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THE RELATIONSHIP BETWEEN SELF-REGULATION STRATEGIES AND ACADEMIC ACHIEVEMENT AT A UNIVERSITY CONTEXT

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APPROVAL

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DEDICATION

To the unforgettable and loving memory of my grandmother, İsmahan KÖKLÜ.

ETHICS DECLARATION

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,
I prepared this thesis within the framework of academic and ethics rules,
I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
I cited all sources to which I made reference in my thesis,
The work of art in this thesis is original,

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

15.06.2020
Sude YENİÇIKAN

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Sude YENİÇIKAN

ABSTRACT

RELATIONSHIP BETWEEN SELF-REGULATION STRATEGIES AND ACADEMIC ACHIEVEMENT AT A UNIVERSITY CONTEXT

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This research was conducted to find out the relationship between university students' self-regulation strategies and their academic achievement. This research also attempts to explore whether there is a significant difference in students' self-regulation strategies and their academic achievements in terms of gender, high-school background and department. Also, research aims to find out university students' perception of SRFLLS (Self-Regulation Foreign Language Learning Scale. The data in the research were gathered from 274 preparatory school students at Cag University, Mersin. In this mixed method research, Self-Regulation Foreign Language Learning Scale and semi-structured interview questions were used to collect data. Descriptive, inferential, and correlational statistics were used to analyze the relevant data. The results of the study have unearthed that university students' academic achievements differ according to their use of self-regulation strategies. This suggests that the more use of self-regulation strategies the more students become academically successful.

Also, it was found that female students use more self-regulation strategies and are more successful in their language learning process. It was also found out that students in Law and Psychology departments are also more academically successful.

Key Words: Self-regulation, self-regulated learning, self-regulation strategies, academic achievement

ÖZET

BİR ÜNİVERSİTE ORTAMINDA ÖZ-DÜZENLEME STRATEJİLERİ VE AKADEMİK BAŞARI ARASINDAKİ İLİŞKİ

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Bu araştırma, üniversite öğrencilerinin öz düzenleme stratejileri ile akademik başarıları arasındaki ilişkiyi incelemek için yürütülmüştür. Bu çalışma aynı zamanda öğrencilerin öz düzenleme stratejilerinde ve akademik başarılarında cinsiyet, lise geçmişi ve bölüm açısından önemli bir fark olup olmadığını araştırmaya çalışmaktadır. Ayrıca araştırma, üniversite öğrencilerinin SRFLLS (Öz-Düzenleme Yabancı Dil Öğrenme Ölçeği) algılarını öğrenmeyi amaçlamaktadır. Araştırmada veriler Mersin Cag Üniversitesi'nde 274 hazırlık okulu öğrencisinden toplanmıştır. Verilerin toplanmasında Öz-Düzenleme Yabancı Dil Öğrenme Ölçeği ve yarı yapılandırılmış görüşme soruları kullanılmış, ilgili verilerin analizinde betimsel, çıkarımsal ve korelasyonel istatistikler kullanılmıştır. Çalışmanın sonuçları, üniversite öğrencilerinin akademik başarılarının öz düzenleme stratejilerini kullanmalarına göre farklılık gösterdiğini ortaya çıkarmıştır. Bu, özdenetim stratejileri öğrenciler tarafından ne kadar çok kullanılırsa, akademik açıdan daha başarılı hale geldiklerini göstermektedir.

Ayrıca kız öğrencilerin daha fazla öz düzenleme stratejisi kullandıkları ve dil öğrenme süreçlerinde daha başarılı oldukları bulunmuştur. Hukuk ve Psikoloji bölümlerindeki öğrencilerin de akademik olarak daha başarılı oldukları tespit edilmiştir.

Anahtar Kelimeler: Öz-düzenleme, öz-düzenlemeli öğrenme, öz-düzenleme stratejileri, akademik başarı

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ABBREVIATIONS

SRL : Self-Regulated Learning

SRLS : Self-Regulated Learning Strategies

SRFLLS : Self-Regulation Foreign Language Learning Scale

CFA : Confirmatory Factor Analysis

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

This section providesbackground, the statement of the problem, the purpose, significance of the study and research questions. Students' use of self-regulated learning strategies is viewed as an essential component affecting their academic achievement. Therefore, the possible rationale behind conducting this study was to examine the relationship between students' use of self-regulated learning strategies and their academic achievement.

1.2. Background of the Study

In view of scientific and technological developments, there is a constant change in knowledge that is becoming constantly out-of-date in a dynamic society. This change in the perspective of knowledge also influences the perspective of students, teachers, teaching and learning, which are the main components of a cycle in education. Obviously, the change in education and pedagogy has influenced this cycle of language learning and teaching. To be more precise, languages have been taught differently due to the change in knowledge, and people managed to learn a different language whether as a foreign language or as a second language throughout their lives. This language teaching adventure started with Grammar Translation Method which was based on teacher-centered teaching. In that era, language teachers were regarded as the only voice in the classroom, and experts who were perceived as the root of the knowledge could only be represented by the teachers. Richards and Rogers (2001) stated that the learners were seen as "passive" listeners who only received the teachers' contributions. Accordingly, direct method consisted of a revolutionary transition from the grammar and translation system by the use of the target language as direction, conversation and the absence of first language and translation as a tool (Liu & Shi, 2007). It required teachers ' inventive and contributed to the creation of modern language strategies, such as image and concept presentations, concentration on questions and responding, oral narratives, dictation and imitations, etc. (Liu & Shi, 2007). In fact, this method included

teachers who speak their mother tongues or were fluent in the foreign language, and learners are also passive listeners.

Moreover, there is another method named Audio-lingual method which reflected the linguistic descriptiveness, form and comparison in the 1950s and 1960s. It was based on behaviorism. It suggested that studying the language requires understanding the elements or building blocks of the language and that the rules are used to integrate these elements from phoneme to morpheme, from word to sentence (Liu & Shi, 2007). Therefore, it included skills such as listening, speaking, reading, and writing one by one. However, “practical outcomes had not been obtained and students had also been found unable to pass skills learned from the audio language to actual contact outside the classroom. Consequently, it disregarded the communicative competence in teaching” (Liu & Shi, 2007).

Over recent decades, the “passive” listeners turned into “active” individuals who have confidence in their capabilities. Moreover, they can make good use of them in self-development, take the responsibility to understand, monitor the learning process and participate actively in this process of education. As the Communicative Language Teaching emerged, learners began to take care of their own learning and were viewed as active participants who were competent about their own educational process (Tomak, 2017).With this progression in education, it was realized that not only teachers but also the learners were part of this process. It means that the current developments in education have encouraged the learners to be competent enough to control their own process of learning. Therefore, to become active learners of their own process of learning in each part of education, considering cognitive, social and emotional experiences, and learners need to be aware of their learning process and the strategies used. Recent studies and research in the field of education have been researching how this can be done for years. To this point, the analysis has created a concept entitled "self-regulation," which focuses on improving students ' self-regulating skills in education and society. According to Zimmerman and Schunk (1990), students who describe themselves as being self-regulated socially, motivationally and cognitively – engage proactively in the learning process. They self-activate and independently guide efforts to gain know-how and acquire skills by using certain strategies rather than just responding passively to the commands of their teachers (Zimmerman, 1998, pp. 73-86). That implies that learners may more effectively sustain their learning to master the subject despite their conflicting motives, challenges, and tenders if they can develop a

sense of self-regulation (Pintrich, 1999). Zimmerman (2001) stated that with the help of self-regulatory learning, students can be knowledgeable in their own academic processes and this was discussed with self-regulatory learning theories and analysis.

However, not all students can be familiarized in their own academic processes. One of the reasons that students are not able to organize their own learning is that the learning conditions do not suit the characteristics of the subject, and that they are not capable of organizing their own learning due to their conditions (Paterson, 1996; Paulsen & Feldman, 1999). Therefore, at this point, there is a need to mention the importance of self-regulation as it has a great impact on students' achievement. There have also been many experiments to assess both the significance of "self-regulation" and its recognition of learners' academic achievement. Moreover, there are other important issues which can have impacts on students' academic achievement. One of them is the diverse educational background of the students. After all, the student is a product of his/ her individual background (Panganiban, 2009). This background could be divided into several factors such as students' gender, families, the community, academic departments and finally high-school background. Another important issue is students' academic departments. Concerning academic performance in the field of education gender problem has drew considerable attention over the years. Studies have also shown that differences in the academic performance of boys and girls may contribute to the distribution of perceptual roles (Karthigeyan & Nirmala, 2013; Begum & Phukan, 2001). The last important factor is students' academic departments. If academic departments were actually more appropriate, substantial variations between departments in the same university could be expected (Harnett & Centra, 1977).

On the other hand, although most researches concentrated on self-regulated learning (SRL) on primary, secondary and high-school learners, the SRL of university learners was little identified (Wang, Zhu, Zhen & Zhang, pp. 262-270, 2010). Therefore, what university learners do and what methods they use in order to enhance their self-regulation have not been adequately addressed. As a result, more research is necessary to better explore the use of university learners' strategy.

1.3. Statement of the Problem

The significance of learning, which allows students to be an autonomous learner and to become responsible for the acquisition of skills and qualifications with self-

directed continuous learning, has been a frequent common issue in the evolution of education (Wang & Peverly, 1986). Therefore, students need to decide their own way of walking in the cycle of learning and teaching and need to be aware of their learning process and the strategies that could be used. Students are not aware of their potential about becoming an autonomous learner, and they think that the teacher is the only power in the classroom. Consequently, Boekaerts and Niemivirta (2000) mentioned that students rely a lot on their teachers to have access to any information, to assume that students can set goals for the learning process, provide data and learning materials and to motivate them by extrinsic rewards and feedback, and to measure their performance. It is teachers in particular who take control of teaching and assess what is being taught, where, why and at what stage. Students do not even know the academic needs and objectives of their own. They are in the tendency of finding a basis for understanding the information which is carried out by the teacher. Therefore, students need to provide themselves with self-regulated strategies to achieve those academic needs and goals.

In Turkey many universities not only intend to prepare students to pass the achievement test, but also to develop self-regulatory learning strategies for students, in order to achieve their academic needs and goals and meet the demands of contemporaries for their lifelong learning. However, most-lower achievers – students who appear to get lower grades – feel unsatisfactory to organize their learning processes in English. To this point, social cognitive theorists argue that students fail to believe they can effectively use a response to self-regulation (Zimmerman, 2001), and conclude that many students are not self-regulating when they can. Often, if students are in control of learning tasks they feel less self-efficient that when handling the quality of instruction. Following their traditional training methods, students in preparatory schools at universities also have problems because their learning processes have not been regulated: they do not set academic targets or monitor their academic progression. However, informal interviews with students found that the most common problems for the students are the preparation and coordination of studies proactively. Actually, another major issue common to almost every student is also that they have no curriculum. Most of them had only few hours of study on a regular basis before the exam, which led to a failure and only the day before the exam. Consequently, they didn't understand why they struggled, although they have learned a lot. It showed that these students needed training to control their learning process. From this point of view,

one of the aims of this study is to make students aware of the learning process and its consequences, control their learning behavior, make informed decisions, and gain experience in the implementation of and management of their education. In consideration of this goal, as students employ self-regulation strategies, they are able to plan and assess the learning outcome by using effective behavioral and metacognitive strategies. Zimmerman and Schunk (2008, p. 1) states that they set better learning targets, apply more effective learning strategies properly evaluate and analyze their success, build a more efficient learning environment, request help more often when appropriate, employ time and sustain more for their academic achievement.

1.4. Purpose of the Study

This study aims at the relevance of the students' strategy use of self-regulation to become active, autonomous, and developed students in foreign language learning through its connection with academic achievement in the context of one of the Turkish private universities in a school of Foreign Languages in Mersin. The goal is, therefore, to determine whether self-regulated learning strategies contribute to students' academic achievement and as well as possible roles of factors such as their gender, departments, and high-school. To achieve these goals, the following research questions have been developed:

1. What are the perceptions of students about Self-Regulation in a university context?
2. Do students' self-regulation strategies differ according to their gender, department, and high-school background?
3. Do students' academic achievements differ according to their gender, department, and high-school background?

a) Is there a significant difference in highest-scoring, average-scoring and lowest-scoring students' academic achievement according to their gender, department and high-school background?

4. Is there a relationship between self-regulated learning strategies of students and their academic achievement in the school of Foreign Languages?
5. What are the language learning strategies that students use in order to become more self-regulated learners as well as to improve their academic achievement?

1.5. Significance of the Study

All teachers have students who do not care about their learning responsibilities. As a result of this attitude, there is an over-dependence on teachers. Accordingly, self-regulated learning may help students to change these passive attitudes by encouraging them to have more influence over the strategies used in their own language learning efforts, to change their styles and attitudes in order to succeed and to get acquainted with language achievement. Therefore, promoting students' use of SRL strategies help students both take responsibility, and control their learning process activate, change and maintain their learning practices. Secondly, this study includes the whole process of self-regulation as a cycle and consistently regulates and assesses the process, as opposed to many prior SRL research.

Third, it may add an emphasis on the study to identify research in a different context to determine the actualization of self-regulation cycle in different settings. The context of the study thus may constitute an additional contribution to the literature.

Moreover, the current research is also useful since most of the earlier SRL studies exclusively rely on correlation methods that contributed significantly to SRL comprehension, but do not provide detailed information on a particular process or on the causes of specific actions or thoughts (Abar & Loken, 2010). To overcome this gap in the literature, the research attempts not only to investigate the intensity of the strategies employed by the students, but also to investigate the causes and ways in which students apply the strategies together with the changes they made.

Finally, a new scale which is designed by Zaimoglu (2018) is used to assess learners' self-regulation. This new scale is different from other scales because the items include behavioral, cognitive and affective learning dimensions (Kızıl & Savran, 2018 as cited in Zaimoglu, 2018). In other words, students engage in their own learning process in a metacognitive, motivational and behavioral way (Zaimoglu, 2018). However, considering other studies, we notice that they try to find out the specific dimensions such as motivation (Senecal, Koestner & Vallerand, 1995), goal-setting and motivation (Matuga, 2009), self-efficacy (Lee, Lee & Bong, 2014), etc.

1.6. Limitations of the Study

The first limitation of the study is that it is not possible to generalize the study results for all Turkish language learners in universities because they are going to be

implemented only at the preparatory English School of a university and the information was obtained from a limited group of students (A1 students). Another more comprehensive research may include students from other universities and language levels (A2, B1, C1 and C2) in order to better confirm the study.

The study was conducted using various tools to collected data, including questionnaires and surveys. The researcher, therefore, used various data setting tools and, collect both quantitative data using questionnaires and qualitative data with the use of interviews. The number of participants from which qualitative information was obtained could be another constraint. 10 students were selected for interview purposes, which was a relatively manageable task for the present studies' limited processing capacity.

Finally, the findings and results as well as the assumptions could be totally different if this research will be carried out in another academic year in which multiple materials or participants would come from a different context

1.7. Definition of Key Terms

During the whole study, the following words are often used:

Social Cognitive Theory:

In 1986, Albert Bandura presents a viewpoint concerning human nature which is Social cognitive theory, and this theory concentrates on the impact of self-referential beliefs as proactive, self-reforming, non-reactive, biologically or environmentally controlled individuals (Pajares, 2003). Also, according to Bandura's (1986) Social-Cognitive Theory, people have a self-system that provides them with control over their cognitive, emotional and behavioral asserts.

Self-regulation:

Zimmerman (2008) argues that more than two decades ago "self-regulation" existed over how students took over responsibility for their own learning process, and it is defined as "a process involving self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p. 14). Also, Brown et al. (1999) define self-regulation as "the capacity to plan, guide and monitor one's behavior flexibly in the face of changing circumstances".

Self-regulated Learning:

The concept of self-regulated learning is mostly a socially-cognitive concept. Self-regulated learning refers to pragmatic or metacognitive behavior, motivation, and processing for a goal. In this concept, "students may be defined as self-regulated, so that they engage in their own learning processes meta-cognitively, motivationally, and behaviorally" (Zimmerman, 1989, p. 329). Moreover, Zimmerman (2000, p. 14) describes self-regulation as thoughts, emotions and self-generated actions, which are organized and circularly modified to the accomplishment of personal goals and in the same period. Schunk and Zimmerman (1994) call self-regulation “the cycle through which students activate, maintain and consistently target cognitions, attitudes, and influences.”

Self-regulated Learning Strategies:

Pintrich and De Groot (1990) claim that to become self-regulated learners in this self-regulation based learning, they must gain the knowledge and skills to choose and apply behavioral, metacognitive and cognitive strategies. Moreover, students’ use of SRL strategies is very important according to Bandura (1986). In consideration of his view, strategy implementations provide a learner with valuable knowledge about self-regulation.

Academic Achievement:

In language learning, achievement represents the evaluation and self-assessment of students. According to Good (1973), the term ' achievement ' is represented as performance accomplishment or ability in a particular skill or knowledge. It also refers to the competence and abilities that have been established and gained in school subjects. Academic achievement, therefore, reflects the acquisition of knowledge and skills in the school subjects, which are usually referred to by test results.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter seeks to provide theoretical framework and a literature review with regard to self-regulated learning and academic achievement. The following sections respectively demonstrate social cognitive theory, self-regulated learning, self-regulated learning strategies, self-regulated learners, academic achievement and the assessment of academic self-regulation in order to indicate the relationship between learners' self-regulated learning strategies and their academic achievement.

2.2. Social Cognitive Theory

The definition of learning is constantly changing. Lachman (1997) stated that learning is a shift in the actions of many textbook concepts that are dependent on experience. This is a very basic functional definition of learning because learning is viewed as a function that maps behavioral experience (Houwer, Barnes-Holmes & Moors, 2013). The definition of learning seems to be evolving in a variety of ways. There are different concepts about what students need to learn as well as an increase in information and knowledge. As a result, the perceptions about what a learner should learn are changing. As for the various meanings of this term, different theories of learning have been evolved with the changing concepts. According to Brown (2007), researchers proposed various theories of investigation on the basis of psychological methods, including Pavlov and Skinner's behavioral method, Ausubel's cognitive theory, Piaget, Vygotsky's constructivist theory, Roger, and other theories.

Unlike behavioral concepts, which underestimate self-learning processes, researchers in social learning theory as Bandura and Walters respect individuals and self-processes. In 1986, Albert Bandura presents a viewpoint concerning human nature, i.e., Social cognitive theory, concentrating on the impact of self-referential beliefs as proactive, self-reforming, non-reactive, biologically or environmentally controlled individuals (Pajares, 2003). Therefore, individuals have a controlled self-system that has an impact on not only behavioral but also cognitive and emotional concepts.

Accordingly to Bandura's (1986) Social-Cognitive Theory, people have a self-system that provides them with control over their cognitive, emotional and behavioral asserts. Bandura (1989) mentions that many essential capabilities of individuals are defined as:

1. Symbolic capability: Not only direct, but also indirect events are affected by people. The human being is able to perceive events conveyed in messages symbolically, develop potential solutions and evaluate the expected results, rather than merely learn through tedious trial-and-error processes.
2. Vicarious capability: A critical capability of human beings is the capacity to use information-communicated skills and knowledge through a wide range of press. Individuals may gain insights into their behavior by studying certain acts and their effects vicariously. Vicarious capabilities are very important for human cognitive development today, where most of our life information mostly comes more from mass media than trial and misunderstanding processes.
3. Forethought capability: It is the ability of people to predict the results of certain measures.
4. Self-regulatory capability: Individuals should control themselves by their own desires and actions. Auto sufficiency control is based on both negative and positive feedback systems which include eliminating inconsistencies and generating inconsistencies. This means that persons motivate and lead their actions actively by setting challenging targets and then trying to achieve them. This allows people to acquire skills.
5. Self-reflective capability: Human beings can investigate their own thoughts and actions, which are identified as another characteristic of humans. Through an inactive, different, social or logical verification of the adequacy and solidity of their thoughts, people can create new ideas, adapt their thoughts, and take actions accordingly.

