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EXPLORING THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND COURSE ENGAGEMENT OF EFL LEARNERS IN ONLINE EDUCATION

THESIS BY
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To the loving memory of my father …

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ABSTRACT

EXPLORING THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND COURSE ENGAGEMENT OF EFL LEARNERS IN ONLINE EDUCATION

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The main aim of this thesis was to examine the relationship between students' self-regulation and their engagement to the course. These students had to take online courses because of global corona virus crisis. Online Self-regulation Questionnaire was used to determine the participants' self-regulation and Student's Engagement Scale in Online Learning Environment was exerted to actuate EFL learners' engagement to course. Both Online Self-Regulation Questionnaire and Student's Engagement Scale in Online Learning Environment were applied to 153 secondary school EFL learners. The data collected from the scales was compared to the sub-problems identified in the study. The SPSS program was used to state descriptive statistics of the scales and correlation coefficient was used to calculate the relationship between the data obtained from the scales. T-test was used to analyse whether the results of the Student's Engagement Scale in Online Learning Environment and Online Self-regulation Scale showed a significant difference. One-way Anova tested if the scores acquired from these scales indicated an important difference by their grade levels. Self-regulation levels of the students are not higher than the average. Also, no significant result was found among gender, grade level and self-regulation as in the case of gender, grade level and student engagement. At the end of the research, the student engagement level of the students taking part in the research equalled to average. As for the relationship between students' self-regulation and engagement, it was found that there was a positive moderate relationship between them.

Keywords: distance education, online education, sense of self, self-regulation, self-regulated learning, student engagement, secondary school EFL learners

ÖZET

ÇEVRİMİÇİ EĞİTİMDE İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENENLERİN ÖZ-DÜZENLEMELİ ÖĞRENME VE DERSE OLAN BAĞLILIKLARI ARASINDAKİ İLİŞKİYİ İNCELEME

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Bu çalışmanın amacı küresel korona virüs krizi nedeniyle çevrimiçi öğrenim gören ortaokul öğrencilerinin öz düzenleme becerileri ve derse olan bağlılıkları arasındaki ilişkiyi incelemektir. Öğrencilerin öz-düzenleme becerilerini gözlemleyebilmek için Çevrimiçi Öz-düzenleme Ölçeği, derse olan bağlılıkları için ise Çevrimiçi Öğrenme Ortamlarında Öğrenci Bağlılık Ölçeği kullanılmıştır. Hem Çevrimiçi Öz-düzenleme Ölçeği hem de Çevrimiçi Öğrenme Ortamlarında Öğrenci Bağlılık Ölçeği İngilizceyi ikinci yabancı dil olarak öğrenen 153 ortaokul öğrencisine uygulanmıştır. Ölçeklerden elde edilen veriler çalışmanın alt problemleriyle karşılaştırılmıştır. Verilerin tanımlayıcı analizi ve korelasyon değeri SPSS programı kullanılarak hesaplanmıştır. Ölçekten elde edilen sonuçların cinsiyete göre fark edip etmediği T-test kullanılarak analiz edilmiştir. Sınıf farklılığını analiz etmek için ise One-way Anova kullanılmıştır. Öğrencilerin öz-düzenleme seviyeleri ortalamanın üzerinde değildir. Ayrıca hem öz düzenleme becerileri hem de derse olan bağlılık kapsamında cinsiyet ve sınıf seviyesi açısından anlamlı bir fark görülmemektedir. Araştırmaya katılan öğrencilerin derse olan bağlılığı ortalama seviyededir. Derse olan bağlılık ve öz düzenleme arasındaki ilişkiye bakılınca ise, belirtilen kavramlar arasında olumlu yönde ortalama bir ilişki vardır.

Anahtar sözcükler: uzaktan eğitim, çevrimiçi eğitim, benlik algısı, öz düzenleme, öz düzenlemeli öğrenme, öğrenci bağlılığı, İngilizceyi yabancı dil olarak öğrenen ortaokul öğrencileri.

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ABBREVIATIONS

SRL : Self-regulated Learning

EFL : English as a Foreign Language

SPSS : Statistical Package for the Social Sciences

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1. INTRODUCTION

This chapter consists of five parts which are background of the study, problem statement, purpose of the study, research questions and significance of the study. This research aims to scrutinise the self-regulation skills and course engagement of secondary school English as Foreign Language (EFL) learners who were required to study online owing to the global coronavirus outbreak. Correspondingly, this study is designated to reveal the relation between the stated concepts which are self-regulation and student engagement.

Background of the Study

Online education has come out as a term which has been used very often as a result of COVID-19 pandemic outbreak. Education system is the second most affected area as COVID-19 has given a completely new direction to it. Students and teachers found themselves in an area which has no walls. As it has affected many areas, COVID-19 has given a new direction to education system. Online Education draws attention as it provides students go on learning while they are staying at home to keep themselves healthy. Online education comes out as a new education model, also called as web-based learning system which is totally virtual with no sense of space or spatiality. Unlike face to face education, online education is an education model which is based on a different notion of interaction with respect to direct/indirect communication between the teacher and the student, and it varies in terms of communication and students' presence in the classroom environment. Therefore, the terms self-regulation and student engagement within the scope of online education come out as straightforward concepts which needs to be examined in detail. To this end, in this study, the concepts of sense of self, self-concept, self-efficacy, self-regulation, self-regulated learning (SRL) and its models and student engagement with different dimensions have been observed among secondary school EFL learners with the aim of examining the relationship between students' self-regulation skills and their engagement to the lesson within the scope of online education.

Statement of the Problem

Commonly used as a result of COVID-19 outbreak, online education forced people to teach and learn at home. It has been experienced by all grades. With the aim of going on teaching and learning, sharing information to a large group of people from a centre which is separate from an environment could come true through the usage of internet and technological devices. For that reason, secondary school EFL learners had to spend most of their time in virtual classes. The situation which people had to use this system displayed that searching about this field is of great significance to examine its role and effect on students.

Although online education was a must for people's health, it brought about lots of snafus for both teachers and students. Absence of physical interaction between teacher and students was the main trouble which made the foundation of the following problems. Lack of physical interaction precipitated fast and enough feedback from the teacher to students. Also, social isolation leaded the students to stay at home and communicate less with other people. The problem of social isolation weakened the communication skills of the students. When the students did not know the answer during the lesson, they preferred to be offline instead of explaining the reason why they could not answer the question. Inexperienced teachers and students of this system had troubles with assessment and evaluation issues. The teachers could not organize an examination model to assess their students within the system and students were inclined to cheat as cheating was very easy during online exams. Peer learning was another problem during online education. Most of the students preferred to speak with each other about a different topic but not the topic of the lesson when they were directed to private study rooms in online meeting platforms. Finally, theoretical knowledge sounded to be more dominant compared to practical knowledge. In a language class, teacher talking time became more than student talking time.

The problem born as a direct result of direct interaction between the student and the teacher is evidently one of the most straightforward impediments to online learning (Purarjomandlangrudi, Chen & Nguyen, 2016). Unlike face to face education, online education is quite different in terms of interaction and way of communication. Hence, self-regulation skills must be dig into deeply. Self-regulation can be defined as one's management of his or her feelings, attitudes and following a path to reach their aim without one's directions. Self-regulation is an approach for academic studies. Each and every student can learn it regardless of age, gender, capability and motivation and they

can use self-regulation strategies to make their academic achievements come true (Baharom,2003). Self-regulated learning (SRL) is a way of learning that one directs and determines his or her own way of learning within certain methods. Students who have more responsibility for their learnings are more inclined to learn a foreign language (Tseng, Dörnyei and Schmitt,2006). In an online learning environment, one's managing his or her own learning is a crucial step which must be appraised in this study.

Student engagement is another term which must be delved into as it is accepted as prerequisite for learning. The fact that one learns in an environment which is not ruled by certain rules unlike in face-to-face education, effectuality of student engagement must be scrutinized more carefully during online education. It is necessary to consider learners' participation when developing online learning environments and improving their efficacy (Oncu & Cakir, 2011). Facilitating contact and online learner participation, according to researchers, is critical for improving learning (Bower, 2016). Because of the lack of interaction, dropout incidences in online classrooms are much higher in the traditional in-class education (O'Brien, 2002).

In short, engagement and self-regulation concepts draw attention as a problem statement. Within the frame of this study, the self-regulation skills and course engagement of secondary school EFL learners who were required to study online due to global coronavirus epidemic outbreak.

Aim and Research Questions of the Study

The primary objective of this study is to examine the relation between student's self-regulation skills and their engagement to the lesson within the scope of online education which became very popular and common as a result of corona virus pandemic outbreak. The following questions below were asked to reach the ends of the study.

1) What are the perceptions of students about self-regulation in secondary school context during online education?
   - **a.** Is there a statistically significant difference among EFL learners' self-regulation strategies in terms of their gender?
   - **b.** Do EFL learners' self-regulation strategies differ according to their grade level?

2) What are the perceptions of EFL learners about their engagement to the lesson in secondary school context during online education?

a. Is there a statistically significant difference among EFL learners' engagement in terms of their gender?

b. Do EFL learners' engagement differ according to their grade level?

3) Is there a relationship between the notion of self-regulation and student engagement during online education?

Significance of the Study

Self-regulation and student-engagement are accepted as significant concepts which are examined extensively within the scope of online education, for the primary objective of education in general is to promote students' life-long learning, and provide them with means to learn effectively, especially in environments where there is no physical reciprocal interplay interaction between the teacher and the student. A minute exploration of the literature on this topic shows that the number of studies focusing on both self-regulation and student engagement with respect to online education for secondary school students is rather limited. Most of the studies deal with either student engagement or self-regulation separately for different age groups. Therefore, it is intended that this thesis will enhance the literature in terms of the studies which conducts research about not only self-regulation but also student engagement by investigating secondary school students who are having online education.

Literature Review

Distance Learning

Education has been the major concern of all countries as it has been thought as the only way to compensate one's need of information and to improve. For that reason, alternative learning models have been proposed to contribute quality of education, especially for the ones who cannot be within the system of traditional classroom environment. Distance learning has been used since eighteenth century in various formats, it has contributed communication technology to improve, and finally it has been a commonplace technique of today's world (Kentnor, 2015). It is an education model which reiterates the significance of one's self-discipline improving himself or herself as it provides a learning environment which is not imprisoned inside the walls of a building called school. Although distance learning has been used for long years, the name of it is uttered more often these days.

In the field of education, various definitions of distance learning are found. Morrison defines distance education as a learning system in which students go in for learning activities synchronously or asynchronously (2003). For Moore and Kearsley, distance education is a model in which teachers and students contact effectively in synchronous and asynchronous platform (1996). As Cartwright also posits, for the U. S. Congress Office of Technology Assessment, distance learning brings the teacher and the student from different realms to intersection of developments in technology for mutual interaction (1994). Larreamendy-Joerns and Leinhardt portrays distance education as an educational eccentricity which advocates the idea that life-long learning should be the main concern and education must act as a big umbrella which is effective for everyone (2006). Although there are a number of factors, the main reason of distance education's presence has been stated that it is an alternative education for the ones who cannot be taught in the traditional classroom environment (Matthews, 1999).

Online Education

At present, distance education comes out with name of online education. The amelioration of it goes parallel simultaneously with the contraption of technology. For Saul (2004), online education is a learning system which is provided via computer. Dabbagh and Bannan-Ritland define online education as a learning platform in which internet is used with educational tools (2005). It has new functions with the contributions of media technologies. So, learners have the chance of using educational materials in advance and contacting with their teachers and friends very fast and often. While these opportunities are once impossible, they serve to the learners now (Kirkwood, 2003). At present, computers and the internet are made use of to carry out the average 80% to 90% of the related course material (Allen & Seaman, 2011; Shelton & Saltsman, 2005, as cited in Kentnor, 2015). As a product of the last developments, online education has imposed on traditional education presentation models profoundly. It is all known that online education has created a dynamic learning environment and it has been embraced by lots of groups such as researchers, educators, publishers and managers.

In conformity with aptness to enable online courses, online education debuts a new trend all around the world as in the case of Turkey. Closure of the schools due to pandemia made people worry about the education issue owing to the fact that students would not catch the time and not going to school and staying at home would act as a

great hurdle in their education life. So, education world has to be modified from top to bottom due to pandemic's pressures. What is needed is that a school model which can reshape itself according to the unexpected situations (Azorin, 2020).

During this global confinement of people in their own homes because of pandemic, education has turned into a web-based system in which there is no physical contact of teacher and student, student and student (Harris, 2020). Thus, coming into existence as a solution to tackle the problem of the void of eye-to-eye education, online learning is the epitome of a new field which can be counted as innovation in terms of the students, especially for the young learners and teachers. The reason why it is called as a new field is that there is a direct shift from in-class learning to distance education carried out by means of the use of the Internet. (Cole, 2001, as cited in Palaiologos, 2011). It can be described as a transition from traditional model to an innovative one. As Stern (2018) states that online learning is an innovative education model in which students are supposed to be more active unlike in traditional education. Students and teachers work hand in hand and both of the groups back up each other during learning process as students are more on stage and teachers are guide. In online learning, both instructors and students play essential roles. Ke's research (2010) displays that teachers' roles such as the mentor or the advisor are of great significance, as they are the ones who advocates the active learners and help them to reach information with their own strategies.

