed, Chomsky's (1957) generative-transformational grammar theory broke the influence of the behaviourist approach and introduced a cognitive understanding that enabled rules to be seen holistically in language teaching. From the 1970s and 1980s onwards, the 'Communicative Language Teaching Approach' and the concept of strategic competence came to the fore (Temur, 2016). Now, in the 21st century, language teaching is conducted according to the 'post-method era' understanding, which is shaped around the needs of the learner and consists of dynamic processes; fixed, one-way methods are left behind (Kütükoğlu, 2019).

When we consider foreign language teaching as a process, it is necessary to develop specific gains at the end of each stage of this process. It is accepted that one of the fundamental elements determining learner success and autonomy in this development process is language learning strategies (LLS), which individuals consciously employ to facilitate and enhance the learning process (HRMARS, 2023;

Kütükoğlu, 2019; Varışoğlu, 2018). A general plan that includes the methods, techniques, and material selection applied by the teacher in the classroom also consists of language teaching strategies (Akkaş Baysal, 2020). These strategies aim to ensure the student's active participation in the lesson and enrich the learning experience (Issac, 2010). Learning strategies, on the other hand, are the thoughts and behaviours consciously chosen by the individual to understand new information, store it in their memory, and recall it when necessary (Chamot, 2004; O'Malley & Chamot, 1990). In this context, strategies in the cognitive, metacognitive, social, and affective domains play a role in making learning faster, more enjoyable, and more effective (Bekleyen, 2005; Oxford, 1990).

Turkish is a language that poses significant challenges for learners, particularly those from different language families, due to its rich variety of suffixes; this necessitates the use of specific strategic approaches during the learning process (Yalçın, 2024). According to the Oxford (1990) taxonomy, the most frequently used classification in the context of TFL, strategies are divided into two main categories: memory, cognitive and compensatory (direct) strategies, and metacognitive, affective and social (indirect) strategies (Alan et al., 2020; Oxford, 1990). However, research has found that learners prefer social and metacognitive strategies, while affective and memory strategies are used less frequently (Alan et al., 2020; Baz Bolluk & Bağcı, 2020).

The teaching of Turkish as a foreign language focuses on developing four core language skills: listening, speaking, reading and writing (Nazari & Gürlek, 2021). For example, metacognitive strategies help learners manage their listening process and self-regulate, while social strategies enable them to communicate with native speakers and develop cultural awareness (Varışoğlu, 2018; Yıldırım, 2023). Memory strategies play a role in vocabulary teaching, increasing retention through context creation and visualisation, while compensation strategies ensure uninterrupted communication by activating inference skills in the face of unknown words (Biçer & Polatcan, 2015; Nazari & Gürlek, 2021). However, the strategic use of methods such as music, theatre, and drama is also important for understanding language within its natural context; such strategies both facilitate the learning process and increase academic achievement, as well as positively influence learning motivation (Güneş, 2024; Temur, 2016).

Although interest in language learning strategies in the field of teaching Turkish as a foreign language (TFL) is increasing day by day, when compared to the international literature, it is seen that academic studies in this field have not yet reached the expected level and that there are significant gaps in the literature (Baz Bolluk & Bağcı, 2020; Kütükoğlu, 2019). It has been determined that the vast majority of current research focuses on teaching English as a foreign language, while studies in the context of TFL generally remain at the level of descriptive scanning, document analysis, and action research (Alyılmaz & Şengül, 2018; Yıldırım, 2024). When examining these studies in the field, it is noteworthy that the majority of the research draws a descriptive picture of strategy usage frequency using quantitative methods, but a comprehensive map of academic production in the field has not yet

been fully established (Akkaş Baysal, 2020; HRMARS, 2023). The particularly limited number of studies conducted in specific areas such as metacognition, pronunciation, and listening strategies highlights the need to develop more systematic and scientifically grounded applications based on student needs in the TFL process (Alan et al., 2020; Nazari & Gürlek, 2021). In this context, increasing academic studies that thoroughly examine the effect of strategy use on language skills and language proficiency is of critical importance in terms of improving teaching processes and preparing more effective materials (Nazari & Gürlek, 2021; Nurlu & Kutlu, 2015).

