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**INVESTIGATING SOCIAL-EMOTIONAL LANGUAGE LEARNING  
COMPETENCES OF ENGLISH LANGUAGE AND LITERATURE STUDENTS  
WITH REGARD TO DEMOGRAPHIC FACTORS**

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**İNGİLİZ DİLİ VE EDEBİYATI ÖĞRENCİLERİNİN SOSYAL-DUYGUSAL  
DİL ÖĞRENME YETERLİLİKLERİNİN DEMOGRAFİK DEĞİŞKENLERE  
GÖRE ARAŞTIRILMASI**

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Pınar GÜLER URHAN

**DEDICATION**

This thesis is lovingly dedicated to my beloved parents, Yusuf and Emel GÜLER, who have been the best role models. Thanks for your endless love and great support...

**ABSTRACT****INVESTIGATING SOCIAL-EMOTIONAL LANGUAGE LEARNING  
COMPETENCES OF ENGLISH LANGUAGE AND LITERATURE STUDENTS  
WITH REGARD TO DEMOGRAPHIC FACTORS****Pınar GÜLER URHAN****Master Thesis, Department of English Language Teaching****Supervisor: Prof. Dr. Jülide İNÖZÜ****August 2019, 55 pages**

The world is becoming increasingly interconnected with trade, culture, technology, tourism and people. This globalization necessitates a common language to communicate effectively. Language studies carry utmost importance in this context. Language learners need to use this common language successfully and effectively. What makes a student successful? Teachers used to evaluate the success by tests and performance. Yet, in the century we live, it is realized that getting A+ from a language test does not show success. The students need to be self-aware and socially aware, get the ability of self-management, make responsible decisions and manage healthy relationships in terms of the target language and the society. The items written are the social-emotional foreign language learning competences for students. The present study intends to investigate the social-emotional foreign language learning competences of English language learners who are enrolled in English Language and Literature Department. This study also aims to reveal if there are statistically meaningful differences in SEFLL competences of the participants in terms of demographic factors. Gender, GPAs, the year of the study and the students' being monolingual or bilingual L2 learners are the demographic factors in this research. To measure SEFLL competences, "Social Emotional Foreign Language Learning Scale", which is developed by Zaimoğlu (2018), was utilized. The study was implemented in Mustafa Kemal University with 173 undergraduate students. The results revealed that gender and GPAs affected some of the SEFLL competences. The participants' being monolingual or bilingual L2 learners and their year of the study did not form a statistically meaningful difference in SEFLL competences.

**Key words:** Social and Emotional Learning (SEL), Social and Emotional Competence (SEC), Social and Emotional Foreign Language Learning (SEFLL), Social and Emotional Foreign Language Learning Scale (SEFLLS)



## ÖZET

# İNGİLİZ DİLİ VE EDEBİYATI ÖĞRENCİLERİNİN SOSYAL-DUYGUSAL DİL ÖĞRENME YETERLİLİKLERİNİN DEMOGRAFİK DEĞİŞKENLERE GÖRE ARAŞTIRILMASI

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Dünya; ticaret, kültür, teknoloji, turizm ve insanlarla gitgide artarak daha bağlantılı bir hale gelmektedir. Bu küreselleşme ortak bir dille iletişimi gerektirmektedir. Dil çalışmaları bu bağlamda büyük önem arz etmektedir. Dil öğrencilerinin bu ortak dili başarılı ve etkili bir şekilde kullanmaları gerekmektedir. Bir öğrenciyi başarılı yapan nedir? Öğretmenler öğrencileri sınavlardaki başarılarına göre değerlendirirdi. Ancak yaşadığımız çağda, sınavlardan yüksek not almanın başarı göstergesi olmadığına farkına varıldı. Öğrencilerin yabancı dil ve toplum açısından kendilerinin ve toplumun farkında olmaları, öz-yönetim becerisi edinmeleri, sağduyulu kararlar almaları ve sağlıklı ilişkiler yürütmeleri gerekmektedir. Bu nitelikler öğrenciler için sosyal ve duygusal öğrenme yetileridir. Bu çalışma, İngiliz Dili ve Edebiyatı bölümünde eğitim gören İngiliz Dili öğrencilerinin sosyal-duygusal yabancı dil öğrenme yetilerini araştırmayı amaçlamaktadır. Bu çalışma ayrıca demografik etmenler açısından, katılımcıların sosyal duygusal ve yabancı dil öğrenme başarılarıyla sayısal olarak anlamlı farklar olup olmadığını ortaya çıkarmayı hedeflemektedir. Cinsiyet, genel not ortalamaları, sınıflar ve öğrencilerin tek dilli veya çift dilli yabancı dil öğrencileri olmaları, bu araştırmadaki demografik değişkenlerdir. Sosyal duygusal yabancı dil öğrenme yetilerini ölçmek için, Zaimoğlu (2018) tarafından geliştirilen “Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği” kullanıldı. Çalışma, Mustafa Kemal Üniversitesi’nde 173 lisans öğrencisiyle uygulanmıştır. Sonuçlar; cinsiyet ve genel not ortalamasının, sosyal duygusal yabancı dil öğrenme yetilerinin bazılarını etkilediğini ortaya koymuştur. Katılımcıların tek dilli veya çift dilli yabancı dil öğrencileri olmaları ve sınıfları, sosyal duygusal yabancı dil öğrenme yetileriyle sayısal olarak anlamlı fark ortaya koymamaktadır.