Teaching and learning do not occur just in the class any longer. Teaching and learning now manifest themselves far distant from the classical in-class education methods especially in today's world. With this type of education, each learner and teacher come together in a virtual class by the help of internet connection system notwithstanding the fact that they are in completely different places. As a new movement, Online education refers to the system which primarily aims to increase access to education and training, by unleashing the limits of time and place and offering to the learners much more flexible learning choices (Patru & Khvilon, 2002). In other words, "it encompasses programs that allow the learner and instructor to be physically apart during the learning process and maintain communication in a variety of ways" (Keegan,1986, as cited in Beldarrain, 2006, p.139). According to an explanation provided by Özcan (2019), online education comes out as a chance for the teacher and student who are not together in a building as it makes the transition of education materials faster. Students can nowadays reach information of any kind, which was

formerly provided them only at classrooms in limited times, whenever they want thanks to the opportunities that the Internet and computers provide.

Online education is a model of distance education in which a student or students interact with other students and teacher to be proficient in a specific field during the learning period by using internet. The increase of distance education recently at an unprecedented rate owes a lot to the developments in online learning, which is fed by the Internet and computers. Not surprisingly, with online education, we have actually entered a new age of education that is virtual rather than physical (Brozik & Zapalska, 2007). It provides opportunity for the teachers and students to reach information which is not included in traditional classroom. Ke and Xie are in the belief that online learning environment breeds learning contentment, for this end, they privilege “deep learning” which requires collaboration of the teachter and the students, integration of all the members, and the like (2009, p. 137). As Isman and Aksal (2010) argue, students of online education must motivate themselves and know how to communicate with their peers and teachers by means of the use of the Internet.

Online education is preferred commonly as it is appropriate to provide facilities such as being expert in some certain fields or diplomas for everyone who is in search of improvement. For Bonvillan and Singer (2013) lifelong learning can be an essential role for online education. Puzziferro and Shelton (2008) writes that the lessons are designed and served for large number of people.

Unlike face to face education, Online education is cheap because it is easy to reach for everyone. Via one button, one can get what s/he wishes without being restricted to limits or borders which act as a barrier for face to face education. From kindergarten to universities, students are encouraged to learn by using interactive tools. Hrastinski (2009, p. 80) proposes online learner participation to a model that requires both the participation and continuance of each and every kind of relations with their surroundings.

Benefits of Online Education

During the days upon which people are dealing with corona virus, the significance of online education and the benefits of it are highly felt. Without a shadow of doubt, the preeminent purpose of online education is to protect students, teachers and parents’ well-being. Transforming the traditional education into a discrepant system, online education provides versatile advantages. It opens up new possibilities for students,

professors, educational regulators, and educational institutions themselves (Mayadas, et all. 2009).

As a great education tool, online education is a learning model which can be used effectively by the learners who are acting in different fields with various ends. Current online education system provides lots of opportunities to the students as it serves versatile courses to teach according to the preferences of the learner (Angelino,2009). One of the greatest pros of online education is that it can be reached by everyone. Without going somewhere or moving to a different place, one can learn via online education at his or her home. Thanks to this form of education, social and physical hurdles disappear. Flexible hours of learning come out as a new advantage of online education. That is, it allows for more freedom in terms of when and how lectures are consumed, as well as the lecture style, such as the length of the lecture (Cowen & Tabarok, 2014). It contributes a large number of students to get involved in learning process (Major, 2015).

Also, it acts as a cheap service. It provides more accessibility and, in some ways, a much cheaper option (Kentnor, 2015). The only needs of student and teacher are compensated via internet instead of papers and other materials. Besides, there is no necessity to go through with money for maintenance of the buildings or means of transport.

Sharing information is another purpose of education. While everybody is at their homes, they can reach what they need to learn by dint of a computer having internet connection. So, they do not have to go to school and it reduces the risk of being ill. In addition, they can also attain learning materials as long as they have internet connection. Years ago, it was nothing but a dream to talk about an education system in which a lot of students study in an environment which is not surrounded with walls (Levy, 2007).

Online education offers students opportunity to improve their computer skills. They can obtain up to date information very fast and easily. Thus, and so they can complete their homework on time and it makes easy to send their projects. The content of an online class is the same as the content of an in-class education. For some people online teaching is much more demanding for the teacher as his/her workload increases with the burden of the Internet and computer, and what is more, the teacher must motivate himself to perform their best (Stern, 2018).

Online education is comfortable because students can receive education in the places they wish and they do not have to be restricted into the classrooms which is not so

comfortable as outside of classrooms. Another advantage of distant learning is that students who are unable to attend classes physically or very unwilling to do even if they have the chance, will now be able to benefit from the course materials without the burden of the physicality of the classroom (Stern, 2018).

Problems of the Online Education

Regarding the cons of the online education, one might enumerate the followings: 1) this kind of method is not known generally, 2) the institutions do not support the teachers, 3) concern with respect to the quality of the education provided online (Kentor, 2015). Online education makes a free hand available for students, who are reluctant to learn and lack of self-regulation skills. Hence, teaching plans and its format must be implemented in a controlled way in compliance with the supervisors.

In defiance of supervision, students are inclined to use this system in accordance with their own wishes which may result in incompleteness of learning. The instructional content must be arranged in a way that it must meet some requirements such as students' academic background and their adaptability to the techniques of the online learning (Bao, 2020). The difficulties faced by pupils were not due to technical difficulties. Just on the contrary, they are resistant to learning. Because at home, students cannot find the will in themselves to discipline themselves, or cannot access to the learning resources or might not have the proper education (Bao, 2020).

While getting online education, students cannot meet their teachers face to face as in the case of traditional classroom environment. The devoid of physical interaction between student-teacher and student-student is accepted as a drawback of online education (Healy, et al.,2014). As online education requires time management, it gives the responsibility to the student. For an online course, a student needs a computer and the internet, in addition to a sense of motivation for himself or herself (Stern, 2018).

Self-regulation and Related Concepts

Sense of self

Second language learning is a complicated process that is affected by many factors such as classroom environment, individual differences and methods used by teachers. Accordingly, the teacher's role is of great significance in this process. As an "Enlighted Eclectic" teacher, one must be aware of the factors such as personality, identity and aptitude which influence his or her learners. Being aware of these differences assists the

teacher to be a guide for his or her students and influences EFL learners' sense of self. Owing to the fact that the classes are not a "melting pot "but a "salad-bowl", "every teacher needs to be a methodologist finding his or her own answers to professional questions and choosing appropriate opportunities to create the optimal learning conditions" (Spiro, 2013, p.3). Most of the researchers stress that understanding learners' sense of self is of great importance as it is a key factor to make out learners' behaviours (Hattie, 2004).

The teacher's approach and attitudes have a great role in shaping the learner's "sense of self". "Self means both 'auto' or 'the same' so understanding the self implies understanding one's identity" (Besley, 2005, p.78). Self is defined as a dynamic and multifaceted individual and societal entity (Cast and Burke, 2002). For Markus (1977), people are active information processors who endeavour to arrange and explain their actions and self-schemas, which are cognitive generalizations about the self, are formed as a result of their efforts. There are many concepts which come out of "self" such as self-concept, self-esteem, self-efficacy and self-regulation. With reference to this information, as is well known language learning can be put into practice better by understanding the learner's own being.

Self-concept

Having versatile cues, self-concept, broadly defined by Shavelson et al. (1976), is a person's self-perceptions formed through experience with and interpretations of one's environment (Marsh and Martin, 2011). Self-concept might be taken as a significant tool to shape people's behaviours, and might be necessary for academic success and emotional and cognitive consequences, as well (Chao et all., 2019).

It is depicted as individuals' knowledge and belief about themselves. It comprises one's ideas, feelings, and attitudes. It is elucidated as one's depiction and appraisal of oneself, including psychological and physical characteristics, skills and role (Purkey, 1988).

In fact, self-concept is a complicated construct made up of various aspects or selves, including physical, social, familiar, personal, academic, and a variety of other situations (Mercer and Williams, 2014). Portrayed as not abiding, evaluations of significant individuals, reinforcing, and attributions of one's own behaviour all influence a person's self-concept (Chao & Bai, 2019). What can be deduced from these explanations is that self-concept is one's presence or potential. According to Chao & Bai (2019), students

having higher self-concept are inclined to be occupied with academic tasks, control their new learnings and use efficient learning strategies to improve their academic success. A fundamental property of academic achievement, self-concept highlights the significance of individual differences. Ignoring individual differences and disregarding their need of acceptance with EFL learners' own presence act as a bar which may harm the relations between the teacher and the students.

Self-efficacy

"Self-efficacy is a major construct in Bandura's (1986) social cognitive theory, and a key factor in self-regulatory mechanisms governing an individual's motivation and action" (Chularut & Debacker, 2004, p.251). It can be broadly defined as our admissions about our personal capabilities or strength. To put it in a different way, self-efficacy highlights the "beliefs that individuals hold about their abilities and outcome of their efforts influence in great ways how they will behave" (Mahyuddin, et al., 2006, p.62).

A learner's motivation and willingness to learn something and his or her success is directly related to their level of self-efficacy. A person who believes that he or she has the power to influence events can have a more active and self-determined existence (Goker, 2006). The amount of effort, involvement, and perseverance a person puts into accomplishing a task is determined by self-efficacy (Schunk, 2003, as cited in Zhang, Ardasheva &Austin, 2020). There are a lot of factors that affect the level of self-efficacy such as motivation, performance or anxiety. As a crucial sign of students' achievement, self-efficacy can be related with motivation and success, for people of high self-efficacy generally have higher aims to achieve and hence try to do their best to reach the final success. They spend more energy, time, effort and the like than the ones having low self-efficacy (Topkaya, 2010). Students with high self-efficacy adapt themselves to manifold learning strategies. Overall, the literature indicates that in second language acquisition, self-efficacy is a critical component that influences learners' motivation, tenacity, effort, and goals (Zhang et al., 2020).

As a new field for most students, online learning does not mean the same for each and every learner or student because such kind of education is problematic for students whose levels of self-efficacy are low. They "frequently experienced negative emotions, such as anger, boredom, and frustration which interrupted their engagement in learning" (Kim and Hodges, as cited in Cho & Heron, 2015, p.81). Hence, a teacher can assist

students improve their self-efficacy beliefs by giving them more mastery experience, positive comments, and encouragement (Truong & Wang, 2019).

One's belief in himself or herself is indispensable for this self-system. For that reason, self-efficacy can affect one's psychology, motivation and reactions related to behaviour (Khatip & Maarof, 2015). Efficacy also affects emotions. For example a person with low self-efficacy might be stressed and even traumatised due to a task, and cannot find the solution. However, the ones with high self-efficacy will feel relaxed, and it will directly influence the result, that is, the success (Mahyuddin et all., 2006). Accordingly, self-efficacy is noted as a significant factor in effective online education. To illustrate, learners who have a high level of self-efficacy are more likely to use adaptive self-regulatory learning strategies and study techniques. As a result, learners' judgments of personal efficacy are linked to self-regulatory processes that influence motivation and performance (Lynch, 2004).

Self-regulation

Regarding the term "self-regulation", it has been used to portray the situations in which a learner can control his way of learning and be a guide for himself or herself to complete a task. According to Bandura (2001), it is defined as the capability of an individual to operate their cognitive functions and regulate their emotions according to the events encountered. The term self-regulation is used to denote the point to which individuals participate metacognitively, inspirationally and attitudinally in their specific duration of learning (Chularut & Debacker, 2004). Also, it is mentioned that self-regulation denotes self-esteemed feelings, thoughts and actions for the achievement of the planned aims (Zimmerman, 2000). According to Schunk and Zimmerman (1994) self-regulation is "the cycle through which students activate, maintain and consistently target cognitions, attitudes, and influences."

Rizemberg and Zimmerman (1992) define self-regulation as determining some targets and improving strategies to enable these targets come true. Indeed, "by setting personally challenging goals and using effective strategies to achieve these goals; self-regulated learners exercise control over their own behaviour" (Mercer & Williams, 2014, p.11). This suggests that a link may exist between self-regulation and self-efficacy. That is, the rise in the level of self-efficacy contributed to the increase in self-regulation.

For Zimmermann, pupils might be deemed self-regulated when they can involve in their learning process actively (Zimmerman, 1989). According to the explanation made by Schunk (1996), the individuals who have well-developed self-regulation skills are able to determine their own ends to achieve, improve appropriate strategies to make their aims come to true and see their own performances while doing them. So, self-regulation skills are of great significance as they have a role on academic achievement. In addition, they act as straightforward factors which lead individuals' learning anything about life.

Self-Regulated Learning

The concept of self-regulated learning (SRL) comes out when self-regulation skills are active during learning process. Self-regulated learning is accepted as a key factor which is essential to activate life-long learning (Dignath, Buettner ve Langfeldt, 2008). This definition highlights that self-regulation skills provide the learners to be active during their learnings. The term self-regulated learning embodies a multitude of concepts which are proposed by different authors such as Zimmermann, Pintrich, and Bandura. The phrase self-regulation, which began to make its name in the 1980s, was replaced by self-regulated learning (SRL) in the 1990s (Carver & Scheier, 2011). Kremer-Hayon and Tillema (1999) defined the self-regulatory learning process as setting goals, determining strategies and evaluating performance. So, students who have self-regulation skills can observe their own behaviours while trying to make their aims come true and this process enables them to improve their learning strategies. "A SRL perspective assumes that learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, and behaviour as well as some features of their environments" (Pintrich, 2004, p.387). With the evolving information age, individuals who are aware of themselves, their capabilities, inclined to learn by themselves and while doing it, who can carry out versatile learning strategies are needed. Zimmerman (2008) uses the term self-regulated learning (SRL) to refer to individuals' acceptance of their own capacities which provide them convert their mental strengths such as verbal ability into an academic writing skill. For Pintrich (1999), self-regulated learning is an active and constructivist process in which learners can set goals in conformity with the experiences they had in the past and try to manage their own behaviours and their motivation levels. Zimmerman (2002) writes that self-regulated learning is a circular process in which individual, behavioural and environmental factors

are changing perpetually and learners take part in their own learnings in an active way as metacognitively, motivational and behaviourally. Actually, the main purpose of self-regulated learning is that learners learn how to be teachers of themselves (Montalvo & Torres, 2004). In short, self-regulated learning encompasses one's control over his or her learning, feelings, thoughts and manners in a circular period to reach his or her aims (Paris & Paris, 2001).