Based on this, social cognitive theory claims that people are involved and can influence the outcomes of their behaviors. Human intervention refers to a dynamic interplay between personal, environmental and behavioral variables in Bandura's social cognitive theory (1986). Bandura describes the key concepts of this theory through a scheme of triadic collective origin. The paradigm shows that three variables – social,

behavioral and environmental-influence the occurrence of an observed behavior through experience.

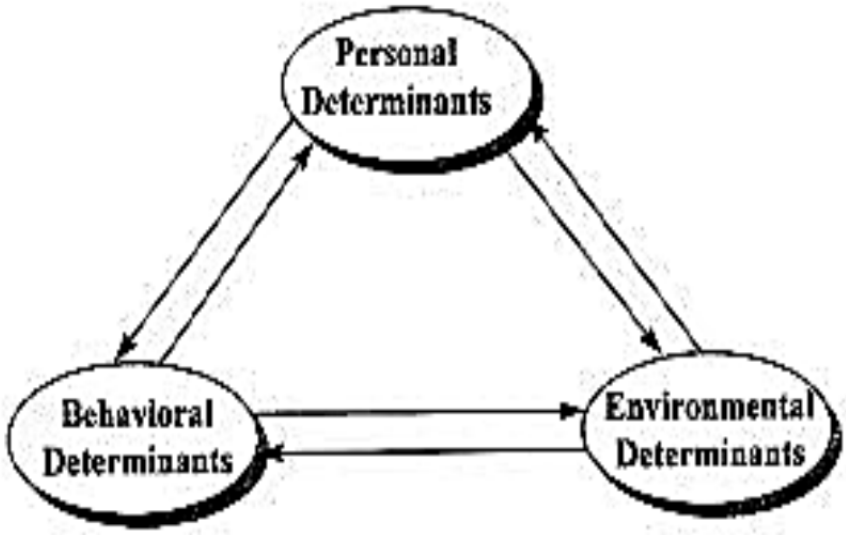

Figure 1. Determinants of Triadic Reciprocality in Social Cognitive Theory *(Bandura, 1989)*

Bandura (1986) hypothesized that a) the personal efforts to self-regulate, (b) the outcomes of behavioral success and (c) environmental changes can modify the relative strength and temporal structure of reciprocal causation of social, environmental or behavioral factors. He also asserted that "emphasis on the microanalysis of interactive processes is made on how personal factors affect actions and circumstances; hence, a study of such factors as well as their interaction requires an understanding of each field of intentions" (1986, p. 28).

The social cognitive theory (SCT) has been used for years to establish new self-regulated learning conceptions as somewhat of a conceptual framework (Zimmerman, 1989; Schunk, 1989; Bandura, 1991; Zimmerman, 1995; Martin, 2004; Zito, Adkins, Gavins, Harris & Graham, 2006). Therefore, triadic reciprocal causation (TRC) has been an important aspect of this evolving paradigm. According to social cognitive theories, self-regulated learning is not strictly dependent on personal mechanisms, (since social learning researchers mark themselves now); these systems are believed to be reciprocally affected by environment and behavior events (Zimmerman, 1989). This three-way view of processing suggests that researchers who want to consider self-

regulated learning need to be aware of the effects of situational and personal interaction differences (Zimmerman, 1989). According to Bandura (1997, p. 6), individuals become the product and creator of their own contexts and social systems because of the triadic mutual mechanism, which is the bilateral flow between personal, environmental and behavioral factors. Therefore, these factors do not occur simultaneously, but they influence each other. That is to say, while the feelings and emotional reactions are influenced by learners' actions, these behaviours are decided by their perceptions, values, and aims. Environmental factors also affect the perceptions, goals, and competences of people and societies. Figure 2 provides a triadic example of environmental self-regulation. A constructive use by the student of an environmental modification strategy involves a physical series of space changing responses such as noise reduction, proper lighting and planning an area for learning. This would be transmitted by an external cycle. Although learning techniques may be implemented from the context (i.e. through training) as per this definition, they would not be self-regulated if they were not guided by main individual systems (Zimmerman, 1989).

Self-regulated Learning (SRL) is a situation-specific topic from a socio-cognitive point of view. For this reason, students' autonomous skills and strategies can differ dramatically from task to task and domain to domain. Consequently, teachers have an essential role in this situation-specific environment especially being conscious of their learners' autonomous skills. The value of social contexts and learning for the development of (a) modeling, (b) directed training experiences and (c) instrumental guidance have been emphasized by Schunk (2001) and Zimmerman (2000). Through this social guidance, students develop skills for their assignment, components, and contexts and thus become independent learners.

The researchers for education have encouraged research into SRL over the years with several special subjects such as academic study, metacognition, concepts of SRL, positive effects on education and social factors. Moreover, numerous articles on SRL-related topics have been written by the educational researchers. The wide range of subjects such as phenomenological aspects of SRL (McCombs & Marzano, 1990), social regulation (Bandura, 1991), social and cultural effects in SRL (Boekaerts, 1997; Pressley, 1995), individual cognitive progress (Ferrari and Mahaleingam, 1998), and academic performance in SRL (Zimmerman, 1989; Pintrich & DeGroot, 1990) were investigated. The diversity of the SRL-related subjects shows how many aspects of

education and development are interconnected (Paris & Newman, 1990; Pintrich & DeGroot, 1990).

This section gives details about the structure of self-regulation, which is at the center of social cognitive theory and key signature of academic achievement.

2.3. **The Concept of Self-regulated Learning**

The transition from behavioral to cognitive psychology places greater responsibility on learners for their study; thus learners' responsibility has become the most essential concept in the current area of educational research due to self-regulated learning (Chen, 2002). In this cognitive concept of self-regulated learning, cognition and attitude of self-regulation is an essential aspect of student success and academic achievement in a classroom setting (Corno & Mandinach, 1983). The focus of education analysis is shifted from learning skills and learning environments as fixed institutions to the auto-initiated student processes for improving the methods and learning environments by a self-regulated learning perspective along with a socially-cognitive concept (Zimmerman, 2001).

The concept of self-regulated learning is mostly a socially-cognitive concept. However, there are numerous self-regulated learning concepts. One of these self-regulated learning concepts is self-regulated learning, which refers to pragmatic or metacognitive behavior, motivation, and processing for a goal. In this concept, "students may be defined as self-regulated, so that they engage in their own learning processes meta-cognitively, motivationally, and behaviorally" (Zimmerman, 1989, p. 329). Moreover, Zimmerman (2000, p. 14) describes self-regulation as thoughts, emotions and self-generated actions, which are organized and circularly modified to the accomplishment of personal goals and in the same way, Schunk and Zimmerman (1994) call self-regulation the cycle through which students activate, maintain and consistently target cognitions, attitudes, and influences. The concepts suggest that self-regulation is based upon personal beliefs and active responses and specific performance conditions that facilitate self-regulation just as in Bandura's reciprocal causation. According to Zimmerman (2000), such adjustments are required for learning and performing continuously to modify personal, behavioral and environmental elements. Accordingly, self-regulation system is a dynamic cycle in a socially-cognitive concept. The figure 2 below indicates the triadic configuration of self-regulation which is related to social cognitive theory.

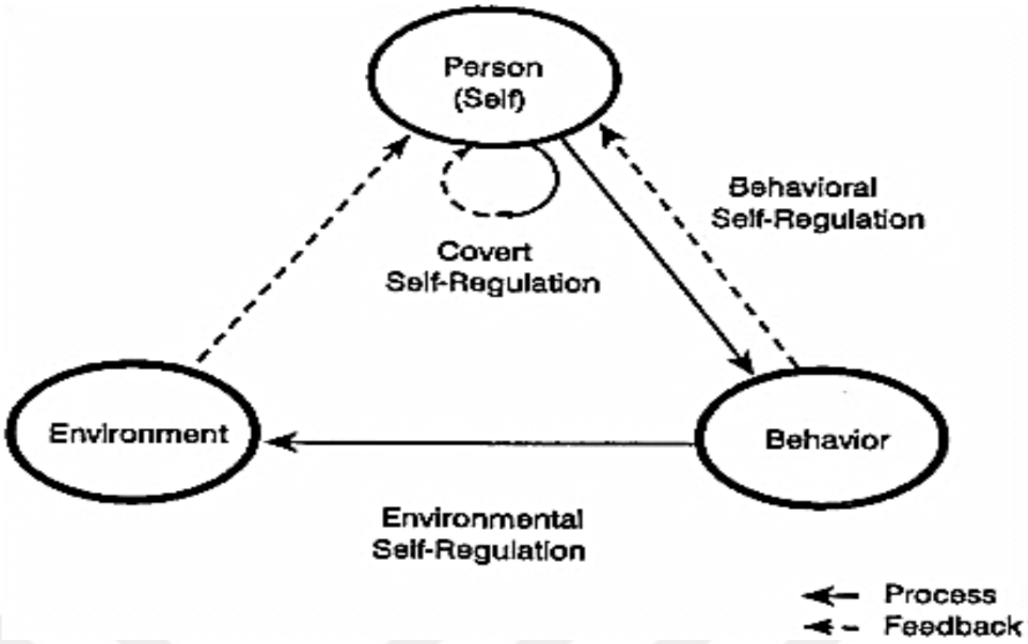

Figure 2. A Social Cognitive View of Self-regulation *(Zimmerman, 1989; cited in Zimmerman, 2000; p. 15)*

Self-regulation is a social process that includes relational and intrapersonal sub-processes including perception, motivation, behavior, and affectivity strategies, and they are all important as integral attributes of individuals. Its role in human cognitive functioning is therefore indispensable in order to overcome the challenges, endeavor for the desired results and achieve achievements on the thorny paths of learners who are agents.

2.4. The Components and Phases of Self-regulation

When the styles and elements of self-regulation are implicated, Forgas, Baumeister, and Tice (2009) indicate that learners want to regulate five patterns. These patterns lead to five essential forms of self-regulation which are cognitive processes, affective processes, behavioral processes, motivational processes, and regulation of performance. As shown in Figure 2, the core of self-regulation, which requires certain components to achieve its function, is not only performance but also cognitive, affective, behavioral and motivational processes.

Therefore, Zimmerman (2000) has developed an important concept of self-regulated learning whereby three "cyclical" stages are involved in SRL (see Figure 3).

TABLE 1 Phase Structure and Subprocesses of Self-Regulation

Cyclical self-regulatory phases		
Forethought	**Performance/volitional control**	**Self-reflection**
Task analysis Goal setting Strategic planning	Self-control Self-instruction Imagery Attention focusing Task strategies	Self-judgment Self-evaluation Causal attribution
Self-motivation beliefs Self-efficacy Outcome expectations Intrinsic interest/value Goal orientation	Self-observation Self-recording Self-experimentation	Self-reaction Self-satisfaction/affect Adaptive-defensive

Figure 3. Cyclical phases and sub-processes of self-regulated learning *(Zimmerman, 2000)*

With the most recent update by Zimmerman and Moylan (2009), this original model was updated over time, with more capacities in the self-control component of SRL (see Figure 4).

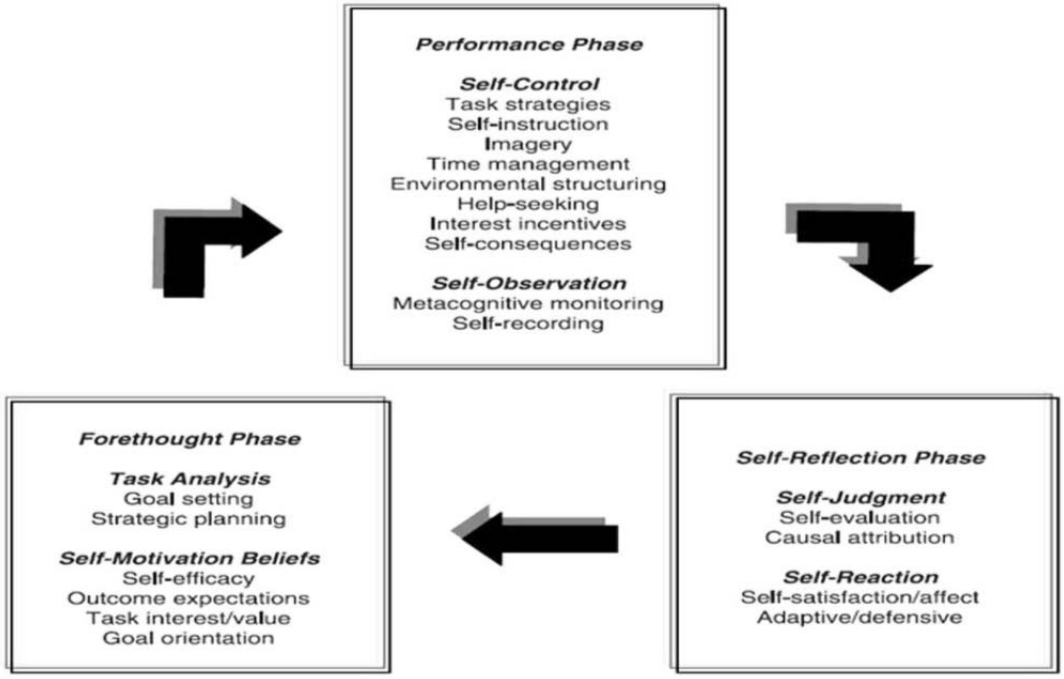

Figure 4. Present cyclic process template model *(Zimmerman & Moylan 2009).*

In the first phase, called forethought, students schedule their time and effort and evaluate themselves according to their mission and context expectations. It includes analyzing the tasks, designing and activating learning through self-consciousness and control of the underlying motive. In the second phase of the performance, they either increase or decrease their commitment, or continue, leave or ask for assistance. Students are aware of their plan, practice, feelings, and desires and controlling their attitude and learning approaches to stay on track to achieve their objectives and, if necessary to change their aim according to changing circumstances to ensure and retain their emphasis on their planned outcomes. According to Zimmerman and Paulsen (1995) in conjunction with the self-control processes, individuals who pursue their performance, the conditions that surround it and create influential in the self-observation phase, which includes self-registration and metacognitive supervising. They assess the mission and meaning in the final phase of self-reflection within the framework of their chosen actions. This involves the measurement and analysis of the student performance based on the goals and approaches chosen at the time against those criteria defined in the forethought process (Zimmerman & Paulsen, 1995).

Moreover, according to Zimmerman and Schunk (2011), there are three components which are self-observation (self-monitoring), self-judgment and self-reaction (self-reflection) overall by means of these processes. Self-observations include monitoring different conceptual characteristics including personal conduct. Self-judgments apply to personal performance correlations with self-standards and environment. Self-reactions are connected to motivating and behavioral assumptions that students derive as self-efficacy from the results of their performance. Self-reactions may induce self-observation changes or self-assessments during the learning process. Zimmerman and Schunk (2011), therefore, define that these changes in this field lead to the development of new self-regulation cycles.

2.5. The Models of Self-regulation

Self-regulation is also implemented to improve learning in certain models. The models proposed in this respect are explained in the following terms by two prominent self-regulation researchers, Pintrich (2000) and Zimmerman (2000).

Pintrich's (2000) Self-Regulated Learning Model

In order to establish a general framework, Pintrich (2000), composes a certain model of self-regulated learning. Pintrich (2000, p. 452) claims that while a variety of self-regulating learning models exist, these slightly different models have a number of basic assumptions and in a broad framework, they synthesize the work of several self-regulation theories. There are four stages of self-regulation in this sense, which include forethought, planning, and activation; monitoring, control; reaction and reflection (see Table 1). According to Pintrich (2000), in Phase one, the learner participates in processes such as developing task perceptions, including task requirements and activating his / her previous competence and experience. The learner engages in metacognitive monitoring processes in Phase two which is monitoring. Phase three allows students to pick and execute effective cognitive methods for the assignment. Lastly, in Phase four, the participant must review his / her project performance, analyze his / her strengths and shortcomings and focus on the efficacy of his / her mental and motivational techniques.

Table 1. Pintrich's phases of self-regulated learning *(Pintrich, 2000)*

Areas for self-direction	Phase 1: Planning, forethought	Phase 2: Monitoring	Phase 3: Control	Phase 4: Reaction and Reflection
Cognition	Target goal setting. Prior content knowledge activation. Metacognitive knowledge activation.	Metacognitive awareness and monitoring of cognition.	Selection and adaptation of cognitive strategies for learning, thinking.	Cognitive judgments. Attributions.
Motivation/Affect	Goal orientation adoption. Efficacy judgments. Perceptions of task difficulty. Task value activation. Interest activation.	Awareness and monitoring of motivation and affect.	Selection and adaptation of strategies for managing, motivation, and affect.	Affective reactions. Attributions.
Behavior	Time and effort planning. Planning for self-observation of behavior.	Awareness and monitoring of effort, time use, need for help. Self-observation of behavior.	Increase/decrease effort. Persist, give up. Help-seeking behavior.	Choice behavior.

Zimmerman's (2000) Social Cognitive View of Self-Regulated Learning Model

According to the triadic paradigm of Bandura (1986), the social cognitive viewpoint of self-regulated learning (Zimmerman, 1989) considers self-regulation to be the interplay of person, behavior, and environment. Zimmerman (2000) suggests that processes of self-regulation take place across three phases that are social cognitive perspective, forethought, performance, and processes of self-regulation. This cyclical phase is indicated in Figure 6 and phases are defined below:

Figure 5. The cyclical model of Self-Regulated Learning *(Zimmerman, 2000).*

1. Before actual performance, forethought takes place and includes important processes that constitute the stage for interventions.
2. Performance refers to learning processes that influence attention, motivation, action and learning.
3. Self-reflection takes place after success and consists of processes that affect one's responses. Such self-reflections affect the expectation of future actions, which create a cycle of self-regulation.

Furthermore, it is important to say that the social and physical environment, according to this self-regulation model, is regarded as a resource for improving the self-regulation phases. As shown in this, triadic viewpoint self-regulated learning students

who fail to use social and physical tools are less successful in self-regulation. (Ross et. al,2003).

2.6. Self-Regulatory Process and Self-Regulated Learning Strategies

Zimmerman (1989, p. 4) states that self-regulated students "are actors in their own learning activities with a metacognitive, motivating and emotional approach". Accordingly, regulation-based learning reflects the fact that students are thinking about themselves and their own skills and how they handle their desired task (Zimmerman, 1998) so that they can be independent students, would manage their own learning process and choose appropriate strategies for achieving their own objectives. Pintrich and De Groot (1990) claim that to be self-regulated learners in this self-regulation based learning, they must gain the knowledge and skills to choose and apply behavioral, metacognitive and cognitive strategies. Moreover, students' use of SRL strategiesis very important according to Bandura (1986). In consideration of his view, strategy implementations provide a learner with valuable knowledge about self-regulation. Therefore, in particular, it is extremely important for learners to understand the learning knowledge and skills of the language process as they can successfully handle their language learning process. Many students use regulatory processes at a certain stage. However, autonomous learners are distinguished not only by their understanding of the tactical relationships between regulatory processes and learning outcomes, but also their use of these strategies to achieve their educational goals (Zimmerman, 1990). It may be said that the more learners become autonomous, the more they are capable of learning (Cotterall, 2000). Additionally, according to Lee (2002), SRL strategies can also improve confidence and self-esteem. Disregarding learning strategies may prevent students from creating new strategies for learning.

A variety of strategies have been tested in various universities and labs worldwide, including metacognitive, psychological and behavioral models (Simons & Beukhof, 1987; Weinstein & Mayer, 1986; Zimmerman, 1989). Moderators have been actively involved in the research on strategy training and outline their findings and their consequences in their studies including self-education, oral elaboration, text interpretation, goal setting, and self-recording. Therefore, their research indicates that the self-regulation of students plays an important role in their academic learning.

Moreover, Zimmerman and Martinez- Pons (1986) focus on interviews with students on self-regulated strategies in a number of common learning contexts in comparison to classroom education studies, which have so far led to research into self-regulated learning. They observed that the use of 14 kinds of self-regulated learning strategies by students was strongly associated with their success (see Table 2).

Table 2.

