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APPLYING SELF-REGULATED LEARNING STRATEGIES WITH AN ICT TOOL FOR OUT OF CLASS LANGUAGE LEARNING AND ITS EFFECT ON STUDENTS' ACADEMIC SUCCESS

GİZEM GİRGİN ÖZTÜRK

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JÜRİ VE ENSTİTÜ ONAYI

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APPROVAL:

Dr. Öğr. Üy. Zeynep Banu Karaoğlu (Advisor) — (Signature)

Doç. Prof. Evrim Genç Kumtepe (Member) — (Signature)

Assist. Prof Dr. Orhan KOCAMAN (Member) — (Signature)

SUBMITTED BY : Güven Girgin Öztürk
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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

EC: English Central (name of the application)

EFL: English as a Foreign Language

ICT: Information and Communication Technologies

SCT: Social Cognitive Theory

SLA: Second Language Acquisition

SR: Self Regulation

SRL: Self-regulated Learning

SRLL: Self-Regulated Language Learning

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ÖZET

Bir BİT Aracı İle Öz-Düzenleyici Öğrenme Stratejilerinin Sınıf Dışı Dil Öğreniminde Uygulanması ve Bunun Öğrencilerin Akademik Başarısına Etkisi

Yirmi yılı aşkın süredir, bilişim ve iletişim teknolojilerinin dil öğreniminde kullanılması İngilizce öğretimi alanında popüler konulardan biri olmuştur. Teknoloji, eğer verimli ve doğru bir şekilde kullanılırsa, dil öğrencileri için özgün ve eğlenceli ortamlardan biri olarak değerlendirilebilir. BİT ile ilgili araçların dil öğrenimi üzerindeki etkinliğini anlamak için, öğrenciler dil öğreniminde teknoloji ve öz düzenleyici öğrenme yöntemleriyle meşgul olmaları gerekir. Bu çalışmada, öğrencilerin sınıf dışı teknoloji kullanımının öz düzenleyici yöntemle dil öğrenimleri ve İngilizce hazırlık okulundaki başarıları üzerindeki etkilerini incelenmiştir. Stratejilerin ve BİT tabanlı uygulamanın olası etkilerini bulmak için çalışma İstanbul'daki özel bir üniversitenin İngilizce Hazırlık Okulu'nda 57 hazırlık okulu öğrencisi ile gerçekleştirilmiştir. BİT tabanlı bir uygulamayı sınıf dışında kullanmanın İngilizce hazırlık okulu öğrencilerinin kendi kendini düzenleyen öğrenmelerini ve akademik başarılarını geliştirip geliştiremeyeceğini öğrenmek için Lai ve Gu'dan (2011) uyarlanan iki anket ve altı açık uçlu soru kullanılarak hem nicel hem de nitel veriler toplanmıştır. Anketlerle toplanan verilerin analizi, İngilizce hazırlık öğrencilerinin sınıf dışı öğrenme için hem BİT hem de EC' i aktif olarak kullanma eğiliminde olduklarını göstermiştir. Ancak, öğrenmelerini geliştirmek için BİT kullanımlarının nasıl düzenleneceğinin tam olarak farkında olmadıkları gözlemlenmiştir. Çalışmanın sonucu, öğrencilerin sınıf dışı öğrenimlerinde BİT

kullanımının daha etkili sonucunu görmek için öğrencilerin üst bilişsel düzenlemelerini geliştirmeye yönelik bir eğitime ihtiyaç duyulduğunu belirtmiştir.

Anahtar Kelimeler: Bilişim ve iletişim teknolojileri, öz düzenleyici öğrenme, öz düzenleyici öğrenme stratejileri, sınıf dışı dil öğrenimi, teknoloji

ABSTRACT

Applying Self-Regulated Learning Strategies with an ICT Tool for out of Class Language Learning and Its Effect on Students' Academic Success

Combining ICT with language teaching has become one of the most popular topics over the last two decades in ELT area. Technology can be considered as one of the most authentic and enjoyable platforms for the language learners if it is used effectively and truly. In order to understand the effectiveness of ICT related tools on language learning, learners should be engaged self-initiated use of technology in language learning. This study examined students' use of technology out of class to self-regulate their language learning and its effects on their achievement in an English preparatory school. In order to find out the possible effects of strategies on their perspectives regarding the use of such strategies and ICT based tools, the research was carried out with 57 students. It took place at English preparatory school of a university in İstanbul. Both quantitative and qualitative data collections were done through two questionnaires adapted from Lai and Gu (2011) and six open-ended questions are also asked to find out if using an ICT based application outside the classroom could develop English preparatory school students' self-regulated learning (SRL) and their academic achievements. The analysis of the collected data indicated that English language learners were tend to actually use both ICT and English Central (EC) - the name of the application used- for out of class learning. However, they were not exactly aware of how to regulate their ICT usage to improve their learning. The result of the research pointed out that there is an absolute need for

a training to develop learners' metacognitive regulation to see more effective result of ICT usage out of class learning.

Keywords: ICT, self-regulated learning, out of class language learning, self-regulated learning strategies, technology.

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

There has been an impressive interest in learners' approach to manage and design their learning procedure. Recent studies have shown that learners who can regulate their attitude in schools lean to succeed much better. Also, they tend to have other constructive developmental outcomes as well (Zimmerman & Cleary, 2009). Various researches have revealed that performing SRL strategies and having self-efficacy are signs that display scholastic achievement (Schunk, 1994). In this respect, one of the most crucial objects of the education system has turned into developing learners' self-regulation (SR) skills.

When the history of teaching methods is considered, it can be easily observed that there is an observable and obvious alteration in the way that the teachers teach. Teacher-centered teaching has been replaced by learner-centered learning. Hence, students have now become more responsible for their own language learning and they become more independent. That's why a teacher's responsibility is to enlighten his or her learners to regulate their own learning (Zimmerman, B. J., Bonner, S., & Kovach, R., 1996). According to Wenden (1991), learners tend to organize and control their language learning through LLS. To put it in a different way, SR can be defined as individual active effort of learners on their own learning (Dörnei, 2005). These types of learners are not only metacognitively attentive to their self individual language acquisition but also, they are motivationally and behaviorally eager to learn (Zimmerman, 1989). Bandura (1986) who is known for his social-cognitive perspective holds the idea that SR includes the following three main parts: personal,

behavioral and environmental. His SCT makes SRL theoreticians to consider SRL as a multidimensional progress which compromises cognitive, metacognitive and motivational strategies to put into practice fruitful learning (Schunk & Zimmerman, 1994; Zimmerman, 1990). Pintrich (2000) also describes SR as a productive progress where students actively set individual goals for self-study. Besides that, they observe and set their own cognitional, motivational and behavioral goals related to environmental features. According to Zimmerman (1989), "learning is not something that happens to students; it is something that happens by students". Also, he puts emphasis on that in order to be successful on an academic topic; active use of cognitive strategies is required in any learning environment.

It is crystal clear that language is an inseparable part of any human being; in other words, language is not just a means of communication. Therefore, language learning should follow the new trends in life. 'ICT' enables us this freedom. Thanks to it, while we can provide a learning environment out of the classroom, also we can also touch on our students' current interest in 'technology'. Developments in technology have brought countries together. Therefore, it provides easy access to culture and discourse of target language. ICT has many fruitful features for learning languages and it gives endless freedom to learners to develop themselves in class or outside of the classroom. These technological resources especially used outside the classroom serve huge benefits in terms of language acquistion (Thorne et al., 2009; Lei & Zhao, 2007).

The rapid advance and growth of ICT in the field of education has been providing novel mediums to convey and gain the knowledge, dynamic educational methods and the appearance of a new integrated global community of scholars. Besides that, ICT has deeply influenced language education system, too. Especially, it has become an

essential element in terms of both learning and teaching second language in recent times.

According to Reinders & White (2010), ‘nonlinearity’(not having a straight line between input and output) is also another effective advantage of technology usage in learning and teaching. Especially, adult learners or university level students want to be seen as ‘whole person’ more. They need freedom in their learning process. At this point, ICT becomes a great helper for both teachers and learners. Thanks to technology, students are able to prepare their individual arrangements to complete their tasks. Therefore, when we give freedom to our students, the final product of nonlinear study is more fruitful than the predetermined one. ICT provides us authentic ways of learning. Nowadays, students are happy to use technology in their learning environment, because it is more dynamic and easier to use. They feel themselves free and valuable while using it.

1.2 Significance of the study

Since the world has become more globalized than ever, learning English has become a necessity all around the world for a long time. That’s why; there is increased attention to the effective ways of teaching and learning it. The rapid developments of 21st century technological tools not only have affected the general education practices, but also have made it necessary to use it in foreign language learning. Since most of the students use technology almost every day in their personal life, they are willing to try out new technological things when learning a language. Students have now the chance of using original materials related to language learning thanks to digital tools like smartphones and computers effectively and efficiently.

These tools give students the freedom of time and space, and allow them to choose materials according to their interests and needs. With this changing role of language learners, Self-regulated language learning (SRLL) strategies are getting more important for learning English. However, studies on combining SRLL and ICTs are still relatively new. For this reason, it is obvious that further research is required to determine the impacts of ICT based SRL approach on students' academic achievements.

1.3 Theoretical basis of the study

The study is based on Bandura's "Social Cognitive Theory" (SCT). In his theory, Bandura suggested that individuals observe the behaviors of other people in their environment and draw similar conclusions from their observations and show similar behaviors in situations considered important to them. For this purpose, it is essential that the model behavior is stored in memory, remembered and reconstructed when necessary (Bandura, 1986).

Following Bandura's work, an important number of researches have been done to help investigate the factors which cause failures of students with low achievement and in consequence of these investigations SRL has emerged as a significant element that has been greatly discussed in the education field recently. Researchers who work on self-regulation-based learning have defined and modeled the concept of self-regulation from a different theoretical perspective (Boekaerts, 1996). The two most widely accepted SRL models are propounded by Zimmerman (1998) and Pintrich (2000). In educational psychology, Zimmerman was the first researcher who addressed the SR term. He argues that performances of students can

be predicted through SR effectively (Cheng, 2011). Based on Bandura's SCT, Zimmerman (1998) developed the SRL model. In his model, this relatively new approach is defined as the planning of the emotions, thoughts and behaviors of the student in achieving individual goals and doing the necessary adjustments if necessary (Zimmerman, 1998). In his model, learners are totally active in setting goals for their own learning tasks and determining the time and effort for it, developing an affective attitude, and choosing strategy. In the Zimmerman model, it is seen that, with the acquisition of strategies, students have the chance of taking more responsibility in their learning situations and they emphasize that their academic performance is getting higher. However, Pintrich (2000) evaluates SRL as a combination of motivational structures and he categorized and analyzed the processes of self-regulation in four different domains: cognition, motivation, behavior and the environment. Taking these ideas into consideration, in the current study, the appropriate learning environment was provided for the participants to develop their English proficiency level through an online application. They were free to set their goals and pacing. Students were able to decide where, when, how long, for which subject they would study.

1.4 Statement of the Problem

In traditional learning environments, listening to what the teacher tells and taking notes and working as necessary, memorizing and solving mechanic exercises can be some basic examples of expected student behaviors. However, the role of the students has changed recently. Contemporary foreign language teaching methods put forward a teaching environment in which students are more active, responsible, and

ICT friendly. Besides that, students can take the necessary time to perform activities in the online learning environment at home, organize the environment that they learn, and receive support from peers or lecturers. In addition, they can take an active role in the practice activities in the school, work with groups, do research and evaluate their own process of learning (Sun, Wu, and Lee, 2016). One of the most essential aims of education in the most countries has been to assist students to learn SRL skills for enhancing their learning in the past few decades. The most noticeable reason is that having SRL skills does not only mean regulating students' own actions towards school subjects, but also being successful in their life outside of the school. Self-regulated learners develop their control mechanism and they have a chance to self-evaluate their individual learning attitude (Artino and Stephens, 2009; Ormrod 2009, Paris and Paris, 2001). This self-awareness makes them more positive and confident about their strength and weaknesses and this consciousness improves their planning skills to improve their learning. These learners can develop different learning strategies to increase their academic achievement (Graham, Harris and Mason, 2005; Pintrich, 2000).

It is an indisputable fact that SRL has become a vital element in English language teaching. As English Instructors, our aim cannot be restricted to teach the learners only basic skills such as reading, speaking, listening or writing.

This research concordantly seeks to reveal the effects of EC activities prepared in the development of learners' SR and its effects on their academic achievements and SRL.

1.5 Purpose of the Study

The primary goal of the study is to explore the effectiveness of using English Central application (a platform which provides very short videos in English and activities related to those videos) as a SRL tool on preparatory school students' academic achievements. The basis of the study is constituted by the following research questions:

1.6 Research Questions & Hypotheses

Research Questions

1. Which language skills are practiced while using ICT and EC application for self-regulating EFL learners' language learning process at out-of-class time?
2. What are the ICT learning environments used by the EFL learners for self-regulating their language learning process at out-of-class time?
3. How do EFL learners use ICT and EC for self-regulating their language learning process at out-of-class time?
4. What are the effects of using EC application on EFL learners' s SRLL?
5. Is there a significant relationship between language students' SRL strategies and their academic performance?
6. What are the perceptions of language students on the use of ICT and EC as a learning tool?

Hypotheses

1. EFL students use various language skills through ICT and EC application for self-regulating EFL learners' language learning process at out-of-class time.
2. EFL students use various ICT learning environment for self-regulating their language learning process at out-of-class time.
3. There is a significant relationship between language students' SRL strategies and their academic performance.
4. There is a positive impact of EC intervention on language students' SRL.
5. There is a negative impact of EC intervention on language students' SRL.

1.7 Overview of the Methodology

The purpose of this section is to introduce the research strategy and techniques applied in the current research, as well as to present the research methodology in general terms.