Self-Regulated Learning Models

Since the definition of self-regulated learning varies among researchers, it is important to clarify how the term is made clear. The lack of a common definition of self-regulated learning and the expression of various appreciations by diverse researchers have beget different models that focus on self-regulated learning. Self-regulated learning models propose that learners are individuals who can think critically and carry out their own learning strategies but not inactive participants (Moos and Azevedo, 2008a).

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

Social cognitive view of self-regulated learning model of Zimmerman is the first model to emerge among the self-regulated learning models. Zimmerman has created model based on the theory of social cognitive that is supported by Bandura (1986). In the process, it has been revised many times and many additions have been made (Panadero & Tapia, 2014).

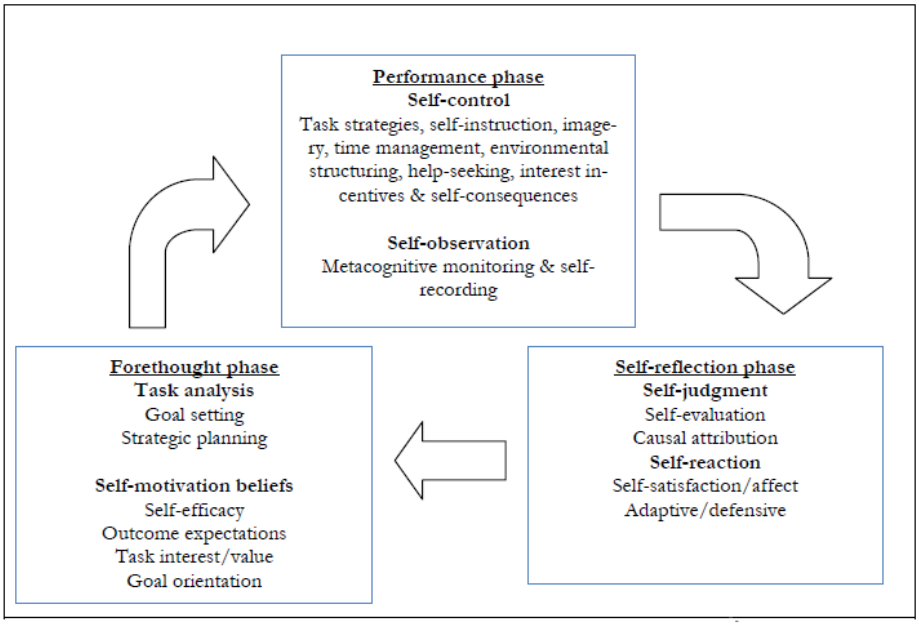

Figure 1. Cyclical phases model (3rd version). Adapted from Zimmerman & Moylan (2009)

In the first version of the model, as Zimmerman (2000) suggests those three steps are Forethought, Performance or Volitional Control and Self-Reflection. In the third regulation, which is the latest version, the steps are divided into sub-headings. The first step of self-regulation is the forethought phrase. It is the stage before the student takes action, where it is important to be interested in the task and set goals. The student divides this phase into two. First, the student sets goals and strategies, which are essential requirements for self-regulation to occur (Panadero & Tapia, 2014). In the sub-dimensions of the forethought phase, the student analyses and motivates himself for the task. At this stage, it is important that the student has high motivation and concentration so that his motivation does not decrease and he does not lose his way in line with the goals he has previously aimed for. The processing of the plan and the person's efforts to stick to the plan are called self-control, which is one of the subheadings of the performance phrase. Self-observation, another sub-title of performance phrase, is about students taking notes about procedures related to their performance outputs and investigating the causes of these outputs. Self-reflection is the last stage of the model. This stage is divided into two as self-judgment and self-reaction. The student can compare the output performance with the performance of another or make his own self-evaluation by comparing it to any standard. Self-reflection is the last stage of the model. This stage is divided into two as self-judgment and self-reaction. Self-judgement takes place when the student can compare the output performance with the performance of

others or make his own self-assessment by comparing it to any standard. Self-reflection, on the other hand, is about when students determines their satisfaction with the output performance.

In the mentioned model, it is emphasized that students take more responsibility and their academic success increases in a situation where they perform with enthusiasm and motivation for the task (Ross et.al, 2003).

Pintrich's SRL Model

Inspired by Bandura, Paul R. Pintrich (2000) designed his model of self-regulated learning on social cognitive theory. According to Pintrich's model (2000), there are four stages of self-regulation: Forethought, planning, and activation; monitoring; control; reaction and reflection. During the forethought, planning, and activation phase, targets are set and performance begins while time and effort planning take their places (Pintrich,2000). In the monitoring phase, the person begins to observe. The observing process is called monitoring. This phrase includes metacognitive awareness, motivation, time and effort management, and differences in task requirements. The controlling phase involves selecting and adapting different aspects of the task and various efforts. Finally, the reaction and reflection phase include self-evaluation and the whole process.

Due to the dynamic nature of Pintrich's model, the phases do not follow each other respectively, and there is no hierarchical structure. The student can sometimes perform by skipping a few stages.

Winne's Four-Staged of Self-Regulated Learning

The Four-Staged of Self-Regulated Learning model was designed in four stages by Winne and Hadwin (2013), inspired by researchers such as Bandura, Carver, Scheir, and Zimmerman. In this model, a different output is obtained at each stage and each stage is influenced by the previous one. The first stage is called task definition which describes the perception of the students about the task. The second stage of the model is goal setting and planning. This stage explains the planning of the path to be followed to achieve the objectives which were set in the first stage that is task definition. The third stage which is enactment phrase is the implementation of the tactics and strategies planned in the second phase. The final stage, the fourth stage, is called adaptation. It denotes a process in which explore thoroughly what they have revealed at previous stages in the light of their high-level knowledge (Winne & Hadwin, 1998).

Self-Regulated Learning in the Context of Online Education

Self-regulation skills come out as more straightforward qualifications for the learners during online education, because the absence of a teacher and the students' not being in the school environment are against nature of the traditional classroom management. As this utterance demonstrates, it is important that the lessons should be student oriented and students must be taught to find the ways to solve the problems they face and last but not least, they must back each other up, because it was found that "online learning effectively facilitated collaborative and cooperative learning among students that served to deepen student interest and understanding of course material" (Hurlbut, 2018, p.250). With respect to online education, self-regulation is a straightforward concept which can be counted as critical because in online learning realms, students must regulate their own learning ways (Hodges, 2005, as cited in Chimlair, 2011). It is of great significance that students attend in the lesson an active way, make their time management plans for their own learning and determine the strategies that they will use.

One of the distinctive features of online education is the autonomy of students (Barnard et all., 2009). There is no both teacher's and student's presence in a physical environment. Especially the absence of a teacher who controls students' and learnings manner proves that self-regulated learning skills of individuals are more important in online education platform (Chen, 2009). The reason why the importance of self-regulation skills is stressed that students are able to be successful in online education platform provided that they manage their efforts to learn by themselves (Cennamo, Ross & Rogers, 2002).

Studies about Self-regulation in the Context of Online Education

There are several researches which implement self-regulated learning in the context of online education. These studies focus on the importance of self-regulated learning over a student's education life. According to Greene, et al., students whose self-regulation skills are not high cannot learn properly in online setting (2010).

Brak, Lan and Paton (2017) aimed scrutinise the impact of self-efficacy and self-regulation on students' success in online learning environment. They observed that there was a strong correlation between self-efficacy and self-regulation in online learning environment.

With a research in the frame of online education, Cho and Shen (2013) aimed to examine the role of self-efficacy and self-regulation, goal setting on students'

achievement. As a result of this study, presence of strong relationship between students' achievement and their goal setting.

Ramdass and Zimmerman (2011) made a research operating students' self-regulation and their homework habits for the students ages of whom varies from primary to university years.

Puzziferro and Maria (2008) examined if there was a relationship between self-efficacy and self-regulation on student achievement in online learning platform. The research was conducted with the involvement of 815 students studying at university. According to the findings of the research, it was found out that there was strong relation between self-regulation and student achievement.

Student Engagement

Throughout years, many researchers have stated versatile definitions of the student engagement concept to account the current meaning of the terminology. To start with the concept of engagement, it is defined as a skill to get the attention of a person or a group of people, or prevail them on involving an activity (Meares, 2013). It is also defined as involvement of the people in to the task or the activity in their surroundings (Furlong et al., 2003).

When it comes to the term "student engagement", it dates back to the 1920s. A prominent researcher of the period, John Dewey questioned the reason why students had little interest and felt bored at school. He thinks that the school has a significant role to satisfy students' needs. Likewise, teachers are also essential facilitators to provide positive environment in order to establish a positive relationship (Dewey, 1956). The concept of student engagement was also investigated by educational psychologist Ralph Tyler in the 1930s. Back then, Tyler was doing research on the association of students' time spent on studying and their comprehension (Axelson & Flick, 2010).

Lamborn et al. (1992) expresses student engagement as active participation in the learning process, and being in charge of the learning progress as focusing on the education procedure. Furthermore, Marks (2000) defines student engagement as a psychological process and emphasized the interest and effort of the student in the learning process. According to Hu and Kuhl (2002) student engagement is the way to be followed by students to achieve their goals. Additionally, student engagement means the active participation of the students in both learning and teaching processes. As a matter of fact, students with a high level of engagement are inclined to be more successful

academically. They also try to create more diverse opportunities than the school offers, and absorb what they have learned, and eventually integrate it into their life. A student with a high level of engagement holds an internal motivation to seek further learning. Such attachment to and interest in learning does not come out as a result of the student's wish for gaining good grades or getting appreciation from the teacher, but results from their intrinsic motivation (Newmann, 1992).

The student engagement leads the learners to do the right things in a learning environment during a decision-making process as well as their academic proficiency and performance (Skinner et al., 1998). Likewise, Axelson and Flick (2010) presents a definition for the terminology of student engagement. They suggest "…how involved or interested students appear to be in their learning and how connected they are to their classes, their institution and each other." (p.38). In short, the student participation is highly correlated with the student's in-class performance.

Dimensions of Students Engagement

Since student engagement is a broad concept, it has been divided into three substances as behavioural, emotional and cognitive dimensions (Fredricks, 2004; Fredricks et al., 2004). These three dimensions, which are of equal significance, are deeply connected to one another.

The behavioural engagement is based on the concept of participation of students in academic, social or extracurricular tasks (Reschly & Christenson, 2012). It is alleged that behavioural engagement is essential for performing positive academic outcomes and hindering drop-out. In addition, students tend to be socially and academically involved in a positive environment. Among the dimensions of engagement, the most efficiently observable and measurable is the behavioural dimension. The behavioural dimension is considered from three different angles. These are the student's compliance with the rules in the classroom, contributing to learning activities, and finally, the student's participation in extracurricular activities (Putwain et al.,2017). In summary, the participation of the student in classroom activities and the appropriate behaviours in the classroom are examples of behavioural engagement (Finn, 1989; Fredricks et al., 2004).

Emotional engagement is related to the positive and/or negative feelings and reactions that students have given towards teachers, students, and the educational institution. Students with a high level of emotional engagement avoid negative feelings

such as anxiety, fear and frustration during learning, and adopt positive emotions that facilitate learning (Skinner et al., 2008). In addition, a student with a high level of emotional engagement feels positive emotions about school and school activities, and is interested in participating. Thus, it can be said that students' reflection of their feelings such as joy, happiness, anxiety, and boredom in the learning process can be given as an example of emotional engagement.

Cognitive engagement is established on the idea of students' desire to comprehend complex information by making sense. It is also defined as investment in learning (Fredricks & McColskey, 2012). These types of students are more focused on learning, mastering the task, and succeeding in difficult tasks rather than getting high scores. In short, the student's thinking and developing strategies in the learning process is cognitive engagement.

Schindler et al. (2017) presents some indicators in order to define each dimension as shown in Figure 2. They explain that "[u]sing the typology as a guide, we examined recent student engagement research, models, and measures to gain a better understanding of how behavioural, emotional, and cognitive student engagement are conceptualized…"(Schindler et al., 2017, p. 5) According to Figure 1, behavioural engagement has been summarized as interaction with others and participation in learning activities, while emotional engagement has been defined as attitudes, interest, and values, and sense of belonging. The last dimension which is cognitive engagement has the indicators of motivation, persistence and deep processing of information.