**Anahtar Kelimeler:** Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yetkinlik, Yabancı Dilde Sosyal ve Duygusal Öğrenme, Yabancı Dilde Sosyal ve Duygusal Öğrenme Ölçeği



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## ABBREVIATIONS

**EFL:** English as a Foreign Language

**L2:** A Target Language

**SD:** Standard Deviation

**SEC:** Social and Emotional Competence

**SEL:** Social and Emotional Learning

**SEFLLC:** Social-emotional foreign language learning competences

**SEFLLS:** The Social Emotional Foreign Language Learning Scale

**SPSS:** Statistical Package for the Social Sciences



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# CHAPTER I

## INTRODUCTION

### 1.1. Introduction

The introduction chapter provides a general background to the research topic. It explains the aim and significance of the study. The research questions of the study and the definition of terms used in the thesis and the limitations are also stated in this part.

### 1.2. Background of the Study

People used to limit themselves in the boundaries of local units such as neighborhoods and cities. However, in today's global world, each individual lives in the reality of the life without borders. The countries still have their borders. Yet, people can easily communicate with a foreigner from a faraway continent. It does not necessarily have to be a foreigner. It is sometimes an idea, a technologic development or a new concept emerging from a foreign land and reaching here. These ideas, concepts and developments are adopted by all the world. In order to modernize, the need for communication has the biggest role. English as a foreign language is utilized in many places as it is the case in Turkey. Alptekin (2002, p.60) expresses that "social and economic globalization has necessitated the use of an international means of communication in the world. English has become the language of international communication.". Educators are aware of the importance of fluent L2 speakers in terms of marching with the times. Syllabuses are arranged so as to raise students who can communicate in English. When the focus is put on communication, it is obvious that educators have to pay attention not just to students' exam papers but actual language they use.

When the language user is in the center of attention, it would be wise to avoid generalisations. The time we live in is chaotic in terms of the speed of the change. The extensive usage of internet has dramatically changed daily life and social environments of students. They socialize through social networks such as Twitter, Facebook, Instagram and engage in their peers and foreigners with computer games. On the other hand, their parents raised in a much different time with newspapers, TV and socialized with

neighbors and games on the street. So, this generation has to adapt to the change faster than the previous ones. Knowledge is never sufficient for them. They need more attention and different skills. They need adaptation skills, team skills, social skills and self-core competences.

The language itself is much different from other lessons taught in schools. To be able to use a foreign language effectively, students need to be aware of the culture of the target language and the social patterns belonging to that language. Here the concept of social-emotional foreign language learning appears. Students should be equipped with skills that will lead them to overcome ambiguous situations, manage stress, find ways about how to learn and develop themselves, establish positive relationships, make effective decisions and successful choices (CASEL, 2012). These competences are life-savers in foreign language courses. The cultural verbal elements of L2 might be confusing for the learners. They most probably face ambiguous situations while using it. Yet, if they can overcome such ambiguous situations and do not let themselves stress over this, they succeed in L2. Stress can be caused by many factors during courses or while using L2 in real life. So, it is significant that they can manage it. Self-awareness will help them understand their own capacity and they will be able to take precautions against their weaknesses when they are aware of them. Language is a social tool. Thus, managing social relations is vital. Lastly, making right choices will guide their way not only in L2 environments but also in their life-long experiences. L2 cannot be diminished only to true or false. Students need to choose what suits them the most in real life while using L2. They need to make right decisions

To sum up, Social Emotional Foreign Language Learning (SEFLL) competences are the learners' weapons against the challenges in learning and using a foreign language. These competences should be searched in depth to fully understand their impacts on learners.

### **1.3. Statement of the Problem**

Bachelor degree stands in the way of most of the people when they want to get a decent job in Turkey. The university students, thus, major foreign language classes that are going to be needed the most. English as a foreign language is offered in preparation classes in some departments. Others present compulsory English as a foreign language at A1 and A2 levels usually in the first and the second semester. Foreign language learners

develop beliefs and attitudes toward the target language and culture while learning the language. For this reason, foreign language learning is an emotional as well and cognitive process. As Cohen (2011) stresses L2 educators need to guide students through “emotionally supportive environments” so that they can defeat adverse feelings, thoughts, attitudes and perceptions and promote their social and emotional development. There are many research focusing on social-emotional learning at primary and secondary education. However, studies targeting tertiary level students are very rare. Zaimoğlu (2018) has recently developed a scale to measure SEFLL competences of university students. This study sets out to contribute to the existing literature related to SEFLL at university level.

#### **1.4. Aim of the Study**

This research intends to explore university students’ SEFLL competence levels in an EFL context. It would not be wrong to phrase it as a study aiming to show whether there occurs any difference in participants’ social-emotional foreign language learning competences in relation to their gender, GPAs, being monolingual or bilingual and the year of the study. Moreover, the purpose of the study is to contribute the existing literature.