Self-Regulated Learning Strategies (Adapted from Zimmerman & Martinez-Pons, 1986)

Category of strategy	Definition
1. Self-evaluation	Statements indicating student-initiated evaluations of the quality or progress of their work
2. Organizing and transforming	Statements indicating student-initiated overt or covert rearrangement of instructional materials to improve learning
3. Goal-setting and planning	Statements indicating student setting of educational goals or subgoals and planning for sequencing, timing, and completing activities related to those goals
4. Seeking information	Statements indicating student-initiated efforts to secure further task information from non-social sources when undertaking an assignment
5. Keeping records and monitoring	Statements indicating student-initiated efforts to record events or results
6. Environmental structuring	Statements indicating student-initiated efforts to select or arrange the physical setting to make learning easier
7. Self-consequences	Statements indicating student arrangement or imagination of rewards or punishment for success or failure
8. Rehearsing and memorizing	Statements indicating student-initiated efforts to memorize material by overt or

	covert practice
9-11. Seeking social assistance	Statements indicating student-initiated efforts to solicit help from peers, teachers, and adults
12-14. Reviewing records	Statements indicating student-initiated efforts to reread notes, textbooks, or access other multimedia/ internet resources to prepare for class or further testing
15. Other	Statements indicating learning behavior that is initiated by other persons such as teachers or parents, and all unclear verbal responses

On the basis of the proposed triadic model, the effectiveness of each of these 14 self-regulated learning strategies described in Table 2. The goal of each approach is to facilitate the self-regulation of students in (a) their personal behavior, (b) their academic performance and (c) their learning environment. The strategies that coordinate, organize, investigate and memorize, as well as set and schedule objectives are based on directly self-regulatory success. The strategies to structure the environment, seek information, review and seek help are designed to optimize the immediate learning environment for the students (Zimmerman, 1989).

Eventually, they approach their pre-set goals by using strategies that produce cognitive, affective and behavioral results (Zimmerman 1995). By using the method of observing and evaluating their academic experiences, students receive an ongoing review. It helps to provide them with relevant information to reconsider those tasks and the strategy they must follow through their involvement in their activities.

2.7. The Characteristics of Self-Regulated Learners

Zimmerman, Bonner, and Kovach (1996) argue that academic self-regulation is about self-generated perceptions, emotions, and behaviors. Therefore, Zimmerman (2001) indicates self-regulated learners need to be active participants in their process of learning from the metacognitive to the emotional and psychological point of view to

achieve their academic goals. As far as this self-regulated learner concept is concerned, it can be said self-regulatory research has an impact on learner achievement in academic life. Studies show the characteristics of self-regulated learners in a short list of required features (Corno, 2001; Winne, 1995; Zimmerman, 2001; Zimmerman, 1990; Montalvo & Torres, 2004; Ertmer & Newby, 1996):

1. They have four forms of information needed to successfully conduct learning: self-knowledge; knowledge of the assigned learning tasks and environments; knowledge of different learning strategies; and knowledge of the contents of the learning tasks. Glaser (1984) claims that a level of interpretation and comprehension in these cases varies from the information framework. Additionally, they have procedural and situational knowledge, which is how, when and why their knowledge should be used in a specific context.
2. They are organizing and monitoring the time and effort to be expended on work and they can develop and coordinate desirable conditions. For example, they look for research and support from teachers and classmates in circumstances of difficulty (Corno, 2001; Winne, 1995; Zimmerman, 2001).
3. They do not just have motivational beliefs and adaptive feelings such as self-effectiveness, learning objectives, positive feelings about learning, but they also control and change these feelings to make them easier to learn (Montalvo & Torres, 2004). They have a positive ambition and inherent self-motivation to use and regulate their cognition and commitment in learning strategies. They are more responsible than others for their outcomes (Zimmerman, 1990).
4. Students engage in control and regulation of the education and class atmosphere. They can strive to prevent all types of distractors, both internally and externally to maintain concentration, motivation, and dedication during the course (Montalvo & Torres, 2004).
5. The self-regulated learning cycle is effective through reflection (Ertmer & Newby, 1996). Therefore, students need to be reflective. In the light of the grounds behind it and of the additional conclusions to which it is directed, reflection "…is, according to Dewey (1933, p.9), an active, persistent, and careful consideration of any belief or supposed form of knowledge". Self-regulated students continuously concentrate on the overarching process of learning and adapt between previous, continuing and future learning practices.

Moreover, Zimmerman (1998) asserts that the methods and personal beliefs of the students are somewhat different. Naive learners differ from qualified and competent students in the self-regulatory phase processes (see Table 3).

Table 3.

Naïve and skillful learners ' self-regulatory sub-processes (Zimmerman, 1998, p. 6)

SELF-REGULATORY PHASES	**CLASSES OF SELF-REGULATED LEARNERS**	
	Naïve Self-Regulators	**Skillful Self-Regulators**
Forethought	* Nonspecific distal goals * Performance goal orientation * Low self-efficacy * Disinterested	* Specific hierarchical goals * Learning goal orientation * High self-efficacy * Intrinsically interested
Performance / Volitional Control	* Unfocused plan * Self-handicapping strategies * Outcome self-monitoring	* Focused on performance * Self-instruction/Imagery * Process self-monitoring
Self-Reflection	* Avoid self-evaluation * Ability attributions * Negative self-reactions * Non-adaptive inferences	* Seek self-evaluation *Strategy/practice attributions * Positive self-reactions * Adaptive inferences

Consequently, attributes applied to self-regulating learners are similar to those assigned to high-performance learners with high capacity, as opposed to low-performing learners with a lack of the features of self-regulated learners (Zimmerman, 1998). Compared to low-level students, high-level students set more specific learning goals, use more learning strategies, assess their learning improvement more often and systematically adapt their efforts to learning results. Such high-level students have strong self-efficacy, and feel responsible for controlling the process of learning in relation to the self-regulation processes employed.

Furthermore, it is not possible to say that low-level learners are not self-regulating. All learners can improve their level of learning and performance control with appropriate training in these dimensions. According to Zimmerman, Bonner and Kovach (1996), as a successful achiever, students can take an auto-regulatory phase which is designed to enhance performance and their knowledge of, or influence on the learning process.

To sum up, according to Montalvo and Torres (2004), self-regulated students are seen as agents of their behavior, as well as who have self-motivation and techniques that provide them with the necessary outcomes of learning.

2.8. Academic Achievement

In language learning, achievement represents the evaluation and self-assessment of students. According to Good (1973), the term 'achievement' is represented as performance accomplishment or ability in a particular skill or knowledge. It also refers to the competence and abilities that have been established and gained in school subjects. Academic achievement, therefore, reflects the acquisition of knowledge and skills in the school subjects, which are usually referred to by test results.

In a highly competitive education environment, academic achievement has been a predictor of student's potential and one of the key objectives of the learning process. It is defined as how much a learner gains from education in a particular field. Therefore, Othman (2011) states that academic achievement is known as one of the major elements of education since academic achievement is the best way to measure one's overall ability and skills. However, each individual's performance is not the same. Diversity and diffusion arise a lot between the students. While measuring students' overall abilities and skills, there are different factors that can affect their academic performance such as

intelligence, interests, creativity, self-study, self-concept, socio-economic factors, context etc. Along with these factors, gender is one of the factors that can affect students' academic achievement. The concern over females' failure to achieve academic success has received attention in gender differences in academic performance (Wentzel, 1988). Although the education rate is higher in males than females, it is important to remember, in nearly all academic exams, females are better than males. Other important factor that can affect students' achievement is their education background. It is important to create the data base including the diverse high-school backgrounds of the students (Panganiban, 2009). The other factor for this study is the effect of students' academic departments on their academic achievement. Given the importance of the academic departments and in particular in relation to their impact on students, and further observing that the departments within the same institution can display diversity of characteristics, little attention has been devoted to the issue of how much impact these departments have on students (Harnett & Centra, 1977). Therefore, it is also important to consider the academic departments.

Moreover, academic achievement in our culture is viewed as a primary criterion for assessing our potential and ability. Therefore, it plays an extremely important role in education and the learning process.

2.9. Self-Regulation Strategies and Academic Achievement

Several researchers have sought to study the personal attributes of effective students and psychology mechanisms of their academic learning and performance (Zimmerman & Pons, 1986; Zimmerman, 1990; Pintrich & De Groot, 1990; Bandura, 1991; Zimmerman & Schunk, 2001). According to the results of these studies, one of the extraordinary successes has to do with implementing self-regulated learning programs that achieve success (Zimmerman, 1990; Pintrich & De Groot, 1990). There are many studies that show the thriving correlation between self-regulated learning and academic achievement:

Pintrich and De Groot (1990) consider the motivating factors that lead to self-regulation and performance.

In a constructed interview, Zimmerman and Martinez Pons (1986) evaluate self-regulated learning strategies used by students in their learning procedures. They

observed a strong correlation between self-regulated learning strategies and high academic achievement throughout the study.

The results obtained from Garcia and Pintrich (1991) indicate that intrinsic motivation and self-efficacy have positive effects on self-regulated learning and academic achievements.

To sum up, self-regulated academic achievement learning models are distinct from other scientific and educative perspectives. Students learn and achieve academically under research and theories about significant self-regulatory processes. The emphasis must be on all three dimensions: metacognition, motivation and behavior for self-regulated learning in learners.

In addition, the investigation into the connections between self-regulated learning and academic performance can be divided into two categories: the relationship between self-regulated learning characteristics and academic performance, and teaching self-regulated learning strategies to improve academic achievement. At a time when students are often unwilling and unable to emphasize on the three dimensions that are metacognition, motivation, and behavior to achieve academic self-regulation , educators are in need of teaching approaches that provide guidance and insight into self-regulatory learning processes (Zimmerman, 1990).

2.10. The Assessment of Academic Self-Regulation

Self-regulation is a basic building block for education in terms of learning, decision making, problem-solving and management of resources in education. Self-regulated learning and learning activities like the other learning processes and outcomes should be properly measured, as evaluation is an important factor in achievement and development (Heo, 1998) as a consequence of this critical concept for education. Therefore, it is important to measure academic self-regulation. To assess academic self-regulation, many researchers describe measurement techniques for self-regulated learning (SRL):

Cleary, Callan and Zimmerman (2012) describe six categories of measurement including self-report questionnaires, interviews, think aloud protocols, direct observations, behavioral traces, and self-report scales which are able to validly assess self-regulation.

Bookaerts and Corno (2005) describe eight main types of measuring methodologies for self-regulated learning (SRL) research, including self-reporting surveys, observations of active behavior, interviews, protocols of thinking, mental event and process traces, manipulation of situations, student strategies recording and student diaries.

Perry (2002) indicates that SRL inquiries have been focused primarily on approaches used to assess students'' self-reports of behavior applied through general environments and contexts, using questionnaire methods that correspond to quantitative parameters. However, many of the quantitative appraisals has brought in critical problems with the analysis of the school environment, such as lack of data on evolving or innovative education, inconsistency, and a limited number of training goals, and insufficiency for evaluating thinking skills and coping strategies (Reeves & Okey, 1996; Stinggins, Griswold and Wikelund, 1989; Weinstein & Stone, 1993).

Therefore, in conclusion, qualitative methods should also be relevant. Such methods are important as they research content and learning environments and promote education in classrooms. In this regard, Perry (2002) states both quantitative and qualitative methods are therefore needed to accurately measure academic self-regulation.

2.11. Related Studies Conducted in the Field

Many studies have given importance to the different aspects of self-regulated learning strategies and their impact on the academic achievement of students.

These studies on self-regulated learning strategies (SRLS) have attempted to establish whether academic achievement is related to the SRLS. Alotaibi, Tohmaz and Jabak (2017) carried out a study with 356 community college students at King Saudi University (KSU) in Riyadh. They applied descriptive statistics and correlation coefficients among SRL constructs and students' academic performance in English language and mathematics. As a result of this, while students' goal setting and planning as an SRL component had the lowest mean value and rehearsal and memorization had the highest mean value, they found that goal setting and planning had the highest correlation coefficients with academic performance. The results showed that all coefficients of correlation between SRL and English-language and mathematical scores were relevant and positive, and thus positive correlations were established among SRL

structures and academic performance in English and mathematics. In another study conducted by Zimmerman and Martinez-Pons (1988), the association between SRL and high school students' SRLS and the success witnessed by their teachers was explored. Results demonstrated a link between teachers ' ratings with students ' comments on their use of SRLS. The SRLS, organizational and self-reflection strategies were the ones most closely linked to the rankings of teachers. Therefore, Zimmerman and Martinez-Pons (1988) states that good self-regulated students use SRLS to carry out their school activities. Tukur (2019) conducted a study with students of Colleges of Education in Zamfara state for 2014/2015 academic session and they collected the data with the help of a questionnaire developed by Magno (2010) comprising of two sections. The results of this research revealed that there is a significant correlation between self-evaluation and self-reflection with academic success.

In addition, Abu Bakar, Shuaibu and Abu Bakar (2017) conducted a study among 364 students of the Universiti Sultan Zainal Abidin which showed a strong correlation to self-regulated learning. The researchers used a questionnaire as a data collection method to gather the necessary knowledge from the questioned individuals about self-regulated learning. Study results reveal that there is a strong positive correlation among UniSZA undergraduate students between self-regulated learning and academic achievement. That is because all the examined factors showed a positive correlation. Another study carried out in Teheran, Iran with 82 high school learners, by Abbasnasab Sardareh, Mohd Saad, and Boroomand (2012) concluded that self-regulated learning strategies are substantially related to academic achievement. The data were collected with a questionnaire and a teacher made pre-university test. The contrast of males and females with their academic results indicated that although the mean of the females was 17.28 and the mean of the males was 15.30, no major difference occured. It indicated that male students were more diverse than female students. The results showed that the use of SRL approaches is correlated positively to academic performance of students. Nonetheless, taking the second research question, that of whether there is any significant difference in the use of SRL strategies between male and female students, there was no significant difference between them.

There was also a study conducted by Inan (2013) in a public university in Turkey with 240 freshmen students. Turan (2009), who adapted the scale to the Turkish university by translating it and performing appropriate validity and reliability statistical analyses, was used to draw on a questionnaire that is Self- Regulated Learning Scale

used in this research. Also, an interview was implemented as a qualitative data in this study. The results showed that the three dimensions of self-regulated learning strategies and the participants ' GPA scores were correlated strongly positive. The strongest relation of motivation and behavior for learning and GPAs was identified. The qualitative research carried out showed that the top five factors for achievement are highly interested in the field by active students, having a high level of motivation, designing time schedules carefully and accomplishing specific aims. On the opposite they had little interest in the field and do not like the Department of English Language Teaching. In difficult situations or failures, they frequently gave up trying and made poor time management plans (Inan, 2013).

A number of studies have been carried out on self-regulated learning strategies and academic achievement around the world and most have a quantitative research and use questionnaires to collect data from students apart from Inan's (2013) research in a Turkish context. Qualitative research is therefore necessary to identify the strategies that are used by students and to understand more about their academic achievements in order to take into account contextual factors and to examine them more closely (Tomak, 2017).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This section consists of research design, context and participant, data collection, the test procedure and ethical concerns, and data analysis parts, which outline the methodological process of this research.

3.2. Research Design

Since it is necessary to choose a suitable design for this study, a mixed-method study which includes both quantitative research methods and qualitative research methods were adopted in this study. To conduct reliable and valid research in this field, several ways can be followed. Ellis (2012) acquires that descriptive research seeks to explain the processes in classes with qualitative or quantitative methods (as cited in Gao, 2016). Dörnyei (2007, p. 163) describes the development of mixed methods as "involving the compilation or evaluation in a single study of both quantitative and qualitative data, in a few stages of a research process, by combining both approaches." However, most researchers find quantitative analysis to be "systematic, rigorous, focused and tightly controlled, with accurate measurement and the collection of valid and measurable information that is generally available in other contexts" (Dörnyei, 2007, p. 34). Moreover, Kumar (2011) pointed out that quantitative experiments are used to analyze in details the attitudes and interactions of a fixed set of different variables. A structured and comprehensive study that yields accurate results is desired and should be applied in this area. Thus a method of survey was selected and used in the study to carry out and accomplish quantitative research. While quantitative research focuses more on the correlational cooperation between the different research variables, qualitative research focuses more on all factors that influence the study results. The data to be taken into account during quantitative research are therefore more limited while the qualitative research data is complex and comprehensive, which enables the study to be more detailed. Duff (2002) demonstrates that qualitative research emphasizes the search for contextual, naturalistic, holistic understanding and interpretations of phenomena that are presented in particular contexts. Additionally, survey, correlation, t-

test, and interview were maintained while the study goals were taken into account. Accordingly, in this mixed-method study, survey research method was used because a questionnaire which evaluated students' use of self-regulated learning strategies was offered to students who started their language learning from A1 level consequently after three months when the academic term started. Furthermore, in the second phase of the data collection process, interviews were mentioned as qualitative data, in addition to the quantitative aspect of the data. Qualitative research allows it possible to look at variations in the real context in which they are identified (Astalin, 2013).

3.3. The Context and the Participants of this Study

The research was conducted in 2019-2020 Academic Year at Cag University, the School of Foreign Languages in Mersin, Turkey. The School of Foreign Languages seeks to provide one year of preparatory education for certain programs, including six departments with the same curriculum: Applied English and Translation, International Management, International Relations, International Finance and Banking, International Trade and Logistics, and Law departments.

This study included 274 Preparatory Class Students of six departments attending the School of Foreign Languages at Cag University in 2019-2020 Academic Years. All students who engaged in the School of Foreign Languages in 23 preparatory classes were assigned as samples of the present study to generalize the results Students' level of English was A1 (beginner), which was determined by a placement and proficiency test organized and done by the Testing Office of the department at the beginning of 2019-2020 Academic Year. Therefore, both participants' grades and language skills were close to one another and the class structures were not altered by the researcher. These students had courses such as reading and writing, listening and speaking, course book and ESP (English for Specific Purposes) course. Foreign instructors were responsible for listening, speaking and reading, writing courses of the curriculum while Turkish instructors were responsible for reading, writing and coursebook courses of the curriculum. Furthermore, all students instructed the same form, took the same tests and performed the same assignments throughout the academic year, to avoid any disparity between students and their accomplishments.

In this mixed-method study, Self-Regulation Foreign Language Learning Scale (SRFLLS) developed by Zaimoglu and Sahinkarakas (2019) (see Appendix B) used to

collect quantitative data. A single form of sampling was not used because the aim was to assess the interpretation of the population. The questionnaire was then provided in all 23 grades. The SRFLLS data set was participated by 274 students overall.

Moreover, to understand the effects of independent variables on different student groups' academic achievement, these students in this study were identified into some groups. They were classified into three different groups as the students who were highest-scoring, average-scoring and lowest-scoring.

3.4. Data Collection

The aim of this section is to display the tools used in this mixed analysis. Throughout the frame of research questions, a questionnaire; Self-Regulation Foreign Language Learning Scale (SRFLLS) (Zaimoglu,2018) and an interview that was adapted from Tomak (2017) were used to collect data. Brief details regarding the survey and interview carried out is given in the following parts.

3.4.1. Self-Regulation Foreign Language Learning Scale (SRFLLS)

Within the scope of the study, Self-Regulation Foreign Language Learning Scale (SRFLLS) (see Appendix B) was used to understand students' use of self-regulated learning strategies. The scale which was designed by Zaimoglu and consists of 25 items is an instrument "to assess how university students are aware of themselves as well as others and how they manage requirements throughout their lifetime such as improving learning capacity, setting goals, seeking help when needed, and recognizing emotions and strengths" (Zaimoglu, 2019). In regard to the language of the items, two different faculty members who had experience in their fields translated the items in Turkish (Zaimoglu, 2019). The scale includes eight subscales, namely Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting, Help-Seeking and Curiosity. Each scale includes 5 items that are scored on a five-point Likert scale. Items were scored as 5, 4, 3, 2 and 1 respectively for strongly disagree, disagree, neutral, agree, and strongly agree.