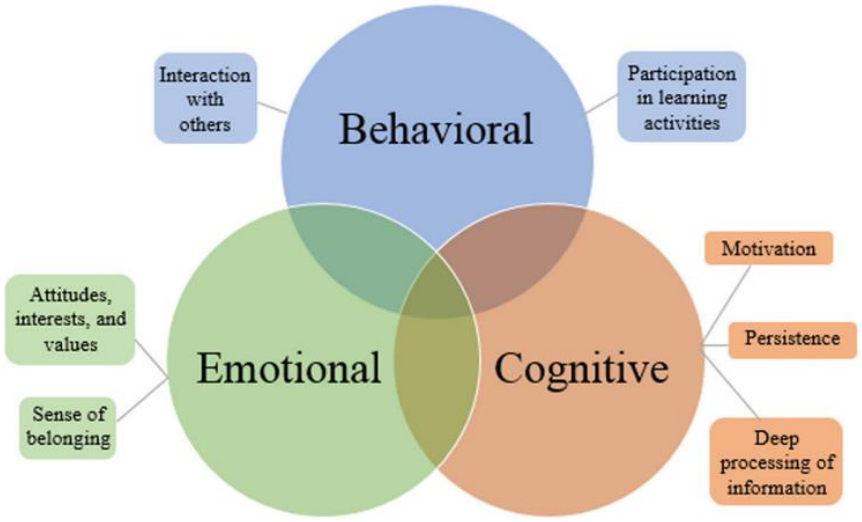

Figure 2. Dimensions of Student Engagement (Schindler, et al.,2017)

In addition to these three dimensions which are behavioural, emotional and cognitive engagement, Reeve and Tseng (2011) adds the fourth dimension, and reveals it as agentic engagement as shown in Figure 2. It is the constructive contribution of students during their education. Reeve and Tseng (2011) explain that "[w]hat this new concept captures is the process in which students intentionally and somewhat proactively try to personalize and otherwise enrich both what is to be learned and the conditions and circumstances under which it is to be learned" (p. 258). In this way, it is an agentic engagement for students to acquire knowledge and at the same time exhibit behaviours in accordance with the information they have acquired.

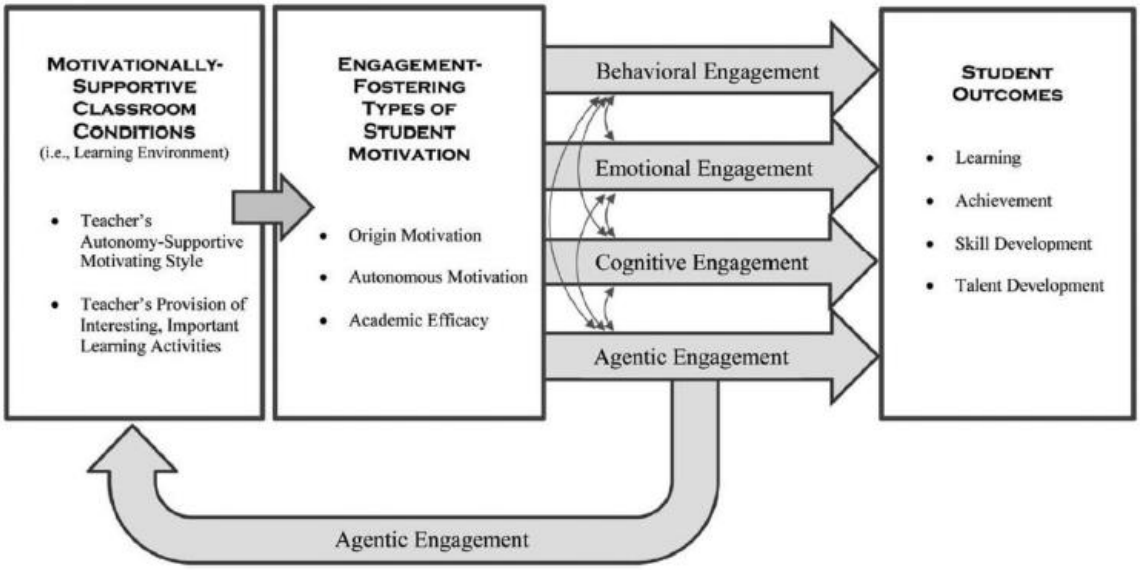

Figure 3. Four interrelated dimensions of student engagement, adapted from Reeve (2013)

Trowler & Trowler (2010) suggested that these dimensions which are behavioural, emotional and cognitive engagement can be positive or negative as shown in Table 3. They claim that this does not necessarily deny that individual academics see critical engagement as one of the positive indicators of their success. Thus one's engagement can occur either in a positive or negative way with respect to emotional, cognitive of behavioural dimensions. According to them, while learners develop behavioural engagement positively, they can develop cognitive or emotional engagement negatively. In order to strengthen and prove their frame of mind, they provide an example from a feminist student who attended all her classes, and showed positive behavioural engagement. On the other hand, when it comes to the content of the lesson, she refused

the idea and advocated her own mindset. Therefore, teachers have a massive role and impact on fostering positive engagement since they are the facilitators who can help students to overcome the obstacles in academic and social environment with the help of ensuring occasions by designing well-prepared lesson plans and providing some strategies for effective learning (Sinclair et al., 2003). Therefore, it can be said that a high level of student engagement in the classroom has a correlation with students' success in academia.

A Model of Student Engagement

Investigated by Groccia, a model of student engagement includes six dimensions as shown in Figure 4. These six dimensions presents the procedure how students are engaged in teaching, learning, research and with other students, faculty and staff, the community.

Figure 4. Student Engagement Diagram (Groccia, 2018)

The Engagement Framework

Pittaway (2012) establishes the engagement framework in order to understand, support and increase the engagement of students and staff, however she has mostly coped with student engagement. The framework has five components: personal engagement, professional engagement, intellectual engagement, academic engagement

and social engagement as shown in Figure 4. All these components develop in an environment. In Addition, these components cannot be thought as separated from environmental terms and conditions.

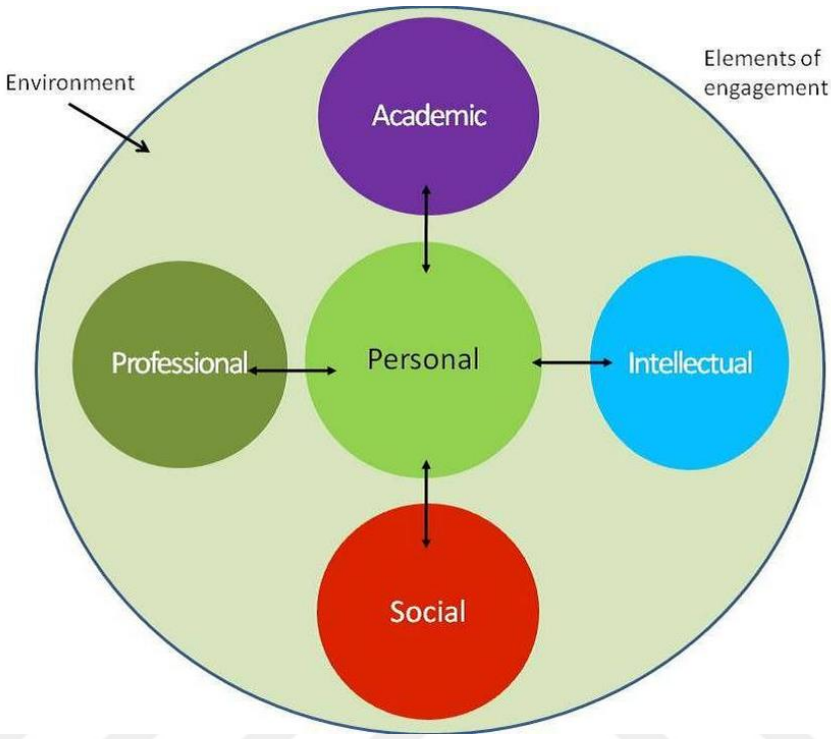

Figure 5. The Engagement Framework (Pittaway, 2012)

The five elements that describe engagement can be applied in all kinds of disciplines and fields. None of them has a hierarchical superiority over each other. In contrast, the components support each other. However, for some students, one element may take precedence over another, or one may be developed earlier than the other.

1. **Personal engagement:** In the Engagement Framework, Pittaway focuses on more personal engagement than any other element. According to her line of argument, personal engagement of students can be supported by providing the necessary resources, and opportunities by the educator. Anderson (2011), just on the other hand, argues that there is a correlation between the high level of personal engagement and the success level of students in academic settings.
2. **Professional engagement** is about participating in educational conferences, workshops and trainings and sharing what has been learned with other students. Thus, students studying in the same environment begin to learn from each other**.**

3. **Intellectual engagement** includes students' engagement with educational facts and issues that are part of formal education. It focuses on the skills of students to deal critically with ethics, debates, thoughts, and notions in the teaching field.
4. **Academic engagement** emphasizes active participation in course materials for students to be successful. The engagement includes active note-taking, familiarity with academic materials and topics, and problem solving (Brick et al., 2020).
5. **Social engagement** allows students to encounter different worldviews in different sociocultural environments. In this way, students can develop and even enlarge their own thinking methods.

To summarize, Pittaway's The Engagement Framework has been designed to be applied to students and employees from all fields. For example, Downing and Budd (2013) investigated teacher educators' engagement during online lessons by using the framework.

Student Engagement in Online Education

Technology has an important place in many fields of life as well as in the field of education. Especially with the developing technology and living conditions, it has revealed the concepts of traditional education transformed into modern one which is not limited to a certain place surrounded with walls. Thus, the place of technology in the field of education began to increase, and even to dominate. In addition to the contributions of the developing innovative world, the integration of technology into education life has become possible with the case of the Covid-19 epidemic. With the pandemic period that started in 2019, changes have occurred in many areas of life. With the transition from traditional education to a web-based model, there have been radical changes in education life. First of all, education has started to be partially or completely online, which is something that many educational institutions have not experienced before. At a time when everyone lives in isolation and far from sociability, online education is an alternative to face-to-face/in-person education. In particular, it has eliminated the time and space restriction with the possibilities offered by simultaneous and separate time communication tools (Sun et al., 2008).

Along with online education, not only there has been a change in the teaching environment, but there have also been changes in the duties and responsibilities of the student and the instructor. Therefore, the role of the educators has evolved. Salazar

(2010) created a guideline for the instructors. There are five substances that an instructor needs to follow in order to provide a successful online education. First, the teacher should inform the students about how to access online education before students start education. This can be achieved with a compulsory orientation training held in the first week. In this way, students know who to contact in case of technical failure. Secondly, an online platform should be developed to ensure that situations such as presenting course materials, giving assignments, and sharing the goals and content of courses reach the student. Then, the teacher should meet the students before the lesson so that the students might feel a sense of attachment to a community and perform better. Before the online lesson begins, the teacher can create a short video clip, and create a short self-introductory text. After getting to know the teacher, the teacher should ensure that the students attend the lesson early in order to provide an opportunity for them to introduce themselves. For instance, students might be demanded to shoot a short video clip introducing themselves, as the teacher did, or students may be asked to introduce themselves in discussion forums. Finally, teachers should provide instant feedback to students. Situations that require feedback should be provided without delay.

Student engagement in online education has a significant role, and offers a lot of information about student's learning process and the effectiveness of online education. From students' perspective, student engagement in online education is not only related to behavioural performance such as completing assignments, participating to the lesson or studying the course book, but also it is about the cognitive performance which is the mental effort of students to perform the new input they have learned to apply in different fields (Lee et al., 2015). Hu and Li (2017) consider that students must be comprehensively committed during an online lesson with respect to the requirements of the engagement in terms of quantity and quality, and must also manage to communicate with the others, and manage to help them.

According to studies, students who take online education are less likely to attend classes when compared to students who take face-to-face lessons (Phipps & Merisotis, 1999; Webster & Hackley, 1997). There are some underlying reasons which explain the decrease in engagement. Mainly, connection problems, students speaking at the same time, misunderstandings caused by the online environment are among the situations that led the students to participate less in online education (Hartwell, 2017).

Studies about Student Engagement in the Context of Online Education

Conducting a quantitative research, Azman et al. (2005) investigated how engaged the students were. Focusing on 1097 participants and seeking to see if there was a significant difference between male and female students in terms of their engagement, they observed that there was no divergence between male and female students.

Involving 24 participants, Bhaleshah, et al., (2016) analysed the types and levels of cognitive engagement in their research entitled "Factors Influencing Interaction and Cognitive Engagement In Online Discussion in an Undergraduate Course of Nursing." At the end of the data analysis which was acquired by online posts, a low level of engagement was detected.

Klem and Connel (2004) came up with the idea that students are more successful provided that their engagement to school is strong. In their research, it was seen that primary school students are more engaged to school compared to other age groups. In addition, they shared the information that there is a strong correlation between students' engagement to school and their achievement.

2. METHODOLOGY

2.1. Introduction

This section provides information about the research design, the context and participants of the study, data collection, and data analysis.

2.2. Research Design

As a product of quantitative design, this study examined the relationship between the self-regulation skills of students who were required to take an online education due to the Corona virus outbreak and students' engagement with the course, and determined the relationship between students' self-regulation skills in the literature and their school engagement. A correlational and descriptive research design was used to examine the self-regulation skills and course engagement of secondary school EFL learners who have to take online lessons because of Covid-19 and to reveal the relation between the stated concepts which are self-regulation and student engagement.

2.3. The Context and the Participants of this Study

The participants of the present research are of 5th, 6th and 7th grade students attending Gaziantep College Foundation Private Secondary School in Şehitkamil district of Gaziantep. These EFL learners who are participants of this study have taken online courses because of COVID-19 pandemic outbreak. The sampling method of research is the convenience sampling method, which is a non-random sampling method. A convenience sampling method is used to minimize loss of labour, time, money, and cost (Büyüköztürk et al, 2016). In Gaziantep College Foundation Private Secondary School, 5th grade students have 16 hours of online English lessons in a week. In this program, students study Language Arts for 8 hours, Oral Presentation for 2 hours and Reading and Writing lessons for 6 hours. 6th and 7th grade students have online 5-hour Language Arts and online 5-hour Reading and Writing lessons. Except for the extreme values in the data and those who gave careless responses on the scales, 153 individuals from the indicated grade levels were reached. The sample table below shows the frequency distribution.