Most of the studies conducted have remained at a descriptive level, using quantitative methods to determine the frequency of strategy use, and have generally employed the ‘Language Learning Strategies Inventory’ (SILL), based on the Oxford (1990) taxonomy, as a data collection tool (Akkaş Baysal, 2020; HRMARS, 2023; Şengül, 2012). Furthermore, this academic output in the field exhibits a structure that is conducted in different contexts and sometimes presents conflicting or scattered results (İlgün-Dibek & Toptaş, 2023; Yılmaz, 2021). These methodological limitations and scattered findings in the literature make it difficult for researchers to evaluate the existing knowledge base in the field from a holistic perspective (Akkaş Baysal, 2020; Yalçın, 2024). Considering the critical role of postgraduate theses in reflecting the knowledge base and research trends in a discipline, it has been noted that a systematic map of the studies produced in the last decade has not yet been established (Akkaş Baysal, 2020; Kütükoğlu, 2019). Unlike traditional reviews, the need for systematic reviews, which minimise bias and offer a reproducible methodology, is of vital importance in identifying information gaps in the TFL literature and objectively determining new research opportunities (Çakmak, 2024; İlgün-Dibek & Toptaş, 2023; Karaçam, 2013).

In light of this need, and based on the research question ‘What are the research trends in postgraduate theses prepared in the field of Teaching Turkish as a Foreign Language (TTFL)?’, the aim is to conduct a systematic review of postgraduate thesis studies carried out between 2015 and 2025 on language learning strategies in the context of teaching Turkish as a foreign language. In line with this general objective, the methodological characteristics, study groups, measurement tools used, variables studied, and results achieved in the theses produced over the ten-year period will be analysed and synthesised. The study aims to provide an objective overview of the current situation in the field, increase the generalisability of scattered research findings, and establish a solid, evidence-based foundation and strategic roadmap for future research. The sub-research questions of the study are as follows:

- What is the distribution of postgraduate theses prepared in the field of TFL by year?
- What are the preferred research methods in the theses and what is their distribution?
- What is the distribution of sample/study group types in the theses?
- What types of measurement tools are predominantly used in the studies?

- What is the distribution of learning and teaching strategies examined in the theses?

These constitute the sub-research questions.

## **MATERIALS and METHODS**

### **Research Design**

This research is a systematic review study conducted to determine the methodological and thematic characteristics of postgraduate theses prepared in the field of Teaching Turkish as a Foreign Language (TTFL). A systematic review refers to the process of systematically searching, selecting, and analysing studies conducted in a specific research field according to predetermined criteria. This method is used to reveal the existing body of knowledge in the field, identify research trends, and guide future studies (Xiao & Watson, 2019).

No database restrictions were imposed in the literature review conducted to determine the study group; however, the database of the National Thesis Centre of the Council of Higher Education (CoHE) of the Republic of Turkey was used as the data source. The review was conducted in February 2026 and covered the years 2015-2025 in the database. During the review process, the following terms were used: ‘Turkish as a foreign language’, ‘Teaching Turkish as a foreign language’, ‘Turkish as a foreign language and strategy’, ‘Teaching Turkish as a foreign language and strategy’, ‘Turkish as a foreign language and language learning strategies’, ‘Teaching Turkish as a Foreign Language and Language Learning Strategies’ and their English equivalents ‘Teaching Turkish as a Foreign Language’, ‘Turkish as a Foreign Language and Strategy’, ‘Teaching Turkish as a Foreign Language and Strategy’, ‘Turkish as a Foreign Language and Language Learning Strategies’, ‘Teaching Turkish as a Foreign Language and Language Learning Strategies’.