The study designed as a quasi-experimental research to find answers these questions above. The study was conducted with 57 students registered in English preparatory school in İstanbul in the 2017-2018 academic years. The students aged between 18 and 21 were enrolled different departments of the university. However, they were randomly placed into classes during their English preparatory program. The students received 27 hours English education in a week. The curriculum was based on skills as of Grammar, Listening and Speaking, and Reading and Writing.

Two questionnaires developed by Lai and Gu (2011) were conducted with the target participants to gather data. The adapted ICT questionnaire composed of three parts. In the initial part, students are asked about demographic data and their access

to tools related to ICT. In the second section, there were 28 Likert scale items related to SRLL strategies. In the last part, there were three open-ended questions. After collecting data through this questionnaire, student had an opportunity to access unlimitedly to English Central application to practice for five weeks.

The second questionnaire was basically the same as with the first one; however, ICT items were converted to EC items to see their tendency to use the EC application and applying SRL strategies while using the application.

To find out an answer to the first research question, ICT preferences based on language learning skills of the students were found out through questionnaires. In the second research questions, preferred ICT environments of the learners were figured out through descriptive data. For the third research question, the questions in both questionnaires were classified into six different types of regulation "Metacognitive Regulation, Goal commitment Regulation, Resource Regulation, Affective Regulation, Social-connection Regulation and Culture Learning Regulation". In order to enlighten the fourth research question, t-test was applied. For the fifth research question, the numerical values of Likert scale of EC questionnaire were calculated to get a concrete score and these scores are compared with the average of students' written exam grades through Pearson Correlation to see whether there is any impact of SRLL strategies and EC application on academic achievement of students. For the final research questions, the third parts of the questionnaires were used to see students' opinion about the application and its effects on them.

1.8 Definition of the significant terms

Self-regulation: "the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of their goals." (Schunk & Zimmerman, 1994)

Self-regulated learning strategies: Certain techniques which are implemented by the learners to improve themselves in SRL.

Self- efficacy: "It is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome." (Akhtar, 2008)

***English Central*:** It is a video-based learning platform to improve English proficiency level of the learners through a wide range of integrated learning skills. It is used as educational technology in or out of classrooms.

***Academic Achievement*:** It is a concrete indication of the training received in English over a period of time.

1.9 Organization of the study

This research is cordinated in the following course of events. Initially, an *Introduction* chapter is put forward that carries an overview of the background and the subjects that are related to the research.

The introduction chapter is followed by *Literature Review* chapter. This chapter of the study provides an enhanced literature review that is able to develop the understanding of the study result revealed.

Following that chapter, there is a presentment of wide description of the *Methodology*. This chapter includes detailed explanation of the data collection tools, samples and methods of the study.

The main concequences of the study are demonstrated in the *Result* chapter. This part provides the analysis of the research in order by the research questions.

Following this chapter, the results of the research are interpreted in consideration of the research questions in the *Discussion* chapter. Limitations of the interpretations and inferences, summary of the study and suggestions for the further studies are also specified in this section.

CHAPTER 2: LITERATURE REVIEW

In order to shed light on the research questions of the recent research, key terms with respect to the aim of the study are englightened in the literature review. The literature review begins a broad overview of SRL. Following that two SRL models are discussed. After that SRL's reflection on language teaching and learners' achievements are briefly mentioned. Finally, a link is made between SRL and online learning. In addition to that related literature is examined.

2.1 Self-Regulated Learning

Many theories that investigate human behaviors say that behaviors are the product of external reinforcements and punishments, with this perspective they only focus on one part of nature of human beings. However, people have the capacity to control, direct their thoughts, emotions and movements and be affected by their previous behaviors. SRL is considered as a process that encourages students manage their minds, attitutes and emotions to aply guide their learning practice (Jarvela and Jarvenoja, 2011: Wolters, 2011). SRL theories argue that students are capable of improving their learning abilities by choosing their knowledge and motivation strategies personally. In the process of SR, students require to choose their acquirement objectives, make their personal tuition design, choose their own study strategies, follow their attainment processes, and assess their own learning products. Boekaerts et al. (2000) describe SRL as the primary aim of the learning processes and learners' environment, readiness, goals, and other controls to be active in the

process. According to Derrick (2003), in learning processes of learners, educational institutions should provide appropriate environments where learners can reflect their values and make self-assessment. It is expected that learners will have the ability to work independently within the existing education system or to provide opportunities for their development. Self-regulated learners have the ability to work independently is one of the most important and privileged features (Sarı and Akınoğlu, 2009). Today, SRL has been the subject of research on adult learning (Garrison, 2003). While Pintrich (1995) emphasizes the significance of SR for university-level learning and teaching perspectives, he also mentions the appropriateness of SR and learning to the learning environment in the university. In contrast to primary education, most university students are in a position to command their personal programs of time management and school loadings.

Studies have shown that successful students have developed more SR skills than those of unsuccessful students. In research work made by Tekbıyık et al. (2013), it was concluded that the greatest effect on the success of the Science and Technology course was applying SRL strategies. Learners who have SRL strategies are expected to have the characteristics that direct their own learning procedure and even straightforwardly shape the all the study process. When the link between test anxiety and SRL strategies was examined in the same study, significant results have been reached. It may be very useful for the instructors to inform learners about SRL processes to improve SRL in the classroom. Learning the learning process of the learner is the basis for faster and more effective learning in the learning environments to be found in the future. There are many studies about SRL processes in literature. These studies usually include “goal setting, planning, self-motivation,

attention control, and flexible use of learning strategies, self-monitoring, appropriate assistance seeking and self-assessment." (Zumbrunn et al., 2011)

2.1.1 Self-Regulated Learning Models

SRL represents a complicated structure based on researches on "cognitive, problem-solving, decision-making, metacognition, motivation, and self-control" (Boekaerst and Corno, 2005). Several SRL models aimed at explaining how this complex structure works, have been introduced to the literature by various researchers. According to Wolters et al. (2003), there are four basic assumptions underlying almost all of the SRL models that come into existence through the examination and application of psychological patterns of cognition, ambition and learning. Initially, learners are accepted as individuals who build up their own meanings, objectives and planning with the message they receive from their own minds and from the outside environment. In addition, it is stated in the SRL models that it is possible for learners to supervise, direct and cordinate definite views of their cognition, desire and perfomance, likewise environmental conditions. Third, SRL models assume a target, principle, or model to compare performance in order to decide whether to continue learning process or not. Finally, the SRL perspective considers self-regulatory actions as an interpreter between individual and circumstantial features and substantial performance or achievement (Wolters et al., 2003). According to Zimmerman (2001), these models attempted to answer five basic questions;

-What are the components that motivate students to do SR during learning?

- Which processes provide students self-awareness and self-responsiveness?

-What are the key elements that enable self-regulated students to achieve their academic goals?

-How do students' SRL strategies affect the social and physical settings?

-What are the students' SR potentials when learning is carried out by the students?

In addition to these common assumptions underlying the SRL models, each model described below emphasized different aspects of SR and explained the SRL process at different stages.

2.1.1.1 Zimmerman's SRL Model

This model was formed by Zimmerman and it is formed on Bandura's SCT (Zimmerman, 1998). Key processes in the field of SR according to the theory of the Bandura are self-observation, self-awareness and self-response (Shunk, 2001). In Zimmerman's model (2002), SR is defined as planning the emotions, ideas, and behaviors of the student in achieving individual goals and making some arrangements when necessary (Zimmerman, 2002). Zimmerman (2000) explains the role of SR hrough a learning cycle with 3 different stages. To begin with, the first phase includes both engagement in learning and the processes of it which opens the way for learning. The latter step, which is the performance phase, involves self-dicipline and self-measurement that happen during study process especially for the task analysis that learners attempt and their self-motivation beliefs. The last phase is named as self-reflection where learners are able to evaluate their actions with self-judgments and self-reactions. After presented in 2000 for the first time, the model was updated with more detailed processes lately. His latest model is shown in Figure 1.

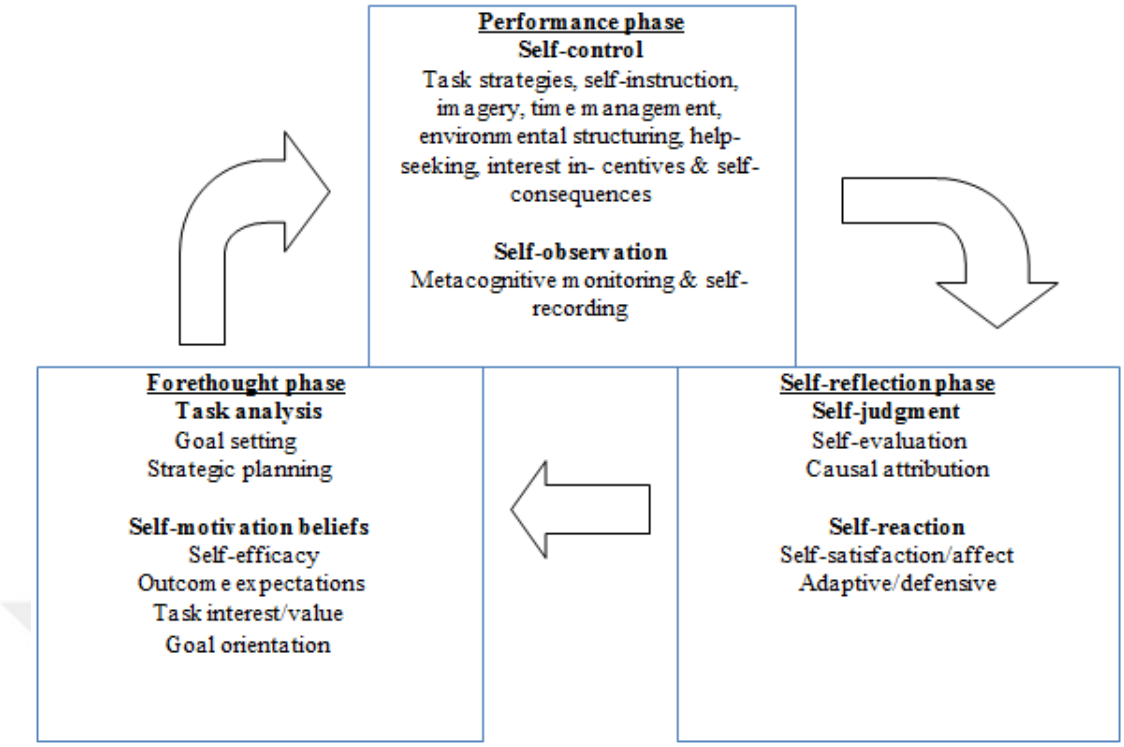

Figure 1 The current updated SRL model of Zimmerman (Zimmerman and Moylan, 2009)

The accuracy and continuity of the observing of these three sources pricesely affects the performance of the strategic arrangements and the essence of their self-beliefs and plays a role in shaping the next self-regulated behavior of the individual (Zimmerman, 2000).

2.1.1.2 Pintrich's Self-Regulated Learning Model

Pintrich (2000) also introduced a framework based on the SCT of Bandura. According to Pintrich (2000), SRL is an effective and constructivist development. It provides individuals to set themselves some targets for their own learning, observe, regulate and control their cognition, desire and behavior, and be guided and limited by their targets and environmental factors. Pintrich's work is generally focused on the

components of motivation and target orientation of the SR process and this emphasis is observed in the model it creates. There are four stages in Pintrich's SR model (2004) which is defined by the interaction of cognitive, motivational, sensory and biological individual processes and behavioral and contextual processes. The first phase includes forecasting, planning, and activation, while the second stage includes tracing, the third stage control, and the fourth stage includes response and reflection. The first phase involves the activation of perceptions and information about the task and context, while the second stage includes numerous monitoring processes including metacognitive awareness of the individual, his/her assignments, and the different aspects of the context (Pintrich, 2004).

The third stage involves the control and arrangement of various attitutes of the individual, his/her task and context, while the fourth stage refers to the individual's response to, and to the assignment and situation (Pintrich, 2004). Although the stages of the model are structured according to the order of precedence, it is not hierarchically or linearly ordered that a stage must take place before or after the other (Pintrich, 2004).

A detailed representation of the model can be seen in Table 1.

Table 1. Phases and Areas for SRL

	AREAS FOR REGULATION			
Phases	Cognition	Motivation/Affect	Behavior	Context
1. FORETHOUGHT PLANNING, AND ACTIVATION	Target goal setting Prior content knowledge activation Metacognitive knowledge activation	Goal orientation adoption Efficacy judgments Ease of Learning judgments Perceptions of task difficulty Task value activation Interest activation	(Time and effort planning) (Planning for self-observations of behavior)	(Perceptions of task) (Perceptions of context)
2.MONITORING	Metacognitive awareness and monitoring of cognition.	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time use, need for help Self-observation of behavior	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 behavior	Change or renegotiate task Change or leave context
4.REACTION AND REFLECTION	Cognitive judgments Attributions	Affective reactions Attributions	Choice behavior	Evaluation of task Evaluation of context

As seen in Table 1, the planning and predictive actions in Pintrich's model (2004) include the identification of cognitive objectives for learning and the activation of previous knowledge of the component to be analyzed in addition to activating learners' task or metacognitive information about them. The regulation of cognition also envisages the monitoring of cognition and the selection of cognitive strategies for consciousness, study, logic and problem solving (Pintrich, 2004).

In the regulation of cognition, the goal setting has an important place in terms of functionality in which the learner will compare the performance (Pintrich, 2000). Activation of the previous information and metacognitive information is generally

unconsciously carried out in a non-self-regulated action. It cannot be considered as self-regulated individuals are also known to perform these actions (Pintrich, 2000).