Table 1.

Demographic information of the participants

Gender	Frequency	Percent	Cumulative Percent
Female	96	62.7	62.7
Male	57	37.3	100
Total	153	100	

Class	Frequency	Percent	Cumulative Percent
5th Grade	52	34	34
6th Grade	61	39.9	73.9
7th Grade	40	26.1	100
Total	153	100	

When the tables are examined, at least 40 students from the 5th, 6th and 7th grade levels were reached. This sample was considered to be sufficient for the necessary analyses.

2.4. Data Collection

This research was conducted to explore the self-regulation skills and course engagement of students who were required to study online due to the global coronavirus outbreak. "Online Self-Regulation Scale" and "Student Engagement Scale in Online Learning Environments", whose reliability and validity were tested, were used to observe students' self-regulation skills and engagement in class. Students answered the questionnaires in May,2021. EFL learners from 5^{th}, 6^{th} and 7^{th} grade participated in this research in one-hour lesson. Foreign languages department teachers contributed this research by having the students involve in their lesson with the google-doc link in which two questionnaires are included. The relationship between students' self-regulatory competence and their engagement in class was investigated and necessary analyses were conducted. Analysis results are reported in detail.

Necessary permissions were obtained before the data was collected, and the data was collected on a voluntary basis through Google Forms. In this study, the Turkish version of the "Student Engagement Scale" developed by Sun and Rueda (2012) and adapted into Turkish by Ergün and Usluel (2015) was used to measure students' school engagement in online environments. Another scale used in this study was the "Online

Self-Regulation Scale", the short form of the scale developed by Barnard, Paton and Lan (2008), and it was adapted into Turkish by Kilis and Yıldırım (2018). The reason for choosing these scales is that their validity and reliability have been proven and the factor models are compatible.

The study used the Turkish version of Ergün and Usluel's (2015) Student Engagement Scale was developed by Sun and Rueda (2012). The necessary permits were obtained before scale sampling was applied. The scale developed by Sun and Rueda (2012) consists of 3 factors: cognitive, affective, and behavioural. When Cronbach's internal alpha consistency coefficients of the subfactors are examined, it can be seen that the cognitive commitment factor is 0.75, the affective commitment factor is 0.88, and the behavioural commitment factor is 0.63. The scale is in five-point Likert scale. The Cronbach's alpha reliability coefficients of the factors in the scale range from 0.62 to 0.90. High scores obtained from this scale indicate high commitment to online learning, low scores indicate low commitment to online environment. The Cronbach alpha internal consistency coefficients of the sub-factors of the scale are given in the Table 2.

Table 2.

Student's Engagements Scale in Online Learning Environment Cronbach alpha Value

Subfactors of the Scale	**Cronbach (α)**
Cognitive Subfactor	0.75
Affective Subfactor	0.88
Behavioural Subfactor	0.63
Whole Scale	0.75

In the study, the short form of the scale developed by Barnard, Paton and Lan (2008) to examine the relationship between student engagement and student self-regulation skills in online environments was used, adapted to Turkish by Kilis and Yıldırım (2018). The original scale consists of 86 items and 6 subfactors in a five-point Likert format. These subdomains consist of environment structuring, goal setting, time management, help-seeking, task strategies, and self-assessment. The short form of the scale, on the other hand, consists of 24 items in a five-point Likert format and the same 6 subfactors. The internal consistency coefficient Cronbach's alpha of the short form is high at 0.93. The internal consistency coefficients of the sub-factors range from 0.67 to 0.90. The internal consistency coefficients for the sub-factors of the scale vary between

0.67 and 0.87. The Cronbach alpha reliability coefficient for the entire scale is reliable at 0.95. The internal consistency coefficient Cronbach's alpha of the scale is shown on the Table 3.

Table 3.

The Internal Consistency Coefficient Cronbach's Alpha of The Online Self-Regulation Scale

Scale	**Cronbach (α)**
Online Self-regulation Questionnaire Short Form	0.93
Online Self-regulation Questionnaire Turkish Short Form	0.95

2.5. Data Analysis

As a product of descriptive analysis, the data obtained from the scales were tested according to the sub-problems found in the research. The total scores obtained from the "Student Engagement Scale" and the scores obtained from the "Online Self-regulation Scale" were compared. Using statistical techniques, descriptive studies are the products in which the relationship between two or more variables is examined without manipulating the variables (Büyüköztürk et al., 2016). Whether the EFL learners' self-regulation strategies and engagement differ according to their gender was investigated with T-Test method. The questions if EFL learners' self-regulation strategies differ from according to their grade level and if EFL learners' engagement differ according to their grade level were analysed with One-Way Anova test. To reveal the relationship between online self-regulation scale applied to secondary school students and the data retained from the school engagement scale Pearson Correlation coefficient was calculated. The SPSS program was used for normality assumptions of the scales, Pearson correlation coefficient, analysis of variance, and Cronbach's alpha (α) coefficient for internal consistency.

3. RESULTS

In this section, the findings of the research are given. These findings are explained separately for each research question.

Findings Related to the Descriptive statistics of the Online Self-Regulation Scale

Revealing the values to have an idea about students' perception about self-regulation in secondary school context during online education, descriptive statistics of Online Self-regulation Questionnaire are given below.

Table 4.

Descriptive statistics of Online Self-regulation Questionnaire

N	Mean	Std. Dev	Min	Max	Skewness	Kurtosis
153	2.61	.53	1	4	-.44	.66

The minimum value of the scale, whose validity and reliability were previously proven, is 1, the maximum value is 4, the mean is 2.61, and the standard deviation is .53. Moidunny (2009) stated that mean scores between 1.00 and 1.80 is very low while 1.81 and 2.60 is low, 2.61 and 3.20 is average or medium, 3.21 and 4.20 are high. On the other hand, the mean scores between 4.21- and 5.00 are accepted as very high. According to mean value (M:2.61) got from the scale, students' sense of self-regulation in the setting of online education is average. It was found that the skewness value of the scale was -.44 and the kurtosis value was .66. These values are important values to accept that the scale is normally distributed (Büyüköztürk, 2014: s.40).

Descriptive Statistics for Online Self-regulation Questionnaire Items is shown on the Table 5.

Table 5.

Descriptive Statistics for Online Self-regulation Questionnaire Items

Items		Strongly Disagree	Disagree	Neutral	Agree	M	sd
1 I set standards for my lessons in online courses.	f	33	9	26	85	3.06	1.21
	%	21.6	5.9	17	55.6		
2 I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).	f	39	17	41	56	2.74	1.20
	%	25.5	11.1	26.8	36.6		
3 I keep a high standard for my learning in my online courses.	f	40	14	26	73	2.86	1.26
	%	26.1	9.2	17	47.7		
4 I set goals to help me manage studying time for my online courses.	f	43	12	35	63	2.77	1.25
	%	28.1	7.8	22.9	41.2		
5 I don't compromise the quality of my work because it is online.	f	32	25	42	54	2.77	1.14
	%	20.9	16.3	27.5	35.3		
6 I choose the location where I study to avoid too much distraction.	f	62	8	22	61	2.53	1.36
	%	40.5	5.2	14.4	39.9		
7 I find a comfortable place to study.	f	88	4	11	50	2.15	1.39
	%	57.5	2.6	7.2	32.7		
8 I know where I can study most efficiently for online courses.	f	66	6	26	55	2.46	1.35
	%	43.1	3.9	17	35.9		
9 I choose a time with few distractions for studying for my online courses.	f	42	14	30	67	2.80	1.26
	%	27.5	9.2	19.6	43.8		
10 I try to make thorough notes for my online courses because notes are even more important for learning online than a regular classroom.	f	34	27	43	49	2.70	1.14
	%	22.2	17.6	28.1	32		
11 I read aloud instructional materials posted online to fight against distractions.	f	28	47	38	40	2.59	1.06
	%	18.3	30.7	24.8	26.1		
12 I prepare my questions before joining in the chat room and discussion.	f	39	28	32	54	2.66	1.20
	%	25.5	18.3	20.9	35.3		
13 I work extra problems in my online courses in addition to the assigned ones to master the course content.	f	52	8	29	64	2.69	1.32
	%	34	5.2	19	41.8		

14 I allocate extra studying time for my online courses because I know it is time-demanding.	f %	34 22.2	15 9.8	42 27.5	62 40.5	2.86	1.17
15I try to schedule the same time everyday or every week to study for my online courses, and I observe the schedule.	f %	43 28.1	30 19.6	31 20.3	49 32	2.56	1.20
16 Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.	f %	51 33.3	21 13.7	28 18.3	53 34.6	2.54	1.27
17 If I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.	f %	70 45.8	8 5.2	19 12.4	56 36.6	2.40	1.37
18 I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	f %	46 30.1	25 16.3	36 23.5	46 30.1	2.54	1.20
19 If needed. I try to meet my classmates face to face.	f %	52 34	26 17	31 20.3	44 28.8	2.44	1.22
20 I am persistent in getting help from the instructor through e-mail.	f %	44 28.8	59 38.6	34 22.2	16 10.5	2.14	0.95
21 I summarize my learning in online courses to examine my understanding of what I have learned.	f %	45 29.4	14 9.2	31 20.3	63 41.2	2.73	1.27
22 I ask myself a lot of questions about the course material .	f %	39 25.5	24 15.7	25 16.3	65 42.5	2.73	1.24
23 I communicate with my classmates to find out how I am doing in my online classes.	f %	38 24.8	53 34.6	33 21.6	29 19	2.35	1.05
24 I communicate with my classmates to find out what I am learning that is different from what they are learning.	f %	33 21.6	41 26.8	32 20.9	47 30.7	2.61	1.13

N=153

Descriptive statistics on the items of the Online Self-Regulation Scale were examined. According to the statistics "I set standards for my assignments in online courses" (m=3.06, sd=1.21) has the highest place compared to the other features in the "Goal setting" sub-dimension of the scale. In the sub-dimension of "Environment structuring" "I choose a time with few distractions for studying for my online courses" (m=2.80, sd=1.26) item has the top rate when its compared to the other items. In the "Task strategies" sub-dimension "I try to take more thorough notes for my online courses

because notes are even more important for learning online than a regular classroom ”(m=2.70, sd=1.14) has the highest place in comparison with other items. In the “Time management” sub-dimension “I allocate extra studying time for my online courses because I know it is time-demanding”(m=2.86, sd=1.17) has the top average compared to other features. In the “Help seeking” sub-dimension “I share my problems with my classmates online so we know what we are struggling with and how to solve our problems” (m=2.54, sd=1.20) element has uppermost part according to the comparison with the other items. “I summarize my learning in online courses to examine my understanding of what I have learned” (m=2.73, sd=1.27) has the highest average compared to the other features in the “Self-evaluation” sub-dimension.

Findings on the importance of student self-regulatory competence by gender

Whether the results of the "Online Self-Regulation Scale" showed a significant difference by gender was analysed using the T-test for unrelated samples. Analysis results are in the table 6.

Table 6.

T-Test Results of Online Self-Regulation Scale Scores by Gender

Gender	N	Mean	Std. Dev	t	df	p
Female	96	2.65	.52	1.12	151	0.263
Male	57	2.54	.56			

When Table 6 is examined, students' online self-regulation skills do not show a significant difference with respect to sex division, t(1.12), p>.05. The mean of women ($\bar{X}$=2.65) and the mean of men ($\bar{X}$=2.54) are not significantly different from each other. Accordingly, males’ and females' online self-regulation skills are similar.

Findings on the importance of students' self-regulation skills by grade level

Whether the results of the "Online Self-Regulation Scale" showed a significant difference according to the grade level was tested with one-way ANOVA for unrelated samples. Analysis results are in the table below.

Table 7.

Anova test results of online self-regulation scale scores by grade level

Source of Variance	Sum of squares	df	Mean Square	F	p
Between Groups	.76	2	.38	1.313	.272
Within Groups	43.45	150	.29		
Total	44.21	152			

Looking at Table 7, there is no significant relationship between students' grade levels and the scores they obtained on the "Online Self-Regulation Scale," F=1.313, p>.05. Even if the students' grade levels change, the results of the "online self-regulation scale" do not differ significantly.

Findings Related to the Descriptive statistics of the Student Engagement Scale

Bringing to light the values to have an idea about students' engagement to the course in secondary school context during online education, descriptive statistics of Student Engagement Scale are given below.

Table 8.

Descriptive statistics of Student Engagement Scale

N	Mean	Std. Dev	Min	Max	Skewness	Kurtosis
153	2.77	.50	1.47	3.95	-.18	-.28

At first, the necessary measures were taken for the items that needed to be back-coded in the scale. The minimum value of the scale, validity and reliability of which were previously proven, is 1.47, the maximum value is 3.95, the mean is 2.77, and the standard deviation is .50. According to mean value got from the scale, students' inclination to participate online lessons is average. It was found that the skewness value of the scale was -.18 and the kurtosis value was -.28. These values are important values to accept that the scale is normally distributed (Büyüköztürk, 2014).

Descriptive Statistics for Student's Engagement Scale Items is shown on the Table 9.

Table 9.