Criterion sampling, one of the purposeful sampling methods, was used to determine the theses to be included in the research. Criterion sampling is based on the inclusion of cases that meet specific criteria determined by the researcher (Yıldırım & Şimşek, 2018). The main criterion determined in this research was that the theses should focus directly on the field of Teaching Turkish as a Foreign Language. Furthermore, the studies had to include at least one of the pedagogical dimensions such as the teaching process, teaching methods and techniques, language skills development, measurement and evaluation practices, material development, learner characteristics, or teacher training. However, only theses whose full text was accessible were included in the research scope. Studies that did not meet the specified criteria were excluded from the research scope. As a result of the screening and selection process, a total of 59 postgraduate theses were included in the research scope.

### **Data Analysis**

The postgraduate theses examined within the scope of the research were analysed using the document review method. Document review is a data collection technique that involves the systematic

examination of written materials containing information about the phenomenon or phenomena being investigated (Yıldırım & Şimşek, 2018).

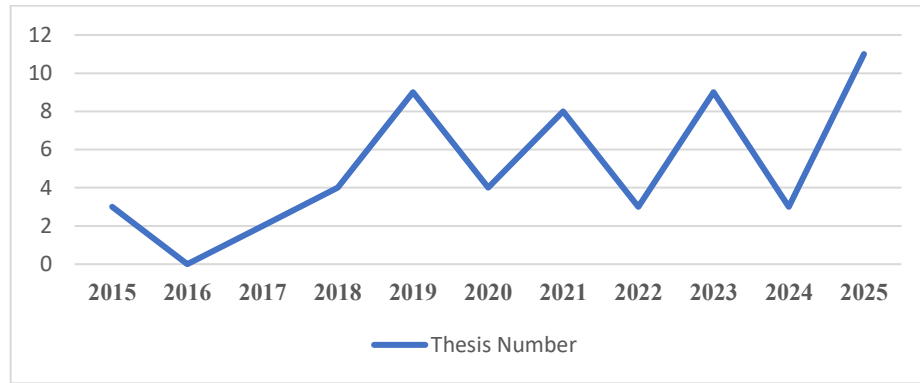
The theses were examined within the framework of categories predetermined in line with the aim of the research. In this context, the studies were classified according to variables such as year of publication, thesis type, research method, study group, data collection tools, and strategies examined.

A descriptive content analysis approach was used in the analysis of the obtained data. Descriptive content analysis is based on classifying data under specific themes and calculating frequency and percentage distributions in order to reveal the general trends in studies in a particular field. In this regard, the data obtained were categorised, and frequency and percentage values were calculated and presented in tables. Thus, the methodological trends and research focuses of postgraduate theses prepared in the field of Teaching Turkish as a Foreign Language were revealed.

## **RESULTS**

In order to investigate research trends in postgraduate theses prepared in the field of teaching Turkish as a foreign language (TFL), a systematic review of postgraduate thesis studies conducted between 2015 and 2025 on language learning strategies in the context of teaching Turkish as a foreign language was undertaken. In line with this general objective, the methodological characteristics, study groups, measurement tools used, variables studied, and results obtained in the theses produced over the ten-year period were analysed and synthesised. A search based on the database of the National Thesis Centre of the Council of Higher Education (CoHE) of the Republic of Turkey identified 56 postgraduate studies. In systematic reviews, defining a specific time frame is a methodological necessity, as an undefined search process creates an unmanageable amount of data that cannot be analysed and risks distracting from the focus of the research. Therefore, the research was conducted in the field of TFL, which has gained momentum over the last decade, the methodological and strategic diversity that has changed with multimedia tools since 2015, and the significant increase in studies in this field, particularly since 2015. During the search process, the following terms were used: ‘Turkish as a foreign language’, ‘Teaching Turkish as a foreign language’, ‘Turkish as a foreign language and strategy’, ‘Teaching Turkish as a foreign language and strategy’, ‘Turkish as a foreign language and language learning strategies’, ‘Teaching Turkish as a Foreign Language and Language Learning Strategies’ and their English equivalents ‘Teaching Turkish as a Foreign Language’, ‘Turkish as a Foreign Language and Strategy’, ‘Teaching Turkish as a Foreign Language and Strategy’, ‘Turkish as a Foreign Language and Language Learning Strategies’, ‘Teaching Turkish as a Foreign Language and Language Learning Strategies’ were used as keywords. As a result, a total of 56 postgraduate studies were identified, 43 of which were master's theses and 13 were doctoral theses. Each of these studies focused directly or indirectly on language learning strategies in the field of TFL.