The scale for measuring the research tool, SRFLLS by way of a two-phase piloting, was applied to university students until real data was finally obtained in the academic year 2016-2017 for validity and reliability check (Zaimoglu, 2018). Following the pilot studies, the rate of internal accuracy was verified in the academic year 2017-

2018 with university students (Zaimoglu, 2018). This 25-item questionnaire was carried out with 610 university students in the academic year 2017–18 in order to validate previous results of internal accuracy. The internal accuracy check reveals that the alpha of Cronbach is .82, .77, .76, .90,,.70,.87,.73 for *Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting, Help-Seeking and Curiosity* respectively and .85 for a total of eight subscales (Zaimoglu, 2018).

There is also a step to understand the effects of gender, department of the students and type-of-high-school they graduated on the eight dimensions of SRFLLS. In order to form this influence three of them were used as the indicator and the findings were analyzed in the systemic equation model, including their impacts on self-motivation, self-discipline, emotional costs, help-seeking, goal-setting, strengths and weaknesses, self-efficacy and curiosity (Zaimoglu & Sahinkarakas, 2019).

Moreover, as mentioned before, the SRFLLS consists of 25 items. In these 25 items the Confirmatory Factor Analysis (CFA) was investigated. The factor loadings ranged from .54 to .89 (Zaimoglu, 2018) (see Figure 6). Testing of the model for this group yielded a marginally good fit as indicated by the following criteria: ($\chi 2/df = 4,17$, RMSEA = .072, CFI =.96, GFI = .93)" (Zaimoglu, 2018).

3.4.2. Interview

In addition to the surveys used to collect quantitative data, a tool was also available for the purpose of this study to collect qualitative data. The framework for the researchers to gather more information was the questionnaire. The second phase of the data collection process, therefore, concentrated on qualitative data with an interview that was adapted from Tomak (2017) (see Appendix A). The researcher formulated the interview questions according to the findings of the questionnaires that the students had done (Tomak, 2017). The questions for the interview were semi-structured. Therefore, Merriam (1998, p. 74) mentioned that this model "could allow the researcher to address the current situation, to give the respondents a new view of the future and new ideas" (as cited in Tomak, 2017). Moreover, this allows the respondents the ability to talk openly and honestly within the structure provided by the interviewer. Gall et al. (2003, p. 239) validate this by stating "there is no strictly organized model of qualitative study

since the aim is that respondents are able to convey themselves of their opinions about the topic" (as cited in Tomak, 2017).

In addition to this, the terminologies; self-regulation, self-regulated learning strategies, academic achievement and also their relations were explained to make the students have a better understanding about the phenomena. Therefore, the questions could be replied properly. Turkish meanings of these words were presented to the respondents and examples were issued. In particular, the researcher clarified all of the self-regulated learning strategies in Turkish by demonstrating the sections applicable for the questionnaire that these participants had completed before the interviews. The interview even took place in Turkish so that they could interact without any difficulty and language barriers. The students therefore had no pressure as they answered questions from the interview. The interview was performed shortly after the researcher examined the outcomes of the questionnaire, as the collection of those investigated was focused on the survey findings, which measured the students' self-regulated learning strategy use and their first term academic performance.

3.4.3. Students' Academic Achievement

Besides the scale, the end-of-semester grades of students were determined by measuring their grades throughout the academic year, in assignments, quizzes, midterms and final exams. These grades at the end-of-the-semester were used to indicate the academic achievement of students and their level of academic performance such as highest-scoring, average-scoring and lowest-scoring at preparatory school.

3.5. The Procedure of the Study and Ethical Issues

Before the data collection process, oral permission was received from the director of Preparatory School for the official and ethical operation of the study. The instructors' oral consents were also required as the procedure was performed throughout the course of class hours. The researchers also informed respondents of the nature of the research by means of a written segment at the start of the questionnaire that their answers should be used as reference material for the analysis.

The data collection process was conducted after approval by the administration and the instructors had been provided. The students had 14 quizzes (7 per term), 4 progress exams, and one final examination in the academic year of 2019-2020. Those

evaluation tools used to calculate student grades at the end-of the year in order to determine their academic performance. Before using the scale (SRFLLS), the required consents were also received from Senem Zaimoglu. Through the Self-Regulation Foreign Language Learning Scale (SRFLLS) by Zaimoglu (2018), quantitative data was obtained between 20th of December 2019 and 4th of January 2020. It took approximately 15 minutes to 30 minutes for the administration of these instruments. In accordance with class schedules, teachers were asked to assign questionnaires to their students and to pass the questionnaire according to the order in the attendance sheet to match the correlation sets and study of multiple regressions. The return number for questionnaire was 274 as certain students had been absent when the questionnaire was distributed. Moreover, qualitative data was also obtained between 15th of March and 30th of March, 2020. It took about 30 minutes and was conducted in a platform named Zoom meeting. In particular, students were certain of the privacy and confidentiality that only the researcher had access to data and that data was not used for any other objective. The interview was not piloted because in Tomak (2017) “one student was required to pilot interview questions prior to the submission of the interview. Since these questions were piloted by one university student, a different viewpoint was required, particularly from the student side. One of the students whose questionnaire responses were equivalent to the average of the study group was selected and requested to help. He accepted the request and he was asked to check if there were any complications with the interview. This first interview was held to address the issues of the interview and the procedure. Throughout the interview, the student often identified the areas that he considered the questions contradictory and ambiguous and the researcher recorded these areas so that the researcher could address and justify the weaker aspect of the interview” (Tomak, 2017). After that, the selected ten respondents from higher average to below average were interviewed. The larger number of participants in higher average spoke more than the rest. The participants under below average talked fewer than the others.

3.6. Data Analysis

The quantitative data collected through the questionnaire were processed with the Statistical Package for the Social Sciences (SPSS). During the process of adding the

data into SPSS, there were some certain missing data. In the final stage, there were 274 questionnaires to be analyzed on SPSS.

For the first research question which was to investigate students' perceptions of self-regulation, descriptive statistics like, mean values, frequency, percentage and standard deviation were applied. Independent T-test was applied to answer the second and third research questions which aim to explore the difference in students' self-regulation strategies as regards to gender and one-way ANOVA was conducted to assess whether the outcomes of two or more independent groups have statistically meaningful differences. Moreover, one-way MANOVA was used to spot on third research question to evaluate the effects of gender, high-school background and academic department on highest-scoring, average-scoring and lowest-scoring students' academic achievement. These research questions attempted to look into the difference among self-regulation strategies and academic achievement according to high-school background and departments.

Furthermore, correlational statistics were employed to answer the fourth research question aiming to explore if there is a correlation between self-regulation strategies and academic achievement. In order to see whether there exists a statistically relationship among these variables, correlational statistics were calculated.

On the other hand, qualitative data was used to answer the fifth research question. In this respect, data obtained from semi structured interview adapted from Tomak (2017) (see Appendix A) were firstly transcribed. Following this, content analysis was applied to gain better understanding of self-regulation strategies and academic achievement.

CHAPTER IV

4. RESULTS

4.1. Introduction

This chapter provides the participants with a demographic profile first. Afterwards, descriptive and inferential analyses of data obtained by means of the questionnaire were provided. Finally, the content analysis of interviews which served as a basis of qualitative data was given. The following chapter focused on the analysis of the data collected through a mixed-method research design through a questionnaire and video talk obtained through a semi-structured interview with the participants. Therefore, the chapter reported the findings of the data obtained through the data collection tools under two main sections: findings in relation to quantitative data and findings in relation to qualitative data. The quantitative data obtained from a questionnaire were analyzed with Pearson correlation, independent t-test and ANOVA. The determination of the different group was done by post-hoc analysis. Qualitative data from the student interview were subsequently analyzed by content analysis so that the appropriate categories and sub-categories for this study were identified.

4.2. Quantitative Results of the Study

4.2.1. Demographic Profiles of Students

In this analysis, demographic factors such as gender, high-school background and department were independent variables. The demographic characteristics of the students were described before the analysis of the study results. Table 4 shows the demographic background of students in the study.

Table 4.

Demographic background of students

		F	%
Gender (N=274)			
	Male	130	47.4
	Female	144	52.6
High-school Experience (N=274)			
	Science High School	4	1.5
	Anatolian High School	108	39.4
	Basic High School	56	20.4
	Regular High School	6	2.2
	College	32	11.7
	Open High School	34	12.4
	Social Sciences High School	6	2.2
	Vocational High School	12	4.4
	Second University	16	5.8
Department (N=274)			
	Law	110	40.1
	Psychology	42	15.3
	International Relations	24	8.8
	International Finance and Banking	13	4.7
	International Trade and Logistics	38	13.9
	International Management	9	3.3
	Applied English and Translation	38	13.9

Note: F= frequency, P= percentage

Considering the information in terms of participants (N=274), it was found that 130 (47.4 %) of the students involved in the study were male and 144 (52.6 %) were female. Moreover, when the high-school background of the students was taken into

account, it was found that 1.5 % (n= 4) of the students graduated from Science High School, 39.4 % (n= 108) of students graduated from Anatolian High School, 20.4 % (n= 56) of students graduated from Basic High School, 2.2 % (n= 6) of students graduated from Regular High School, 11.7 % (n= 32) of students graduated from College, 12.4 % (n= 34) of students graduated from Open High School, 2.2 % (n= 6) of students graduated from Social Sciences High School, 4.4 % (n= 12) of students graduated from Vocational High School and 5.8 % (n= 16) of students studied at university for the second time.

Last of all, while considering students' departments at university, 40.1 % (n= 110) of the students' departments were Law, 15.3 % (n= 42) of the students' departments were Psychology, 8.8 % (n= 24) of the students' departments were International Relations, 4.7 % (n= 13) of the students' departments were International Finance and Banking, 13.9 % (n= 38) of the students' departments were International Trade and Logistics, 3.3 % (n= 9) of the students' departments were International Management, 13.9 % (n= 38) of the students' departments were Applied English and Translation shown in Table 4.

4.2.2. Descriptive Statistics for Research Question

In order to answer the first research question *"What are the perceptions of students about Self-Regulation in a university context?",* it is essential to identify the scale, Self-Regulation Foreign Language Learning Scale (SRFLLS). SRFLLS is a survey intended to evaluate university students' awareness of themselves along with others and management of their demands through their lifetime including enhancing learning capacity, assigning aims, seeking assistance if necessary, and identifying emotions and strengths (Zaimoglu, 2018). To learn the efficiency and appropriateness of this scale, the reliability for the scale was found .87, which demonstrated that the items had approximately high internal consistency (Zaimoglu, 2018, p. 66). Therefore, it can be said that scale is sufficient for university students to evaluate their self-regulated learning strategies.

In order to gain a deeper insight in relation to how students at a university context make use of self-regulation strategies, descriptive statistics like, mean and standard deviation values for each item were analyzed, which was shown in Table 5. Considering this SRFLLS, there were eight dimensions which were "Curiosity", "Goal-

Setting", "Recognition of Emotions and Strengths", "Self-Efficacy", "Help-Seeking", "Self-Motivation, "Self-Discipline" and "Emotional Costs".

Table 5.

Descriptive statistics for SRFLLS

ITEMS	N	Mean	SD	Min.	Max.
1. I am curious about learning new information	274	3.26	1.25	1	5
2. I am curious about learning new languages	274	3.73	1.04	1	5
3. I am curious about everything that leads me to get a new point of view	274	4.24	0.92	1	5
4. I can recognize my own emotions	274	4.31	0.93	1	5
5. I reflect my feelings too much while learning English	274	3.08	1.32	1	5
6. I do not hesitate to reflect my feelings while learning English	274	3.47	1.22	1	5
7. I am unkind when I get angry	274	3.88	1.04	1	5
8. I know what I need to do to improve my learning	274	4.33	0.79	1	5
9. If I try, I can do even the hardest work in the class.	274	3.19	1.38	1	5
10. I have an idea of what I can do in my class	274	3.10	1.10	1	5
11. I have difficulty in expressing myself in the lesson	274	2.26	1.23	1	5
12. I am afraid when facing new situations or activities	274	2.53	1.38	1	5
13. I am scared when I do not know how to do something.	274	2.20	1.26	1	5
14. I can easily motivate myself when I feel bad	274	4.41	0.82	1	5
15. I can easily motivate myself when I fail	274	4.68	0.72	1	5
16. I can motivate myself when I face a difficult situation	274	4.43	0.82	1	5
17. I always concentrate on school subjects	274	4.21	0.90	1	5
	274	4.44	0.72	1	5
	274	3.82	0.96	1	5
	274	4.11	0.80	1	5
	274	4.30	0.87	1	5
	274	3.70	0.85	1	5

during class	274	2.90	1.20	1	5
18. I can solve the problems without hurting anyone	274	3.20	1.04	1	5
19. I do something for the things that are not going well	274	3.36	1.22	1	5
20. I overcome every difficulties to achieve my goals					
21. I shape my life in accordance with my goals					
22. I never give up until I achieve my goals					
23. I get my family to help me when I have social problems					
24. I get my friends to help me when I do not solve the problem on my own					
25. I get my teachers to help me when I do not understand the lesson					

"Curiosity" represents students' eagerness to learn new ideas and knowledge and their concern about learning new information for their improvement. It included Item 1 (M=3.26, SD=1.25), Item 2 (M=3.73, SD=1.04), Item 3 (M=4.24, SD=0.92). As regards to Curiosity, it can be said students agreed and strongly agreed with Item 3 which suggested that students were curious about new point of views. "Goal-Setting" presents the ability to accomplish study and behave to personal and academic objectives (Zaimoglu, 2018). It contained Item 20 (M=4.11, SD=0.80), Item 21 (M=4.30, SD=0.87) and Item 22 (M=3.70, SD=0.85) and Item 21 which indicated that students shaped themselves as regards to their goals was agreed and strongly agreed by the students. To consider "Recognition of Emotions and Strengths", it represents the abilities of students, with a strong sense of confidence and motivation, to correctly evaluate their own capabilities, feelings and weaknesses. Also, it included Item 4 (M=4.32, SD=0.93), Item 5 (M=3.08, SD=1.32), Item 6 (M=3.47, SD=1.22) and Item 7 (M=3.88, SD=1.04) and the highest mean score of this dimension was Item 4 which indicated the awareness of students about their feelings. Moreover, "Self-Efficacy" states the students' belief in their ability to generate specified performance levels that influence their lives (Bandura, 1994, p. 2 as cited in Zaimoglu, 2018) and it involved Item 8 (M=4.33, SD=0.79), Item 9 (M=3.19, SD=1.38) and Item 10 (M=3.10,

SD=1.10). In terms of this dimension, Item 8, which indicated students' determination of improving their learning, was agreed and strongly agreed by the students.

As regards to "Help-Seeking", it indicates students' need for guidance while having difficulties. It included Item 23 (M=2.90, SD=1.20), Item 24 (M=3.20, SD=1.04), Item 25 (M=3.36, SD=1.22) and the highest mean score of this dimension was Item 25 that stated seeking help from students' teachers.

"Self-Motivation" represents the positive energy of students that stimulates their engagement in learning practices in negative learning circumstances. The items of this dimension were Item 14 (M=4.41, SD=0.82), Item 15 (M=4.68, SD=0.72), Item 16 (M=4.43, SD=0.82) and students agreed and strongly agreed with the Item 15 which represented students' motivation when they failed. Also, considering "Self-Discipline", it shows the ability to manage desires and compulsions to concentrate on what is necessary in order to achieve this goal efficiently (Zaimoglu, 2018). It involved Item 17 (M=4.21, SD=0.90), Item 18 (M=4.44, SD=0.72), Item 19 (M=3.82, SD=0.96) and the highest mean score of this dimension was Item 18 that indicated solving the problems.

For the last dimension "Emotional Costs", it presents the negative consequences of being self-aware such as anxiety, weakness, and shyness. It included Item 11 (M=2.26, SD=1.23), Item 12 (M=2.53, SD=1.38), Item 13 (M=2.20, SD=1.26) and all items in this dimension had the lowest mean scores because they represented the negative side of the scale. Last of all, in terms of the results, it was observed that Item 15 had the highest mean score and Item 13 had the lowest mean score in overall. That is because the highest one was about motivation and the lowest one was about the fears.

Moreover, as shown in Table 5, the SRFLLS consists of 25 items. In these 25 items the CFA was investigated. As seen in Figure 6, the factor loadings ranged from .54 to .89 (Zaimoglu, 2018). "As shown in Figure 6, testing of the model for this group yielded a marginally good fit as indicated by the following criteria: ($\chi 2/df$ = 4,17 , RMSEA = .072, CFI =.96, GFI = .93)" (Zaimoglu, 2018).

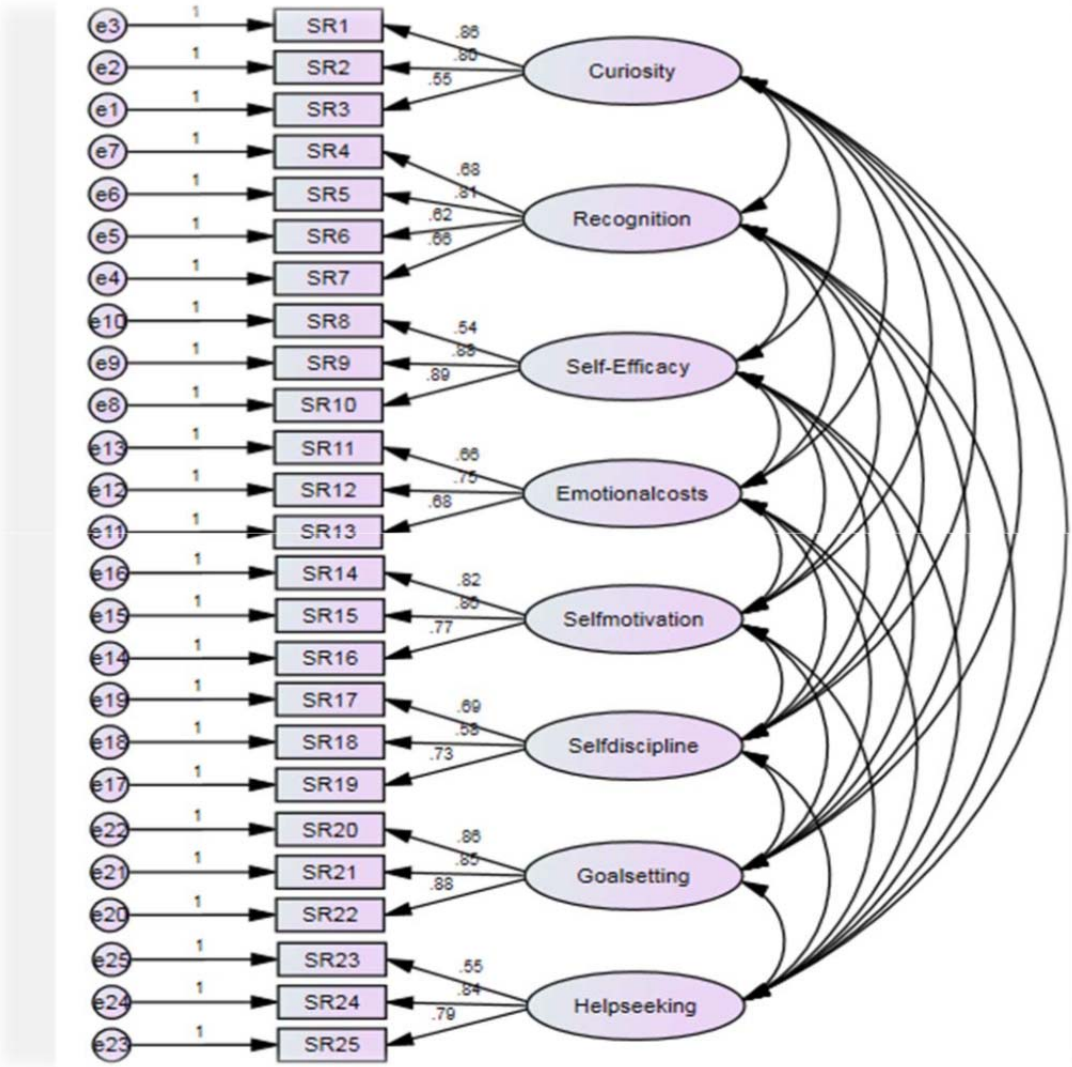

Figure 6. Confirmatory factor analysis (CFA) results for the eight-factor Self-Regulation subscale model

4.2.3. Inferential Statistics for Research Question

For answering second research question "*Do students' self-regulation strategies differ according to their gender, their department and their high-school background?"*, first independent t-test was used to figure out whether the self-regulation strategies of students differ in accordance with their gender. It was observed that there was a statistical difference between female and male students shown in Table 3 ($t = -2.18$, $p = 0.03$, $p < 0.05$). While considering the mean values of t-test scores, it can be said that female students ($M=3.78$, $SD=0.35$) have more tendency to use self-regulation

strategies than male students (M=3.67, SD=0.50). In other words, overall female students use more self-regulation strategies than male students.