On the other hand, the regulation of cognition requires metacognitive awareness and cognition. In this way, individuals choose cognitive strategies that will empower them to reach their goals and make changes as they deem necessary. In the last step of the regulation of cognition, individuals evaluate the learning process and make judgments about themselves and their performance.

In order to regulate the affective domain, it is possible to activate a number of affective features such as task perception, goal orientation and self-efficacy perception. Then, individuals monitor these affective characteristics and make changes using functional or non-functional strategies such as self-talk, defensive pessimism, self-obstruction or academic procrastination (Pintrich, 2000). Regulation of performance involves the individual schedule and effort for learning, followed by the process of learning, seeking help, seeking to increase or decreasing the effort, and engaging in sequential behavior choices based on self-evaluation at the end of the process of acquiring knowledge (Pintrich, 2000). The regulation of the context includes planning, monitoring and evaluation of the context and environment in which learning occurs (Pintrich, 2000). As seen from Pintrich's SRL model, SRL is an effective learning process performed by the individual, in which the cognitive, affective, metacognitive, behavioral and social aspects of the individual constitute a complex pattern.

2.2 Self-Regulated Learning and Academic Achievement

Academic achievement is an essential component of learning both for the students and teachers to observe the improvement in the learning and teaching processes. Success is an indicator to what extend an individual has benefited from an academic program in a school setting. Successful learners are actively engaged in learning; they operate new knowledge more usefully, associate previous and recent information, arrange and reconstruct the given subject matter, set objectives for personal development, create action plans and ask for support when they need it. In other words, students who succeed in learning are the ones who manage to conduct their own learning (Bland, 2005). Learners who are able to organize their time and studying environment in the most efficient way, control their efforts to achieve their goals, and know how to get help from friends or teachers when necessary, are more successful in academic sense (Pintrich, 1995). Many researchers meet on the common ground that LLS are vital in language training. SRL strategies are accepted as one of the most noteworthy learning strategies to academic achievement. Regardless of learner profiles, each student is able to learn SR strategies and use these strategies to achieve their academic purposes (Baharom, 2003). Acquisition of SRL skills in university education is particularly essential in their age, where knowledge is constantly changing and evolving. The application group of this study is composed of university students. In higher education, the individuals have a special place to organize their own learning experiences for the success both during education and after graduation. According to the study conducted by Pekrun et all (2002), academic achievements of university students are affected by some emotions. The researchers divided these emotions into two as of constructive (cheer, hope, pleasure and comfort) and destructive (rage, anxiety, guilt, hopelessness and fatique).

According to Kelly (2004), while contructive or postive emotions strengthen the academic achievement of university students, destructive or negative emotions weaken it. In this study, in order to decrease amount of negative emotions and increase academic achievement of the participants, out of class SRL was fostered.

2.3 Self-Regulated Language Learning

With the changing perception of language learning, researches on LLS have established to raise significantly more awareness in ELT since the 1970s. Before that period, learning a language was seen as a mental progress based on behaviorist theories. Structures of target language were regarded as a main concern and social authenticity of language was undervalued. (Grenfell & Macaro, 2007). Thanks to rapid changes and developments in education, the significance of SRL has become much more visible. De Boer, Donker- Bergstra and Kostons (2012) put forward that when the taxonomies and classifications which are emphasized in the area of language teaching are examined four major categories of SRL strtegies can be stated. These are “cognitive strategies, metacognitive strategies, management strategies and motivational strategies”. The SRL process involves a cycle of objectives, arrangements and strategies based on reactions in a social context, goal setting, individual motivation, planning, strategy learning and implementation. Besides, in EFL, SR can be defined as using the language learning skills in accordance with the situation in social and cultural environments by communicating with other people so as to reach the goals set by the person. Terms like “learning how to learn” and “life-long learning” put forward by Common European Framework (2001); demonstrate how significant SRL is in language education. SRLL strategies for language learning

can be interpreted as planned, goal-oriented efforts to organize and direct tries to gain an understanding of target language. (Afflerbach et al., 2008). The roles of the learners have been clearly affected by the innovations in the learning environment and the ideology of language teaching and learning. These changes create autonomous learners who are active in their own training progress and take over the control of it. When they are accountable for their own learning, they will become more self-sufficent learners. According to Anderson and Garrison (1998), language learning environment should be flexible with various options for different needs of different students to make their own choices for their own SRL. Also, Dickinson (1994) suggests that if learners take their needs into consideration, they will become self-ordained about their own learning and that will bring the achivement that they have been pursued. Researches on lamguage learning skills reveal that all kinds of learner profiles have several methods of learning strategies, however it is observed that accomplished learners might have not only various but also more flexible strategies. (Chamot, Barnhardt, El-Dinay, & Robbins, 1999). Letting learners to develop their personal learning goals encourage them to be more self-regulated individuals and make them more successful (Nunan, 1995). Both encouraging learners to use certain learning strategies and also proving them enough practice may lead to self-sufficient learners. The importance of SRL has become more obvious after the new trends in language learning and teaching pedagogy. Zimmerman and Martinez-Pons (1986) classified fourteen types of methods in their study with secondary school students. These strategies can be listed as “self-assessment, editing and changing, goal setting and planning, information research, record keeping and monitoring, environmental regulation, conclusions, repetition and memorization, peer help search, teacher help search, adult help search, exams, notes and texts

review". Wang and Pape (2005) have brought examples of these definitions in the context of foreign languages. Examples are shown in the table 2 below.

Table 2. SRL strategies and examples Related to these Strategies

Category definitions	Examples of ESL children
1. Self-evaluation: Self-initiated evaluations of the quality or progress of students' work	Checking the written text before giving it to the teacher.
2. Organizing and transforming: Self-initiated overt or covert rearrangement of instructional materials to improve learning.	Translate English into L1 to help memorize the word.
3. Goal-setting and planning: Setting educational goals or sub goals and planning for sequencing, timing, and completing activities related to the self-set goals.	Adjust what to write in a journal entry by checking how much time is left.
4. Seeking information: Self-initiated efforts to secure further task information from nonsocial sources.	Look for the meaning of a word in a dictionary.
5. Keeping records and monitoring: Self-initiated efforts to record events or results.	Take down an unknown word to ask for help later.
6. Environmental structuring: Self-initiated efforts to select or arrange the physical setting to make learning easier.	Study in one's own room.
7. Self-consequences: Student arrangement or imagination of rewards or punishment for success or failure.	Jump up and down when one gets good results of study.
8. Rehearsing and memorizing: Self-initiated efforts to memorize learning materials by overt or covert practice.	Write the word many times on paper in order to memorize it.
9. Seeking peer assistance: Self-initiated efforts to solicit help from peers.	Ask a friend.
10. Seeking teacher assistance: Self-initiated efforts to solicit help from the teacher.	Ask the teacher for help.
11. Seeking adult assistance: Self-initiated efforts to solicit help from adults.	Ask parents.
12. Reviewing tests: Self-initiated efforts to reread tests.	Reread the past test.
13. Reviewing notes: Self-initiated efforts to reread notes.	Reread the notes.
14. Reviewing texts: Self-initiated efforts to reread texts.	Reread the textbook

Note: Adapted from "Development of a Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies," by B. J. Zimmerman and M. Martinez-Pons, 1986, American Educational Research Journal, 23, p. 618. Copyright 1986 by the American Education Research Association. Adapted with permission.

As a result, competent language learners are more flexible in choosing, monitoring and using strategies appropriately. In addition, successful students are more focused on work than details, and are more effective in predicting or moving to another issue, getting help when needed, and linking old and new knowledge. (Chuan, 2004).

2.4 Using technology in Self-Regulated Language Learning

Parallel to the developments in science and technology, it is no longer possible to learn or teach knowledge only in traditional ways. (Yavuz and Coşkun, 2008). Therefore, it is crucial to establish new educational and technical methods in order to realize learning efficiently. Educators have to provide students with environments that allow them to learn more information in less time. According to Harmer (2007), Genç Iter (2015), and Kocaman and Iskender (2016), language teachers have an effective ability to encourage learners to figure out proper activities through using ICT to succeed learning productively. The reason for that technology usage in the field of education provides effective, efficient and permanent learning and increases the level of retention of the information learned as a result of the active participation of the student. (Khurmayet, 2016).

The rapid developments in technology and computers have made technology an important part of our daily lives, the use of technology in schools and especially in teaching language learning styles has raised rapidly. According to Alkan (1995), the links between education and technology that mutually interact with each other are as follows:

- To benefit from technological opportunities in education,
- Technical manpower cultivation,
- Cultivating individuals to adapt to the technological environment.

With the development of technology, learning has expanded out of the classroom and has reached a size that will affect large segments. This happens with lifelong learning at all times and in any environment. The learning process for a learner within the lifelong learning process is not only limited to today's school walls, but also covers all areas in which the learner interacts. For the learner these areas may be a school or

a sports hall with sporting activities. Nowadays, learning can only be realized beyond a series of activities on authentic setting. Barnard et al. (2009) declared that if SRL strategies are essential for learner achievement in classroom learning, these SRL strategies will also play a big role in learning online.

CHAPTER III: METHODOLOGY

This chapter introduces the research questions, the research setting, the participants, data collection tools, the data collection procedures, the scoring of the data and the data analysis procedures followed in the research are described in this section.

More specifically the study addressees the following research questions:

1. Which language skills are practiced while using ICT and EC application for self-regulating their language learning process at out-of-class time?
2. What are the ICT learning environments used by the EFL learners for self-regulating EFL learners' language learning process at out-of-class time?
3. How do EFL learners use ICT for SRLL process at out-of-class time?
4. What are the effects of using EC application on EFL learners' SRLL?
5. Is there a significant relationship between language students' SRL strategies and their academic performance?
6. What are the perceptions of language students on the use of ICT and EC as a learning tool?

3.1 Participants

During the study, no sampling was done regarding the participant selection process. The selection of the groups was based on the classes carried out by the same instructor in order to prevent the effects of different instructors between the classes. The students of the researcher were asked to participate to the study. Fifty-seven students participated in the study (forty-nine males, eight females). All students are native speakers of Turkish. They are students of school of foreign languages. Their language proficiency level is A2 considering the modular system of the university. They are given a hundred percent English medium instruction in the majors if they become successful in the proficiency exam after having an extensive English course for an academic year. Hence, the students need self-esteem and SRLL strategies in order to complete preparatory school successfully. The student participants who joined the survey studied English since they were 4th grade. Participants are kept confidential and anonymous.

The ages of the students included in the study were between 18-21 years and the mean age was 18.84. Of the participants, 49 (86%) were male and 8 (14%) were female. Of the students included in the study, 25 (43.9%) stated that the foreign language level was moderate, 24 (42.1%) were good, 5 (8.8%) were excellent and 3 (5.3%) were weak.

3.2 Setting

The present research was done in the English Prep. School of an English Medium University in Turkey. The students are required to take the national university entrance exam to register in undergraduate or higher vocational school programs.

The academic goals of the preparatory school include training the learners to master four main language skills and prepare them for their prospective jobs with good command of English. In this paper the principles of the preparatory schools to be followed in this setting are represented as follows:

The institution implements a modular system. There are four different modules during the program and each module consists of eight-week. Learners who fulfil a level successfully will move up to the next level. The learners who fail need to repeat the same module.

The levels in the institution have been established based upon the "Common European Framework of Reference for Languages" which is accepted by all European universities. CEFR has been designed to provide support for preparing schedules, syllabi, exams, and language teaching course books. At the institution, there are four levels based on CEFR: A1 (Low Elementary), A1 (High Elementary), A2 (Pre-Intermediate), and B1 (Intermediate). The students who follow through the program based on CEFR accomplishedly are defined as 'independent users' and their language proficiency level is recognized by all European countries.

In order to define the students' level before they have started their education, all freshmen are given a compulsory exam called English Placement Test. The test includes questions such as fill in the blanks, multiple-choice, and paragraph writing, and so on.

During the school year, progresses of students are tested through various assessment tools such as quizzes, midterms, portfolios, video talks, class projects and in-class presentations. To finalize their English preparatory school education, students are supposed to give Proficiency Exam which consists of four parts that assess basic skills: "Reading, Writing, Listening and Speaking". In the exam, each of

the skills is equally weighted. The students who score 60 or higher finish the preparatory class and continue their further education in their majors.

3.3 Research Design

The design of the research is a survey research. Fraenkel and Wallen (2009) identify survey research as a research that aims to show the tendency of a population, and the distribution of the participants on one or more variables is also desired to be revealed by the conductor of the research.

3.4 Data Collection Instruments

Two different questionnaires were conducted in the recent study. Besides that, the achievement grades of participants were also used in the study.