#### **1.5. Research questions**

This research attempts to address the following research questions:

1. To what extent are the participant students competent in social-emotional foreign language learning?
2. Is there a statistically meaningful difference in female and male learners’ social emotional foreign language learning competences?
3. Is there a statistically meaningful difference in learners’ social emotional foreign language learning competences in terms of their GPAs?
4. Is there a statistically meaningful difference in learners’ social emotional foreign language learning competences according to the year of the study?
5. Is there a statistically meaningful difference in monolingual and bilingual learners’ social emotional foreign language learning competences?

## **1.6. The Significance of the Study**

Language learning differs from other subjects. As Gardner (1985) explains acquiring only new language structures does not count learning. The assimilation of cultural and social concepts of the target language is also necessary. The insufficiencies of learning only structures reflect itself on students' misunderstandings in communication and failure in understanding the cultural and social patterns. Considering the existing gap in literature and limited number of studies in Turkey that examine university students SEFLC competences and their relations to demographic elements, it is assumed that this study primarily will contribute to the literature by investigating university ELL students' SEFLC competence levels with regard to demographic elements. Within the scope of this study, four demographic factors would be explored in terms of their relation to SEL in EFL context: whether the participants are monolingual or bilingual, what grade the students are (in preparation students, the freshmen, the sophomores, the juniors and the seniors), their GPAs and finally their gender after determining the extent the participant students are competent in social-emotional foreign language learning. Teachers and educators can identify their students' social and emotional needs in the field of foreign language learning. They can thus generate their curriculum and choose the best technique and methods in accordance with their students' weaknesses.


## **1.7. Definition of the Terms**

**Social Emotional Learning:** Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, 2019)

**Social Emotional Foreign Language Learning Competences:** The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core competences in SEL. They are the same in foreign language context: self-awareness, self-management, social-awareness, responsible decision-making and relationship skills.

## 1.8. Limitations

This study should be replicated in other learning contexts with students from different proficiency levels and different departments to generalize the sample to a larger population and to different learning environments. Further studies with larger sample sizes is highly recommended to investigate whether a significant effect existed in the population. Another study wider in scope to involve students from other universities could also be conducted to have a better understanding of the factors influencing learners' SEFLL competences. Moreover, an in-depth qualitative study which explores and describes the feelings of students towards SEL can be done. Finally, it would be interesting to see what other factors have differential effects in SEFLL competences of students.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter examines the work related to social and emotional learning, the competences students gain and SEL's brief history in foreign language. The review continues with the related studies focusing on demographic factors and the SEFLLS.

#### **2.2. Social and Emotional Learning (SEL)**

Learners face many challenges throughout their education and daily tasks. The educators are in constant search for solutions and better guidance for their students. Plato states that a holistic curriculum is required to balance physical education, the arts, math, science, character, and moral judgment of learners in *The Republic*.

In 1994, the need for the improvement of learners' social and emotional competences and school performance was discussed at the Fetzer Institute. That started the Social and Emotional Learning (SEL) concept. According to Elias and his coworkers (1997) SEL can be defined as the process through which individuals develop the necessary skills, attitudes, and values to acquire social-emotional competence. The SEL pioneers decided to form an organization that would advance the science of SEL, expand effective SEL practice, and support broader implementation of evidence-based programming. It is the Collaborative for Academic, Social, and Emotional Learning (CASEL). SEL is defined as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions by CASEL.

CASEL's studies show that what students learn and how they acquire this knowledge is affected from their relationships and emotional processes (2013). Students learn critical life skills with SEL that both help their personal development and their academic performance. Li (2006) states "Teachers need to create a safe and nonthreatening learning community in which students feel comfortable participating and in which students develop confidence that they can learn and achieve high academic standards" (p. 39). Thus, SEL is of utmost importance for both the learners and the

educators.

Bandura (1997) put forward his theory based on the communication between learners' minds and their environment. He (1997) also emphasized the importance of perception and belief with the statement of "Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure"( p.77).In the 90s Mayer and Salovey came up with Emotional Intelligence (EI) that added up later to SEL. It was defined as the ability to "perceive emotions in oneself and others accurately, to use emotions to facilitate thinking, to understand emotions, emotional language, and the signals conveyed by emotions and to manage emotions so as to attain specific goals." (2008). In SEL, we see both terms at work.

Environmental support appears in a 2018 study by Kerrell. The researcher points out the change the students experience while they are involved in diverse environments. Students' communication styles transform into assertive rather than being passive. Yet, when they are afraid of being in a new environment, their social and emotional development might be harmed. Jensen (2009) and Feldman&Eidelman (2009) finds out low-income influences students' social and emotional development unfavorably. Thus, schools need to implement SEL integrated curriculums.

Emotions affect learning in two different ways. Learning can be either supported or hindered by emotions (Mindess et al., 2008; Sousa, 1998). Students' emotional state and their academic performance influence each other. Brain is programmed to react to emotionally arousing phenomena. So, Sylwester states that "emotion drives attention and attention drives responsive decisions and behaviors" (2006, p. 35). When students feel good about themselves, they tend to engage in the subject materials, peers and teachers and consequently do better academically. In converse situations, negative feelings lead to unfavorable relations and poor academic grades. Garner (2012) and Jensen (2001) explains that cognition can be overshadowed by negative emotions which causes the rational thinking part of the brain to be less active.