Table 6.

Independent Samples T-test results for the effect of gender on students' self-regulation strategies

	Gender	N	Mean	SD	t	p
Students' Self-Regulation Strategies	Female	144	3.78	0.35	-2.18	0.03
	Male	130	3.67	0.50		

Note: *p<.05

Besides t-test results, ANOVA was performed to determine whether students' self-regulation strategies vary depending on the high-school background shown in Table 7.

The findings indicated that there was no statistical difference between students' self-regulation strategies and their high-school background (F=0.26, p=0.98, p>0.05). Therefore, it can be observed that self-regulation strategies of students did not differ according to students' high-school background, which were *Science High School, Anatolian High School, Basic High School, Regular High School, College, Open High School, Social Sciences High School, Vocational High School or Second University.* Therefore, it can be said that the high-school types of the students did not have any effect on their self-regulation strategies.

Table 7.

ANOVA results for the effect of high-school background on students' self-regulation strategies

	Group Statistics					
	High-school Background	N	Mean	SD	F	p
Students' Self-Regulation Strategies	Science High School	4	3.89	0.41	0.26	0.98
	Anatolian High School	10 8	3.73	0.48		
	Basic High School	56 6	3.69 3.64	0.46 0.39		
	Regular High School	32	3.69	0.34		
	College	34	3.74	0.27		
	Open High School	6	3.75	0.58		
	Social Sciences High School	12	3.71	0.59		
	Vocational High School	16	3.81	0.37		
	Second University					

Note: *p<.05

As mentioned below, results shown in Table 8 revealed that there was no statistically significant difference between students' self-regulation strategies and their department (F= 1.07, p= 0.38, p> 0.05). As a result, it can be stated that students' departments were not a determiner for their self-regulation strategies. It did not have any effect on these strategies.

Table 8.

ANOVA results for the effect of students' departments on self-regulation strategies of students

		Group Statistics				
	Students' Departments	N	Mean	SD	F	p
Students' Self-Regulation Strategies	Law	110	3.66	0.52	1.07	0.38
	Psychology	42	3.76	0.33		
	International Relations	24	3.71	0.37		
	International Finance and Banking	13	3.69	0.48		
	International Trade and Logistics	38	3.83	0.33		
	International Management	9	3.70	0.25		
	Applied English and Translation	38	3.81	0.40		

Note: p<.05

In this case, students' self-regulation strategies did not make any difference for students who were in different departments such as Law, Psychology, International Relations, International Finance and Banking, International Trade and Logistics, International Management and Applied English and Translation departments.

4.2.4. Inferential Statistics for Research Question

To answer the third research question "*Do students' academic achievement differ according to their gender, their department and their high-school background?*", firstly independent t-test was conducted to figure out whether there was a statistical significant difference in students' academic achievement (students' GPA at the end of first semester) in terms of their gender. The statistical difference between female and male students was found shown in Table 9 ($t = -3.57$, $p = 0.01$, $p < 0.05$).

Table 9.

Independent Samples T-test results for the effect of gender on students' academic achievement

	Gender	N	Mean	SD	t	p
Students' GPA at the end of the first semester	Female	144	2.11	0.67	-3.57	0.01
	Male	130	1.82	0.70		

Note: *p<.05

Considering the mean values of t-test scores, it is obvious that female students (M=2.11, SD=0.67) had higher GPA at the end of the first semester than male students (M=1.82, SD=0.70).Based on these results, it can be concluded that female students are more academically successful than male students. In other words, females had higher grades than males according to their grade point average at the end of first semester. The female students were the most successful ones.

Moreover, ANOVA was conducted in addition to t-test results to specify whether students' academic achievements (first term GPA) differed based on the students' high-school background (see Table 10).

Table 10.

ANOVA results for effect of high-school background on students' academic achievement

	Group Statistics					
	High-school Background	N	Mean	SD	F	p
Students' GPA at the end of first semester	Science High School	4	2.25	0.96	1.13	0.35
	Anatolian High School	108	1.94	0.68		
	Basic High School	56	2.07	0.68		
	Regular High School	6	2.33	0.52		
	College	32	1.91	0.78		
	Open High School	34	1.85	0.66		
	Social Sciences High School	6	2.50	0.55		
	Vocational High School	12	1.83	0.72		
	Second University	16	1.88	0.81		

Note: *p<.05

The findings revealed that the difference between students' academic achievement and their high-school background did not relate statistically (F=1.13, p=0.35, p>0.05). Therefore, it can be observed that academic achievements of students do not differ in terms of their high-school backgrounds, which are *Science High School, Anatolian High School, Basic High School, Regular High School, College, Open High School, Social Sciences High School, Vocational High School and second university.*

ANOVA results also showed that there was a statistical difference between students' academic achievements (GPA at the end of semester) and their departments shown in Table 11 (F= 9.96, p= 0.01, p> 0.05).

Table 11.

ANOVA results for the effect of students' departments on students' academic achievement

		Group Statistics				
	Students' Departments	N	Mean	SD	F	p
Students' GPA at the end of first semester	Law	110	2.24	0.66	9.96	0.01
	Psychology	42	2.17	0.58		
	International Relations	24	1.67	0.64		
	International Finance and Banking	13	1.54	0.66		
	International Trade and Logistics	38	1.47	0.60		
	International Management	9	1.67	0.71		
	Applied English and Translation	38	1.89	0.65		

Note: p<.05

In order to determine the significance of the difference, a Posthoc test was carried out. The findings of the Posthoc showed that GPA of students in Law (M=2.24, SD=0.66) and Psychology (M=2.17, SD=0.58) departments at the end of first semester were higher than GPA of students in International Relations (M=1.67, SD=0.64), International Finance and Banking (M=1.54, SD=0.66), International Trade and Logistics (M=1.47, SD=0.60), International Management (M=1.67, SD=0.71) and Applied English and Translation (M=1.89, SD=0.65) departments. According to these results, it can be stated that the students in Law and Psychology departments are more academically successful than the students in other departments. Therefore, students in law and psychology departments had better grades in the first semester than other departments. These students put more effort to study for their lessons.

As mentioned above, the effects of gender, high-school background and department on all students' (N=274) GPA at the end of first semester were interpreted. However, these students in this study were identified into some groups to understand the effects of independent variables on students' GPA better. They were classified into three different groups as the students who were highest-scoring, average-scoring and lowest-scoring.

To answer third research question, it was also important to identify the relation between these students' academic achievement and their gender, high-school background and department. Therefore, MANOVA analyses were used to assess if the academic achievement of these students (students' GPA at the end of the first semester) varied in terms of their gender, high-school background and department.

Considering results related with gender, multivariate analysis of variance was investigated in order to identify the effect of gender on highest-scoring, average-scoring and lowest-scoring students' academic achievement.

Table 12.

MANOVA results for the effect of gender on highest-scoring, average-scoring and lowest-scoring students' academic achievement

Effect	Value	F	Hypothesis df	Error df	p	η2
Pillai's Trace	.048	6.797	2.0	271.0	.001	.048

In order to assess the effect of gender on highest, average and lowest students' academic achievement, a multivariate analysis of variance was carried out. Based on the data provided in Table 31, the results of the MANOVA showed that gender had significant effect on students' conceptions of assessment [Pillai's trace= .048, F(4,395)= 6.797, p>.05, η2 =.048].

Table 13.

Highest-scoring, Average-scoring, Lowest-scoring Students' Academic Achievement by Gender

Factors	Female	Male
	M	M
Highest-scoring students' academic achievement	0.28	0.16
Average-scoring students' academic achievement	0.54	0.47
Lowest-scoring students' academic achievement	0.17	0.35

While considering the mean values of MANOVA results, it was obvious that female students (M=0.28) were more academically successful than male students (M=0.16). In addition, statistically significant difference was observed between average-scoring female and male students in terms of their academic achievement. It can be said that female students (M=0.54)showed more effort to become academically successful compared to male students (M=0.47). It was also observed that there was a significant difference between lowest-scoring female and male students in terms of their academic achievement. Female students (M=0.17) had lower points than male ones (M=0.35).However, considering highest-scoring and average-scoring groups, male students (M=0.35)had lower points than female ones (M=0.17).

Table 14.

Tests of Between-Subjects Effects for Gender

Source	Variable	df	F	p	η2
Gender	Highest-scoring students' Academic Achievement	1	5.20	.023	.019
	Average-scoring students' Academic Achievement	1	1.14	.286	.004
	Lowest-scoring students' Academic Achievement	1	11.98	.001	.042

The results showed that students' gender made a significant difference in all group of students' academic achievement.

As regards to results related with high-school background, the question investigating whether there was a significant difference between highest-scoring, average-scoring, lowest-scoring students‘ academic achievement according to their high-school background that students graduated from is investigated in this part.

Table 15.

The Results of MANOVA for the Effect of high-school background on Highest-scoring, Average-scoring and Lowest-scoring Students' Academic Achievement

Effect	Value	F	Hypothesis df	Error df	p	η2
Pillai's Trace	.051	.867	16.0	530.0	.608	.051

As shown in Table 15, the MANOVA results indicated that high-school background had no significant effect on students' academic achievement. [Pillai's trace= .051, F(4,395)=.867, p>.05, η2=.051].

Table 16.

Highest-scoring, Average-scoring, Lowest-scoring Students' Academic Achievement by High-school Background

Factors	Science High-School	Anatolian High-School	Basic High-School	Regular High-School	College	Open High-School	Social Sciences High-School	Vocational High-School	Second University
	M	M	M	M	M	M	M	M	M
Highest-scoring students' academic achievement	.500	.204	.268	.333	.250	.147	.500	.167	.250
Average-scoring students' academic achievement	.250	.537	.536	.667	.406	.559	.500	.500	.375
Lowest-scoring students' academic achievement	.250	.259	.196	.000	.344	.294	.000	.333	.375

Considering Table 16, there was no significant difference between all groups of students' academic achievement and their high-school background.

Table 17.

Tests of Between-Subjects for High-School Background

Source	Variable	df	F	p	η2
High-School Background	Highest-scoring students' Academic Achievement	1	.875	.538	.026
	Average-scoring students' Academic Achievement	1	.617	.763	.018
	Lowest-scoring students' Academic Achievement	1	1.024	.418	.030

The results showed that type of school all groups of students graduated from did not make a significant difference for their academic achievement.

Considering students' departments, the question identifying whether there was a significant difference between high-scoring, average-scoring and lowest-scoring students' academic achievement according to their academic departments is investigated in this part.

Table 18.

The Results of MANOVA for the Effect of Department on Highest-scoring, Average-scoring and Lowest-scoring Students' Academic Achievement

Effect	Value	F	Hypothesis df	Error df	p	η2
Pillai's Trace	.207	5.149	12.0	534.0	.000	.104

The MANOVA results showed that academic departments had significant effect on all groups of students' academic achievement. [Pillai's trace= .207, $F(4,395)=5.149$, $p>.05$, $\eta 2=.104$].

Table 19.

Highest-scoring, Average-scoring and Lowest-Scoring Students' Academic Achievement by Department

Factors	Law	Psychology	International Relations	International Finance and Banking	International Trade and Logistics	International Management	Applied English and Translation
	M	M	M	M	M	M	M
Highest-scoring students' academic achievement	.364	.262	.083	.077	.053	.111	.158
Average-scoring students' academic achievement	.509	.643	.500	.385	.368	.444	.579
Lowest-scoring students' academic achievement	.127	.095	.417	.538	.579	.444	.263

In order to determine the significance of the difference, a Posthoc test was carried out. The findings of the Posthoc showed that highest-scoring students' GPA in Law (M=.364) and Psychology (M=.264) departments were higher than students' GPA in International Relations (M=.083) International Finance and Banking (M=.077), International Trade and Logistics (M=.053), International Management (M=.111) and Applied English and Translation (M=.158) departments. These results showed that students in law and psychology were more successful in academic aspects than other departments. In addition, there was also a statistically significant difference between lowest-scoring students' academic achievements and their departments. It can be observed that lowest-scoring students in International Relations (M=.417), International Finance and Banking (M=.538), International Trade and Logistics (M=.579),

International Management (M=.444)and Applied English and Translation (M=.263) departments showed less effort to become academically successful than lowest-scoring students in Law (M=.127) and Psychology (M=.095) departments. However, there was not a statistical difference between average-scoring students' academic achievements and their departments.

Table 20.

Tests of Between-Subjects for Department

Source	Variable	df	F	p	η2
Department	Highest-scoring students' Academic Achievement	6	4.381	.000	.090
	Average-scoring students' Academic Achievement	6	1.290	.262	.028
	Lowest-scoring students' Academic Achievement	6	8.998	.000	.168

The results showed that department of highest-scoring and lowest-scoring groups of students made a significant difference for their academic achievement. However, there was no significant difference between average-scoring students' academic achievement and their academic departments.

4.2.5. Correlational Statistics for Research Question

In order to answer fourth research question *"Is there a relationship between self-regulated learning strategies of students and their academic achievement in the school of Foreign Languages?"* Pearson *r* correlation was implemented to consider the relationship between students' self-regulated learning strategies and their academic achievement.

Table 21.

Correlational results for students' self-regulated learning strategies and their overall academic achievement

SRFLLS and Overall Academic Achievement		1	2
1. SRFLLS	Pearson Correlation	1	
	Sig. (2-tailed)	.00	
2. Students' Overall Academic Achievement	Pearson Correlation	.74**	1
	Sig. (2-tailed)	.00	

Note: **p<.01

Pearson Correlation analysis indicated that there was a statistically meaningful relationship between students' self-regulated learning strategies (SRFLLS) and students' overall academic achievement (students' GPA at the end of first semester) in this study (r= .74, p<.01). In addition, a statistically significant relationship was found between self-regulated learning strategies (SRFLLS) and highest-scoring students' academic achievement (highest-scoring students' GPA at the end of first semester) as well (r= .75, p<.01).

Table 22.

Students' Self-Regulated Strategies and Academic Achievements of Three Groups

SRFLLS and Groups of Students' Academic Achievement		1	2	3	4
1. Highest-Scoring Students' Academic Achievement	Pearson Correlation	1			
	Sig. (2-tailed)				
2. Average-Scoring Students' Academic Achievement	Pearson Correlation	.55**	1		
	Sig. (2-tailed)	.00			
3. Lowest-scoring Students' Academic Achievement	Pearson Correlation	.-60**	.-33**	1	
	Sig. (2-tailed)	.00	.00		
4. SRFLLS	Pearson Correlation	.75**	.63**	.-61**	1
	Sig. (2-tailed)	.00	.00	.00	

Note: **p<.01

Moreover, there was also a statistically meaningful relationship between self-regulated learning strategies (SRFLLS) and average-scoring students' academic achievement (average-scoring students' GPA at the end of first semester) (r= .63, p<.01). However, there was a negative statistical relationship between students' self-regulated learning strategies (SRFLLS) and lowest-scoring students' academic achievement (lowest-scoring students' GPA at the end of first semester) (r= .-61, p<.01). Also, there was a weak and negative relationship between lowest-scoring students' academic achievement and average-scoring students' academic achievement (r= .-33, p<.01). There was also a strong, significant and negative relationship between lowest-scoring students' academic achievement and highest-scoring students' academic

achievement (r= .-60, p<.01). It can be said increase in lowest-scoring students' academic achievement will decrease average-scoring and highest-scoring groups' academic achievement. However, there was a significant and positive relationship between the average-scoring students' academic achievement and highest-scoring students' academic achievement. This suggests that increase in highest-scoring students' academic achievement will also increase the average-scoring students' academic achievement (r= .55, p<.01). According to Cohen (1992), the impact of correlation coefficient has various levels: small correlation, $.10 \leq r < .30$; medium correlation, $.30 \leq r < .50$; and strong correlation $.50 \leq r < 1.00$ (p. 157). Finally, it can be said that there was a strong and positive relationship between students' self-regulation strategies and students' overall academic achievement. There was a positive relationship between highest-scoring and average-scoring students' academic achievement and their self-regulation strategies. Also, there was a negative relationship between lowest-scoring students' academic achievement and their self-regulation strategies. This implies that SRFLLS provided its objective.

4.3. Findings of Qualitative Data for Research Question

To support quantitative data findings and to answer the fifth research question, students' actual responses were obtained through semi-structured interview questions. The findings of the data were classified under six categories for each question in this interview based on a content analysis. They were shown in Figure 7.

Figure 7. Categories for Interview Questions

The questions were categorized under these categories (see Table 23).

Table 23.

Interview Questions and Their Categories

Categories	**Questions**
Curiosity	1. Are you interested in learning language? If yes, are you interested in gaining new information to improve yourself?
Self-Motivation	2. What do you do to enhance your motivation towards learning the language?
Help-Seeking	4. If you have a problem, do you seek for help? Do you expect guidance from your teachers? Or do you do it by yourself?
Goal-Setting	6. Do you do self-study to achieve your academic goals out of your class time? What do you do?
Self-Efficacy	8. For which skill improvement do you use the strategies most? Do you use these strategies in exams? 9.Do you think the strategies that you use make you self-regulated learner? In what ways? 10.Do you think these strategies improve your language learning as regards to your skills?
Self-Discipline	3. Do you organize your learning? What do you do? Do you make a study a plan? 5. Do you think it is important to keep track of your learning? Or is it enough to consider your grades? What do you do to control your language development? 7. Which strategies do you use to be successful in your academic life?

4.3.1. Curiosity

Ten students were asked about their interest about learning language and gaining new

information for their improvement before the main interview questions. The answers affected the study a lot because the responses elicited a way for the dimension, "Curiosity".

There was a significant difference between highest-scoring and lowest-scoring group because the highest group stated that they were curious about learning a new language and new information not only for their school achievements but also for their life achievements. However, lowest group indicated that they learned it because they had to. HS1 said about this *"I am really curious about learning this language. I never wonder why I learn this language. English is important a lot for my academic and daily life. By learning another culture, I really improve myself"*.

However, LS2 said *"I learn this language because I have to learn it. If I want to be successful in my department, I need to learn it. I only want to pass my exams. I have to be interested in English and have to gain new information"*.

4.3.2. Self-Motivation

Firstly, ten students who participated in this study were asked about their English motivation before the main interview questions.

The students were asked to answer how they motivated themselves to learn English. All ten students in highest-scoring, average-scoring and lowest-scoring stated that they had their own motivation types. HS2 elaborated on the issue by stating that *"My aim is to complete this preparatory school. I, therefore, get motivated by saying I have to do it and pass it".* It can be said that the student's motivation comes from the feeling of responsibility to learn English.

AS1 also said her response by addressing enjoyment *"If I am at home, I can play with my dog so that I get motivated and start the lesson"*. It can be understood that student motivates herself by doing enjoyable activities.

About the sub-category ambition, AS2 said that "If someone in my class is more successful than me, I become greedy". However, it is not a good way of motivation; she motivates herself with her greediness.

4.3.3. Help-seeking

In self-regulated learning, it is important to seek guidance from the environment. At this phase, students were questioned if they had their own curriculum or received guidance from their own teachers.

All these ten students in highest-scoring and average-scoring groups said that all of them were considering directions from their teachers. HS2 recommended that *"I process my learning with the guidance of my teachers. All of our teachers guide and direct our learning"* and AS1 said *"I expect guidance and support from my teacher, I need this, I need a system because I can have some misunderstandings"* and also HS1 said *"when I have a problem, I get support from my teachers and they are happy to give this support"*. It can be said that students seek teacher assistance in general.

However, LS1, LS3 and LS2 elaborated on the issue by saying *"I guide my own learning"* and *"No, I prefer to do my own work in my own way because I do not expect any support from my teacher"* and *"In general, I direct my learning"*. It can be said that they consider themselves mature enough to make their own plans, goals and decisions.