3.4.1 Student ICT Questionnaire

Before the application was introduced to the group, a survey was administered to gain some insights about the learners' opinions about ICT. The adapted questionnaire originally was created by Lai and Gu (2011). The Questionnaire has three major sections. (See Appendix A) The initial section exhibits demographic and language learning backgrounds and the second section consists of 28 Likert –scale items related to learners' self-regulated usage of technology to learn L2. Each question was numericaly valued from one, "*strongly disagree*" to five, "*strongly agree*" and the students were asked to tick the most appropriate answers for themselves. The highest

score “5 (*strongly agree*)” obtained on the scale would show that the statements are thought to be highly essential, and the lowest score “1 (*strongly disagree*)” would reveal that the statements are not thought to be that essential. While creating the items socio-cognitive models of SRL and the recent literature on language learning through technology (Ducate & Arnold, 2006; Lei& Zhao, 2007) were taken into account. The second part was divided into six subcategories. These are respectively “Goal Commitment Regulation (n=3), -*ICTs are important sources and tools to maintain my interest in achieving my language learning goal*. -”, “Affective Regulation (n=4)- *I use ICTs to make the task of language learning more attractive to me.*-”, “Social Connection Regulation (n=6)- *I use ICTs to connect with other learners all over the world.*-”, “Resource Regulation (n=5*)- I use ICTs to search for learning resources and opportunities to help achieve my goals.*”, “Metacognitive Regulation (n=6)- *I plan learning tasks to do outside of school that involve the use of ICTs.*”, and “Culture Learning Regulation (n=3)- *I use ICTs to help myself understand and appreciate the target culture better.”* The third part consists of three unstructured open-ended interview questions. For the sake of study, the ICT questionnaire was piloted with thinking out loud technique on 5 language learners from the preparatory class to avoid overlooking errors and figure out the needed time to complete the survey. The required precautions were taken as a result of pilot study. As a result of the piloting in terms of clarity it was seen that the participants’ language proficiency level is appropriate to comprehend the questions in English. Because of that, the questionnaire wasn’t translated to L1 of participants. The validity of the questionnaire was provided by Lai and Gu (2011) through conducting an exploratory factor analysis. Coefficient alpha and item-to-total correlations were applied to determine and omit the pointless items. Correlation analysis and t-test

were also applied to bring out the links among some demographic variables, language learning, and various aspects of technology usage in SRLL. On the other hand, the realibility analysis for the gathered Likert Scale items was calculated as .97 which was found highly reliable by Çelik, Arkin, and Sabriler (2012). In the recent study, it was found out as .812 in the pilot study (See Appendix B) and .832 in the actual administration. (See Appendix C)

3.4.2 Questionnaire about English Central

After the implementation was completed, the second questionnaire was administered to gain some insights into the students' opinions about the English Central application. (See Appendix D). EC survey was basically the same as with the first ICT questionnaire. In order to adapt the ICT questionnaire to the EC questionnaire, some adjustments were made. The phrase 'ICT' was converted to 'EC' in each question. Since five questions (Q11, Q12, Q13, Q24, and Q25) from ICT questionnaire were irrelevant to EC, they were deleted from the EC questionnaire. There were twenty-three five-point Likert Scale items in the EC questionnaire instead of twenty-eight items. To enrich the data, three unstructured open-ended interview questions were also asked to participants. Before the application of the actual questionnaire, the EC survey also was piloted on 5 learners to answer the same concerns with the ICT questionnaire. The Cronbach's Alpha value for the items was obtained .791 for pilot study of EC questionnaire (See Appendix E) and in the study, Cronbach's Alpha value was figured out as .924. (See Appendix F)

3.4.3 Achievement Grades of the Participants

In order to see the English language learning development of the participants, the average of before and after the study exam results of the participants were taken. Since the modular system is implemented in the institution, the classes are shuffled at the beginning of each module. Because of that there was no chance of getting the outlasting language progress of learners. Furthermore, their module final exam grades may not have shown their overall success because of the fact that students get their overall module average grades before they take the final exam and if they survive with their current averages, they do not force themselves to push their limits thinking that their scores will be enough to pass. That's why their final grades do not indicate their real progress. Taking all these reasons into consideration, the averages of midterm and the final exam scores of students were calculated as an achievement grade. In both exams, there were multiple choice questions for grammar, vocabulary, comprehension check and listening, True-False statements for reading and listening skills, matching the definition with the highlighted words in the texts and reference questions related to the reading texts. The exams were designed to see overall language competency of the learner in terms of their target level.

3.5 Data Collection Procedure

3.5.1 English Central

The English Central is a digital platform which includes various English videos from web. Videos are categorized as topic based such as "business, media, social, travel, academic and kids" and skill based such as "Grammar, pronunciation and useful expressions". Besides these separate videos, you can also study course section where

you can find series of videos related to a specific topic. Before you start to use the program, the company offers learners level test to determine appropriate English proficiency level. After the levels of learners are identified, the videos and courses at suitable levels are represented on learners' own page. There are 7 different proficiency level categories. If you want to see or study other categories, you can change your level from setting sections. Required permission to use the application was taken from the company. (See Appendix G)

3.5.1.1 Use of English Central Application

After the registration and determining the learner's English proficiency level, learners can choose a video according to their interests in the first place. Subtitles are optional for the videos. While they are watching the videos with subtitles, they can mark any words that they don't know the meaning. Instantly, the video stops and the learners can see the English definition of the unknown words with example sentences. Each unknown word which is marked by the student is kept in the students' vocabulary list. After the learners complete the video watching, the sentences which include the marked words in the first step are shown to the students both audibly and in writing. Learners are asked to fill in the blanks with new words. After they complete this section, the system asks students to speak their new words in context, getting instant feedback on their achievements. For the third step of the exercise, the company uses patented speech recognition technology (IntelliSpeech℠) to assess student speaking performance. The system offers students to do the same activity over and over again. (See Appendix H) To sum up, it provides blending learning in a self-paced and SRL environment.

3.5.1.2 Integration of English Central Program into the Learning Environment

The program was integrated into the language learning practice of the learners to improve their SRL strategies and determine the effect of these strategies out of class learning. Learners were asked to create an account on the system. The program enables students to extend their language learning out of class. This application is designed to improve personal knowledge and skills in language learning. Students are not assigned a certain number of tasks. They are free to decide the number of videos depending on their needs, interests, or study time as much as they want. They are allowed to complete the task repeatedly. Students have a right to arrange their pacing for learning and practicing. This feature of the application provides learners to discover their needs and they can create their learning styles. The students are supposed to talk about videos that they watch and practice out of class. During the reflection hours, all class members and the teacher sit in a circle and everyone shares his or her videos orally. After a summary of the video, learners reflect their own ideas, experience or worries about the topic. Other learners can ask questions about the topic or they may comment on it. Each student is also asked to bring at least three new-learned words to class and these words are written on the cartoons. We focus on it and try to make them contextualized. Besides that, the words are kept on the wall to support the peripheral learning of the learner. According to Lozanov (1978), learners are able to learn language through observing unconsciously. Having materials such as posters or pictionaries around the classroom might assist learners to get familiar with the target language effectively.

3.5.2 Applying ICT Questionnaire

Before English Central applications were introduced to participants, the questionnaires were given out to them. Each question was numericaly valued from one, "*strongly disagree*" to five, "*strongly agree*" and the students were asked to tick the most appropriate answers for themselves. It took almost 35 minutes to complete the questionnaire. Total number of the particiapant was sixty. However, three of the participants were absent so, the questionnaires were conducted with fifty-seven students. After the questionnaires were received, they were numbered to avoid any trouble.

3.5.3 Applying EC Questionnaire

After using the EC application for five weeks, the participants completed the second questionnaire related to EC. The EC questionnaire was handed out to the participant and for each item there were five-point Likert scales and attendants gave points from 1(strongly disagree) to 5(strongly agree) according to their preferences. It took 40 minutes to finish the questionnaire. Total number of the particiapant was fifty-seven. After the questionnaires were received, they were matched with ICT questionaire and also numbered to avoid any trouble.

3.6 Data Analysis

The data acqusition was finished at the end of March 2018. Both qualitative and quantitative analysis methods were carried out in the recent study. The collected quantitative data was analyzed by using 20.0 version of Statistical Package for the Social Sciences (SPSS) program. Different techniques were used to accomplish statistical analysis. The researcher performed descriptive statistics to analyze the obtained data to reveal frequency distribution. The calculation of means and Sd were done to find the effect of self-regulated use of technology on students' English learning. In the survey, numerical scale is used for evaluating the items and frequency distributions were calculated to study the Likert-scale responses to figure out whether there is any impact of self-regulated use of technology on students' English learning or not. The findings were presented through tables and discussed in detail.

In EC questionnaire, normality test was done and it was seen that there was a normal distribution between the items. After that, Pearson correlation was used to analyze the connection between the exam grades of the students and attitudes of students towards the EC application. To establish relevancy between these variables, the evaluation of the EC questionnaires was transformed to numerical value based on 5-point Likert scale. Besides that, three open-ended questions at the end of both questionnaires were grouped under the titles as likes, dislikes and points to be improved to be analyzed in detail.

CHAPTER IV: RESULTS

This section provides responses to the research questions set in previous sections; *Introduction and Methodology* of the study concerning the possible effects of applying SRL strategies with an ICT tool for out of class language learning on students' academic success. This chapter examines the result of - ICT Questionnaire and the EC Questionnaire - both questionnaires responded by 57 participants.

This study intended to uncover whether there has been any change interms of the perception of English language learners towards SRLL strategies and academic achievements through using an ICT based mobile program. With this in mind, the online application was adapted to the learners' extensive English learning environment as an out of class activity to improve SRL strategies of students' English language acquisition, correspondingly it was predicted that the students' academic success would increase.

4.1 Which language skills are practiced while using ICT and EC application for self-regulating their language learning process at out-of-class time?

To clarify the result of the first research question, the percentages of preferred skills obtained on the ICT and EC questionnaires were analyzed and showed in the following tables.

Table 3. *Percentages of the Preferred Language Skills on ICT*

ICT_SKILLS Frequencies

		Responses		Percent of Cases
		N	Percent	
ICT_SKILLS	LISTENING	41	24,1%	71,9%
	VOCABULARY	40	23,5%	70,2%
	WRITING	19	11,2%	33,3%
	SPEAKING	19	11,2%	33,3%
	READING	24	14,1%	42,1%
	GRAMMAR	27	15,9%	47,4%
Total		170	100,0%	298,2%

The results in Table 3 indicate differences between percentages of preferred language skills by students in e- learning environment. The participants use ICT for developing various language skills. While listening and vocabulary skills were the most two preferred ones, writing and speaking were reported to be practiced the least. On the other hand, Table 4 shows that EC is used considerably higher for developing listening skills by the participants. All of them stated that they used EC for listening. While more than half of the participants belived that their vocabulary and speaking skills through EC showed noticabled improvement, very few of them preferred EC to practice grammar and only one participant stated that the application can be good for enhancing reading skills.

Table 4. *Percentages of the Preferred Language Skills on EC*

EC_SKILLS Frequencies

		Responses		Percent of Cases
		N	Percent	
EC_SKILLS	LISTENING	57	38,5%	100,0%
	VOCABULARY	38	25,7%	66,7%
	SPEAKING	34	23,0%	59,6%
	READING	1	0,7%	1,8%
	GRAMMAR	18	12,2%	31,6%
Total		148	100,0%	259,6%

4.2 What are the ICT learning environments used by the EFL learners for self-regulating their language learning process at out-of-class time?

Table 5. *Percentages of preferred ICT Learning Environment*

ICT Learning Environment Frequencies

ICT Learning Environments	Responses		Percent of Cases
	N	Percent	
Surfing on the net	53	16,7%	93,0%
Using audio and video sharing websites, like YouTube	51	16,0%	89,5%
Watching DVD movies (with subtitles in the foreign language)	35	11,0%	61,4%
Watching DVD movies (with subtitles in your mother language)	44	13,8%	77,2%
Watching TV programs in the foreign language	22	6,9%	38,6%
Listening to music in the foreign language on music players, like iPod and mp3	46	14,5%	80,7%
Communicating with people in the foreign language on social network sites, like Facebook and MySpace	23	7,2%	40,4%
Communicating with people in the foreign language by using chat programs, like MSN and Skype	16	5,0%	28,1%
Reading books, magazines, newspapers, etc. in the foreign language	28	8,8%	49,1%
TOTAL	318	100,0%	557,9%

In addition to preferred skills for ICT usage, the participants were also asked for preferred ICT environment. The table 5 shows us the preferences of the students use ICT to organize their language learning. Almost all the participants prefer surfing on the Internet (n=53), using websites, like You tube (n = 51), and using music players, like iPod and mp3 for listening to music in the foreign languages (n=46). Besides that, more than half of the participants prefer watching DVD movies. However, their preferences differ in terms of subtitles. More participants watch movies with subtitles

in their mother language (n=44) rather than with subtitles in the foreign language (n=35) However, they indicated that they do not prefer watching TV in foreign language (n=22). Moreover, they contact foreign people through social networking sites (n=23), rather than chatting programs (n=16). Also, half of them marked that they like reading in the foreign language.

4.3 How do EFL learners use ICT and EC for self-regulating their language learning process at out-of-class time?

The answer for the third research question of the research is also stated by the mean scores showed in Tables 6 and 7. Lai and Gu (2011) identified six major factors as "goal commitment regulation, metacognitive regulation, resource regulation, cultural learning regulation, social regulation and affection regulation" for SRL. The items in both questionnaires are grouped based on these factors.

Table 6. *How do EFL learners use "ICT for self-regulating their language learning process" at out-of-class time?*

<<TYPE OF REGULATION>>	<<Mean>>	<<Standard Deviation>>
ICT_ GOAL COMMITMENT REGULATION	4,17	,53
ICT_ AFFECTIVE REGULATION	3,39	,55
ICT_ SOCIAL CONNECTION REGULATION	3,60	,60
ICT_ RESOURCE REGULATION	3,93	,55
ICT_ METACOGNITIVE REGULATION	3,36	,62
ICT_ CULTURE LEARNING REGULATION	3,73	,75

As seen in Table 6, all these six factors have been evaluated positively. It is seen that with mean of 4.17 out of 5, Goal Commitment regulation and mean of 3.93 out of 5 resource regulation are the most affirmative. Following these two, culture learnıng regulatıon and social connection regulation are less affirmative. Finally, participants reported the least affirmative tendency of using technology in their studies in terms of "affective and metacognitive regulation".