SEL includes various methods and techniques that supporting mental health and flexibility. Greenberg (2003) states these techniques increase social, emotional, and life skills so negative life outcomes are avoided and students have better mental health.

For social aspect, Martin and Dowson present that healthy interpersonal relationship yields advancements in students' academic motivation, engagement and achievement (2009). Johnson's 2003 study indicates when students have positive

relationships with their friends and teachers, they endeavor to attain their goals and to be successful in life. In foreign language classes, teachers often ask students to work in groups to practice the language. This tasks can be either a joy or a burden depending on students' interpersonal relationships. their skills in adapting to new situations are also important for role plays that teachers often utilize in lessons. Waltz (2013) establishes strong social-emotional development as “a predictor of later academic, social and emotional success” and Durlak (2011) states that students show less conduct problems and less emotional distress with SEL. When schools attach big significance to students' social and emotional improvement, students also show improvement in academic performance, their behaviors and their attitude toward lessons (Zins, Bloodworth, Weissberg, and Walberg ,2004). Utter and Nyhus (2014) state that SEL decreases the barriers in learning. SEL provides students with opportunities of learning together with peers.

SEL competences are also needed to perform positive citizenship. In order to become a good citizen, a person should be a good student, solve problems in a constructive way, and participate in appropriate actions when faced with conflicting situations instead of being aggressive or timid (Utter & Nyhus, 2014).

In Turkey, Ministry of National Education put SEL among its goals with basic law of national education number 1739, in 1973. The written curriculum is arranged according to this law. The law states that it targets to assist the students

...grow physically, cognitively, spiritually and emotionally to become healthy and balanced individuals who value freedom, have the capability to reason scientifically, respectful of human rights, individuals and initiatives, who have a sense of responsibility toward society, and are constructive, creative and productive in their lives (1739,2).

In the century we live, nothing can survive without change. Business life also has changed its criteria. Selecting and training workers and developing managers and leaders, employers no more limit themselves to degrees earned or test scores gotten. Adams and Hamm (1994) state that employers' attention shifts toward problem solving, reflection, perceptive thinking, self-direction, and motivation for lifelong learning rather than academic and technical knowledge. These characteristics are substantial for any job. SEL competences are wanted for careers. Considering all this studies and their results, it is clear that SEL is of utmost importance for education and life.

## 2.3. Social and Emotional Competences

SEL has five core interrelated sets of cognitive, affective and behavioral competences identified by CASEL. According to Greenberg et al. (2003), these competences are a basis for better academic performance.

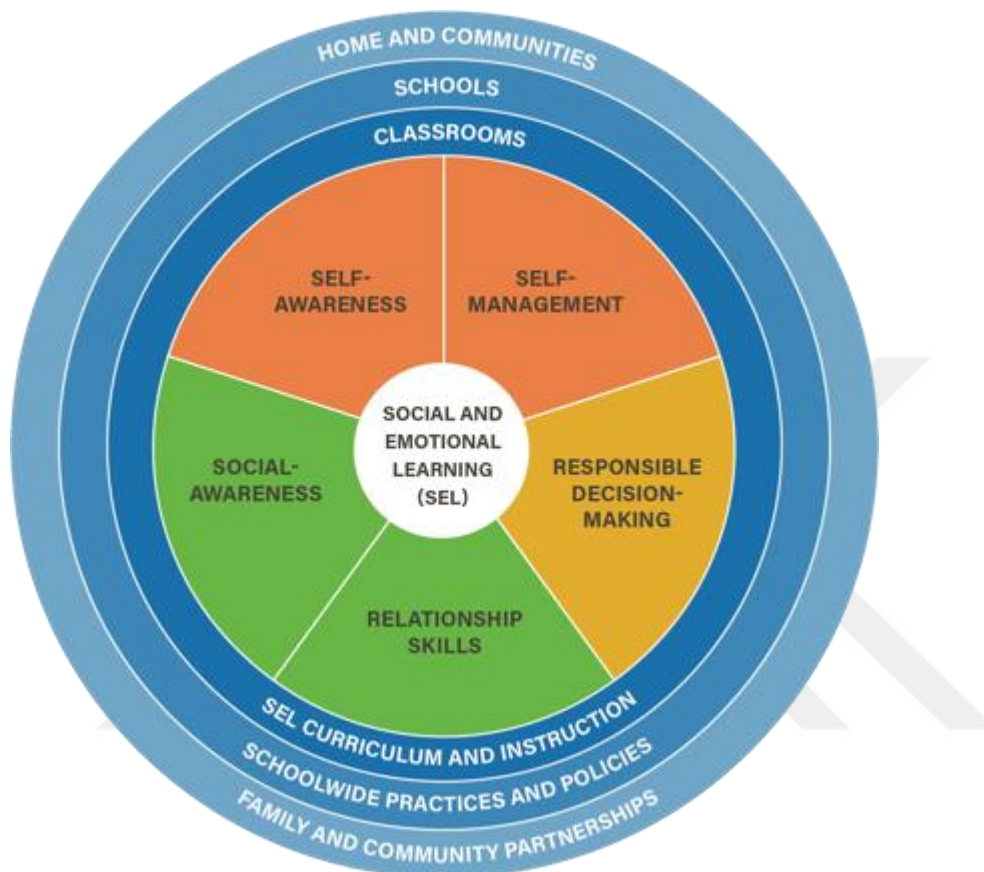


Figure 1. The Wheel of SEL competences

### 2.3.1. Self-awareness

Students with self-awareness can recognize their own emotions, values and thoughts. They know their impact on behaviours. Steiner (2014) sees self-awareness as an internal evaluative process. Students make use of others' feedback and reflect on their own self. Bembenutty (2007) states "We are, to a very great extent, the very beliefs we carry inside our heads" (p. 665).