Descriptive Statistics for Student's Engagement Scale Items

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	sd
1 I follow the rules of the online class.	f	80	3	14	56	0	2.30	1.41
	%	52.3	2	9.2	36.6	0		
2 I have trouble using the online class.	f	0	18	40	49	46	3.80	1
	%	0	11.8	26.1	32	30.1		
3 When I am in the online class, I just 'act' as if I am learning.	f	0	3	18	39	93	4.45	0.77
	%	0	2	11.8	25.5	60.8		
4 I am able to consistently pay attention when I am taking the online class.	f	35	15	46	57	0	2.82	2.35
	%	22.9	9.8	30.1	37.3	0		
5 I complete my homework on time.	f	76	1	22	54	0	2.35	1.39
	%	49.7	0.7	14.4	35.3	0		
6 I like taking the online class.	f	61	19	44	29	0	2.27	1.17
	%	39.9	12.4	28.8	19	0		
7 I feel excited by my work at the online class.	f	36	30	42	45	0	2.63	1.14
	%	23.5	19.6	27.5	29.4	0		
8 The online classroom is a fun place to be.	f	59	24	40	30	0	2.27	1.17
	%	38.6	15.7	26.1	19.6	0		
9 I am interested in the work at the online class.	f	47	17	40	49	0	2.59	1.22
	%	30.7	11.1	26.1	32	0		
10 I feel happy when taking online class.	f	45	23	44	41	0	2.53	1.17
	%	29.4	15	28.8	26.8	0		
11 I feel bored by the online class.	f	0	21	38	32	62	3.88	1.09
	%	0	13.7	24.8	20.9	40.5		
12 I check my school work for mistakes.	f	55	9	24	65	0	2.65	1.34
	%	35.9	5.9	15.7	42.5	0		
13 I study at home even when I do not have a test.	f	58	8	25	62	0	2.59	1.35
	%	37.9	5.2	16.3	40.5	0		
14 I try to look for some course-related information on other resources such as television, journal papers, magazines, etc.	f	46	31	29	47	0	2.50	1.21
	%	30.1	20.3	19	30.7	0		

15 When I read the course materials, I ask myself questions to make sure I understand what it is about.	f %	46 30.1	20 13.1	34 22.2	53 34.6	0 0	2.61	1.24
16 I read extra materials to learn more about things we do in the online class.	f %	48 31.4	6 3.9	33 21.6	66 43.1	0 0	2.76	1.29
17 If I do not know about a concept when I am learning in the online class, I do something to figure it out.	f %	64 41.8	4 2.6	17 11.1	68 44.4	0 0	2.58	1.40
18 If I do not understand what I learn online, I go back to watch the recorded session and learn again.	f %	41 26.8	40 26.1	29 19	43 28.1	0 0	2.48	1.16
19 I talk with people outside of school about what I am learning in the online class.	f %	44 28.8	18 11.8	36 23.5	55 35.9	0 0	2.67	1.23

N=153

Descriptive statistics on the items of the Student Engagement Scale were examined. According to the results “When I am in the online class, I just ‘act’ as if I am learning” (m=4.45, sd=0.77) item has the highest average compared to the other aspects in the Behavioural Engagement Sub-Dimension of the scale. “I feel bored by the online class” (m=3.88, sd=1.09) has the highest rate compared to the other features in the Emotional Engagement sub-dimension. In the Cognitive Engagement sub-dimension “I read extra materials to learn more about things we do in the online class” (m=2.76, sd=1.29) has the top average when its equated to the other aspects.

Findings on the significance of student engagement by gender

Whether the results of the Student Engagement Scale showed a significant difference by gender was analysed using the T-test for unrelated samples. Analysis results are in the table 10.

Table 10.

T-Test Results of Student Engagement Scale Scores by Gender

Gender	N	Mean	Std. Dev	t	df	p
Female	96	2.78	.49	.382	151	0.703
Male	57	2.75	52			

When Table 10 is examined, students' school engagement levels do not show a significant difference according to gender, t(.382), p>.05. The mean of women ($\bar{X}$=2.78) and the mean of men ($\bar{X}$=2.75) are not significantly different from each other. Accordingly, the school engagement levels of women and men are similar.

Findings on the importance of student engagement in school by grade level

Whether the scores obtained from the Student Engagement Scale showed a significant difference by grade level was tested using one-way ANOVA for unrelated samples. Analysis results are in the table 11.

Table 11.

Anova Test Results of Student Engagement Scale Scores by Grade Level

Source of Variance	Sum of squares	df	Mean Square	F	p
Between Groups	.24	2	.12	.486	.616
Within Groups	38.12	150	.25		
Total	38.37	152			

When Table 11 is examined, there is no significant relationship between the grade levels of the students and the scores they get from the "School Engagement Scale", F=,486, p>.05. Even when students' grade levels change, the scores they get from the Student Engagement Scale do not differ significantly.

Findings on the Relationship Between Students' Online Self-Regulation Skills and School Engagement

The relationship between the online self-regulation scale applied to secondary school students and the data obtained from the school engagement scale was calculated with the Pearson correlation coefficient. This coefficient is 0.661. A correlation coefficient of 1.00 represents a perfectly positive relationship, a 0.00 indicates no relationship, and a -1.00 indicates a perfectly negative relationship. A correlation coefficient between 0.70

and 1.00 is defined as a high relationship, between 0.40 and 0.70 as a moderate relationship, and between 0.00 and 0.30 as a low relationship (Büyüköztürk, 2014: s.32). This score indicates that there is a moderately positive relationship between students' online self-regulation skills and their engagement in school. In short, when students' online self-regulation skills are high, their engagement with school is also high.

Table 12.

The Relationship Between Students' Online Self-Regulation Skills and School Engagement

		Online Self-regulation	**Student Engagement**
Online Self-regulation	Correlation	1	.661
	Sig. (2-tailed)		.001
	N	153	153
Student Engagement	Correlation	.661	1
	Sig. (2-tailed)	.001	
	N	153	153

In a nutshell, the study focused on revealing the relationship between self-engagement and self-regulation levels of students studying online as a second language. It was also examined whether the concepts of self-engagement and self-regulation had a significant relationship between gender and grade level. As a result of the analysis, it was found out that the students' self-regulation and self-engagement levels were average. In addition, it was seen that each concept did not have a significant relationship with gender and grade level. In the following chapter, the findings which are the products of the research questions will be discussed in detail.

4. DISCUSSION AND CONCLUSION

Introduction

This chapter includes a summary of the study, discussion of findings and limitations of the study. Lastly, this chapter ends with recommendations for further research and conclusion.

Summary of the Study

The main aim of this thesis was to examine the relationship between students' self-regulation and their engagement to the course. These students had to take online courses because of global corona virus crisis. Online Self-regulation Questionnaire was used to was used to determine the participants' self-regulation and Student's Engagement Scale in Online Learning Environment was exerted to actuate EFL learners' engagement to course. Both Online Self-Regulation Questionnaire and Student's Engagement Scale in Online Learning Environment were applied to 153 secondary school EFL learners. The data collected from the scales was compared to the sub-problems identified in the study. The SPSS program was used to state descriptive statistics of the scales and correlation coefficient was used to calculate the relationship between the data obtained from the scales. T-test was used to analyse whether the results of the Student's Engagement Scale in Online Learning Environment and Online Self-regulation Scale showed a significant difference. Whether the scores acquired from these scales indicated an important difference by their grade levels was tested One-way Anova. The reason of which may be due to family factors, self-regulation levels of the students are not higher than the average. Also, no significant result was found among gender, grade level and self-regulation as in the case of gender, grade level and student engagement. At the end of the research, the student engagement level of the students taking part in the research was found to be average. As for the relationship between students' self-regulation and engagement, it was found that there was a positive moderate relationship between the mentioned concepts.

Discussion of the Results

This study sought answers to three questions that were determined before starting the research. While the main purpose of the study was to examine the relationship between students' self-regulation and self-engagement during online education, it was also

analysed to check if there was a significant difference between gender and class level of the students for each concepts which are self-regulation and student engagement.

Discussion of the First Research Question

The first research question aims to find out what the perceptions of students are about self-regulation in secondary school context during online education. It is straightforward to have a high level of self-regulation in order to achieve the goals and objectives set in the learning environment (Shea et., 2013). In addition, the importance of self-regulation in online education, in which students create their own learning environments, are responsible for their learning, and being autonomous cannot be underestimated (Shrunk & Zimmerman, 1994). Unlike face to face education, students are totally free from classroom environment where the rules are totally clear. For that reason, absence of a control centre can act as a hurdle in students' learning. As Bao (2020) mentioned in his research, learners often face issues such as lack of self-discipline. The void of control centre which is called the absence of a teacher in the physical classroom environment and students' not having enough self-regulation skills may lead students to be reluctant to participate in the lesson and learn effectively. When the "Goal setting" sub-dimension of the scale was examined, the answers of the participants are average level. Although these values do not indicate that students' tendency to learn is low, it doesn't mean that they have enough motivation to learn with their own methods.

Lack of physical interaction between the teacher and students can cause some problems such as sufficient feedback on time. During the online lessons, the teacher just keeps talking and giving the lecture as long as the students make him or her stop with a question. When the students ask a question or complete a task, it can take time to answer the question. The reason is that the teacher is not in the centre of a real classroom and it is more difficult to control each and every student during the lesson.

The items in "Environment structuring" section display that EFL learners are in the middle again. Students with high degree of self-regulation skills are the ones who actively take part in their own learning process (Zimmerman, 1989). The items "I know where I can study most efficiently for online courses" mean score of which is 2.46, and "I communicate with my classmates to find out what I am learning that is different from what they are learning" mean score of which is 2.61 indicate that these group of students' self-regulation levels are average. What can be deduced from this expression

is that effective learning and environment can be interconnected. When EFL learners choose a silent environment, with no glimmer of disruption, they can learn better as in the case of real, physical classroom. Some students preferred to listen the lessons in the garden, near the pool or together with their pets. Therefore, the result is that they could not learn as it was very hard to draw their attention as in the face to face classroom.

In online education system, students create their own learning environments and there is no teacher or instructor in a physical environment to organize their learning process. Having self-regulation skills, the EFL learners have an active role in their own learning cognitively, motivationally and behaviourally. That means that the participants in this study are inclined to change or arrange their learning in online education system in accordance with their feelings, thoughts and needs. In addition, this is an indicator of soft adaptation to web-based learning system, which is a new model education system unlike traditional education. That students did not choose the part "strongly agree" indicates that they are not totally willing to be in the very centre while they do not stand in the very margin. When the points which are "goal setting", "environment structuring", "task strategies", "time management", "help seeking", "self-evaluation" are taken into consideration, the students cannot be defined as the individuals whose goals are clear and who are totally active in their own learning, who can evaluate their own learning, who is eager to ask for help with the aim of learning better, who can manage their learning time. Yet, they cannot be also called as the ones who are totally inactive in their own learning process, who is unaware of his responsibilities, and who cannot use their time wisely.

Considering the age of the students, they are physically, emotionally and behaviourally dependent on their families and parents, it is an expected result that the self-regulation strategy levels of the students participating in the research were not higher than the average though their parents make many decisions in their lives and their behaviour is shaped in this way accordingly. Families of the students do everything for them without letting the students find out their own capabilities. From the daily life issues to school work, students are not given responsibilities. To illustrate, students do not even set their own alarms to wake up on time. Their parents wake them up. Also, they are reminded by their parents that they should join to the online lesson according to the schedule which is kept and checked by the families again. This situation is valid for the 5^{th}, 6^{th} and 7^{th} grade EFL learners. As the results show in this

study, self-regulation levels of the secondary school EFL learners do not show significant difference according to their grade level.

In the educational environment, external factors determine the student's learning. One of the most fundamental aspects of it is the teacher or instructor. That the teacher always gives instructions during the class provides the students to wait for warning. The absence of such kind of warning for the ones who have less self-control is a problem. In this case, some of the students do not listen carefully and they miss some important points during the lesson. EFL learners must be directed to be more autonomous ones who can manage their time, complete their tasks as they are supposed to do and control their own learning. Also, teachers had great difficulty in adopting to the system as they were unfamiliar with it. The fact that teachers did not have enough experience of teaching online, they may not have directed the learners well to make students active in their own learning.

The fact that the self-regulation strategies are not above the average during the period when the education is online and the student is responsible for his/her learning and learning environment may be due to the family factor. Families' regulation and support of the learning environment may not be enough for a positive impact on students' use of self-regulation strategies as they are also unfamiliar with this system. Family's anxiety for their children's not proper learning acted as a hurdle for students' developing their self-regulation skills. Out of their anxiety, some of the parents attended online classes to learn and then to teach their kids as they are sleeping during online lessons.

Regarding the sub question if there is a significant difference between gender and self-regulation strategies, no significant relationship was detected between the students' gender and the self-regulation strategies during the online education process. It is an unexpected result because, according to Davis (1995), it has been noted that women behave according to social rules compared to men. In addition, research entitled "Unsettling settler societies: Articulations of gender, race, ethnicity and class" by Davis (1995) has shown that women regulate their behaviours and emotions better than men. Another study supporting this conclusion suggests that female students tend to use some strategies to feel better in problematic situations (Eschenbeck et al., 2007). Mathews, et al. (2009) also states that gender differences in self-regulation are obvious. However, in this study, no significant result was found between gender and self-regulation. The reason why there is no statistically significant difference among EFL learners' self-regulation strategies in terms of their gender, maybe because they are not mature

enough and both males and females are called as children. When the items are examined, it can be said that their ideas do not differ according to their gender. Their way of studying or learning strategies, asking for help while completing a task, time management strategies and their assessment strategies do not differ. When the research which was conducted by Wolters and Pintirch (1988) was examined, it was seen that no significant difference among learners' self-regulation strategies in terms of their gender. In a different research by Hong et. All (2009), there was no difference between boys and girls within the scope of in assignment self-regulation.