Table 7. *How do EFL learners use EC for self-regulating their language learning process at out-of-class time?*

<<TYPE OF REGULATION>>	<<Mean>>	<<StandardDeviation>>
EC_ GOAL COMMITMENT REGULATION	3,85	,62
EC _ AFFECTIVE REGULATION	3,28	,74
EC _ SOCIAL CONNECTION REGULATION	3,80	,67
EC _ RESOURCE REGULATION	3,60	,65
EC_ METACOGNITIVE REGULATION	3,45	,68
EC _ CULTURE LEARNING REGULATION	3,74	,62

Looking at Table 7 for the attitudes of participants towards again these six factors for EC application, the factors have also been evaluated positively by the participants. Moreover, there has been no change in the first ranking. However, there have been slightly changes in the ranking of other factors. While the mean of social connection regulation in the fourth ranking for ICT (3.60 out of 5), it has been stated as in the second ranking in EC (3.80 out of 5). Compared to ICT, ranking of resource regulation in EC shows that it is less favorable skill. Although the rankings change among themselves, affective regulation and metacognitive regulation are still the two least positive factors.

4.4 What are the effects of using EC application on EFL learners' SRLL?

Firstly, the ICT questionnaire was carried out at the very beginning of the study to analyze existing SRL strategies of the participants. After five weeks of EC practice, the EC questionnaire was applied. After collecting the data, a statistic program for Social Sciences “SPSS 20”, was used to analyze the results of the questionnaires. To analyze the data of these two questionnaires, paired sample t- test technique was preffered. The overall analyzes of the data showed in Table 8 indicates that there is statistically no significant difference in terms of goal commitment, affective, social-connection, resource and metacognitive regulation. There is only one meaningful change in Culture-learning regulation.

Table 8. *Paired Sample t- test results of ICT and EC*

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ICT_GCR_MEAN - EC_GCR_MEAN	,31579	,71108	,09419	,12711	,50447	3,353	56	,001
Pair 2	ICT_AR_MEAN - EC_AR_MEAN	,11696	,79851	,10576	-,09491	,32883	1,106	56	,274
Pair 3	ICT_SCR_MEAN - EC_SCR_MEAN	-,19123	,96159	,12737	-,44637	,06392	-1,501	56	,139
Pair 4	ICT_RR_MEAN - EC_RR_MEAN	,33333	,76095	,10079	,13143	,53524	3,307	56	,002
Pair 5	ICT_MR_MEAN - EC_MR_MEAN	-,08471	,88380	,11706	-,31922	,14979	-,724	56	,472
Pair 6	ICT_CLR_MEAN - EC_CLR_MEAN	-,01170	,91279	,12090	-,25389	,23050	-,097	56	,923

4.5 Is there a significant relationship between language students' SRL strategies and their academic performance?

To respond the fifth research question, Pearson correlation was performed. The main reason of this, when distributions of these two scales were analyzed it was observed that both have normal distributions.

Table 9. *Relationship between Language Students' SRL strategies and Their Academic Performance*

Pearson Correlation

		ACH_GRADES	TOTAL_EC
ACH_GRADES	Pearson Correlation	1	,024
	Sig. (2-tailed)		,861
	N	57	57
TOTAL_EC	Pearson Correlation	,024	1
	Sig. (2-tailed)	,861	
	N	57	57

As it can be finalized from Table 9, a positive correlation is seen between the total mean scores of these two separate scales (r = .024). It has been found that there is a significant positive correlation (p = .861).

4.6 What are the perceptions of language students on the use of ICT and EC as a learning tool?

The open-ended questions of the both surveys were evaluated to find out an answer to the last research question. The responses of the students were grouped into three main heading as advantages, disadvantages and points to be improved. To find all the written responses of the participants, please see Appendix I. The chosen responses of the participants translated to English. Table 10 depicts the participants' common responses toward the questions.

Table 10. *Common written responses related to the perceptions of language students on the use of ICT and EC as a learning tool*

Advantages of ICT	Advantages of EC
• ICT makes it easy to learn about things I don't know • Thanks to ICT, I get to the information more quickly • ICT allows me to access the resources I need to learn more quickly. • ICT allows us to achieve our goal of learning English. • Since I cannot go to the countries where English is spoken, it makes it easier for me to access real English-speaking examples in series and movies.	• It improves my speaking skill • It affects my listening skills positively. • The application was very useful in increasing my vocabulary knowledge.
Disadvantages of ICT	**Disadvantages of EC**
• While I am studying, games and websites that are much more fun attract me. • Not all the information we receive is up to date or accurate • We become addicted to online games or applications. • The fact that there are many resources confuses us. • There are times when I don't listen to the lesson efficiently with the thought of finding it online.	• The voice recording system is not very good. He mostly doesn't understand what I'm saying (almost all the participant mentioned this drawback)
Points to be improved in ICT	**Points to be improved in EC**
• Our Internet infrastructure in school and even in the country should be improved. • When the internet is slow, the enthusiasm fades. • There should be more professional lecture materials on the net. • we should have more access to computer at school • Teachers should not interfere with our use of mobile phones. • Mobile phones or tablets should be used more in class.	• The variety of activities within the application can be increased. • The videos may contain more diverse topics. • Authentic speech environment can be created. • Interaction between users can be increased on the application.

As can be understood from the written responses of the participants, there are various advantages, disadvantages and things to improve of both general ICTs and EC application. While they found ICT as one of the fast ways of reaching knowledge, they also stated that ICT tools might be one of the most powerful distracters not to study. Still, they mentioned that there should be more ICT based opportunities in their learning environment. On the other hand, their opinion about EC showed that EC provides fruitful and reliable input to language learners to get used to target language itself and culture. It is a good source for developing learners' listening skills and vocabulary knowledge. However, participants indicated that they were not pleased with the speaking practice part of the application and they emphasized that there is room to improvement about especially practice of speaking skills.

CHAPTER V: DISCUSSION

5.1 Discussion of the findings

It is a demanding job to teach English to young adult learners in Turkey as they have bias about being late to learn English. This problem promotes the researchers to explore expressive teaching methods that would provide the cognitive, metacognitive and affective need of the learners. SRLL strategies is one of the effective strategies to develop for creating fruitful learning and teaching atmosphere. The reason of that is through SRL, learners have an opportunity to design and manage their self-learning. Thus, this study investigates the possible effects of applying SRL strategies with an ICT tool for out of class language learning on students' academic success.

The recent study was conducted with 57 English Prep school students who are between 18 and 21 years old. The L1 of all the students is Turkish and they were learning English for academic purposes. They study was designed as an out of class practice through an online application which can be used on a mobile phone or a computer. There were numerous videos on the platform. Besides that, there were vocabulary exercises and comprehension questions related to each of those videos. Students were free to watch any videos. There were no assigned target videos or number of videos. The reason of it is encouraging students to study intrinsically to regulate their own learning. During the study, the average number of the video watched was 52 for per student and they practiced almost 125 new words related the videos they watched on English Central. According to Zimmerman (2008), planning is one of the fundamental self-regulatory processes and is a clear estimator for success. Being able to organize their own learning lead the students to become more

successful learners. The main goal of this study was to figure out whether there has been any changes in terms of perceptions of English language learners towards the effectiveness of appliying SRL strategies and using an ICT based program as an out of class activity on their academic achievement. Based on literature, it was hypothesized that using EC application as an out of class activity would have a better effect on developing SRL strategies and students' academic success. According to Hannafin and Hannafin (2010), learners are able to combine technology-based learning with SRL effectively, and this supports their learning outcomes.

In this study, it has been observed that the overall technology preferences of the participators in the recent research are consonant to ones presented in prior studies (Lai & Gu, 2011; Çelik, S., Arkin, E., and Sabriler, D., 2012). As a result of the study, the following conclusion can be drawn. First of all, it is clear that learners use various ICT tools for their out of class learning. Almost all participants reported that they watch DVDs or films in target language with or without subtitles. This habit may promote them to internalize EC application easily. This result is also parallel to Zimmerman's SRL model (2000) in terms of "motivational nature in performance phase". On the other hand, if we look at the feedback about the EC, they use EC not only to improve their proficiency level, but also to get familiar with the target culture. In addition to this, both ICT and EC have seen as engaging materials distant language learning enhancer. The main reason of this result can be explained with the tendency of young adults to use technology in every field in their personal life, this situation may lead them to learn target language effectively through an ICT tool. From this viewpoint, the present study findings correlate with the result Lai & Gu, 2011 state. This result also shows correlation with "having high self-efficacy in forethought phrase" of Zimmerman's model (2000). When we consider the feedback

of participants, it was observed that they prefer to use both EC and ICT to promote their listening skills and vocabulary knowledge the most. In EC platform, there is no writing task because of that none of the participants chose writing skills as preferred skills while using EC. However, their writing skills might be improved through vocabulary, grammar and listening activities. Secondly, in order to interpret the participants' practice of six groups of technology-based SRLL can be examined from the most preferred to the least preferred. The first one is Goal Commitment strategies, learners were set goals through ICT tools to improve their English (e.g. *'I use ICT to watch movies to improve my listening', I use EC to improve my listening and vocabulary knowledge*). Also, Zimmerman (2000) emphasizes that Goal Commitment is one of the distinctive characteristics of motivated learners who are able to regulate their own learning. The second one is Resource Regulation Strategies, the feedbacks from the participants showed that many of them internalized ICT based resources as one of the most reachable and easy-to-find supportive material to learn English. *(e.g. 'There are various free resources on the net', 'The application allowed me to study English through the phone. It improves especially my vocabulary knowledge')*. Compared to ICT, EC provides limited contents, because of that this situation may have negative impact on ranking of resource regulation in EC questionnaire. However, it was still opted as one of the most preferred one in both learning environments. (e.g. *'It provides abundant visual and audial materials to develop my language skills.'*). Third one is social-connection regulation, participants reported that they used social network sites or some websites for connecting language learners to each other and they found it very motivated to see the things which they are able to succeed in L2. On the other hand, they reported that EC should provide interactive platform to their users to practice authentic

language in a safe environment. *('e.g. EC can create a system which allows us to communicate with native speakers)*. Besides that they also mentioned that thanks to both ICTs and EC, they are able to get used to culture of target languages through various authentic materials *(e.g. 'Thanks to ICTs we can reach various information about the culture of target language through music, videos, programs and films' , 'EC helps us learn culture because we learn it by watching videos'.)*. In related literature, affective regulation has been accepted as one of the pivotal characteristics of SRL, and the tendency to affective regulation was observed higher compared to recent study. However, the tendency of the participants towards affective regulation was one of the least preferred regulations in both questionnaires in the recent study. When the results of statistic data were compared to participants' responses to open-ended questions, it can be concluded that participants were concerned about having crush on leisure time activities such as playing games, watching funny videos, and just surfing recklessly. The recent study might shed light on that there have been increasing number of means of practicing English trough online or ICT based tools and this abundancy might make it ordinary for English language learners and it might be the reason of changing results in affective regulation. Vrugut and Ooart (2008) mention on a link between SRL and affective factors such as having eager to succeed and continuity. Their point of view and the recent study result parallel that participants of the recent study were also lack of metacognitive regulation such as knowing how and when to study and providing self-discipline to be persistent.

The result of fourth research question indicated that there is no significant effect of EC intervention on language students' SRL except for Culture Learning Regulation. The main reason behind this score can be explained as EC provides more

structured-learning areas compared to overall ICTs, because of that participants might have more heightened awareness to the target culture while using EC.

For finding answer to the fifth research question, Pearson correlation was implemented to see whether there is remarkable connection between language students' SRL strategies and their academic performance or not. As a result of the correlation it can be said that there is a positive impact of EC on learners' academic achievement. Based on the feedbacks of the participant, repetition of the vocabulary and spending more time for learning English out of class might be the main reasons of this increase in academic achievement. *(e.g. 'It affects my listening skills positively', e.g. 'the application was very useful in increasing my vocabulary knowledge.'*).

In order to find answer for the sixth and the last research question, reported responses in the open-ended questions were compared with the results of questionnaire responses. Mostly, participants have positive attitudes towards both ICT and EC especially out of class learning process. The written answers of the participants demonstrate that they used ICT tools based on personal preferences and they were not able to decide and find out fruitful and qualified learning materials. However, their comments about EC show that thanks to the application, they feel themselves in a safe learning environment while they are choosing what they want to study. Although there are some points to be improved according to feedback of the students, after the study, participants became more conscious and independent in terms of any ICT tool to develop their language learning. In addition, it is beneficial for them to consolidate the use of these strategies outside the class and regulate their language learning.

5.2 Limitations and suggestions for further studies

The present research has some limitations that need to be declared. Initially, to avoid the effect of different teachers, all the data was collected from one teacher's three classes and this situation caused some drawbacks for this study because there was limited number of participants. Besides that, due to modular system, the duration of the study (five weeks) may not be enough to prove the effectiveness of the method. By the reason of having limited time period, as an instrument, only questionnaires with some open-ended questions were applied to participants. Therefore, besides questionnaires, semi-structured interviews or focus group interviews could have been effective to get more accurate information. Furthermore, it should be noted that it was a local study. The study can be repeated with different groups for more comprehensive information. Absence of control group in the study was another limitation. Further research might reproduce the study with a control group as it could help to reveal better the effects of applying SRL strategies with EC for out of class language learning and indicate the results it obtained more clearly. Furthermore, affective and metacognitive regulations of the participants were statically less than the other regulations, in order to increase their awareness, teacher support or pre-training session can be given to learners. For all these reasons, a longitudinal study with more participants might work effectively to see the students' perceptions and preferences on applying SRL strategies with an ICT tool for out of class language learning. It might be essential to obtain statistically significant results. Although some of the results are not able to be presented as statistically significant in the study, various components still acknow asserting the significance of the research done.

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APPENDIX A

ICT QUESTIONNAIRE

QUESTIONNAIRE

Dear Respondent,

Please answer all items below to help me analyze how you use ***Information and Communication Technologies*** (ICT) to learn on your own. Your responses will be very valuable in understanding such phenomenon in language learning. Rest assured that all information you will provide will be considered with strict confidentiality. Thank you!

Ms. Gizem Girgin Öztürk,

Consent

I have read the instruction above. I give my consent to participate in this study.