### 2.3.2. Self-management

Students with self-management can monitor and handle their own emotions, thoughts, and behaviors in various situations. They can cope with stress and impulses.

They organize themselves to achieve their goals. Joseph and Konrad's study in 2009 states that this competency raises the possibility of learners' becoming independent in completing tasks.

### **2.3.3. Social awareness**

Students with social-awareness show respect for others, appreciate diversity, empathize with others, and regard others' perspectives. Greenberg et al. (2003) states that students are able to adjust to new environments easily, empathize with others' perspectives and involve in a smaller number of disruptive classroom behaviors when they become socially aware .

### **2.3.4. Relationship Skills**

It is the competency to create and maintain proper and valuable relationships with diverse individuals and groups. They can communicate effectively, build rewarding relations, and be good at teamwork if learners are able to have relationship skills.

### **2.3.5. Responsible Decision-making**

This competency is defined by CASEL as "The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others". Students with Responsible decision-making skill can identify problems, analyze situations, solve problems, evaluate and reflect on issues and have ethical responsibility.

## **2.4. SEL in Foreign Language Learning**

Language learning should be set apart from other learnings. It does not only involve acquisition of a new language but also necessitate the assimilation of new cultural and social ideas (Gardner, 1985). Students need to be well-informed of the culture of the target language. When students are provided with social and emotional learning environment, they would achieve intercultural communication of the target language. Byram (2002) suggests the classroom activities to be based on real life situations, so learners will be able to stimulate the social background of the target language. When university students are taken into consideration, their prior experiences and ideas affect

their language learning a lot. They have already decided on their approaches toward the language. If their prior learning experiences are negative, they do not even try later. Knowles (1980) expresses these education and life experiences influence the learners' social aspect of learning and using the foreign language. Horwitz (1987) stated that learners' earlier contact while learning a foreign language might affect students' beliefs regarding language learning. For instance, when the learner faces a failure in L2 learning, they might create an insufficient and unqualified student portrait for themselves. Some might even think they are not capable of learning a foreign language. So, the job of teaching is tougher in university level than primary and secondary schools. Zaimoğlu (2018) states that

It is not easy for students to adapt the intercultural approach because in this approach, students are expected to behave appropriately in the social context and mediate between cultures, which seems difficult for them to achieve. However, if students are supported by social and emotional learning in their academic life, it will not be difficult for them to be proficient in intercultural communication of target language (2018, pg.24).

Another important fact about language learning and SEL is that foreign language classes are one of the most convenient lessons to apply SEL. Dresser (2013) states that:

Language arts courses provide an appropriate context in which to introduce SEL for two main reasons. First, readings and other activities can serve as an avenue to discuss, write, and learn how to implement SEL across the curriculum. Second, language arts instruction is in dire need of restructuring. Most current language and literacy programs are approached from a cognitive-only model. (p. 2)

Affective filter hypothesis claims that high anxiety and low self-confidence cause English learners to filter out language inputs and make it extremely difficult to acquire another language (Krashen, 1982). With SEFL, learners are equipped with competences that minimize the effects of their affective filter to a manageable level.

Schonert-Reichl's study in 2017 shows when SEL activities are used in classroom settings, students at university try to cope with challenging materials and learning tasks. They do not give up at once. Zaimoğlu (2018) states that creating a positive learning environment for the university student alters students' pre-formed thoughts and attitudes towards the target language. It also diminishes the effects of some factors such as individual differences among students, language learning contexts, affective states of students, the social settings that interaction happens, the culture of the target language

and the relationship between the teacher and the student. SEL activities help students overcome such issues.

## **2.5. Assessing SEL Competences**

Contemplating over SEL competences, CASEL and many researchers created different scales to measure these competences. There have been continuous improvements in SEL assessment tools

In the USA, the Strengths and Difficulties Questionnaire by LeBuffe et al. (2009) and the Behavioral and Emotional Rating Scale by Benner et al. (2008) are commonly used and popular. Teachers or parents need to complete behavioral checklists. Learners or their parents/teachers rate the items. Unfortunately, they focus on general SEL competences. They are not specific for foreign language learning. These two scales are considered time-consuming by some researchers. Thus, new scales continued to appear.

Some scales combine SEL with other constructs. Family and community support, school climate, and students' academic competence can be seen in The Developmental Assets Profile (Search Search Institute, 2014), The Comprehensive School Climate Inventory (National School Climate Center, 2014) and The Social Skills Improvement System (Gresham and Elliott 2007)

On the other hand, some scales are too limited to assess SEFLC competences. The Assessment of Children's Emotion Skills (Schultz et al., 2010) measures children's skills in terms of understanding their emotions. Another one is limited to early adolescents and middle adolescents: The Prosocial Tendencies Measure – Revised (Carlo et al., 2003). It focuses on learners' prosocial behaviors.