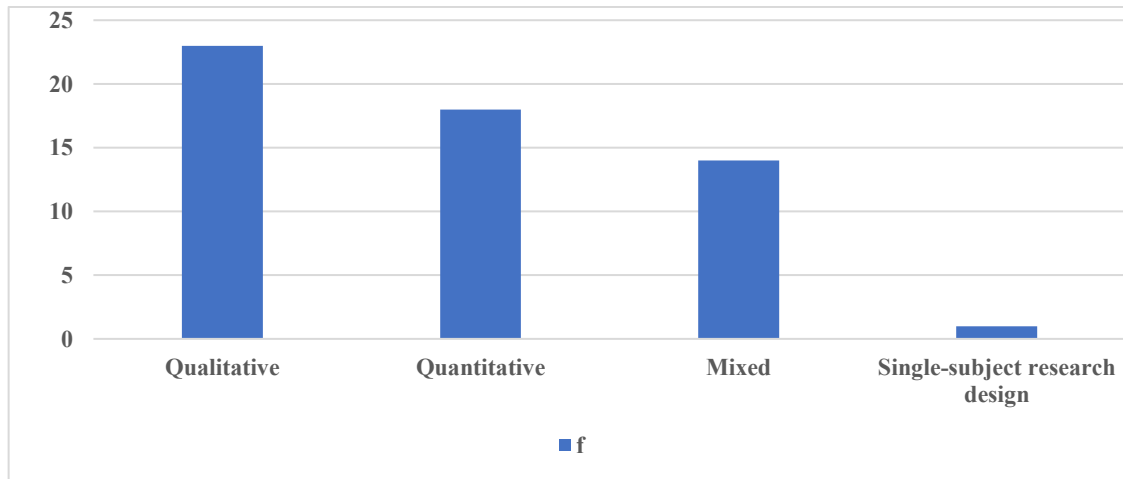
### **Distribution of Theses by Year**



**Figure 1.** Distribution of theses by year

When examining the distribution of theses by year, it was determined that 3 theses were completed in 2015, 0 theses in 2016, and 2 theses in 2017. In 2018, 4 theses were completed, in 2019, 9 theses, and in 2020, 4 theses.