Participant's name and signature_____
Date:_____

I. DEMOGRAPHIC DATA

Age: _____ **Gender:** __ Male __ Female **Course:** _____ **Major:** _____ **Level:** ____

Language Level: *How do you classify your over-all language skills?*

__ Poor __ Good __ Average __ Excellent

The skills practiced using ICT for self-regulated language learning: *Which of the following skills you think are being developed in you when you use ICT? (Check all applicable)*

☐ Listening ☐Vocabulary ☐ Writing ☐ Speaking ☐Reading ☐ Grammar

Preferred Use of ICT for Language Studies
When you use ICT, which of the following activities do you perform? CHECK ALL APPLICABLE

✓	**Activity**
	Surfing the websites on Internet
	Using audio and video sharing websites, like YouTube
	Watching DVD movies (with subtitles in the foreign language)
	Watching DVD movies (with subtitles in your mother language)
	Watching TV programs in the foreign language
	Listening to music in the foreign language on music players, like iPod and mp3
	Communicating with people in the foreign language on social network sites, like Facebook and MySpace
	Communicating with people in the foreign language by using chat programs, like MSN and Skype
	Reading books, magazines, newspapers, etc. in the foreign language

II. SELF-INITIATED USE OF TECHNOLOGY FOR LANGUAGE LEARNING

Using the scale provided below, please rate your level of agreement to each of the following items by ticking the appropriate box.

SD = Strongly Disagree **DA** = Disagree **NS** = Not Sure **A** = Agree **SA** = Strongly Agree

Items	**SD**	**DA**	**NS**	**A**	**SA**
Goal Commitment Regulation					
1. ICTs are important sources and tools to maintain my interest in achieving my language learning goal.					
2. I believe ICTs can help me continue in reaching my ultimate goal in learning the language.					
3. I believe ICTs can help me achieve my language learning goals more quickly and efficiently.					
Affective Regulation	**SD**	**DA**	**NS**	**A**	**SA**
4. When I feel bored with learning the language, I use ICTs to decrease the boredom and increase the enjoyment.					
5. I use ICTs to make the task of language learning more attractive to me.					
6. I feel ICTs effectively maintain my interest and enthusiasm in learning the language.					
7. When I start to resist learning the language, I use ICTs to help myself regain the interest and enthusiasm					
Social Connection Regulation	**SD**	**DA**	**NS**	**A**	**SA**
8. ICTs help to make my language learning a relaxing process.					
9. ICTs make me enjoy learning the language more.					
10. I use ICTs to increase the time I spend on learning the language.					
11. I use ICTs to connect with native speakers of the language.					
12. I use ICTs to connect with other learners all over the world.					
13. I use ICTs to search for encouragement and support from other learners of the language.					

Resource Regulation	**SD**	**DA**	**NS**	**A**	**SA**
14. When I feel I need more learning resources in the language, I use ICTs to expand my resources.					
15. I use ICTs to increase my learning experience outside the language classroom					
16. I use ICTs to create and increase opportunities to learn and use the language.					
17. I use ICTs to search for learning resources and opportunities to help achieve my goals.					
18. I search for attractive language learning materials and experience delivered by ICTs.					
Metacognitive Regulation	**SD**	**DA**	**NS**	**A**	**SA**
19. I know how to use ICTs to effectively monitor myself to achieve the learning goals at each stage.					
20. I plan learning tasks to do outside of school that involve the use of ICTs.					
21. I plan relevant materials to do outside of school that involve the use of ICTs.					
Metacognitive Regulation(continued)	**SD**	**DA**	**NS**	**A**	**SA**
22. I adjust my language learning goals using ICTs.					
23. I am satisfied with the way I use ICTs to help myself continue in reaching my learning goals.					
24. I set sub-goals for the next stage of learning in the light of how much I can understand and produce when using ICTs to acquire information or communicate with others.					
25. For the areas that I am weak in, I know how to select and use appropriate ICTs to improve the areas.					
Culture Learning Regulation	**SD**	**DA**	**NS**	**A**	**SA**
26. I use ICTs to help myself to increase my ability to interact with the target culture.					
27. I use ICTs to help myself understand and appreciate the target culture better.					
28. I use ICTs to search for answers to my questions about the language and culture.					

II. OPEN-ENDED QUESTIONS

1. In your opinion, what are the advantages of using ICT in your English courses and in your own language learning?

2. In your opinion, what are the limitations of using ICT in your English courses and in your own language learning?

3. What are your suggestions concerning the improvement of ICT facilities in your school?

THANK YOU VERY MUCH!

APPENDIX B

RELIABILITY RESULT OF PILOT STUDY FOR ICT QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	4	80,0
	Excluded[a]	1	20,0
	Total	5	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,812	28

APPENDIX C

RELIABILITY RESULT OF ICT QUESTIONNAIRE

Reliability Statistics

Cronbach's Alpha	N of Items
,832	28

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
101,2909	119,099	10,91325	28

APPENDIX D

EC QUESTIONNAIRE

QUESTIONNAIRE

Dear Respondent,

Please answer all items below to help me analyze how you use ***English Central*** (EC) to learn on your own. Your responses will be very valuable in understanding such phenomenon in language learning. Rest assured that all information you will provide will be considered with strict confidentiality. Thank you!

Consent

I have read the instruction above. I give my consent to participate in this study.

Participant's name and signature_____
Date:_____

I. DEMOGRAPHIC DATA

Age: _____ **Gender:** __ Male __ Female **Course:** _____ **Major:** _____ **Level:** ____

Language Level: *How do you classify your over-all language skills?*

__ Poor __ Good __ Average __ Excellent

The skills practiced using EC for self-regulated language learning: *Which of the following skills you think are being developed in you when you use EC? (Check all applicable)*

☐ Listening ☐Vocabulary ☐ Writing ☐ Speaking ☐ Reading ☐ Grammar

II. SELF-INITIATED USE OF ENGLISH CENTRAL FOR LANGUAGE LEARNING

Using the scale provided below, please rate your level of agreement to each of the following items by ticking the appropriate box.

SD = Strongly Disagree **DA** = Disagree **NS** = Not Sure **A** = Agree **SA** = Strongly Agree

Items	**SD**	**DA**	**NS**	**A**	**SA**
Goal Commitment Regulation					
1. EC is important source and tool to maintain my interest in achieving my language learning goal.					
2. I believe EC can help me continue in reaching my ultimate goal in learning the language.					
3. I believe EC can help me achieve my language learning goals more quickly and efficiently.					
Affective Regulation	**SD**	**DA**	**NS**	**A**	**SA**
4. When I feel bored with learning the language, I use EC to decrease the boredom and increase the enjoyment.					
5. I use EC to make the task of language learning more attractive to me.					
6. I feel EC effectively maintains my interest and enthusiasm in learning the language.					
7. When I start to resist learning the language, I use EC to help myself regain the interest and enthusiasm					
Social Connection Regulation	**SD**	**DA**	**NS**	**A**	**SA**
8. EC helps to make my language learning a relaxing process.					
9. EC makes me enjoy learning the language more.					
10. I use EC to increase the time I spend on learning the language.					
Resource Regulation	**SD**	**DA**	**NS**	**A**	**SA**
11. When I feel I need more learning resources in the language, I use EC to expand my resources.					
12. I use EC to increase my learning experience outside the language classroom					
13. I use EC to create and increase opportunities to learn and use the language.					
14. I use EC to search for learning resources and opportunities to help achieve my goals.					
15. I search for attractive language learning materials and experience delivered by EC.					
Metacognitive Regulation	**SD**	**DA**	**NS**	**A**	**SA**
16. I know how to use EC to effectively monitor					

myself to achieve the learning goals at each stage.					
17. I plan learning tasks to do outside of school that involve the use of EC.					
18. I plan relevant materials to do outside of school that involve the use of EC.					
19. I adjust my language learning goals using EC.					
20. I am satisfied with the way I use EC to help myself continue in reaching my learning goals.					
Culture Learning Regulation	**SD**	**DA**	**NS**	**A**	**SA**
21. I use EC to help myself to increase my ability to interact with the target culture.					
22. I use EC to help myself understand and appreciate the target culture better.					
23. I use EC to search for answers to my questions about the language and culture.					

II. OPEN-ENDED QUESTIONS

1. In your opinion, what are the advantages of using EC in your English courses and in your own language learning?

2. In your opinion, what are the limitations of using EC in your English courses and in your own language learning?

3. What are your suggestions concerning the improvement of EC system?

THANK YOU VERY MUCH!

APPENDIX E

RELIABILITY RESULT OF PILOT STUDY FOR ICT QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	4	80,0
	Excluded[a]	1	20,0
	Total	5	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,812	28

APPENDIX F

RELIABILITY RESULT OF ICT QUESTIONNAIRE

Reliability Statistics

Cronbach's Alpha	N of Items
,832	28

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
101,2909	119,099	10,91325	28

APPENDIX G

PERMISSION TO USE ENGLISH CENTRAL APPLICATION

Sayın yetkili,

Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili ve Eğitimi Bölümünde yüksek lisans yapan Gizem GİRGİN ÖZTÜRK English Central adlı programımızı izinimiz dâhilinde tez çalışmasında kullanmış bulunmaktadır.

Bilgilerinize arz ederim.