Coryn, Spybrook, Evergreen and Blinkiewicz (2009) developed Social-Emotional Learning Scale (SECS) for elementary school students to evaluate their social-emotional learning needs. Likewise, Coelho, Sausa and Marchante (2015) developed The Social and Emotional Competences Evaluation Questionnaire (QACSE), which evaluates the high middle school students' social and emotional competences. Zhou and Ee (2012) developed Social Emotional Competence Questionnaire (SECQ) in order to measure children's and adolescents' SEC. Unless the participants of this study were university students, these three scales would be beneficial.

The Social-Emotional and Character Development Scale (Ji, Flay and Dubois, 2013) can be used for the assessment of the social-emotional skills and character

development in primary schools. (The SECDS) The Social-Emotional Assets and Resiliency Scale for Preschool (SEARS-Pre) developed in 2013 by Ravitch. The target population is stated on its name: preschoolers.

The Delaware Social-Emotional Competency Scale (DSECS-S) (Mantz et. al, 2016) was developed to measure elementary, middle, and high school students' SEC. Although it covers a wider range of population than others, it lacks university students as for target population.

Social Emotional Learning Skills Scale was designed by Kabakçı and Owen (2010) in order to assess the social and emotional learning competences of students. This one fits in different age groups including university students. Kabakçı's (2006) scale is widely used in Turkish setting. The missing part here is the focus on L2 learning.

The Holistic Student Assessment is used with the students in fifth, sixth, seventh and eighth grades. It measures learners' social-emotional strengths and challenges both in school and afterschool settings. The Social-Emotional Assets and Resiliency Scales (SEARS) assess social and emotional behavior of children (8 to 12 years) and adolescents (13 to 18 years) with different assessment forms. There are also teacher report forms and parent report forms in it.

To sum up, there are numerous scales designed to evaluate SEC. However, they either lack in necessary competences or combine other constructs with SEC. Another problem is that they do not fit in university level foreign language learning. Therefore, this study utilizes a scale which was designed by Zaimoğlu (2018) recently. Social and Emotional Foreign Language Learning Scale (SELLS) is developed as “a psychometrically sound measurement for university students to assess their SEL competences in foreign language learning.”

### **2.5.1. Social and Emotional Foreign Language Learning Scale**

This scale is a student self-report measure. It consists of 24 items classified under 3 groups of competences: Self-Regulation, Social Relations and Decision Making. Zaimoğlu (2018) started to design it with an initial set of 179 items in 2016. After three pilot studies, statistical procedures and the review of six experienced language teachers two of which were natives, the researcher refined the scale to 24 items. The researcher also emphasized the importance of 21<sup>st</sup> century skills in her work. At the beginning ,179 items were categorized under 5 segments: Self-Awareness, Self-Management, Social

Awareness, Relationship Skills and Responsible Decision Making. As a result of factor analysis that reports Self-Awareness and Self-Management subscales were generally grouped together and items in Social Awareness and Relationship Skills were also grouped together, Zaimoğlu (2018) collected these items under three aspects of SEL: Self-Regulation, Social Relations and Decision Making. These grouping suits CASEL categorizations: the Self-Regulation subscale has items related to self-awareness and self-management, the Social Relations' items are related to social awareness and relationships skills and finally items in the Decision Making are related to Responsible Decision Making. The researcher states that “Self-regulation harbors two competencies of SEL: self-awareness and self-management competencies. In terms of SEL competences, social relations overlap extensively with the competencies of social awareness and relationship skills.”

### **2.5.2. Self-Regulation Subscale**

Zimmerman (1986) states that self-regulated learners are able to recognize their own strengths, needs and seek assistance when they need to increase their learning. He also states that self-regulated learners are confident in challenging learning tasks thanks to having the necessary learning skills and responsibility in achieving their targets. Bandura (1997) explains that people are self-organizing, proactive, self-reflecting and self-regulating organisms contributing to their environment instead of just being receivers and products of the environmental influences. That means individuals are active agents in their own development, learning and functioning and adaptive within the environment to improve performance and well-being. These are linked to self-awareness and self-management competencies. CASEL (2016) states “Identifying emotions, accurate self-perception, recognizing strengths, self-confidence and self-efficacy are under the competence of self-awareness; impulse control, stress management, self-discipline, self-motivation, goal-setting and organizational skills are under the competence of self-management” (p. 1). Zaimoğlu (2018) adds that “curiosity and help seeking are related to students' own efforts to improve themselves or solve problems, which are fostered in the 21st century skills”. In short, Self-Regulation Subscale includes eight factors: curiosity, recognition of strengths and emotions, self-efficacy, emotional costs, self-motivation, self-discipline, goal-setting and help-seeking. The relation between factors and SEL Competencies and 21st century skills in Self-Regulation Subscale as stated by Zaimoğlu

(2018, p. 51) can be seen in Table 1.

Table 1.