As a result of the studies carried out to answer the sub question if there is a significant relationship between grade levels of the students and self-regulation, no significant relationship was found between the grade level of the students and the use of self-regulation strategies during online education process.

One of the main reasons for the existence of a meaningful relationship is the focus on the ages of students at the same education level. In the education system in Turkey, the ages of the students in a class are almost the same. For this reason, the age difference between students in the 5th, 6th and 7th grades is consecutive, with exceptions. It brings students closer to each other numerically and socially. Furthermore, the no significant relationship between self-regulation and grade level of the students may be due to the fact that EFL learners switch to online education at the same time, regardless of grade level. During the pandemic period, students had to stay at home and continue their education online. For that reason, one grade was not more experienced than the other. Therefore, there is no significant relationship between using self-regulation strategies and grade level. As mentioned before, there are few numbers of studies which focuses on both self-regulation and engagement in the context of online education for students with different ages. For Şahin (2015) that studying at university, learners' self-regulation strategies do not differ according to their grade level. Karaoğlu and Pepe (2020) conducted a research with students who study at university. What they found was that learners' self-regulation strategies do not differ according to their grade level.

Discussion of the Second Research Question

The second question aims to clarify what the perceptions of EFL learners about their engagement to the lesson in secondary school context during online education. The engagement level of the students participating in the research was found to be average in reference to behavioural, emotional and cognitive sub-dimensions. When the items

are examined in detail according to the answers of the participants, it can be said that most of the scores are average. The item “When I am in the online class, I just ‘act’ as if I am learning” seems at the highest one. This idea shows that students may not have a real intention to learn. It is of great importance that EFL learners have a genuine intention and interest in learning, for there is no other option to be proficient in language learning. If students have the will to learn, they will undoubtedly be more successful. When students engage in the course at the high level, their success will increase on an equal basis. Marks (2000) stresses the importance of one’s interest and effort in the learning process. So achievement can be obtained provided that learners are interested in the lesson. As in the case of the ones whose self-efficacy levels are low, learning task may seem difficult and some learners choose the way to act not solving the problems in the context of online education (Khatip & Maarof, 2015). Yet, it is possible with a high degree of self-engagement that students can learn efficiently via online education, which also affects their academic success. (Saefudin & Yusoff, 2021) The effects of students having a moderate self-engagement level are unknown, as data on academic outcomes are not collected. “I feel bored by the online class” is the item which has the highest value in the context of behavioural engagement. When the learners feel bored, they cannot concentrate to learn. That they are not motivated enough can be a result of their boredom. As Brick et al., (2020) mentions his research the engagement necessitates active participation. Being attentive makes learning easier. For that reason, the lessons must be interesting enough to draw students’ attention.

Salazar (2010) states that online education increased the students and teachers’ responsibilities. To learn better, students should read extra materials and do practice. The time allocated to student talking time should be much more. When students search for extra information about the lesson from different sources such as articles, newspapers and magazines, learning becomes easier. Therefore, they will not look for ways of seeking extra information from the teacher. Also, teachers should inform the students, understand them and provide feedback. Due to the connection problems, misunderstandings, and not being ready for online education system, students who are taking online lessons are less likely to attend lessons, compared to students who participate face to face lessons. The main reason of this problem is that students do not know why they are learning. Owing to the education system in Turkey, students have to attend a lot of exams since the earliest ages, for this stressful activity. Even the second-grade students are talking about high school entrance exam. Therefore, students just

read or try to complete some tasks with the aim of being successful in the exam. English is the same for them, as well. They think that it is a lesson. Yet still, they should be aware that learning a language is a key to meet different cultures. Their participation in lessons on time with enough care is the only way for them to learn the language better.

In the analyses carried out to investigate if there is a significant difference between gender and student engagement, no significant relationship was detected between the students' gender and their engagement to the course during the online education process. Including 1097 participants, the research that Azman et al. (2015) conducted has the same result with this reach as they also state that there was no divergence between male and female students in terms of their engagement. While focusing on this relationship between students' engagement to the course and their gender, it must be remembered that both male and female students have the same ideas. Their following the rules, completing the tasks on time, perceptions about online education and their preferences are all related with the individuals themselves but not their gender. Intrinsic motivation can make a difference between engagement rather than between gender and engagement. During the lesson, anxiety, fear or joy, happiness can be other factors which can be influential fact over engagement rather than gender. There are not many studies which covers the same topic with relevant participants, it is not possible to see that there is some parallelism with other works in literature.

As a result of the studies implementing to answer the research question if there is a significant relationship between grade levels of the students and their engagement to the course, no significant relationship was found between the grade level of the students and their engagement to the course during online education process. Canbulat et.,al. (2017) came up with the idea that primary school students' engagement do not differ in consonance with their grade level. The factors which are related with engagement are students' compliance with the rules and their contributing to learning activities. However, Reyes et.al, (2012) state that primary and secondary schools students' engagement levels are high compared to high school students as success and discipline are the concepts are stressed more during the days.

Discussion of the Third Question

Self-regulation and student engagement are both concepts levels of which determine the rate of success, students' attitudes and learners' inner world. The relationship between self-regulation and self-engagement was investigated during students' online

education. When the analyses were examined, it was revealed that there was a positive moderate relationship between the students' self-regulation and self-engagement levels. Zimmerman and Schunk (2001) states that there is a positive relationship between self-regulation and student engagement. When someone has more self-regulation skills, both notions reflect the inner world of the student. When someone is firm enough to achieve, he or she acts in accordance with this way and s/he sets his or her standards. One's being responsible reflects that he or she is also engaged to the task. Klem and Connel (2004) utters that students' achievement increases in parallel with their self-regulation levels. Upon achieving something, learners feel more motivated and they become more eager to join the lessons. So, they turn into individuals who like attending online lessons, feel more excited about learning context and who are more willing to be part of online activities.

The fact that there is a positive relationship between learners' self-regulation skills and their engagement to the course indicates that the problem of social isolation which is the result of students' reluctance to the lessons can disappear. As long as students manage their own time and program in accordance with their willingness to be part of a lesson, they will not have trouble with communicating with others.

When students are adequately motivated and actively engaged with appropriate strategies for the tasks at hand, their learning and development are increased (Pizzimenti & Axelson, 2015). The more interested they are, the more successful they become. That's why, it is natural and expected for two notions to be related. The correlation means that as the self-regulation levels of the students participating in the study increase, their self-engagement levels may also increase. Including 203 participants, the research which was conducted by Sun and Rueda (2012) proposes that all types of engagement which are behavioural, cognitive and emotional are correlated with engagement. In other words, when students are responsible for their own learning and have the ability to organize when it is essential for them, their self-commitment tends to increase. So, EFL learners start to check their homework if they make a mistake or not, try to use more than one resource to learn better and struggle to solve the problems which they have during online education. For that reason, students must be counted in lessons with some certain online activities and Web 2 tools. In short, it is a promising result that the self-regulation and self-engagement levels of the 5th, 6th and 7th grade students who learn English as a foreign language in online education are not low. Even having the data at an average level shows that the participants handled this process well.

Implications

This study and the data which was reached as a result of the analyses could rake up the relation between self-regulation level of the students and their engagement to the course. It can be a way of solution to the problems of the students who had to continue their education online during the pandemic period. This extraordinary situation, not only in the field of education, but also in the daily life, affected children as well as adults. Being away from social life and being physically stable for a long time may have affected their self-regulation and self-engagement. The problems which was seen clearly can be solved by the related groups. When the perceptions of students are learned, new techniques can be improved to make the students involve the lesson.

At the present time, there are not many researches about this field with secondary school students, this research is expected to serve as a guide for the future research. Also, it will shed light on the projects which will focus on new strategies to improve students' achievement by increasing their level of self-regulation and their engagement to the course. To draw attention the importance of these concepts, schools can make some projects in online environments with the aim of enlightening students about self-regulation and engagement.

In order to increase these levels, a lesson plan which is designed for an online lesson can be prepared. Increasing student talking time, trying to make students get involved to the lesson more by using WEB 2 tools, games and activities which draws the learners' attention can be integrated into the lesson. Although schools implement face to face education at present, these points must be taken into consideration for progress in the field of online education.

Limitations of the Study

Some limitations were encountered while conducting the study. In this study, data were collected during the pandemic period upon which people had to stay at home to stay healthy. Hence, all data were obtained by means of an online questionnaire without meeting with the students face to face. Therefore, no more questions were asked to the students and the study had to be a quantitative study. In the study where only the questionnaires were applied, the participants did not have the opportunity to express themselves in their own words. So, the data is limited to the survey results. The number of participants is accepted as another limitation because participants just from one

school were chosen. Not every secondary school student in Gaziantep who had a survey link implemented the survey. Thus, the data is limited to 153 participants.

Recommendations for Further Studies

Although the data were obtained in this study and a conclusion was reached as a result of the analysis, there are some suggestions for future studies. The same research can be done by applying the mixed method and thus more data can be obtained. In addition, in the next research, students from different regions of Turkey can be included as participants as all of the participants are students studying at the same institution. Thus, a generalization can be made across Turkey with the attained result. As for the last suggestion, since the participants are 5th, 6th and 7th grade students, a comparison cannot be made between education levels. In future studies, if the same research is applied to students at different education levels such as primary school and high school, a better data analysis can be made.

Conclusion

Transforming traditional education model to a new one as online education, Covid-19 has impacted each and every people but mostly students and teachers because it can be called as a new era with a lot of challenges. Lack of physical interaction in an environment framed with walls acted as hurdles which are difficult to overcome for the learners provided that their self-regulation levels are low and their engagement to the courses are weak. Implementing online education aroused the great significance of the concepts such as self-regulation and student engagement which can be as main factors determining one’s achievement in his or her education life.

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APPENDICES

Appendix A: Applying for Ethics Committee Approval

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	ÖMER CENGİZ
ÖĞRENCİ NO	20198004
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Çevrimiçi eğitimin öğrenci öz-düzenleme becerileri ve öğrencinin derse olan bağlılığı arasındaki ilişkiyi inceleme
TEZİN AMACI	Bu çalışmanın amacı ortaokul öğrencilerinin çevrimiçi eğitim süresince öz-düzenleme becerileri ve öğrencilerin derse olan bağlılığı üzerindeki rolünü incelemek ve belirtilen kavramlar arasındaki ilişkiye kılavuzluk etmektir.
TEZİN TÜRKÇE ÖZETİ	Korona virüs salgını dünya üzerindeki insanların hayatını büyük ölücüde değiştirdi ve çevrimiçi eğitim Türkiye'de de olduğu gibi tüm dünya üzerinde yeni bir yönelim noktası haline geldi. Yüz-yüze eğitim olarak adlandırılan geleneksel eğitimden farklı olarak, öğrenci ve öğretmenler için yeni bir dönemin başlangıcı oldu. Bu çalışma nicel araştırma tekniği ürünü olacak şekilde tasarlandı. Çalışmanın amacına ulaşabilmek için ortaokul öğrencilerine 24 ve 19 maddelik 5'li Likert tipi ölçekler kullanılarak veri toplanacaktır. Bu çalışmayla ortaokul öğrencilerinin çevrimiçi eğitim süresince öz-düzenleme becerileri ve öğrencilerin derse olan bağlılığı arasındaki ilişkiye kılavuzluk etmek planlanmaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Gaziantep Kolej Vakfı Özel Ortaokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Gaziantep Kolej Vakfı Özel Ortaokulu, Güvenevler Mah. Hoca Ahmet Yesevi Cad. No:2, 27560 Şehitkamil/Gaziantep
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Gaziantep Kolej Vakfı Özel Ortaokulu 5.,6.,7. sınıf öğrencileri bu çalışmaya dahil olacaklardır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	1) Türkçe Çevrimiçi Öz-Düzenleme Ölçeği 2) Çevrimiçi Öğrenme Ortamlarında Öğrenci Bağlılık Ölçeği

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN (SİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Ek.1 (1) Sayfa Türkçe Çevrimiçi Öz-Düzenleme Ölçeği. 2) Ek.2 (1) Sayfa Çevrimiçi Öğrenme Ortamlarında Öğrenci Bağlılık Ölçeği. 3) Ek.3 (2) Sayfa Ölçek kullanma izni. 4) Ek.4 (1) Sayfa Veli Onay Mektubu. 5) Ek 5 (1) Sayfa İngiliz Dili Eğitimi Bölüm Başkanı Onayı. 6) Ek 6 (1) Sayfa Tez Danışmanı Onayı

ÖĞRENCİNİN ADI - SOYADI: ÖMER CENGİZ	**ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır** **TARİH: 20 / 05/ 2021**

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu Eğitim- Öğretim faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**ANA BİLİM DALI BAŞKANININ ONAYI**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**
Adı - Soyadı: AYSUN YURDAIŞIK DAĞTAŞ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı:Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası:Enstitü Müdürlüğünde evrak aslı imzalıdır
17.05.2021	.... / .... / 20....	20.05.2021	.... / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır
... / ... / 20..	..... / ..... / 20.....	... / ..... / 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**	**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, ... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	○	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix C: Online Self-Regulation Questionnaire

ONLINE SELF-REGULATION QUESTIONNAIRE
(ÇEVRİMİÇİ ÖZ-DÜZENLEME ÖLÇEĞİ)

This survey aims to examine your thoughts about online lessons. Please, choose the correct answer for you. Your answers will not be shared with others and not be graded. (Bu anket çevrimiçi derslere yönelik sizlerin düşüncelerini anlamaya yönelik bir çalışmadır. Aşağıdaki soruları kendi fikirlerinize göre cevaplayınız. Verdiğiniz cevaplar gizli tutulacak olup herhangi bir notlandırma yapılmayacaktır.)