Saygılarımla,

Kağan Cihangiroğlu

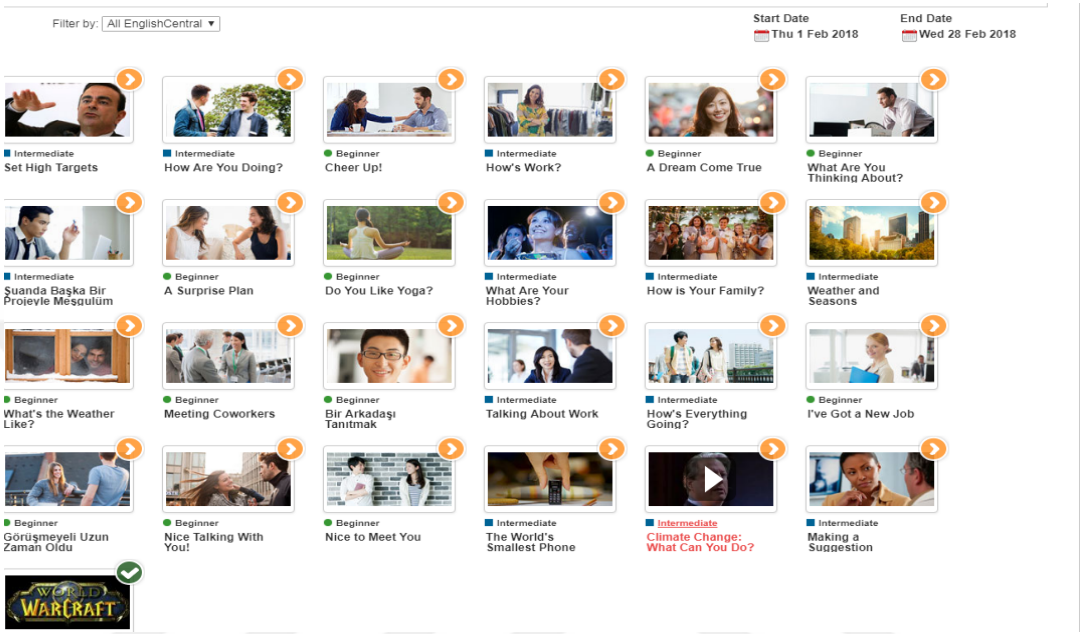
Genel Müdür, EnglishCentral

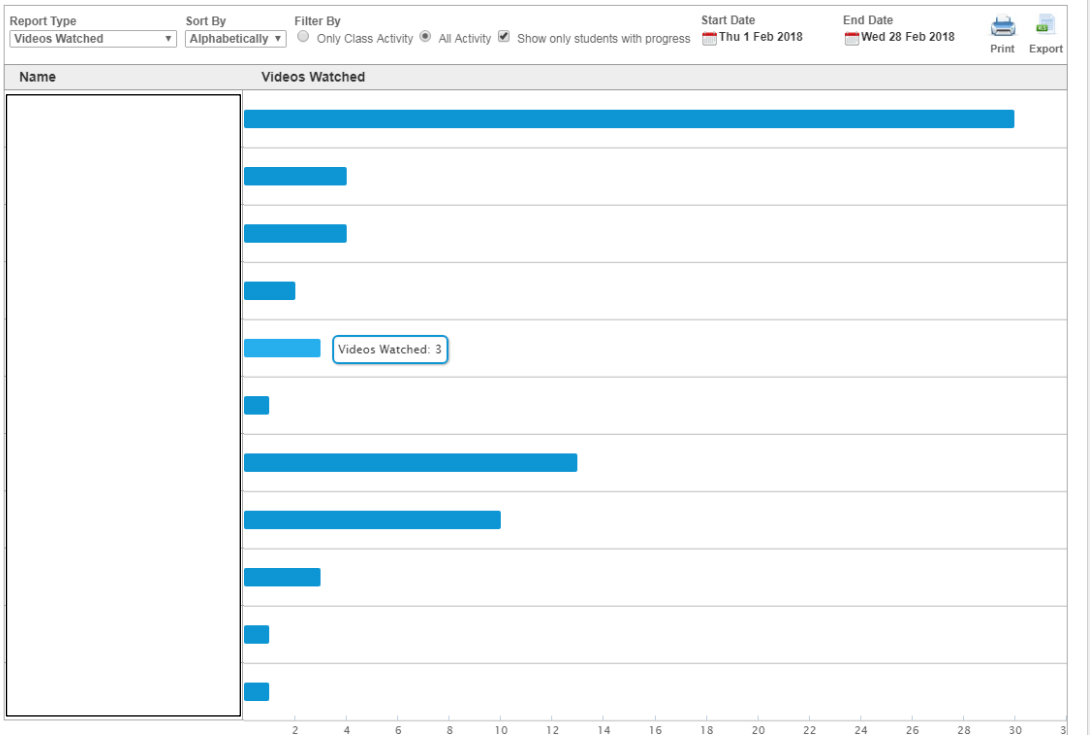
20 Haziran 2018

APPENDIX H

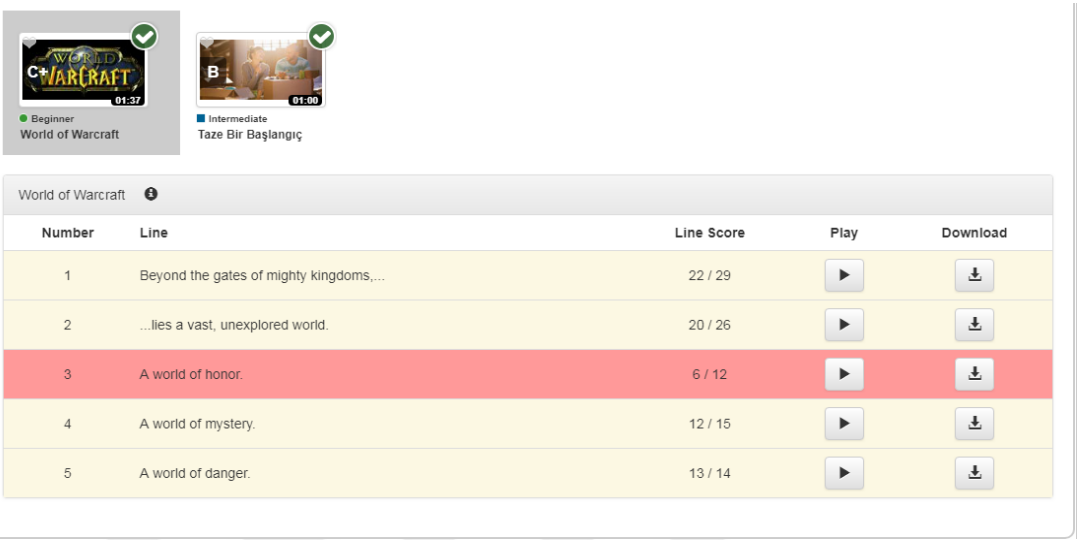
SAMPLES FROM ENGLISH CENTRAL APPLICATION

STUDENT'S VIDEOS WATCHED



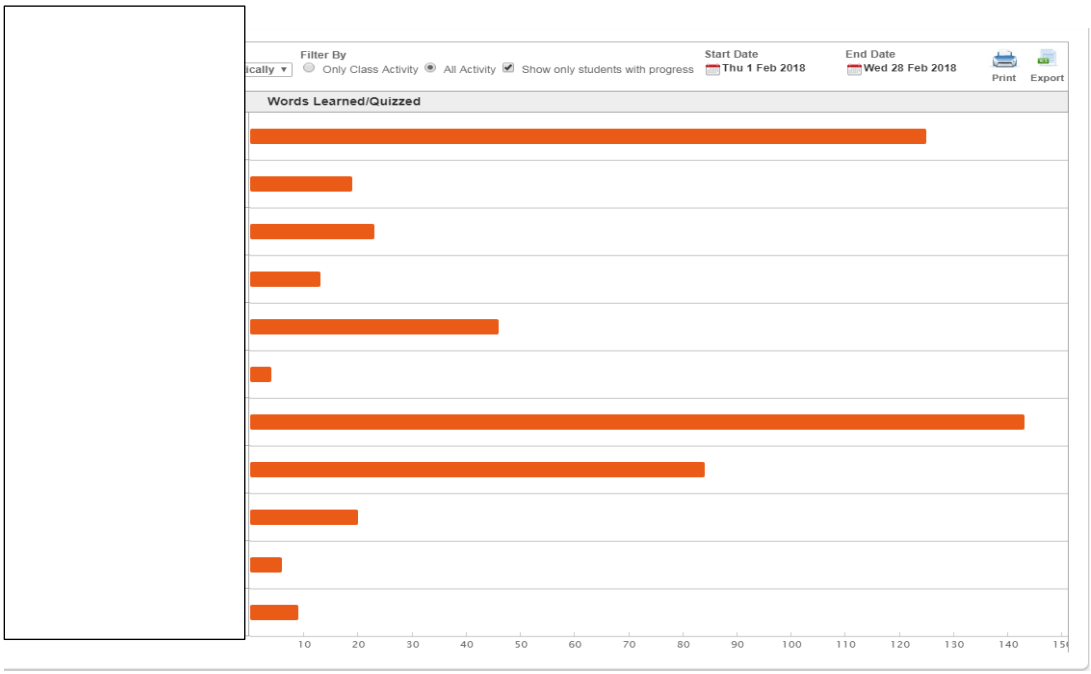


A STUDENT'S LINES SPOKEN



Number	Line	Line Score	Play	Download
1	Beyond the gates of mighty kingdoms,...	22 / 29	▶	
2	...lies a vast, unexplored world.	20 / 26	▶	
3	A world of honor.	6 / 12	▶	
4	A world of mystery.	12 / 15	▶	
5	A world of danger.	13 / 14	▶	

WORDS LEARNED



APPENDIX I

WRITTEN RESPONSES OF THE PARTICIPANTS ON THE ICT AND EC QUESTIONNAIRES

	In your opinion, what are the advantages of using ICT in your English courses and your own language learning?	***In your opinion, what are the limitation of using EC in your English courses and your own language learning?***	***What are your suggestion concerning the improvement of EC system?***
ICT 1	• Dil öğrenimim sırasında anlam veremediğim kültür farklılıklarını çözmek adına ve hızlı sözlük kullanımı sağladığı için bana avantaj sağlıyor.	• Araştırmışolduğum konu dışına çıkan yönlendiriciler beni farklı konulara saptırır.	• Yönlendiricilerin engellenmiş olduğu bir ağ ortamı olması.
ICT 2	• Daha pratik • zaman tasarrufu sağlar	• -	• yeterli olduğunu düşünüyorum.
ICT 3	• Kelime öğrenme ve anlamını bulmada çok yardımcı oluyor.	• odaklanma sorunu yaşıyorum	• öğrenci kullanıma hazır teknolojik aletler olmalı.
ICT 4	• İngilizce öğrenmemi hızlandırıyor.	• Tembelliğe sürüklüyor.	• Yeterli olabak sağlanıyor.
ICT 5	• Yabancılarla iletişim kurabiliyorum	• Bazen yanlış kelime kullanmama sebep oluyor.	• tablet vb. pratik aletler sağlayabilirler.
ICT 6	• Konuşmamı geliştirmeme fayda sağlıyor.	• oyunlar dikkatimi dağıtıyor. Ders çalışmak istemiyorum.	• İnternetimiz daha hızlı olabilir.
ICT 7	• Görsel ve işitsel materyal zenginliği sağlıyor.	• Dikkatimi dağıtabilir.	• Herkese eşit imkan sağlanabilse tablet üzerinden eğitimimizi gerçekleştirebiliriz
ICT 8	• İngilizce konuşmak için çok daha fazla insana erişebiliyorum.	• Konudan cayıp oyun oynuyorum.	• Çeviri programı sağlamalılar.
ICT 9	• İngilizce konuşan çok daha fazla insana ulaşabiliyorum.	• ICT oyubları aklımı çeliyor	• Herkese bilgisayar dağıtılsa güzel olur.
ICT 10	• Ana dili İngilizce olan insanlarla pratik yaparak	• Bazen başka şeylere dalabiliyorum	• Yeterli

	özgüven kazanıyorum		
ICT 11	• It makes my learning faster	• I can't learn grammar completely	• Enough
ICT 12	• O dili konuşan insanlarla konuşarak hem dilimi hem özgüvenimi geliştiriyorum.	• Programı kapatıp internette takılmak istiyorum	• Sadece eğitim programlarını ve yardımcı olabilecek şeylerin çalıştığı tablet dağıtılabilir
ICT 13	• Bilgisayar kullanarak İngilizce konuşan insanlara daha kolay ulaşılabilir. Gramerimizi ve speakingimizi düzeltebiliriz. Telefon kullanarak öğrenmek istediğimiz kelimeleri sözlükten daha kolay bulabiliriz.	• ICT İngilizce için faydalıdır fakat öğrenci psikolojisini ele alırsak , öğrencilerin aklı oyunlara kayacak ve derslere ilgisi azalacaktır.	• Okul tablet dağıtarak ICT nin faydalarından daha fazla yararlanmamızı sağlayabilir.
ICT 14	• Kelime öğrenmemde çok işe yarıyor. • Genelde film izlediğim için dinlememi geliştiriyor.	• Yok	• Yeterli olduğunu düşünüyorum.Fazlası dikkat dağıtır gibi
ICT 15	• Bir çok ek kaynak sağlar • online sözlükler çok faydalı • Öğrenmek istediğim dili konuşan bir çok insana erişebiliyorum.	• Dikkat dağınıklı yaratıp, dil öğrenme dışında başka alanlar ilgimi çekebilir.	• yeterli olarak sağlanıyor.
ICT 16	• Farklı insanlarla iletişime geçebiliyorum	• Kelimenin ihtiyacım olan anlamına erişemiyorum.	• Derslerde tablet kullanılsın
ICT 17	• Hızlı • pratik • Kolay ulaşılabilir	• Yüz yüze değil	• Okulda ki bilgisayat tablet vs. imanları geliştirilebilir.
ICT 18	• Kolay ulaşabiliyorum. • İnsanlarla bilgi alışverişinde bulunabiliyorum	• Oyun oynamaktan kendimi alıkoyamıyorum	• Daha fazla teknolojik aletle interneti daha rahat kullanabilmeliyiz.
ICT 19	• Hızlı ve pratik	• Ders dışında çok daha eğlenceli	• Yeterli, yoksa hep oyun oynarım

		farklı şey var.	
ICT 20	• Film ve diziler sayesinde gerçek hayatta kulanılan İngilizceye daha rahat ulaşabiliyorum	• Her bilgi doğru değil	• Okulda bilgisayar üzerinden eğitim görebiliriz.
ICT 21	• Bir çok materyal bulabiliyorum	• İşe yarayan sitelerin çoğu paralı	• yeterli
ICT 22	• film izleyerek dinlememi geliştiriyor	• Yanlış bilgileri doğrudan ayırt etmekte zorlanıyorum	• tablet ile eğitime
ICT 23	• kitapları karıştırmama gerek kalmıyor.	• Dikkatim dağılıyor	• Sınıfta bilgisayar vs. aletlere ihtiyacımız olduğunu düşünmüyorum.
ICT 24	• Dizi ve filmler sayesinde bir çok kelime ve söylenişlerini öğreniyorum	• Çok fazla seçenek var bazen çok dağıldığımı hissediyorum.	• Kitap yerine e-book tarzı ürünler kullanılabilir.
ICT 25	• Para harcamadan dil öğrenmeme yardımcı oluyor.	• Oyunlar dikkatimi daha çok çekiyor. Gerçi onlar sayesindede kelime öğreniyorum.	• Bazı dersleri online olarak uzaktan verebilirler.
ICT 26	• Özellikle writing için işimi çok kolaylaştırıyor.	• Herkes bir şey paylaştığı için tüm bilgiler güvenli değil.	• Ödevlerimiz daha güncel uygulamalar üzerinden alınabilir.
ICT 27	• İngilizce bilen daha çok insana erişebiliyorum.	• Çok vakit harcıyorum.	• Okula gerek yok , ben zaten yeterince kullanıyorum.
ICT 28	• Diziler sayesinde daha günlük dile daha rahat erişiyorum.	• Dil öğrenmek için açtığım dizileri bir süre sonra Türkçe izlemeye başlıyorum.	• Alt yapıyı geliştirmeliler.
ICT 29	• Online sözlükler olmasa sözlük kullanmam	• Dikkatimi dağıtan çok fazla ayrıntı var.	• Dersleri daha eğlenceli hale getirmek için kşullanabiliriz.
ICT 30	• Hızlı ve pratik	• Öğretici kaynaktan çok eğlence kısmı ilgimi çekiyor. Ders yalan oluyor.	• Kalabalıkta kargaşa olur diye düşünüyorum.
ICT 31	• Diziler sayesinde pronounciationım gelişiyor.	• Her bilgi doğru değil	• Eğlenceli hale getirilebilir.

ICT 32	• Livemocha vb. uygulamalarla bir çok öğrenci ile tanışıp pratik yapıyorum.	• -	• Sınıfta zaman kaybı olabilir
ICT 33	• Online sözlükler bir numara	• Dersten ziyade eğlence ile ilgili şeylere aklım kayıyor	• Ülkenin alt yapısı yetersiz.
ICT 34	• Bir çok ücretsiz kaynak var	• Çok zaman harcıyorum.	• Bilgisayar üzerinden etkinlikler artırılabilir.
ICT 35	• Anlamadığım yerleri videolar sayesinde çalışıyorum.	• Yanlış bilgiyi bizim gibiler ayırt edemiyor.	• Gerek yok
ICT 36	• İstediğim her an dil öğrenmeye çalışan benim gibi insanlara erişebiliyorum.	• Çeviri programları kalbimi kırıyor.	• Telefon kullanımı desteklenmeli
ICT 37	• Pratik öğrenme ortamı	• Ders ile başlayan serüvenim oyunla bitiyor.	• Tablet kullanabiliriz
ICT 38	• Zaman kazanma ve bilgiyee kolay ulaşma	• Zararı olduğunu düşünmüyorum	• İnternet bağlantısı yavaş
ICT 39	• Öğrenmeyi kolaylaştırıyor.	• -	• Prejeksiyon vb aletler daha geliştirilmeli.
ICT 40	• Konuşmamı geliştirmede çok faydalı	• Ders çalışmak yerine oyun oynamayı tercih ediyorum.	• İnternet daha hızlı olabilir.
ICT 41	• Güncel ve çok sayıda bilgiye ulaşmayı kolaylaştırıyor.	• Kullanılabileceğimiz ağlarla ilgili bilinçlenmeliyiz	• Daha güncel ve teknolojik ekipmanlar eğitime entegre edilmeli.
ICT 42	• Hem zaman kazandırırken, hemde dil öğrenmeye karşı bizi şevklendirir.	• Boşa zaman harcamama neden oluyor	• Daha dinamik ve effective bir ortam yaratılabilir.
ICT 43	• Teknoloji sayesinde gelişmiş uyhulamalar yardımıyla dil öğrenimimiz daha da iyi bir lekide gelişiyor diye düşünüyorum	• Keyfi zaman çok harcıyoruz.	• Her öğrenciye eşit olanak sağlamak adına tablet verilebilir.
ICT 44	• Hızlı ve pratik öğrenme	• Dikkat dağıtıyor.	• -
ICT 45	• Bilgiye kolay erişim sağlar	• İnternette gezmeye sebep oluyor	• İnteraktif öğrenmey ağırlık verilmesi gerektiğini düşünüyorum.