*The Relationship between factors and SEL Competencies and 21st century skills in Self-Regulation Subscale*

Factors	Self-Awareness	Self-Management	21st century skills
Curiosity	X		x
Self-Discipline		X	
Emotional Costs	X		
Self-Motivation		X	
Help-Seeking	X		x
Goal Setting		X	
Self-Efficacy	X		
Recognition of Strengths and Emotions	X		

Note: “Developing A Scale For Social-Emotional Foreign Language Learning In University Contexts”, S. Zaimoğlu, 2018, p. 51. It is taken from the PhD Dissertation.

In the scale, 10 items out of 24 are assessing Self-Regulation competency of the students. Both self-awareness and self-management subskills exist in these regarding items.

1. I am curious about learning different
2. I can recognize my own emotions
3. I do not hesitate to reflect my feelings while learning English
4. If I try, I can do even the hardest work in the class
5. I can easily motivate myself when I feel bad
6. I always concentrate on my lessons during English class (
7. I shape my life in accordance with my goals
8. I overcome every difficulty to achieve my goals
9. I get my family to help me when I have social problems
10. I get my friends to help me when I do not solve the problem on my own

### 2.5.3. Social Relations Subscale

Gkonou and Mercer (2017) state that learners can “co-operate and collaborate with others, and create and participate in healthy, positive and caring social interactions” when students build healthy social relations. Social relations base on forming and keeping healthy and rewarding relationships with individuals and groups irrespective of people’s diverse backgrounds, cultures and show tolerance of them. SEL has two competencies that overlap here: social awareness and relationship skills. Leadership, Social Integration,

Social Anxiety, Respect for Others and Social Capability are the subskills here. 8 items out of 24 are related to Social Relations in SEFLLS. They are stated below. Also, the relation between factors and SEL Competencies and 21st century skills in Social Relations Subscale are in Table 2 as stated by Zaimoğlu (2018, p. 60).

11. I cooperate with my friends
12. I can motivate my friends to do their best in group work
13. I try not to criticize my friends when we argue
14. I try to prevent others to be alienated
15. I help others when they have problems
16. I respect others' thoughts
17. I recognize how people feel by looking at their facial expressions
18. I am sensitive to others' feelings

Table 2.

*The relation between factors and SEL Competencies and 21st century skills in Social Relations Subscale*

Factors	Self-Awareness	Self-Management	21st century skills
Leadership		X	X
Social Integration	X	X	X
Social Anxiety	X	X	X
Respect for Others	X	X	X
Social Capability	X	X	X

Note: "Developing A Scale For Social-Emotional Foreign Language Learning In University Contexts", S. Zaimoğlu, 2018, p. 60. It is taken from the PhD Dissertation.

#### 2.5.4. Decision Making subscale

CASEL (2013) defines decision making as "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.". Zaimoğlu (2018) states all students should consider all consequences of their decision rigorously before making a choice. Mann, Burnett, Radford, and Ford (1997) defines a good decision maker as an individual who has the awareness of the serious risks related to their choices, creates alternative solutions when there are problems, anticipates the results of their decisions, assesses and reflects on the incidents and the facts. Value-Based Decision Making, Future Responsibility and Scrutiny are the direct subskills of decision making. The last 6 items of the scale are below about Decision making. The relation between factors and SEL Competencies and 21st century skills in Decision Making Subscale are also stated in Table 3 (Zaimoğlu, 2018,

p. 68).

19. I can discuss the decisions that I consider unfair
20. While making decisions, I also think about the future consequences of my actions
21. While making decisions, I select the one with positive outcomes
22. I can decide between right or wrong
23. While making decisions about my future, I search a lot
24. I make decisions that are appropriate for my personal values

Table 3.

*The relation between factors and SEL Competencies and 21st century skills in Decision Making Subscale*

Factors	Responsible Decision Making	21st century skills
Value-Based Decision Making	X	X
Future Responsibility	X	X
Scrutiny	X	X

Note: "Developing A Scale For Social-Emotional Foreign Language Learning In University Contexts", S. Zaimoğlu, 2018, p. 68. It is taken from the PhD Dissertation.

## 2.6. Conclusion

The existing literature proves the significance of SEFLL competences for students and educators. To have metacognitive, motivationally and behaviorally active students in their own foreign language learning, to set positive relations among students in and out of the classroom with their classmates, teachers and peers, to teach the learners how to evaluate the situation, analyze their options, and think the potential consequences of these options for both themselves and others, educators need SEFLL in curriculums and in their courses. In this study, to measure the existing SEFLL competences of university students, Zaimoğlu's (2018) SEFLLS has been chosen as it is designed for university level L2 learners in particular. Considering foreign language learning, individual differences may improve or hinder foreign language learners' progress. With this study, the researcher aims at defining if there are significant differences related to these demographic elements.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

The nature of the research, the selection of the participants, the data collection procedure, the instruments and ethical considerations can be found in this part. The first target of the study is to determine the SEFLL competency levels of the participants. The study aims to explore if there is any statistically meaningful difference between the social emotional foreign language learning competences of university students and their gender, GPAs and the year of the study they are in and their being a monolingual or a bilingual.