### **Distribution by Methodology**

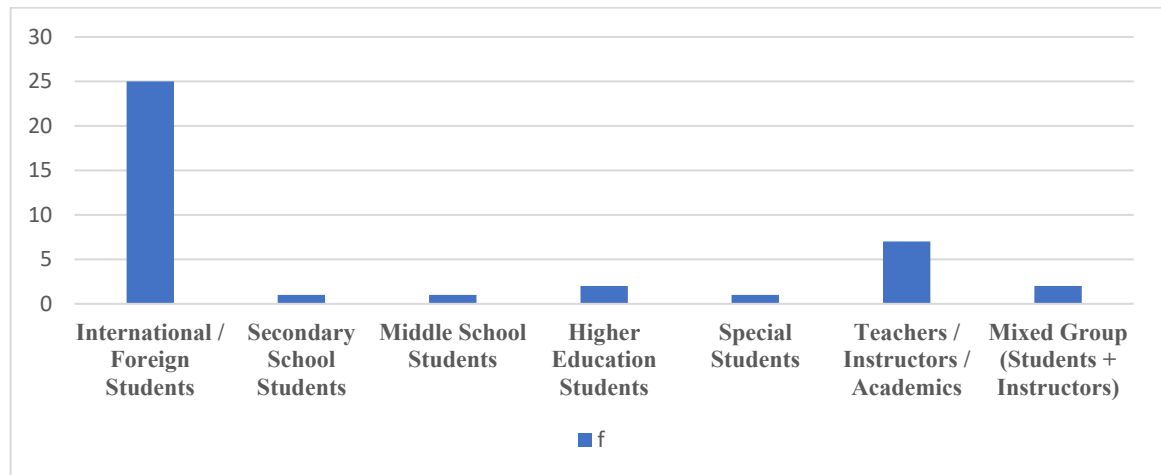


**Figure 2.** Distribution by methodology

When evaluating the methodological preferences of the total 56 studies examined, it is observed that the majority of the research was conducted using a qualitative research approach ( $f = 23$ ). The number of quantitative studies is 18.

When analysing the methodological preferences of the total 56 postgraduate theses/studies examined, it is seen that the research is largely based on qualitative research design ( $f = 23$ ). This is followed by quantitative research ( $f = 18$ ) and mixed-method research ( $f = 14$ ). In addition, there are a limited number of studies of the single-subject design ( $f = 1$ ) type.

### Distribution by Study Group

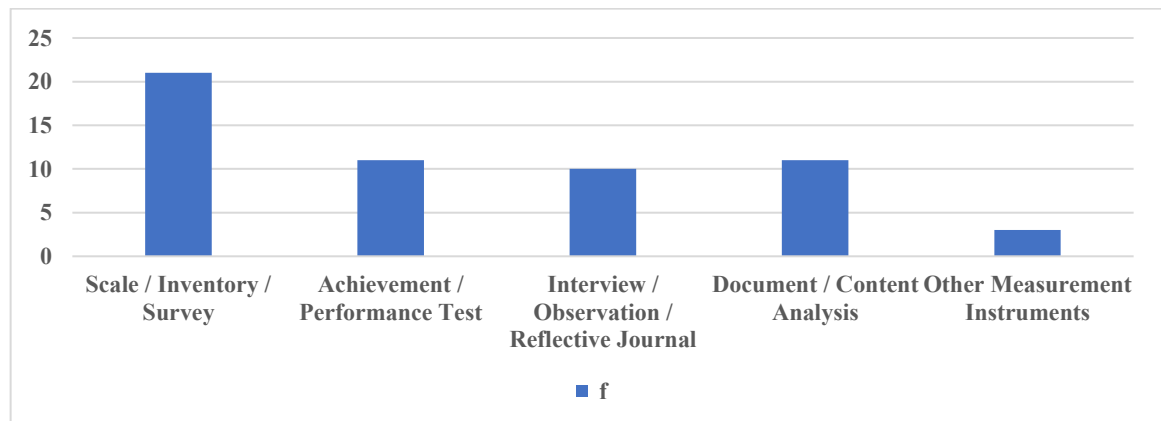


**Figure 3.** Distribution of theses by sample/study group

When examining the distribution of the 56 studies according to sample/study group types, it was determined that 25 of the studies were conducted with foreign/international student groups. The number of studies conducted with secondary school students is 1, with middle school students is 1, and with university students is 2. There is 1 study targeting a special student group.

There were 7 studies conducted with groups of teachers, instructors or academics. There were 2 mixed-sample studies involving both students and instructors. In addition, it was determined that a total of 17 studies were theoretical in nature or based on document/material reviews.