4.3.4. Goal-setting

Another important factor to be considered is that whether they are self-studied or not. Therefore, students were asked whether they do self-study out of their class time except from their homework. All ten students who were engaged in this study said that they have some kind of study out of their class time. AS1 said *"Except from homework, I repeat grammar topics; I try to study and read the words that I have learned"*.

HS2 said *"Also, I buy newspaper and magazine in English and I read them. I study vocabulary from dictionaries and try to remember after sometime"*.

HS3 indicated that *"In general, I read books with my friends in English during lunch breaks because I know that it helps to develop my vocabulary. I also try to write. I find some topics that I am interested and try to write some paragraphs about it. I think it is not important whether it is our homework or not"*.

It can be said that the students in highest-scoring group focus on constructive skills while carrying out self-study and tracking their language progress.

However, three students in lowest-scoring group stated that they did not do self-study. LS1 said *"To be honest outside of school hours, I don't study much. The idea of sleeping sounds good (Laughs), no matter how wrong it is"*. LS2 responded in a more

efficient way and said *"I'm actually learning, but it doesn't seem effective. I do my homework. I study for the tests, but I don't take better grades. .I don't believe I know how to study English".* Therefore, it can be said that they do not know the efficient way for their language development.

4.3.5. Self-Discipline

A self-regulated learner needs to take his/her responsibility to learn (Dincer & Seker, 2017, p. 66). Being self-regulated means having the responsibility to organize learning. Therefore, students were asked about how they organize their study plans. However, the students in highest-scoring, average-scoring and lowest-scoring groups responded in different ways to this question.

The students in lowest-scoring group generally did not have any study plan or they were not aware of what it meant to be organized. LS2 said *"No, not really. I generally study for my exams and I do my homework, that's all"* and LS3 indicated *"No, I only study on my upcoming exams and I do all the worksheets.. This is a kind of self-organization, I guess"*.

Unlike the lowest-scoring students, average-scoring group and highest-scoring group, tried to organize their learning or set goals for their learning. They were aware of how to plan their study. HS1 said:

> Yes, I do. I make my study plan by choosing methods that are more suitable for me. For example, first, I examine the visual sources, if any, and then I switch to written and audio sources. Also, if my teacher says something suitable for my study plan, I will do it.

AS1 also mentioned that:

> Of course. I make my study plans according to what we have learned daily in the class. For example, I study for the grammar that has been covered in the class. .. I do this for the whole skills that I have acquired. Also, I do the homework and worksheets given.

It was also questioned whether students kept the track of their own language development or they keep the tracks of their grades. The participants in all groups said that they did not keep the track of their own language development.

They said their grades were the main criteria for keeping track of their language development. HS2 said *"I try to decide my learning process by looking at my grades"*. However, AS2 considered it is not a good way and said *"I usually decide by looking at my grades, but this method is not very effective"*.

Also, three students thought that keeping tracks makes them stressful. HS1 said: "*No, I think that if you keep such a track, it will force you to feel depressed. Sometimes I look at my notes and review these topics, but not regularly"* and HS3 said "*I keep the track of my learning development. I do not do it from my grades because I believe my grades have changed according to my mood*". AS1 elaborated this issue by saying keeping tracks of exams sometimes cannot be very useful, "*I do not really know my performance now, but grades cannot be main developmental factors. I do know, but I also do not keep track of my studies*".

It was also important to say, the students would reach B1 + level at end of the academic year since they began from the A1 level and would develop their language skills within a short period. Therefore, students were asked which strategies were more suitable for themselves.

The students in lowest-scoring group indicated that they used memory strategies. LS1 said *"I can say… Thanks to the coding system, I can keep the things that we learned in my memory. I am quite skilled about this"* and LS3 said *"I feel better and skilled when it comes to visualization"*.

Unlike the students in lowest-scoring group, students in average-scoring and highest-scoring group demonstrated that they use cognitive and metacognitive strategies. HS1 elaborated on this issue by saying *"I feel more capable by using cognitive skills. I do not use it very much since I have found that exposing to English is a better way to learn the language. I think I've definitely improved my English. I was memorizing so much in the past, but now it has changed. I do not only study the exam but learn and improve my language"* and HS2 said *"Imm… Memorization is not a good way to learn a language. I mostly try to learn English by trying to think in English. Also, with organizing my own learning"*. Also, about organizing own learning, AS1 said:

> Let me think… I started this academic year without knowing this language. I asked my sister for help. I asked my teachers for tactics, worksheets and support. Finally, I combined them and tried to do something, and I'm still trying to do it.

It can be said highest-scoring and average-scoring students were more skilled to use the strategies correctly. Moreover, students were asked about the types of methods used for enhancing reading, writing, listening, speaking, grammar and vocabulary.

For reading, all students tried to use some kinds of strategies. HS2 said *"I read and write every word I don't know, with their meaning"* and LS1 said *"I prepare myself to do this by repeating before reading".*

It can be said students did not use learning strategy, such as skimming and scanning, to concentrate on the context of the text. However, HS1 said *"Before I start reading, I am trying to get a quick glance and I try to make sense of what I read".* Therefore, it was understood that skimming is used for reading.

Also, there were some students who did not use any strategy for reading. LS2 said *"I have no strategy while reading. I only get help from my teacher when I can't read".* Students were also asked about their strategies for writing.

For writing, students in average-scoring and lowest-scoring groups focused on grammar and vocabulary. AS2 said *"I pay attention to use a dictionary while writing in the classroom and I revive the things I will write in my mind. Then, I start to write"* and LS3 said *"In general, I first establish a sentence myself and then check my sentences with my teacher".*

It can be said students did not use efficient learning strategies.

Also, there are students in lowest-scoring group who did not use any strategy for writing. LS4 said *"I don't know what kind of strategy I actually use for writing. I write at home, then I show it to my teacher at school and he corrects my mistakes".*

Unlike the students in average and lowest groups, highest group students focused on thinking English and outlining. HS2 said *"I think directly in English, so it is easier to make a sentence"* and HS1 indicated *"While writing in the classroom, I first create a draft in my head and elaborate it during writing".* Therefore, higher-point students were more capable to use efficient learning strategies.

Students were also asked what kind of strategies they used for listening.

All students in highest-scoring, average-scoring and lowest-scoring groups used only one strategy, which focused on key words. AS2 elaborated on this issue by responding *"While listening something in class, I try to focus on every spoken word and try to revive in my mind by thinking in English"* and LS3 said *"When I hear the words, I look for which meaning is used in a sentence so that I understand more quickly"* and

HS2 also said *"Sometimes, I take notes of the keywords I heard and write them together by correlating their meanings".*

Also, two students said they did not use any strategy for listening. HS1 said *"I think, there is no strategy that I use while listening in class"* and LS4 said *"I do not have any strategy".*

Students were asked what kind of strategies they used for speaking.

The responses were given in sub-categories in detail. It was clear that some students used strategies to improve their speaking yet these strategies were not the most efficient ones. HS1 said *"As I said before, as in writing, I first create a draft in my head and detail it during the conversation"* and AS2 *"As I said before, I use the same strategy while speaking and writing. I don't think in Turkish. I think directly in English"*. Therefore, it can be said students try to use the same strategies in productive skills. Also, some students try to focus on the structure. LS1 said *"Before I speak, I design sentences in my head"* and LS4 said *"It is important to make the correct sentence with the grammar I learned".*

However, there was also a student who did not use any strategy. AS3 said *"I do not have any strategy".*

Students were asked about their grammar strategies. Their answers were seen in three different groups in different categories.

Students in lowest-scoring and average-scoring groups used strategies yet they were not efficient a lot. AS2 elaborated this issue by focusing on the structure, *"I try to learn instead of memorizing because memorization is not permanent"*.

For making sentences with the structure, AS1 said *"I take notes in the lesson and write them on my book or on a blank paper with examples".*

Also, there were students who said that they do not have any strategy for grammar. LS1 said *"I have no strategy while learning grammar. I just prepare myself for class".*

Unlike the lowest-scoring and average-scoring groups, highest-scoring students had an efficient way to learn grammar because they relate the old information to new. HS3 said *"While learning grammar, I try to learn and understand the difference between old and new topics".* Also, HS1 said *"I tried to make sentences with the grammar structures that I learned in the lessons. Also, I tried to use these grammar structures in writing. Thus, I integrated what I learned in grammar with my writing skills".*

Students were asked about their vocabulary strategies. Their answers are seen in three different groups in different categories.

All students in lowest-scoring, average-scoring and higher-scoring groups tried to use strategies. LS4 said using visuals help her, *"While learning words in the classroom, a photograph helps me to learn"*. LS2 elaborated on this issue by revising *"I note the words on the book and repeat them at home, this makes it easier for me to understand"*. For memory strategies HS2 said *"The memorization method is my number one strategy"*. However, HS3 indicated she has an efficient way by saying *"Yes. For example, we play games with the words we learned in class and playing games make it easier to keep the things that I learned in my mind"*.

However, it was clear that the strategies they have adopted could only boost their current vocabulary knowledge. They do not have any opportunity to learn new vocabulary with these strategies.

There were also some students who did not use any strategy. AS2 said *"There is no strategy that I apply while learning words"*.

In this study, the students were interviewed about skills they had developed through their strategies.

All students responded this interview question because they had the belief that they need to be better at skills they were not good enough before. Therefore, they noticed they were good enough in certain skills after managing some self-regulated learning strategies.

HS1 said *"I usually used strategies for speaking and writing skills. I used drafting and detailing in skill exams"* and AS1 said *"I used a lot of strategies for English right now. Instead of memorizing in writing exams, I can make sentences by thinking more about the topic that is given"*.

Also, students made more progress in productive skills in general. AS3 said *"For my speaking and writing exams, I started to read more books and watch English movies and TV series. This method helps me a lot"*. HS3 said *"I think speaking and writing are important. All skills are interconnected and cannot be examined independently, but I am sure the others would improve if I enhance my speaking and writing"*.

4.3.6. Self-Efficacy

Students were asked whether their strategies had an impact on enhancing their self-regulation.

The strategies made the learners feel as self-regulated learners. Although, they said they do not feel as fully self-regulated learners, the strategies have a big role in being academically successful in their academic life.

Students responded the interview question under these sub-categories;

For self-evaluating, HS1 said *"Strategies did not make me a fully self-regulated student, but they helped me move forward on this path. Also, they helped me to understand how to try to learn a topic or how to proceed".*

For planning, HS3 said *"They certainly did. I think I am a regular student anyway. It made me a regular student to do grammar on weekdays and do the exercises given by our teacher on weekends regularly every week".*

For self-responsibility, LS1 said *"They have been very helpful in having responsibility and it has positively improved me".*

However, there was only one student who did not feel herself as self-regulated learner. AS2 indicated *"No, they do not have an important role in being self-regulated".*

Students also were asked whether their language proficiency in reading, writing, speaking and listening were developed by the strategies they employed. With these self-regulated learning strategies all students have development in their language skills.

All students in lowest-scoring, average-scoring and highest-scoring have developments in their language skills. HS2 said:

> From the English movies / series I watched and in the English texts I read, I saw that I had improved and made a lot of progress. I can realize that I have improved compared to the beginning of the year. For example, I can understand the English text without translating when I hear the dialogue in English. All of my teachers who have entered my lessons have great efforts on me.

AS1 said:

> Yes, it has improved. I read more carefully, I try to pronounce the words properly and I try to understand what I read. I can also set sentences while writing. I used to write a word very hard before. I still have trouble while listening and I am trying to improve it. For speaking, I try to talk to my sister

and friends over the phone, so I try to improve. And I think I have developed very well since the beginning and I keep improving.

HS3 said:

I definitely felt the most development in writing. My grades gradually increased and I improved my writing on a subject that I did not prepare for. I have to do a lot more in the listening section, but I believe I will improve it. I definitely get better at grammar. I understand this from the increase in my grades. While I had difficulties talking before, I recently improved this by communicating with my foreign teachers. I think I'm better now.

It can be said with the help of self-regulated learning strategies, students developed their language skills and students in almost all groups feel themselves as an autonomous person to organize their own learning process as well.

Considering results collected through quantitative data, it can be said there was a positive statistical difference between students' self-regulated learning strategies and their gender. Female students had more tendencies to use self-regulation strategies than male ones. There were no statistical difference between self-regulated strategies of students and their high-school background and departments.

Also, there were statistically significant differences between students' academic achievements, their gender and departments. Female students were more academically successful than male ones. Moreover, students in Law and Psychology departments also were more successful than students in other departments.

Furthermore, examining the groups; highest-scoring, average-scoring and lowest-scoring, it can be said highest-scoring and average-scoring students were more academically successful and they used more self-regulated learning strategies than lowest-scoring students. Also, like it was mentioned above, female students had the highest mean scores in all groups.

Finally, it was found that there was a strong and positive relation between students' self-regulation strategies and their academic achievement.

Considering results collected through qualitative data, it was obvious that results of qualitative data were in line with results of quantitative data. It was found that highest-scoring and average-scoring students were eager to use self-regulation strategies more and eager to become academically successful more.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5. 1. Introduction

This study essentially focuses on investigation of relationship between students' self-regulated learning strategies and their academic achievement. Furthermore, this study tries to find out whether there is a significant difference in students' self-regulated learning strategies and academic achievement according to gender, high-school background and department. Finally, the study also attempts to learn the perceptions of university students about SRFLLS as additional information. In this mixed method research, 5-Likert scale was used to collect quantitative data, which was analyzed through descriptive, inferential and correlational statistics. Moreover, qualitative data were collected by a semi-structured interview including 16 open-ended questions. Qualitative data were analyzed by using content analysis.

5. 2. Discussion of the Results with Reference to Research Questions

The first research question in the study "*What are the perceptions of students about Self-Regulation Foreign Language Learning Scale (SRFLLS) in a university context?*" seeks to examine how students make sense of SRFLLS. Zaimoglu (2018, p. 86) stated that the ability to alter and draw attention to a social situation, activate and forbid action are about self-regulation when necessary. Also, regulating behavior and emotion to achieve goals, seemed to be self-regulation which mostly overlaps with self-consciousness, self-management and motivation. Therefore, the eight dimensions (curiosity, self-discipline, self-motivation, self-efficacy, emotional costs, recognition of emotions and strengths, goal-setting and help-seeking) in the scale were in line with this statement about self-regulation. Results of the descriptive statistics have unveiled that overall SRFLLS of students is very high which means that they have formed a strong and steady self-regulation. From this point of view, it can be asserted that the more self-conscious, self-efficient and motivated the students are, the more self-regulated they become. Considering Curiosity, this results also unearth that overall students agreed and strongly agreed with the items, especially with Item 3 because students are curious about learning new points of English to be more academically successful. This suggests

that the students of this study learn different aspects of English, so they become more successful both in their daily and especially in their academic life. In this respect, it is noteworthy that they have a high level of curiosity, which is effective in school success. Therefore, they have self-determination while planning and organizing a task in their class, perform better and engage more in tasks besides their incurious classmates for their academic success. Accordingly, they are more satisfied while learning English.

As regards to self-motivation of students, the highest mean scores of the scale were in this dimension especially Item 15. This is because the motivation promotes students' self-regulation (Pintrich, 2004). It can be said that academic motivation affects students' self-regulation strategies in a positive way. This recommends that the students of this study who have higher motivation are more successful than the other students because this motivation would improve the academic success while learning English. For example, they are eager to participate in their class activities particularly when the teacher requests something about the lesson or for their tasks out of the classroom. Therefore, it can be stated that motivation determines how well students perform in and out of the classroom.

Moreover, the items of goal-setting also had higher mean scores, particularly, Item 21. According to Schunk (1990), a goal is to achieve what a student deliberately aims at, while setting goals means establishing a goal and changing it when required. However, only setting goals is not important but also the way of setting them is important. It can be said that there was no doubt that overall of the students can set goals according to the results. However, according to McClelland (1985), students with a low desire to succeed prefer to set targets which are too easy. Therefore, it can be said for this study the students with high self-regulation can set more meaningful goals for themselves. For instance, when the students in this study are given both easier and difficult goals but achievable ones, the ones who choose easier goals show less performance and the ones who choose difficult goals show better performance. Also, this suggests that the students who have less self-regulation set immediate goals. On the other hand, the other students who have higher self-regulation in this research set long term goals.

Considering self-efficacy, the items had some kind of neutral scores. Item 8 had a higher mean score which indicated students' determination about improving their learning. Self-efficacy is considered as the key factor of self-regulation which constitutes personal assessments of one's ability to organize and carry out courses to

achieve specified types of education (Bandura, 1986). Also, according to Zimmerman (1995), self-efficacy is a crucial connection between the performance of students and the various facets of self-regulated learning. Therefore, it can be asserted from this research, students with self-efficacy are better at skills, have greater self-regulation strategies, continuity in tasks, higher academic achievement, monitor their learning more and study in a more efficient way. In addition, it is important to say that teachers should enhance learning in an environment where students practice their tasks continually so that they improve their self-efficacy for their particular objectives. Therefore, this recommends that the students for this study need an environment where they can practice their tasks so they can easily enhance their individual goals.

As regards to help-seeking, the results showed that students seek help in general. Item 25 had the highest mean score of this dimension and it indicated that students seek help from their teachers more. Therefore a teacher can help overcome this problem by offering instructions as to how and what support can be needed (Paris, Lipson and Wixson, 1983). As Zimmerman (1989) stated that if students face a challenging process, they look for assistance from whoever they know, whether it's their peers, family members, teachers or written materials. It can be said self-regulated learners do not study independently. Therefore, this suggests that the students for this study who have high self-regulation seek more help than students with low self-regulation. Obviously, these higher students are willing to master themselves whenever appropriate and are at the same time ready to obtain assistance whenever required (Zimmerman, 2000). As a result of this study, these self-regulated students are conscious about their strengths and weaknesses to achieve their goals in and out of classroom, if they need any help; they know whom they ask for help.

When it comes to self-discipline, it is clear that the items of this dimension were agreed by the students and Item 18, which is about solving problems without hurting anyone, had the highest mean score for self-discipline. It demonstrates the capacity to maintain desires and obligations to focus on what is needed to efficiently achieve a goal. The results of this study showed that there was a relation between students' self-discipline and self-regulation. For this dimension, it is important to use the strategies in an appropriate way. Therefore, a self-regulated learner knows how, when and where to use each strategy (Pressley et al., 1987). It can be said that self-regulated learners in this research have higher amount of effort to utilize the strategies. These students in this study who discovers that the expectations and results vary, repairs the method of

learning. If the goals and performance differ, they continue the process of learning. This process is continued until these students reach their objectives while learning English.

Moreover, in terms of recognition of emotions and strengths, the items had higher mean scores and the highest mean score was Item 4 which is about recognizing students' emotions. This reflects the students' capacity to accurately evaluate their own skills, perceptions and limitations with a high sense of trust and inspiration. This statement leads to positive emotions about students' learning. Therefore, in a number of different ways, positive emotional conditions may facilitate self-regulation. It can be said that the students who use positive emotions for their learning in this study, perform better on their learning tasks. It was observed that self-regulation depends on strength and positive feelings. Positive emotions help these students to enable the learning in an efficient way. For instance, if the students in this research know that they can achieve a task and motivate themselves for this task, they can show better performance and try more to finish it.

In addition, considering emotional costs, the items had lower mean scores and the Item 13 had the lowest mean score because this dimension represents the negative consequences of self-awareness, such as anxiety, failure and lack of courage. Self-regulation is damaged by negative emotions. Students can regulate their learning according to their goals hence, when they have these negative consequences, the behavior of regulation collapsed. Therefore, it can be assumed that these emotions impede students' capacity to control their learning and reduce self-awareness about students' goals for their achievement. However, the results of this scale showed that students were not affected by these negative emotions. As a result, it can be asserted that these students overcame these issues by regulating their achievements with positive aspects such as motivation, self-determination, goal-setting and being conscious of their strengths.