ICT 46	• İngilizce seviyemiz geleneksel öğrenmeye göre daha hızlı ilerler	• -	• -
ICT 47	• Daha rahat daha kullanışlı	• Bazen oyun oynamayı ders çalışmaya tercih ediyorum,ama oyunlardanda çok kelime öğrendim.	• Grammar anlatımı azaltılmalı
ICT 48	• Bilgiye daha kolay ulaşıyorum	• Zararı yok	• İnternet altyapısı güçlendirilmeli
ICT 49	• Konuşmayı geliştirmede	• Vakit kaybı • Fazla alakasız kaynak	• Daga teknoloji danonımlı bir ortam oluşturulabilir.
ICT 50	• Teknoloji ve ürünlerini seviyorumç ve oldukça olumlu bakıyorum. Bir çok faydası var .	• Fazla zaman geçirip zamanımı ziyan ediyorum	• Wifi alanı yetersiz
ICT 51	• I can learn more easiliy	• -	• Bence şuanli olanaklarımız yeterli
ICT 52	• Online kaynaklar sayesinde istediğim bilgiye çok kısa sürede ulaşabiliyorum	• OYUN OYNAMAK her zaman daha ağır basıyor	• İnternetimiz kötü çözüm bulmalılar.
ICT 53	• Boş zamanlarımı değerlendirebiliyorum.	• Ödevlerimi internetten alıyorum.	• Bilgisayarlar geliştirilmeli •
ICT 54	• Daha kolay	• -	• -
ICT 55	• It can be useful	• It provdides all questions	• Enough facilities. •
ICT 56	• Pratik	• Bilgiden çok eğlence ağır basıyor	• Tablet sağlanabilir
ICT 57	• I can contact with foreign people	• Sometimes I see very wrong thingsç	• Her öğrenciye eşiit bir bilgisayar yada tablet verilmeli

	In your opinion, what are the advantages of using EC in your English courses and your own language learning?	***In your opinion, what are the limitations of using EC in your English courses and your own language learning?***	***What are your suggestion concerning the improvement of EC system?***
EC 1	• Kelime öğrenmemi ve kelimelerin telaffuzuna aşinalığımı artırdı.	• Konuşma kısmı geliştirilmeli, dış sesi algılamaması sağlanmalı.	• Konuşma kısmı geliştirilmeli. Doğru söylendiğinde bile bazen hata verebiliyor.
EC 2	• Yeni kelime öğrenmek • Dinlemeyi geliştirmesi • Konuşmayı geliştirmesi	• Sesi algılamıyor.	• Daha güncel konularla alakalı videolar olabilir. • Video seviyeleri zorlaştırılabilir.
EC3	• Kelime bilgisi geliştirme	-	• Video altı forum eklenebilir.
EC4	• Kelime öğrenmede yardımcı oldu.	• Konuşmamı her zaman algılamıyor	• Teknik sorunlar giderilmeli.
EC5	• Dinleme anlama konusunda faydalı	• İlgimi çok çekmedi	• Daha uzun ve ilgi çekici videolar etkilenebilir
EC6	• İngilizce dinlediğimi anlamamda çok faydası olduğunu düşünüyorum	• Ses algılaması sorun	• Ses sisteminin geliştirmelilier
EC7	• Kelime tekrarı yapmak için iyi bir uygulama	• Videolar reklam vb. bir süre sonra sıkıyor	• Ses algılaması geliştirilmeli
EC8	• Kelime dağarcığımı geliştirdi	• Mikrofon	• Ses sistemi üzerinde çaışmalılar
EC 9	• Kelime bilgim arttı. telaffuzum düzeldi	• Teknik sorunlar (ses) düzeltilmeli.	• Videolar ile ilgili oyunlar eklenebilir.
EC10	• Phrasal verb öğrendim	• Konuşma kısmı	• Konuşma kısmı geliştirilmeli
EC 11	• I can learn many different English words and my listening ability can develop by using EC	-	• Speaking system should be developed
EC12	• Konuşulanları anlamamda yardımcı oldu.	• Bug oluyor	• Programdaki bugları düzeltmeleri lazım (Bazen konuşulanları anlamıyor)

EC13	• Bence program İngilizcemi , özellikle listeningimi geliştirdi.	• Program çeşitlililk bakımından geliştirilebilir.	• Bence speaking kısmı aksan algılama konusunda geliştirilmeli
EC 14	• Video izleyerek öğrendiğimiz için kültürü öğrenmemize yardımcı oluyor. • Kelime ve dinleme açısından faydalı	• Konuşma kısmında çok hata olduğunu düşünüyorum. Doğru telefuz etmeme rağmen kabul etmiyor.	• Videolar daha ilgi çekici olabilir ve 2. kısımdaki sorular düzelirse iyi olur.
EC 15	• Bir çok yeni kelime öğrenmemde fayda sağlamıştır.	• 3. aşamada cümleleri söylerken algılamada problem yaşıyor ve düşük puan veriyor.	• Daha fazla ilginç ve farklı videolar olabilir.
EC 16	• Kelimelerin okunuşunu öğrendim.	• Eksiklik yok.	• Söylediklerimizi her zaman anlamıyor, bu kısım geliştirilebilir.
EC 17	• Kelimeleri öğrenmek ve tekrar etmek • Yabancı dilin kültürünü anlamak	• yeterince ilgi alanı yok	• Daha fazla video olabilir
EC 18	• Konuşmamı iyileştirdi • telaffuzumu düzeltti	• Ses algılama problemi	• Oyunlar eklenebilir
EC 19	• Listening'im gelişti	• Ses algılamadığı için motivasyonum düşüyor	• Aktiviteler daha çeşitli olabilir
EC 20	• Telefon üzerinden İngilizce çalışmamı sağladı. Özellikle kelimeyi çok gelitirir	• Ses algılama sistemi çok kötü	• ses kaydetmeden ziyade video ile ilgili yorum yapabileceğim bir kısım eklenebilir.
EC 21	• Listeningler sayesinde birçok kelimenin telaffuzunu öğrendim	• konuşmamı anlamıyor	• Video kategorileri artırılabilir
EC 22	• Ekranda bilmediğim kelimenin anlamını tıklayarak görüyor olmam çok pratik	• konuşmadan çok tonlamaya dikkat ediyor aynı tonda saçma bir şey söylesem de puan veriyor	• sistem üzerinde çalışılması gerekir
EC 23	• Listeningimi geliştirdi	• videolar reklam gibi bazen sıkılıyorum	• -

EC 24	• kısa kısa bir çok konuda bilgi edinmemi sağladı.	• sesimi algılamıyor	• grammar videolarını arkasından grammar alıştırması koyabilirler
EC 25	• kelime geliştiriyor	• kelime alıştırmaları kısıtlı	• video süreleri daha uzun hale getirilebilir
EC 26	• videolar sayesinde bir çok yeni kelime öğrendim.	• konuların çeşitliliği az	• videolar için dizi ya da film kesitleri kullanılabilir.
EC 27	• bilmediğim kelimeyi öğreninceye kadar karşıma çıkarmasını çok faydalı buluyorum	• sesimi algılamıyor	• alıştırma çeşitliliği olabilir.
EC 28	• videolarla ilgili sorular benim için sınav pratiği oldu	• Ses kısmı gereksiz, çalışmıyor.	• diğer kullanıcılarla etkileşim olabilir
EC 29	• listeningim gelişti	• telaffuzumu anlamıyor	• video konuları çeşitlendirilmeli.
EC 30	• farklı aksanlar duymamıza yardımcı oldu	• sistem çok stabil çeşitli olmaması bazen sıkıyor.	• bilimsel içerikler kullanılabilir.
EC 31	• kelimeyi bilgim arttı.	• ses kayıt kısımları değiştirilmeli	• videolarla ilgili daha yaratıcı aktiviteler eklenebilir.
EC 32	• bilmediğimiz kelimelerle ilgili boşluk doldurma alıştırmaları kelimeyi daha hızlı öğrenmemizi sağlıyor.	• -	• videolar daha uzun olmalı içeriği daha güzel olabilir böylece
EC 33	• Listening e karşı korkumu yenmeye yardımcı oldu	• video içerikleri biraz yetersiz	• belgesel bölümü olabilir.
EC 34	• videoların alt yazılı olması daha kolay öğrenmemi sağladı.	•	• İngilizce pratik yapabileceğimiz bağlantılar olabilir
EC 35	• telaffuzumu geliştirdiğine inanıyorum	• sistem üzerinde feed back alacağımız biri yok	•
			• sistem üzerinde farklı olanaklar sağlanmalı
EC 36	• kelime çalışmamı sağladı	• videolar bazen sıkıcı	• çeşitlilik artırılmalı
EC 37	• It improves my English	• no limitation	• they should develop speaking part

EC 38	• Daha iyi konuşmamı sağladı	• -	• yabancı insanlarla iletişime geçmeyi sağlayacak bir sistem geliştirebilirler
EC 39	• Konuşmamıza katkı sağladı	• -	• yabancı insanlarla doğal konuşma olabilir.
EC 40	• Kolay öğrenmemizi sağlıyor • etkili	• -	• konuşma kısmının geliştirilmesi lazım
EC 41	• Kelime ve grammar çalışmak için çok etkili • Duyarak çalıştığımız için telaffuza çalışmış oluyoruz	• Daha yaratıcı videolar olmalı	• Okul sistemine daha çok katılmalı
EC 42	• inglizcemi geliştirmek için en yararlı kaynak	• Dinleme dışında farklı aktiviteler geliştirilebilir.	• Daha çeşitli konu içeriği oluşturulabilir
EC43	• Kelime öğrenmede çok etkili bir uygulama	• -	• Farklı türde videolar olabilir.
EC 44	• İngilizce dinlemeyi ve konuşmayı geliştirip daha çok kelime öğrenmemi sağlar	• Konular daha ilgi çekici ve geniş olabilir	• Daha çeşitli konular eklenebilir.
EC 45	• Konuşma ve pratik alanında yarar sağlıyor	• Videolar dikkat çekici değil.	• Daha farklı konularda videolar olabilir
EC 46	• Kelime bilgimi geliştirmeme yardımcı olur	• Video konuları fazla ilgi çekici değil	• Daha ilgi çekici video konuları olmalı.
EC 47	• Speaking ve vocabulary kabiliyetimi arttırdı şuana kadar gördüğüm en iyi aplikasyon	• daha eğlenceli videolar olabilir. Örneğin daha çok film fragmanı kullanabilirler.	• Güzel bir uygulama teşekkürler.
EC 48	• Dil öğrenimimde ilgi ve alakamı arttırıyor.	• Videolar daha uzun olmalı.	• Grammar konu anlatımı videoları daha fazla ve daha uzun olmalı.

EC 49	• Farklı konular hakkında bilgi sahibi olmak enterasan şeyler öğrenmek	• Konular sığ • Videolar kısa	• Daha fazla içerik eklenmeli • Trailer yerine dizi veya film kesitleri eklenebilir.
EC 50	• Gerçekten kaliteli bulduğum bir uygulama .Videolar , çalışma stilleri gerçekten iyi ama ben biraz üşengecim dil öğrenme konusunda. O yüzden pek vakit ayıramıyorum.	• Listening	• Daha fazla video koymalılar. Güncel haberlerin videolarıda eklenebilir.Futbol maçı özetide güzel olabilir.
EC 51	• EC'da bir çok farklı içerik var ve bu içerikle bizim için hem farklı şeyler öğrenmemizi sağlıyor. hem de İngilizceyi daha zevkli bir şekilde öğrenmemizi sağlıyor.	• Telafuzu anlama konusunda sıkıntıları var.	• Aylık ücret kişinin kullanımına göre ayarlanmalı
EC 52	• Kelime dağarcığım artıyor.	• sıkıcı içerikler var.	• Videolar daha ilgi çekici olabilir.
EC 53	• Hedef dilin kültürünü öğrenme açısından yararlı görüyorum.	• EC kullanmam için yeterli sebep göremiyorum.	• Daha ilgi çekici olabilir.
EC 54	• Videolar sayesinde bir çok şey öğrendim	• -	• -
EC 55	• It can improve my audial skills	• I can't answer all the questions	• There should be different kinds of activities.
EC 56	• Videolar sayesinde okul dışında ingilizce çalışmış oluyorum	• ses kaydetmeyi sevmiyorum	• Daha ilgi çekici aktiviteler olmalı
EC 57	• Kelime ve dinleme açısından faydalı	• videodaki insanlar gibi konuşmamızı beklemesi adil değil	• program içeriği geliştirilebilir.