### Distribution by Measurement Tools



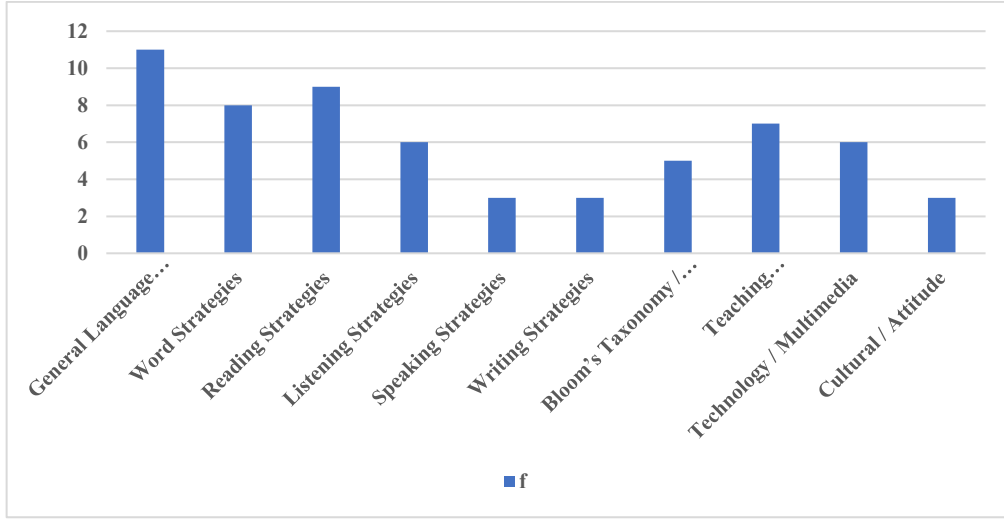
**Figure 4.** Distribution by measurement tools

When the measurement tools used in the 56 studies examined were evaluated according to their types, it was determined that the most frequently used tools were scales, inventories, and questionnaires ( $f = 21$ ). These were followed by document/content analysis-based tools ( $f = 11$ ) and achievement/performance tests ( $f = 11$ ).

The number of studies utilising qualitative data collection tools such as interviews, observations, and diaries is 10. Additionally, there are 3 studies in the “other measurement tools” category, which

include tools not directly classified as scales or tests but used for data analysis and structural examination.

### **Distribution by Strategy Use**



**Figure 5.** Distribution by strategy use

When the strategies addressed in the studies examined were evaluated thematically, it was determined that general language learning strategies ( $f = 11$ ) were examined the most. In this context, studies based on Oxford's six-category classification (memory, cognitive, compensatory, metacognitive, affective, and social) stand out.

This is followed by vocabulary teaching strategies ( $f=8$ ) and reading/comprehension strategies ( $f = 8$ ). Listening strategies ( $f = 6$ ), technology/multimedia-supported strategies ( $f = 6$ ) and teaching approach/programme-based strategies ( $f = 7$ ) also occupy a significant place.

There are 5 studies that address Bloom's taxonomy and cognitive process-based strategies. Speaking strategies ( $f = 3$ ), writing strategies ( $f = 3$ ) and cultural/attitude-based strategies ( $f = 3$ ) have been examined in a more limited number of studies.

## **CONCLUSION and DISCUSSION**

When examining 56 postgraduate thesis studies focusing on language learning strategies (LLS) in the field of teaching Turkish as a foreign language (TTFL) between 2015 and 2025, it was found that academic production has increased significantly over the last decade (Akkaş Baysal, 2020; Öz, 2024; Yalçın, 2024). When evaluating the methodological characteristics of the studies examined, it is seen that the vast majority of them adopt quantitative research methods and descriptive survey models (Baz Bolluk & Bağcı, 2020; Nazari & Gürlek, 2021; Öz, 2024). However, it has been observed that interest in mixed-method designs, which combine qualitative case studies with quantitative and qualitative data, has gradually increased in the literature in recent years (Barut, 2015; Gürbüz Us, 2023; Yıldırım, 2024).

The sample focus of the theses largely consists of international adult students studying at Turkish Language Teaching Centres (TÖMER) within universities (Alan et al., 2020; Kütükoğlu, 2019; Yalçın, 2024). However, it has been noted that more specific study groups, such as refugee women, preschool and primary school children, and teacher candidates, have also been included in the research topics in the recent period (Aydın, 2021; Gürbüz Us, 2023; Karaman, 2023). The most frequently used data collection tool is the Language Learning Strategies Inventory (SILL), developed by Oxford (1990) and adapted into Turkish (Alan et al., 2020; Baz Bolluk & Bağcı, 2020; Kütükoğlu, 2019). When examining strategy usage levels, it was found that students generally preferred metacognitive and social strategies at the highest level; however, they used affective and memory strategies at the lowest level (Alan et al., 2020; Baz Bolluk & Bağcı, 2020; Şengül, 2012).