To sum up, the results indicated that the more students respect their context, be self-conscious about their learning, have self-management, take and give support, be motivated and have responsibilities for their goals, the more they become self-regulated learners. According to these results, when we consider the categories; curiosity, self-efficacy, goal-setting, help-seeking, self-motivation and self-discipline, it should be mentioned that students should be aware of the concept of self-regulated learning so that they can be conscious of the strategies they should adopt in order to develop their own skills. As regards to the scale of self-regulated learning for participating students, it is

important to note that they mainly refer to general organization and emotional regulation. Through this way, unregulated emotions, disorganization, have been received as obstacles to learning. This must be stated, though, that students in this study are conscious of these challenges and rely upon them. However, regarding the negative items of the scale, it can be said some students had difficulties to regulate their learning. Finally, this should be assumed that learning the idea of self-regulation and the implementation of self-regulation strategies are essential for the students. It is important to say that self-regulation strategies interpret future motivation for the participants of this study and their successful implementation of these strategies lead to an increase in their self-efficacy. Also these strategies enhance academic involvement in learning (Hedeshi, 2017). The strategies allow students prioritize and add value to assignments. Therefore, students will know how to learn and how to improve their learning (Hedeshi, 2017). Moreover, similar results were also mentioned in Zambrano-Matamala, Rojas-Diaz, Salcedo-Lagos, Albarran-Torres and Díaz-Mujica's (2020) study. It was mentioned that in terms of the understanding of the concept of self-regulated learning by students, it is indicated that they primarily contribute to the organization and the regulation of emotions, mostly motivation. As it was also indicated in Boekaerts and Corno's research (2005), there was a similar result which is according to successful students' perspective. Furthermore, as a result, this study suggests that motivating students to manage themselves and their study or learning (meta) cognitive skills and strategies for learning are important to become responsible and independent learners.

Moreover, using this new scale (SRFLLS) to assess students' self-regulation bring a new perspective to this study because this scale helped this study to assess students' self-regulation considering behavioral, cognitive and affective aspects of language learning as mentioned before. As regards to self-regulation, self-regulated learners have a high level of self-efficiency, self-monitoring, strategy selection, positive reactions, and control of their own knowledge (Zimmerman, 1997). Self-regulation strongly overlaps with the capabilities of self-confidence and self-management as self-regulated students play an active part by achieving goals and addressing obstacles in the most effective approaches to accomplish these objectives. In fact, they should understand their own talents, desires and help in optimizing their learning (Zimmerman, 1986), which contribute to their understanding of themselves and their skills in self-management. Also, considering the eight dimensions in this scale, as stated in CASEL (2016), identification of emotions, appropriate self-perception, recognition of

capabilities, self-esteem and self-efficacy are competent in self-awareness; the skill in self-management urge regulation, stress reduction, self-discipline , motivation, self-development, goal setting and organizational capacity (as cited in Zaimoglu, 2018). In addition, curiosity and encouragement contribute to students' own attempts towards self-enhancement or resolution of challenges that are focused on imagination, critical thought, interaction and cooperation. Therefore, it can be said that this study looks from a different point of view regarding three important aspects (cognitive, affective, and behavioral) besides the other studies that only focus on one aspect (Usher, 2012; Ning & Downing, 2010; Tariq, Batool & Khan, 2013).

Second research question "*Do students' self-regulation strategies differ according to their gender, their department and their high-school background?"* tries to find out whether there is a significant difference between students' self-regulation strategies and their gender, high-school background and department. Considering gender, students' self-regulation strategies differed significantly according to gender. Female students stated that they had more tendency to use self-regulation strategies than male students. They were committed to use these strategies more than male ones, which shows that they had stronger belief to be self-regulated learner. Similarly, Wolters (1999) revealed that female students use much more strategies for learning than males. Niemivirta (1997) also found that females used less superficial techniques for learning like rote memorization than males. Although males had a high degree of self-esteem and strong self-perceptions, this study indicated that they used more superficial learning techniques (e.g. rote learning and memorizing) than females (Niemivirta, 1997, p. 18). Considering this result, it can be said that as opposed to popular belief, female students were more eager to use strategies than male ones as mentioned in this study. Therefore, teachers should provide interventions that can increase the self-regulation level between these students, particularly male ones, so that they become more self-regulated. As Bashir (2018) stated self-regulation is very necessary, in which students enable, retain and continuously organized information, actions, and results towards achieving their objectives. As a result, it can be said for this study, female students were more self-regulated because they were more curious about their learning, perform better in learning, engage more in tasks, monitor their learning more, study in a more efficient way, set long term goals and know when and whom they will take support in their language learning process. Similarly, In Bjorklund and Kipp (1996), a theory suggests

that self-regulation has a female benefit due to different types of choice for both male and females.

As for another result, it was observed that the type of high school students studied does not affect the use of self-regulation strategies. No matter where they studied in *Science High School,* in *Anatolian High School,* in *Basic High School,* in *Regular High School,* in *College, Open High School,* in *Social Sciences High School,* in *Vocational High School* or in *Second University*, students were not affected by their high-school background while using self-regulation strategies. Before students start their education at preparatory school, they have some self-regulation strategies according to their individual differences. They meet different academic subjects when they start their academic year at preparatory school and they try to use the strategies that they have used before. However they cannot achieve their academic goals. Therefore, they try to develop different strategies again considering their individual abilities. From this point of view, it can be asserted that the strategies that students have used are not related with the school, it is all related to the student.

Taking departments of students into consideration, this study was carried out in a preparatory school. Therefore, students in all departments had the same schedule and program for a whole year. As a consequence, this can imply that the departments can make difference when students start their education in their own departments. However, the departments did not make any difference while studying at preparatory school because all students have the same academic subjects at preparatory school. All students study three academic subjects which are Coursebook, Reading & Writing and Listening & Speaking. Moreover, in a similar study, Meshkat and Khanjani (2014) stated that there was no significant difference in the overall usage in language learning strategies between students from various departments. Also, in another study, Rao and Liu (2011) found that there were more similarities among the students in various academic levels than differences in strategy use.

As regards to third research question "*Do students' academic achievement differ according to their gender, their department and their high-school background?*", seeks to evaluate if students' academic achievement differ as regards to diverse variables such as gender, high-school background and department.

Considering gender, findings proved that female students had higher GPA at the end of the first semester when compared to the male students. Machin (2005) investigated a study in England and found that in most subjects, girls perform better

than boys at compulsory learning phases in England. Also, Machin (2005) said that girls were always stronger in English than boys, but since mid-1980s the gender gap has doubled. Moreover, Begum and Phukan (2001) examined a study to understand the relation between education and intellect in boys and girls. Findings of their study showed that a relation exists between academic achievement and students' intelligent and the relation was stronger for girls rather than boys. Also, in another study of Karthigeyan and Nirmala (2012), they found that the girls had higher mean score in English than the boys based on various demographic factors. This indicated that in their language learning, the girls performed better than the boys. Therefore, it can be said this study suggested that female students showed more success than males. As a result, it can be asserted that female students in this study were more academically successful because they study more for their classroom achievement, they are better organized and planned for their tasks, they obey the guidelines of teachers, they feel more responsible for their language learning, they have more time for their lessons and they are better at using the self-regulation strategies more. Similarly, Jackman and Morrain-Webb (2019) also stated that there were different social, psychological and academic reasons for the underachievement of males. However, the results cannot be the same for every context. For instance, in terms of development, the analysis showed that the performance of the females and males in secondary school was fairly constant, though females' levels in tests were lower than males (Wentzel, 1988, p. 697).

Taking high-school background of the students into consideration, the findings revealed that there is no difference between students' academic achievement and their high-school background.In the same way, Panganiban (2009) mentioned that academic success at the university did not come from a wide range of high schools across the country and were not generally limited to high schools of graduation or the fact positions of the high schools all over the country. The research findings assert that the key main component of academic achievement at the university is students' individual ability (Panganiban, 2009, p. 21). It can be stated that students have individual differences like language aptitude, motivation, age, L1 literacy, etc. They had different study types for their academic achievement before they started their education at preparatory school. However, the academic subjects changed and students were expected to organize their learning according to their individual abilities for their academic performance. Therefore, it can be said that no matter where students studied, academic achievement is not related with the school, it is all related to the student.

Another finding as regards to third research question was that students' academic achievement differed significantly according to departments. Similarly, Hartnett and Centra (1977) stated that a unit of academic departments has a clear positive impact on the academic achievement of its learners and another unit of academic departments does not, there are reasons for this divergence. It can be said this difference occurred because the university entrance exam scores of law and psychology students were higher than the students in other departments and they have more systematic study plans. Therefore, the students in law and psychology departments can show better performance in their academic life because they have more systematic learning skills. They allocate more time for their study, are better organized and planned, usually have strict study plans and feel more responsibility for their learning.

As for the last result of third research question, like it was mentioned in chapter four, the students were classified into three groups as regards to their academic achievements at the end of first semester. The groups were classified as highest-scoring, average-scoring and lowest-scoring students. The effects of gender, high-school background and department on these groups were identified for third research question.

Considering gender, it can be observed that these results were the evidence of the first finding of this research question because females in this study were in the highest and average-scoring groups and males in lowest-scoring group. Van de gaer, Pustjens, Van Damme and De Munter (2006) investigated a similar study and they indicated that boys who are independent of their attitudes are more affected by the behavioural nature of their classrooms than girls. Also, male students in my classroom have the same obstacle. According to this study, this might show that male students perform less in language than female students because males are not worried about their lessons; they are free to do whatever they want. They do not feel any responsibility for their study and they do not organize or plan their learning. However, female students in class have more time for their study, are more self-determined and ambitious to finish their tasks, are more competitive and feel more responsibility for their language learning process.

To consider high-school background, as it was mentioned before, students' individual ability is the main concern about this result. These students had different kinds of strict strategies for their academic performance before starting preparatory school. However, with a different academic subject at preparatory school, they still used the strategies that they used before. They need to change their strategies according to their individual abilities to be better in their academic life. This suggests that the

participants' academic achievement of this study changes according to their individual ability. Wherever students studied, academic performances for all student groups are not connected to the school, it may be said that they are all related to the student.

For the last independent variable that is department, these findings revealed that students in law and psychology are more competitive in academic areas than students in other departments. Besides, there was not a statistical difference between average-scoring students' academic achievements and their departments In addition; there was also a statistically significant difference and negative relation between lowest-scoring students' academic achievements and their departments. As a result, these findings showed that students in law and psychology departments generally are more successful in terms of highest-scoring group. However, students in other departments and in lowest-scoring group are not successful as the students in law and psychology departments. That is because, as mentioned before, they study more systematically. For instance, the students in law and psychology departments in my classroom have higher grades because they study in a more systematic way, have better organized study plans, try to engage more in classroom tasks and have more responsibility to do their tasks in and out of the classroom for their language learning process.

As regards to fourth research question "*Is there a relationship between self-regulated learning strategies of students and their academic achievement in the school of Foreign Languages?*", findings proved that statistically meaningful and strong correlational relationship exist between students' self-regulation strategies and their academic achievements.Similarly, it was mentioned in a study which was investigated by Broadbent and Poon (2015), meta-analysis of all the researches indicated that online academic performance is strongly linked to self-regulation strategies. Also, in another study, Sardareh, Mohd Saad and Boroomand (2012) stated that the usage of different aspects of SRL strategies and the academic accomplishments in English is closely and strongly linked. In other words, the students, whose English final exam was better, used more SRL strategies. Correlational analysis results satisfied a statistically significant and strong correlational relationship between self-regulation strategies (SRFLLS) and highest-scoring students' academic achievement and self-regulation strategies and average-scoring students' academic achievement. This indicates that, highest-scoring students' and average-scoring students' academic achievements contribute to students' self-regulation strategies. These strategies and academic performance perfectly correlate with each other, which implies that the more strategies students use, the more successful

students become. For instance, although highest-scoring and lowest-scoring students performed equally, students with low achievement also demonstrated a weak regulation of their performance, which suggests that achievements depend on students' individual characteristics ((meta)-cognitive skills, motivation, interest, etc.) and strategies to learning. After this study was completed, highest-scoring students have set more personal goals for their lessons, modified their strategies, selected more efficient study strategies and did not focus on repetition as far as the lowest-scoring group mentioned for their language learning process. The findings are consistent with previous study, showing that high students appear to show more adaptive way of self-regulation than low students such as an efficient goal setting, task monitoring and strategies to their language process (Pintrich & De Groot, 1990). This suggest that for this study, lowest-scoring students identified more low-level strategies when they were asked what strategies were used for their language learning process and highest-scoring students listed more high-level strategies. Another study also found a difference in the development and practice of these strategies among high and low level students (Cao & Nietfeld, 2007).On the other hand, interview findings matched with the findings of the scale by suggesting that students believed that they do not feel as fully self-regulated learners. However, the strategies have a big role in being academically successful in their academic life because students who use self-regulation strategies have high academic achievement, while students who do not use these strategies have low level of academic achievement. Therefore, this result can be seen in students' responses to interview questions;

Among the statements of highest-scoring students, this response '*strategies did not make me a fully self-regulated student, but they helped me move forward on this path.'*; also, another statement of average-scoring student, '*Thanks to these strategies, I was able to study more subjects in less time with less effort*' shows that they really improved themselves by the help of these strategies.

In addition to this, there was a negative statistical relationship between students' self-regulated learning strategies and lowest-scoring students' academic achievement. This shows that the less use of self-regulation strategies, the less successful students become in their academic process. Therefore, lowest-scoring students emphasize their relation between their academic achievement and self-regulated strategies by uttering that '*No, they do not have an important role in being self-regulated*' or '*I do not think that I am a very self-regulated student*'. These statements indicated that these students

were not aware of these strategies. If they became aware of these strategies, they could be in the highest-scoring group. However, they were in lowest-scoring group. Similarly, Tomak (2013) stated that the lower average group did not alter their strategies that they used.

Moreover, using these strategies affected students' learning skills in highest-scoring and average-scoring groups in a positive way.

Among the students' statements, the responses showed that their use of self-regulation strategies had a very positive impact on their language skills. Therefore, this research has demonstrated that that self-efficacy impacts academic success and acts as a strong predictor of the performance of students. Moreover, similarly, Bouffard, Bouchard, Goulet, Denoncourt and Couture (2005) mentioned that students with high self-efficacy were far more successful as they were searching for learning goals than students from the low performance group. Therefore, it can be said for this study, students were also aware of the relationship between self-efficacy and strategy use because students with low self-efficacy tend to be unsuccessful without strategy use before this study, particularly as they have failed in the past. However, with student orientations about "being a self-regulated learner", this awareness can be increased because students should realize the importance of including the self-regulation strategies in their lives in terms of "life-long learning".

As a result of using these strategies, they would become motivated and aware of the outcome of studying with these strategies. Additionally, they become aware of their strengths and weaknesses, which would help them, become more effective learners. In similar, Tomak (2013) mentioned that the higher average group participants have modified their strategies with regard to their language needs and inadequacies.

Considering goal-setting, students also did self-study to improve their academic performance. All students had some kind of self-study. However, there was a difference between the strategies used for self-study and setting goals between highest and lowest-scoring groups. Regarding the idea that self-regulation strategies may overlap with the impact of goals on student success, the relationship between self-regulation and goals involves all learning targets. With respect to the learning goals, those in the highest group tried to overcome the learning difficulties more compared to students in the lowest group. It suggests that they involved in managing their learning and became more motivated. Moreover, self-study was one of the activities that distinguished higher average group participants from their peers in other groups because highest-scoring

students said they do self-study out of their classroom hence the lowest-scoring students said that they only do their homework and worksheets given. It is very essential that these students continue to study out of their classroom time. It is necessary that these students who start their academic year at A1 level and expects B1+ level at the end of the year should do everything possible to develop their language skills. Since the time limit for a one-year university period is eight months, further attempts by these students are expected to be up to date with the intensive program planned to enhance students from A1 level to B1+ in eight months. This suggests that students in this study should therefore take responsibility for their own learning and do their best in this limited period rather than just trying to learn only within the lesson time. Also, teachers have responsibility for their students' self-study because they can show strategies to their students for studying on their own.

As it was mentioned above, with using these strategies students became self-motivated and they had self-management about their learning. Considering self-motivation, all students had different types of motivation. However, the students in highest-scoring group have more motivation types as regards to their language learning process. Accordingly, motivation is one of the self-regulated learning aspects. The link between motivation and academic performance is strong. It can be said this result indicated that a highly motivated student has better academic results. In highest-scoring group the students are motivated by sheer pleasure, challenge, and pleasure or concern (Hunt, 1965). This suggests that they want to learn English because they want to develop themselves and see this phase as personal rather than professional development. In the lowest-scoring group however, the students are motivated by external sources and by external motivation that is not directly important for the behavior itself. As a result, these lowest-scoring students wanted a strong outcome that was equivalent to the final test. At the end of this academic year, they did not focus on the process of learning the language but wanted to achieve a good result. The only aim of these students was therefore to pass the last exam. The aim of the students in the highest-scoring group was to benefit as much as possible from this language process during this academic period. They were thus intrinsically motivated that is linked to their achievement. However, according to Ningrum, Kumara and Prabandari (2018), failure in self-regulated learning has two patterns, one of them is failure of the motivation regulation system and it leads to disorganization. It has negative impact on academic achievement.

As regards to self-discipline, organization is one of the most important issues in this factor. Kadiyono (2017) stated that it would be challenging for students to control their attitudes if they do not have motivation to be successful. By learning how to use various learning strategies that contribute to academic achievement, students must gain trust in their abilities (Kadiyono, 2017). In this study, highest group students were more eager to organize their learning against to lowest group ones. When they were compared, highest-scoring student said that they have study plans and lowest-scoring students said they did not have any organized plans. Kadiyono (2017) found that academic self-discipline should be used to allow students to boost their academic success so that they can step on and build their language learning. This suggests that the participants in the highest-scoring group said they assessed their productive (speaking and writing) skills, to determine their progress. The criteria for organizing their performance are the way they made sentences and how they expressed themselves in a spoken and written languages. Also, the receptive skills are important for academic organization hence As Bloom (1956) stated the performance of productive abilities will certainly yield the accurate result because unless the students can create what they obtained. It means that they do not reach the synthesis stage in which they create or make their own sentences with the knowledge they have accumulated. Consequently, the lowest-scoring group participants remain in the stage of understanding, describing and clarifying what is going on around them. Furthermore, the understanding level assessment may be misleading for these students, who think that they have gone a long way in developing their language skills.

According to the result of this study, there is another self-regulation factor which affects students' academic achievement. Help-seeking is one of the most important factors to be self-regulated learner. Also, there was a difference between highest-scoring students and lowest-scoring ones. Highest-scoring student said that they seek help from their teachers and lowest-scoring student said that they do not expect any support from their teachers. According to Karabenick and Knapp (1988), many highly-needed students sought more assistance than moderately-needed. Such findings tend to reflect informal assumptions about students searching for support: people who desperately need assistance are also the least likely to seek help. Therefore, highest-scoring group students seek more help and they use more self-regulation strategies. However, lowest-scoring group students were not aware of the need of help to be self-regulated learners. As a result of this study, a number of factors contribute to decreasing the probability of

help being sought by lowest-scoring students. Not only the lowest-scoring students face negative impacts but also the highest-scoring ones can face cognitive and emotional obstacles and they can need the support of their teachers. Also, it can be said whether the connection between help and assistance found in the environment of this study, it also can exist in other contexts.

Last of all, curiosity is also another self-regulated dimension which affects students' academic achievement. At first, the question for curiosity asked only for receiving more information about the students' perceptions about learning language. However, when the question was asked, it was found that there was a huge difference between highest-scoring and lowest-scoring students' responses. As regards to the results of this study, it can be said these kinds of students learn languages not only for academic achievement but also for their daily life because they know that learning a language also have more benefits in their social life. However, lowest-scoring students were not curious about learning a language. They have the responsibility to learn it hence they only care about their grades to pass from preparatory school. It can be understood that students' responses gave a lot to this study because the highest-scoring group students attributed their willingness to learn English to such factors as a desire for learning another culture and the possibility of expanding the perspective of learning for a different culture and society. The students in lowest-scoring group, however, all stated they wanted to learn English just because they had to learn English in their departments or because in their careers they wanted to develop learning English for their future career. They all based their inspiration on pragmatic reasons to learn English. Therefore, these students needed to get a positive result at the top, equivalent to their preparatory school degree. They did not concentrate on the language education process, but at the end of this academic year they needed a satisfactory outcome. Thus, the only aim of these students was to graduate, whereas the goal was to benefit from this process of linguistic learning in the highest-scoring group.