Goal Setting (Hedef belirleme)

1 I set standards for my lessons in online courses.
(Çevrimiçi derslerdeki ödevlerim için ölçütler belirlerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

2 I set short-term (daily or weekly) goals as well as long- term goals (monthly or for the semester).
(Kısa-vadeli hedeflerin (günlük veya haftalık) yanı sıra uzun vadeli hedefler de (aylık veya dönem/sömestr boyunca) belirlerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

3 I keep a high standard for my learning in my online courses.
(Çevrimiçi derslerdeki öğrenmem için ölçütlerimi yüksek tutarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

4 I set goals to help me manage studying time for my online courses.
(Çevrimiçi derslerde çalışma zamanımı ayarlamaya yardımcı olması için hedefler belirlerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

5 I don't compromise the quality of my work because it is online.
(Çevrimiçi olmasından dolayı çalışmamın kalitesinden ödün vermem.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Environment Structuring (Çevre düzenlemesi)

6 I choose the location where I study to avoid too much distraction.

(Çalışma ortamımı fazla dikkat dağıtacak şeylerden uzak olacak şekilde seçerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

7 I find a comfortable place to study.

(Ders çalışmak için rahat bir yer bulurum.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

8 I know where I can study most efficiently for online courses.

(Çevrimiçi dersler için en verimli çalışabileceğim yeri bilirim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

9 I choose a time with few distractions for studying for my online courses.

(Çevrim içi derslerime çalışmak için dikkat dağıtan şeylerin az olduğu zamanı seçerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Task strategies (Ders çalışma saatleri)

10 I try to make thorough notes for my online courses because notes are even more important for learning online than a regular classroom.

(Çevrimiçi dersler için daha ayrıntılı notlar tutmaya çalışırım, çünkü ders notları çevrimiçi öğrenmede normal sınıftaki öğrenmeye göre daha önemlidir.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

11 I read aloud instructional materials posted online to fight against distractions.

(Dikkat dağıtan şeyleri önlemek için çevrimiçi gönderilen öğretim materyallerini yüksek sesle okurum.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

12 I prepare my questions before joining in the chat room and discussion.

(Sorularımı, çevrimiçi sohbet odasına ve tartışmaya katılmadan önce hazırlarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

13 I work extra problems in my online courses in addition to the assigned ones to master the course content.

(Ders içeriğini iyice öğrenmek için çevrimiçi derslerde verilen problemlere ek olarak ilave problemlere de çalışırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Time management (Zaman Yönetimi)

14 I allocate extra studying time for my online courses because I know it is time-demanding.

(Zaman alıcı olduğunu bildiğim için çevrimiçi derslerime çalışırken fazladan zaman ayırırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

15 I try to schedule the same time everyday or every week to study for my online courses, and I observe the schedule.

(Çevrim içi derslere çalışmak için her gün veya her hafta aynı zamanı ayarlamaya çalışırım ve bu çizelgeyi uygularım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

16 Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.

(Günlük derslere katılım zorunluluğumuz olmamasına rağmen, yine de çalışma sürelerimi günlere eşit olarak bölmeye çalışırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Help seeking (Yardım isteği)

17 If I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.

(Ders içeriğine hâkim bilgili birini bulurum, böylece yardıma ihtiyacım olduğunda ona danışabilirim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

18 I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.

(Sorunlarımı sınıf arkadaşlarımla çevrimiçi olarak paylaşırım, böylece hangi problemlerle uğraştığımızı ve onları nasıl çözeceğimizi biliriz.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

19 If needed. I try to meet my classmates face to face.

(Eğer gerekirse sınıf arkadaşlarımla yüz yüze görüşmeye çalışırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

20 I am persistent in getting help from the instructor through e-mail.

(Dersi veren öğretim elemanından e-posta yoluyla yardım almada ısrarcıyımdır.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Self-evaluation (Öz-değerlendirme)

21 I summarize my learning in online courses to examine my understanding of what I have learned.

(Çevrimiçi derslerde ne öğrendiğimi anlamak için öğrendiklerimi özetlerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

22 I ask myself a lot of questions about the course material .

(Çevrimiçi bir derse çalışırken, ders içeriği ile ilgili kendime birçok soru sorarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

23 I communicate with my classmates to find out how I am doing in my online classes.

(Çevrimiçi derslerde nasıl olduğumu anlamak için sınıf arkadaşlarımla konuşurum.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

24 I communicate with my classmates to find out what I am learning that is different from what they are learning.

(Sınıf arkadaşlarımın öğrendiğinden farklı ne öğrendiğimi anlamak için onlarla konuşurum.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Appendix D: Student's Engagement Scale in Online Learning Environment

STUDENT'S ENGAGEMENT SCALE IN ONLINE LEARNING ENVIRONMENT
(ÇEVRİMİÇİ ORTAMLARDA ÖĞRENCİ BAĞLILIK ÖLÇEĞİ)

This survey aims to examine your thoughts about online lessons. Please, choose the correct answer for you. Your answers will not be shared with others and not be graded. (Bu anket çevrimiçi derslere yönelik sizlerin düşüncelerini anlamaya yönelik bir çalışmadır. Aşağıdaki soruları kendi fikirlerinize göre cevaplayınız. Verdiğiniz cevaplar gizli tutulacak olup herhangi bir notlandırma yapılmayacaktır.)

1. I follow the rules of the online class.
(Çevrimiçi dersteki kurallara uyarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

2. I have trouble using the online class.
(Çevrimiçi dersi kullanmakta sorun yaşarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

3. (When I am in the online class, I just 'act' as if I am learning.)
(Çevrimiçi derste "öğreniyormuş" gibi yaparım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

4. I am able to consistently pay attention when I am taking the online class.
(Çevrimiçi dersi alırken sürekli olarak dikkatimi verebilirim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

5. I complete my homework on time.
(Ödevimi zamanında tamamlarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

6. I like taking the online class.
(Çevrimiçi ders almayı severim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

7. I feel excited by my work at the online class.

(Çevrimiçi dersteki çalışmalarımla heyecan duyarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

8. The online classroom is a fun place to be.

(Çevrimiçi sınıf eğlenceli bir ortamdır.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

9. I am interested in the work at the online class.

(Çevrimiçi dersteki çalışmalar ilgimi çeker.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

10. I feel happy when taking online class.

(Çevrimiçi ders alırken kendimi mutlu hissederim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

11. I feel bored by the online class.

(Çevrimiçi derste sıkılırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

12. I check my school work for mistakes.

(Okul ödevlerimi hata yapmış mıyım diye kontrol ederim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

13. I study at home even when I do not have a test.

(Herhangi bir sınavım olmasa da evde çalışırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

14. I try to look for some course-related information on other resources such as television, journal papers, magazines, etc.

(Televizyon, makale, dergi gibi farklı kaynaklarda dersle ilgili bilgi bulmaya çalışırım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

15. When I read the course materials, I ask myself questions to make sure I understand what it is about.
(Dersle ilgili kaynakları okurken ne hakkında olduğunu anladığımdan emin olmak için kendime sorular sorarım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

16. I read extra materials to learn more about things we do in the online class.
(Çevrimiçi derste öğrendiklerimle ilgili daha fazla bilgi edinmek için ek kaynaklar okurum.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

17. If I do not know about a concept when I am learning in the online class, I do something to figure it out.
(Çevrimiçi derste öğrenirken, bilmediğim bir kavramla karşılaşırsam, bunu çözmek için bir şeyler yaparım.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

18. If I do not understand what I learn online, I go back to watch the recorded session and learn again.
(Çevrimiçi ortamda bir konuyu ilk seferinde öğrenemediğimde, kaydedilmiş oturumu yeniden izlerim.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

19. I talk with people outside of school about what I am learning in the online class.
(Çevrimiçi derste öğrendiklerimle ilgili olarak okul dışında da konuşurum.)

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
☐	☐	☐	☐	☐

Appendix G: Consent Form

Veli Onay Mektubu

Sayın Veliler,

Çağ Üniversitesi İngiliz Dili Eğitimi Bölümü yüksek lisans programı kapsamında tez aşamasını tamamlamak için "Çevrimiçi eğitimin öğrenci öz-düzenleme becerileri ve öğrencinin derse olan bağlılığı üzerindeki rolünü inceleme" konusunda araştırma yapmaktayım. Araştırmamın amacı ortaokul öğrencilerinin çevrimiçi eğitim süresince öz-düzenleme becerileri ve derse olan bağlılığı üzerindeki rolünü incelemek ve belirtilen kavramlar arasındaki ilişkiye kılavuzluk etmektir. Bu amaçla çocuklarınızın iki anketi doldurmalarına ihtiyaç duymaktayım.

Katılmasına izin verdiğiniz takdirde çocuğunuz anketi çevrimiçi ders saatinde dolduracak ve bu işlem 10 dakika içinde tamamlanacaktır. Çocuğunuzun cevaplayacağı soruların onun psikolojik gelişimine olumsuz etkisi olmayacağından emin olabilirsiniz. Çocuğunuzun dolduracağı anketlerde cevapları kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Bu formu imzaladıktan sonra çocuğunuz katılımcılıktan ayrılma hakkına sahiptir.

Anketleri doldurarak bana sağlayacağınız bilgiler çevrimiçi eğitimin öğrenci öz-düzenleme becerileri ve öğrencinin derse olan bağlılığı üzerindeki rolünü inceleme konusuna önemli bir katkıda bulunacaktır. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini veya telefon numarasını kullanarak bana yöneltebilirsiniz.

Saygılarımla,

Ömer Cengiz

Tel: (
e-posta:

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun geleni işaretleyerek belirtiniz ve bu formu e-posta aracılığıyla tarafıma iletiniz.

Bu araştırmaya çocuğum .....'nın da katılımcı olmasına
A) İzin veriyorum

B) İzin vermiyorum

Çalışmayı çocuğumun istediği zaman yarıda kesip bırakabileceğini biliyorum ve verilen bilgilerin bilimsel amaçlı olarak kullanılmasını

A) Kabul ediyorum.

B) Kabul etmiyorum

Veli Adı-Soyadı.....

İmza .....

Appendix H: Çağ University Consent Form

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Çevrimiçi Eğitimde İngilizceyi Yabanci Dil Olarak Öğrenenlerin Öz-Düzenlemeli Öğrenme ve Derse Olan Bağliliklari Arasindaki İlişkiyi İnceleme." başlıklı araştırma ".Ömer CENGİZ." tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı:. Bu çalışmanın amacı ortaokul öğrencilerinin çevrimiçi eğitim süresince öz-düzenleme becerileri ve öğrencilerin derse olan bağlılığı üzerindeki rolünü incelemek ve belirtilen kavramlar arasındaki ilişkiye kılavuzluk etmektir.

Araştırmanın Nedeni:. Çevrimiçi eğitimin öğrenci öz-düzenleme becerileri ve öğrencinin derse olan bağlılığı arasındaki ilişkiyi incelemetir.

Süresi: 10 dakika

Araştırmanın Yürütüleceği Yer: Gaziantep Kolej Vakfı Özel Ortaokulu

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:
İmzası***:

Araştırmacının

Adı-Soyadı: Ömer CENGİZ
e-posta:

İmzası:

*****Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.**

Appendix I: Ethic Demand of Institute of Social Sciences of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100003653 22.05.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Alper Baltacı, Aysun Demir, Gamze Kalyoncu, Ömer Cengiz** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 4 Adet öğrenciye ait tez evrakları listesi.

Appendix J: Approval Ethic Demand of Institute of Social Sciences of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100003952 02.06.2021
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 22.05.2021 tarih ve E-23867972- 050.01.04-2100003653 sayılı yazınız.

İlgi yazıda söz konusu edilen Alper BALTACI, Aysun DEMİR, Gamze KALYONCU, Ömer CENGİZ isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix K: Approval from Members of Ethics Committee

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100004006 04.06.2021
Konu : Ömer CENGİZ'in Tez Anket İzni

GAZİANTEP KOLEJ VAKFI ÖZEL ORTAOKULU MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Ömer CENGİZ isimli öğrencimiz, **"Çevrimiçi Eğitimin Öğrenci Öz-Düzenleme Becerileri ve Öğrencinin Derse Olan Bağlılığı Arasındaki İlişkiyi İnceleme"** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Aysun DAĞTAŞ** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Okulunuzda öğrenim gören 5.6.7. sınıflardaki öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Etik Kurul Onay Dosyası

Appendix L: Official Permission from Gaziantep College Foundation Private Schools

T.C.
ŞEHİTKÂMİL KAYMAKAMLIĞI
Özel Gaziantep Koleji Vakfı Ortaokul Müdürlüğü

Sayı : 99952131.405.01/137 08.06.2021
Konu : Ömer CENGİZ'in Tez Anket İzni

ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

İlgi: Çağ Üniversitesinin 04.06.2021 tarihli ve E.23867972-044-2100004006 sayılı yazısı.

İlgili yazınız gereği enstitünüze bağlı 20198004 numaralı öğrenciniz , okulumuz İngilizce Öğretmeni Ömer CENGİZ'in "**Çevrimiçi Eğitimin Öğrenci Öz-Düzenleme Becerileri ve Öğrencinin Derse Olan Bağlılığı Arasındaki İlişkiyi İnceleme**" konulu tez çalışmasını okulumuzda öğrenim gören 5.6.7.sınıflardaki öğrencilerimize anket uygulamasının yapılması tarafımızca uygundur.

Bilgilerinize arz ederim.

Enstitü müdürlüğünde evrak aslı
ıslak imzalıdır.

Seçil GÜLDEMET
Okul Müdürü