The research findings reveal that strategy use in the context of TFL is influenced by various variables and that course materials have an impact on this process (Baz Bolluk & Bağcı, 2020; Kütükoğlu, 2019). Most theses discuss the effect of gender on strategy use, and some studies find that female students are more active than males, especially in cognitive and social strategies (Baz Bolluk & Bağcı, 2020; Kütükoğlu, 2019; Nazari & Gürlek, 2021). On the other hand, it has been observed that as students' language proficiency increases, their metacognitive strategy use and self-regulation skills develop, while at basic levels, they resort more to compensatory strategies in order to maintain communication (Barut, 2015; Kütükoğlu, 2019; Nazari & Gürlek, 2021). It has been determined that the TFL textbooks examined (İstanbul, Yedi İklim, Gazi, etc.) are weak in terms of strategy training and that activities are largely concentrated at the recall and comprehension levels, which are the lower cognitive steps of Bloom's Taxonomy (Demir, 2019; Sertdemir, 2021; Yalçın, 2025). It is noteworthy that the textbooks do not systematically include strategies that support higher-order thinking skills and affective strategies that help students manage their anxiety (Harputoğlu, 2015; Yalçın, 2018; Yalçın, 2025). In the context of modern approaches, it has been found that multimedia tools such as mobile learning, blog use, digital storytelling, and music activities increase students' motivation and strategy awareness (Ergun, 2023; Gürbüz Us, 2023; Tabak, 2017). This supports the notion that technology-supported and learner-centred applications have more positive effects on academic achievement and retention compared to traditional methods (Gürbüz Us, 2023; Peker, 2018; Türker, 2018).

### **Recommendations**

In light of the synthesised findings, the following recommendations can be made for future studies and applications: TFL textbooks should not focus solely on grammar or vocabulary transfer; they should include activities that develop students' higher-order strategies such as critical thinking, self-assessment, and creative writing (Demir, 2019; Sertdemir, 2021; Yalçın, 2025). Strategy training should be provided to teacher candidates and practising teachers to ensure the integration of strategy-focused teaching activities into classroom practices and curricula (Aydın, 2021; Gök, 2020; Özyalçın, 2019). As most current studies measure general strategy use, future research should focus on experimental studies on

strategy use specific to the four core skills: listening, speaking, reading, and writing (Asar, 2024; Ergun, 2023; Yıldırım, 2024). Furthermore, there is a need for cross-cultural studies comparing the strategy preferences of students from different native language and cultural groups, as well as research examining the impact of individual differences, such as tolerance for uncertainty, on strategy use (Alan et al., 2020; Kütükoğlu, 2019; Nazari & Gürlek, 2021). Finally, to fill the gaps in the TFL literature, the number of qualitative studies that explore learning processes in depth should be increased, alongside longitudinal studies and quantitative studies conducted with large sample groups (Akkaş Baysal, 2020; Çakmak, 2024; Yalçın, 2024).

### **Additional Declaration**

#### ***Author Contributions***

This study is by a single author.

#### ***Funding***

This study was not funded by any institution or organization.

#### ***Responsible Artificial Intelligence Statement***

In this study, artificial intelligence tools Google NotebookLM were used in language editing, data analysis and literature review stages. The artificial intelligence tool was used to correct language errors. I declare that we, as the author, take full responsibility for the problems that may arise from the content produced by artificial intelligence.

#### ***Conflicts of Interest***

The authors declare that there are no conflicts of interest related to the publication of this study.

#### ***Ethics Approval***

This study does not require ethics committee approval as it does not involve any direct application on human or animal subjects.

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