Finally, it can be said there are a lot of factors that affect students' self-regulation strategies. These factors help students to use various and innovative strategies, improve their learning and learn how to organize their learning, which would contribute to students' academic achievement. This research supports the literature by promoting the association between self-regulation and academic performance in higher education contexts.

5.3. Implications of the Study

This study attempted to investigate the relationship between students' self-regulation strategies and their academic achievement. This is because understanding students' self-regulation helps us make sense of students' academic life. Moreover, in order to sustain their academic achievement, they need to use self-regulation strategies (İnan, 2013). In this sense, it is important to obtain a better understanding of how they use self-regulation strategies in relation to their academic life.

It has been noted in this study that students who use self-regulation strategies are very successful in their academic life. Considering the scale and interview, they are more organized, planned and motivated respectively.

Moreover, the results obtained in this study especially helped me, my colleagues and students in this university to be aware of teaching and learning self-regulation strategies and the importance of these strategies on academic achievement. Personally, the results of this study earned me a great awareness about what I will do to increase my students' academic achievements. It is believed that this would also help other teachers to think about their students' academic achievements and teaching self-regulation strategies. As it is concluded before in the study, to some extent, the higher use of strategies leads to higher academic achievement. Teachers, therefore, are responsible for expanding students' strategic portfolio. That is why teachers should regularly implement these strategies to students, instruct them and monitor whether or not students use them. The educational implications of these findings help teachers promote students' academic performance. However, to do this; teachers need to consider students' learning processes, their motivation and need to give support to students to use self-regulation strategies. Sadi and Uyar (2013) mentioned about this;

> Teachers will take advantage of this study by improving the development of skills and specifically inspiring learning strategies; and through increasing the desire of students to know and understand how to use them. This will improve the capacity of students to learn, solve difficult problems, control their learning, arrange learning materials more effectively and also achieve their objectives in their work.

This is very crucial because teachers together with students are the most essential part of self-regulated learning.

5.4. Suggestions for Further Studies

In this study aiming to find the correlation between self-regulation strategies and academic achievement, sample of the study consisted of 274 preparatory school students in a private university. Therefore, working with a larger sample of students from Turkey would be better to achieve more respectable findings. Also, a scale was used as the key data set. Scales may not provide us a better interpretation of professional identification alone. This makes it challenging to examine results on the basis of statistics. Although an interview could be used to validate quantitative results, the compilation of extensive evidence could be better with a variety of other qualitative data such as student diaries and case studies.

Additionally, one of the conclusions drawn from the outcomes of this analysis is that students' proficiency level could have an impact on this study. Therefore, students from other language levels (A2, B1, B1+) should be included in this study, as well as studying at A1 levels in the preparatory school.

Finally, these kinds of studies can show teachers how to teach English learners self-regulation strategies. Addressing the critical role played by teachers in enhancing students' self-regulation is important. Therefore, the involvement of teachers can be discussed by further work that explicitly focuses on the teacher variable.

5.5. Conclusion

Recently, it is an important topic for educational studies to investigate what self-regulation is, which strategies are used, when these strategies applied and how they can be taught. Also, due to the rapid development of self-regulation over the last decade, it is important to consider how students can better use SRL strategies to achieve academic achievement. Self-regulated learning and its strategies have demonstrated significant positive relations to academic performance. Many researchers suggest that academic achievement is correlated with self-regulated learning and its strategies (Zimmerman & Martinez-Pons, 1986; Zimmerman, 1990) or vice versa.

Self-regulated learning is a combination of desire and ability. The self-regulated learner is someone whose emotional, motivational / affective, behavioral and social processes have been prepared, regulated and assessed (Torrano & González Torres, 2004). This self-regulated learner had more time for their lessons and especially, study in a more effective way and are better organized and planned.

As academic achievement is an important issue, it requires applying self-regulation strategies. The effectiveness and efficiency of a student' academic life is mediated by his/her use of self-regulation strategies and his/her understanding of the concept of self-regulation. Self-regulated learners (1) are more curious about their learning; (2) performs better in learning; (3) engages more in tasks; (4) monitors their learning more; (5) studies in a more efficient way; (6) sets long term goals; (7) knows when and whom he/she will take support. These achievements can be gained by forming a strong self-regulated learner identity.

Based on these results obtained and keeping in mind the role and value of self-regulation in the educational success of students, they should pay much more attention to their expertise and learning. Considering the relationship between self-regulation strategies and academic achievement, many educators and policy makers currently believe that self-regulation strategies should be a central objective of education. These strategies are, as mentioned earlier, crucial for both guiding the learning of students during their academic life, educating themselves and developing their knowledge after their academic life. Therefore, the faculty and educational staff of higher education universities are encouraged to create a learner-centered atmosphere and challenging class, as well as to provide the students with the right requirements. It is important to attempt to adopt a student-centered learning class and to promote students to be self-regulated ones in their language learning process by exposing new trends in self-regulated learning. Regarding students, they should frequently participate in extremely challenging instructional activities and develop intrinsic motivation when they come to a new learning task, in order to promote their self-efficacy.

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7. APPENDICES

Appendix 1: Approval of the Ethics Committee

T.C ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	10781372470
ADI VE SOYADI	Sude Yeniçıkan
ÖĞRENCİ NO	20188018
TEL. NO.	05343631635
E - MAİL ADRESLERİ	Sude_yenicikan@hotmail.com
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Üniversite Ortamında Öğrencilerin Öz-Düzenleme Stratejileri ve Akademik Başarıları arasındaki İlişkiyi İnceleme
TEZİN AMACI	Bu çalışma, Mersin'deki Türk özel üniversitelerinden birinin Yabancı Diller Yüksek Okulu'ndaki ortamında, yabancı dil öğreniminde, öğrencilerin akademik başarıları ile bağlantılı olarak yabancı dil öğreniminde aktif, özerk ve gelişmiş öğrenci olmak için öz-düzenleme stratejilerinin uygulanmasının vurgulanmasını amaçlamaktadır.
TEZİN TÜRKÇE ÖZETİ	Çalışmanın amacı, öğrencilerin öz-düzenleme stratejilerinin İngilizcedeki akademik başarılarına öncülük edip etmediğini ve olası ilişkileri değerlendirmedir. Buradaki amaç, öğrencilerin bölümü, cinsiyeti ve mezun oldukları lise tipi, öğrencilerin öz-düzenleme stratejilerinde ve akademik başarılarında rol oynayıp oynamadığını belirlemektir. Tezin nicel ve nitel araştırmaları içeren karma bir çalışma

SOBE – 1953

	olduğu düşünülmektedir. Programa 2019-2020 eğitim-öğretim yılında Çağ Üniversitesi Yabancı Diller Yüksekokulu'nda 305 hazırlık sınıfı öğrencisi katılmaktadır. Bu çalışma, Uygulamalı İngilizce ve Çevirmenlik, Uluslararası İşletme, Uluslararası İlişkiler, Uluslararası Finans ve Bankacılık, Uluslararası Ticaret ve Lojistik ve Hukuk Bölümündeki hazırlık öğrencilerini içermektedir. Araştırmada Zaimoğlu ve Şahinkarakas (2019) tarafından tasarlanan Öz-Düzenleme Yabancı Dil Öğrenme Ölçeği (SRFLLS) ve Tomak'tan (2017) uyarlanan bir röportaj, öğrencilerin öz-düzenleme stratejilerini değerlendirmede veri toplama aracı olarak kullanılacaktır. Öğrencilerin derslerdeki akademik başarıları yıl sonu notlarıyla değerlendirilecektir. SPSS 22.0, istatistiksel olarak toplanan verileri analiz edecektir. Elde edilen sonuçlara göre öğrencilerin öz-düzenleme stratejileri ile İngilizcedeki akademik başarıları, cinsiyetleri, bölümleri ve tespit edilmeleri öngörülen lise türleri açısından hafif bir pozitif korelasyon göstermesi beklenebilir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	ÇAĞ ÜNİVERSİTESİ
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Yabancı Diller Yüksek Okulu, Çağ Üniversitesi, Yenice, Tarsus/ MERSİN
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ	Çağ Üniversitesi, Yabancı Diller Yüksek Okulu'nda A1 seviyesinde bulunan 23 sınıftaki öğrencilerin, öğrenme stratejilerini ölçmek adına Zaimoğlu ve Şahinkarakas (2019) tarafından tasarlanan Öz-Düzenleme Yabancı Dil Öğrenme Ölçeği (SRFLLS) uygulanacaktır. Bu ölçeğin sonucunda seçilen on öğrenciye Tomak'tan (2017) uyarlanan bir röportaj veri toplama aracı olarak kullanılacaktır.

AYRINTILI BİLGİLER	
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Zaimoğlu ve Şahinkarakas (2019) tarafından tasarlanan Öz-Düzenleme Yabancı Dil Öğrenme Ölçeği (SRFLLS).
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1)EK 2 (2) Sayfa Öz-Düzenleme Yabancı Dil Öğrenme Ölçeği (SRFLLS) (Sosyal ve Duygusal Öğrenme Anketi).

ÖĞRENCİNİN ADI - SOYADI: Sude YENİÇIKAN		**ÖĞRENCİNİN İMZASI: (Enstitüde Kalan Asıl Sureti İmzalıdır.) TARİH: 27 /11/ 2019**	
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu İngiliz Dili Eğitimi faliyet alanı içerisine girmektedir			
1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	**A.B.D. BAŞKANININ ONAYI**
Adı - Soyadı: Senem ZAİMOĞLU	Adı - Soyadı: ……	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : Dr. Öğr.Üyesi	Unvanı: ……	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır	İmzası: ……	İmzası:(Enstitüde Kalan Asıl Sureti İmzalıdır.)	İmzası:(Enstitüde Kalan Asıl Sureti İmzalıdır.)
… / ….. / 20….	…. / …. / 20….	……. / ……. / 20……	…. / …. / 20….

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.)	İmzası : ……	İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.)	İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.)	İmzası : (Enstitüde Kalan Asıl Sureti İmzalıdır.)
…… / ….. / 20…..	…… / ….. / 20….	… / ….. / 20…..	….. / ….. / 20…..	… / ….. / 20…..
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE		**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 28/11/2019 - 03 /01/2020. tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	x	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix 2: Interview Questions for Students

1. Are you interested in learning language? If yes, are you interested in gaining new information to improve yourself?
2. What do you do to enhance your motivation towards learning the language?
3. Do you organize your learning? What do you do? Do you make a study a plan?
4. If you have a problem, do you seek for help? Do you expect guidance from your teachers? Or do you do it by yourself?
5. Do you think it is important to keep track of your learning? Or is it enough to consider your grades? What do you do to control your language development?
6. Do you do self-study to achieve your academic goals out of your class time? What do you do?
7. Which strategies do you use to be successful in your academic life?
8. For which skill improvement do you use the strategies most? Do you use these strategies in exams?
9. Do you think the strategies that you use make you self-regulated learner? In what ways?
10. Do you think these strategies improve your language learning as regards to your skills?

(Adapted from Tomak, B., 2017)

Appendix 3: Self-Regulation Foreign Language Learning Scale (SRFLLS)

SOSYAL VE DUYGUSAL ÖĞRENME ANKETİ

1. Cinsiyetiniz: A)Erkek B) Kadın
2. Mezun olduğunuz okul: .....
3. Bölümünüz: .....

Bu anket sizin İngilizce öğrenirken hem sınıf içinde hem de sınıf dışında gösterdiğiniz sosyal ve duygusal becerilerden ÖZ-DÜZENLEME becerisini öğrenmek amacıyla hazırlanmıştır.

Aşağıdaki değerlendirme ölçeğini kullanarak sizin görüşünüzü en iyi açıklayan şıkkı seçin.

- Kesinlikle katılmıyorum
- Katılmıyorum
- Tarafsızım
- Katılıyorum
- Kesinlikle katılıyorum

Anketi doldurduğunuz zaman lütfen öğretmeninize teslim ediniz.

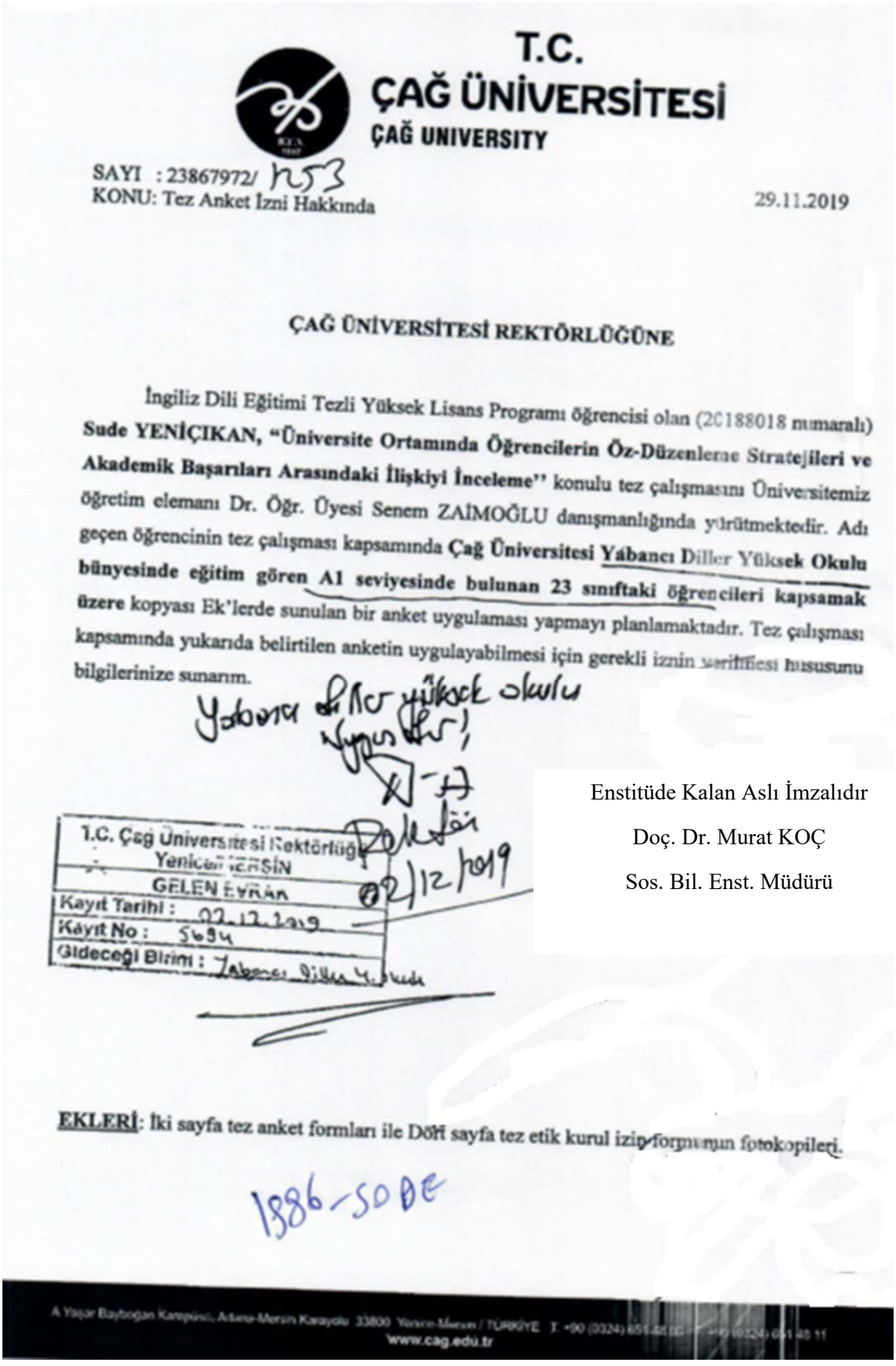
Katıldığınız için teşekkür ederim.

Sude Yeniçıkan

Bu anketi doldurarak bu çalışmaya katılmayı kabul ediyorum.**OZ-DUZENLEME**	Hiç Katılmıyorum	Katılmıyorum	Tarafsız	Katılıyorum	Kesinlikle Katılıyorum
1. I am curious about learning new information	☐	☐	☐	☐	☐
2. I am curious about learning new languages	☐	☐	☐	☐	☐
3. I am curious about everything that leads me to get a new point of view	☐	☐	☐	☐	☐
4. I can recognize my own emotions.	☐	☐	☐	☐	☐
5. I reflect my feelings too much while learning English	☐	☐	☐	☐	☐
6. I do not hesitate to reflect my feelings while learning English	☐	☐	☐	☐	☐
7. I am unkind when I get angry	☐	☐	☐	☐	☐
8. I know what I need to do to improve my learning	☐	☐	☐	☐	☐
9. If I try, I can do even the hardest work in the class	☐	☐	☐	☐	☐
10. I have an idea of what I can do in my class	☐	☐	☐	☐	☐
11. I have difficulty in expressing myself in the lesson	☐	☐	☐	☐	☐
12. I am afraid when facing new situations or activities	☐	☐	☐	☐	☐
13. I am scared when I do not know how to do something	☐	☐	☐	☐	☐
14. I can easily motivate myself when I feel bad	☐	☐	☐	☐	☐
15. I can easily motivate myself when I fail	☐	☐	☐	☐	☐
16. I can motivate myself when I face a difficult situation	☐	☐	☐	☐	☐
17. I always concentrate on school subjects during class	☐	☐	☐	☐	☐
18. I can solve the problems without hurting anyone	☐	☐	☐	☐	☐
19. I do something for the things that are not going well	☐	☐	☐	☐	☐
20. I overcome every difficulties to achieve my goals	☐	☐	☐	☐	☐
21. I shape my life in accordance with my goals	☐	☐	☐	☐	☐
22. I never give up until I achieve my goals	☐	☐	☐	☐	☐
23. I get my family to help me when I have social problems	☐	☐	☐	☐	☐
24. I get my friends to help me when I do not solve the problem on my own	☐	☐	☐	☐	☐
25. I get my teachers to help me when I do not understand the lesson	☐	☐	☐	☐	☐

(Adapted from Zaimoglu, S., 2018)

Appendix 4: Çağ Üniversitesi İzin İstek ve Onay Yazısı



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 153
KONU: Tez Anket İzni Hakkında

29.11.2019

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188018 numaralı) **Sude YENİÇIKAN, "Üniversite Ortamında Öğrencilerin Öz-Düzenleme Stratejileri ve Akademik Başarıları Arasındaki İlişkiyi İnceleme"** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Senem ZAİMOĞLU danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Çağ Üniversitesi Yabancı Diller Yüksek Okulu bünyesinde eğitim gören A1 seviyesinde bulunan 23 sınıftaki öğrencileri kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Yabancı Diller Yüksek Okulu
Uygundur
Doktor

T.C. Çağ Üniversitesi Rektörlüğü
Yenice/MERSİN
GELEN EVRAK
02/12/2019
Kayıt Tarihi : 02.12.2019
Kayıt No : 5694
Gideceği Birim : Yabancı Diller Y. Okulu

Enstitüde Kalan Aslı İmzalıdır
Doç. Dr. Murat KOÇ
Sos. Bil. Enst. Müdürü

EKLERİ: İki sayfa tez anket formları ile Dört sayfa tez etik kurul izin formunun fotokopileri.

1886-SOBE

A Yaşar Bayboğan Kampüsü, Adana-Mersin Karayolu 33800 Yenice-Mersin / TÜRKİYE T. +90 (0324) 651 44 00 F. +90 (0324) 651 45 11
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8. CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

High School: Hacı Zarife Çelebi Aygar Anatolian High School / 2010-2014

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Faculty of Arts and Sciences,
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Master's Degree: Cag University, Institute of Social Sciences,
English Language Education / 2018-2020

EXPERIENCE

Cag University, School of Foreign Languages,
2018- Still (English Instructor)