#### **3.2. Research Design**

In this study, descriptive research design was utilized to investigate university students' social emotional foreign language learning competences in an EFL context. A descriptive research describes the features, the current status of the variable(s), the population or phenomenon studied. The focus is mainly on the nature of a demographic segment rather than “why” a certain phenomenon happens. Inferential statistics is also utilized. It allows the researcher to make predictions from that data obtained. Quantitative research is described as a systematic investigation of phenomena. It gathers measurable data and utilizes statistical, mathematical or computational techniques. Quantitative research seeks answers for the “who” and “what” of user behavior. As it is numerical in nature, the results achieved in quantitative analysis are both definitive and objective. They are logical, statistical and unbiased.

As the aim of this study is to measure the SEFLL competences of the participants and explore the relationship between the competences and the independent variables, descriptive and inferential research design and quantitative analysis is employed. The dependent variables of the study were Self-Regulation, Social Relations, Decision-Making and overall SEFLL competences; the independent variables of the study were students' gender, the class level (the year of the study), being a monolingual or a bilingual and GPAs.

### **3.3. The Context and The Participants of the Study**

The study includes 173 university students from Mustafa Kemal University, which is a state university in Hatay. They are the freshmen, the sophomores, the juniors and the seniors enrolled in English Language and Literature Department. Checking the participants' gender, 129 of them are female while 44 of them are male students. The number of the freshmen participants is 47, the number of the sophomores is 33, the number of the juniors is 38 and the number of the seniors is 55. Only a few registered students did not participate due to the fact that they were constantly absent for the time the data was collected.

In this study, the participants are not sampled. All ELL students, except for preparation class, participated. The reason why none of prep students were asked to attend is that they do not have a GPA. One of the research questions necessitate GPAs. 10 of the participants have a GPA between 0 and 1.99 which can be interpreted as underachievement. 30 of the participants have a GPA between 3 and 4 that can be interpreted as overachievement and the rest of the participants - 133 students – have a GPA between 2 and 2.99 which can be interpreted as moderate.

The last construct about the participant is their being monolinguals or bilinguals. 96 of the students are Turkish monolinguals. 77 of them are bilinguals. Students were not asked for stating their languages. The number of spoken languages was written on the questionnaire. Some still noted down their languages as Arabic-Turkish, German-Turkish and Kurdish-Turkish. Analyzing the data, the researcher did not differentiate for what specific languages they speak as it was not asked and not all bilinguals wrote it.

Table 4.

*Demographic Variables of Participants*

Variables	N	Percentage
Gender		
Male	44	25
Female	129	75
The Year of the Study		
Freshmen	47	27
Sophomores	33	19
Juniors	38	22
Seniors	55	32
GPA		
Underachievement(0-1,99)	10	6
Moderate(2-2,99)	133	77
Overachievement(3-4)	30	17
Languages		
Monolinguals	96	55
Bilinguals	77	45

**3.4. Data Collection**

The necessary permission from the Head of the English Language and Literature Department was taken to conduct a questionnaire to all students. The students were given information about the study and how to fill in the scale. The study was conducted during 2018-2019 Spring Term. In this quantitative study, the data was collected with SEFLLS. The participants rate 24 items with a 5 point Likert scale about themselves. There is also a demographic info page attached to it. The students need to fill it with their gender, GPAs, class level and the language number they speak. The students were asked for their approval for participating in this study.

**3.5. Data Collection Tool**

In order to capture any variation in the participants' levels of SEFLL competences, quantitative measurement is employed. This study uses a questionnaire to collect quantitative data from participants. The Social Emotional Foreign Language Learning Scale (SEFLLS) questionnaire is taken from the existing study of Zaimoğlu conducted in 2018. The instrument is presented both in English and in Turkish in an attempt to minimize participants' misunderstanding. It has twenty-four items such as "I overcome every difficulty to achieve my goals." And "If I try, I can do even the hardest work in the

class". Its structure includes a five point Likert scale ranging from "strongly disagree" to "strongly agree". The students need to express if they strongly agree, agree, neutral, disagree or strongly disagree with these 24 items.

They are also asked to fill demographic information. They state their gender, the number of languages they speak daily, their GPAs and their class levels. It has a three-factor structure: Self-regulation, Social Relations and Decision-Making.

Zaimoğlu (2018) measures the reliability, validity and the relationships among the factors. Her results suggest the SEFLLS has adequate reliability for three factors ranging from 0.81 to 0.85. and the total score ( $\alpha = .91$ ) indicating a high level of internal consistency. The SEFLLS is a valid scale as it has significant, positive correlations with another well-established scale, The Social Emotional Learning Skills Scale (SELSS). It was developed by Kabakçı and Korkut Owen (2010). With regard to the relationships among the factors (Self-Regulation, Social Relations and Decision Making), the results show that there is a moderate to high correlations, with coefficients ranging from .49 to .84. That means that these three factors are interrelated.

Quantitative research methods were implemented in order to assess the extent of the reliability of the items in the scale. In this study, the reliability has been calculated as 0.79. Cronbach's alpha reliability technique is shown in Table 5. As this score is above 0.7 ( $\alpha \geq .7$ ), it is acceptable (Fraenkel and Wallen, 1996; Nunally, 1978). This scale yields consistent results and is therefore reliable.

Table 5.  
*The Reliability of 24 items*

Reliability Statistics		
Cronbach's Alpha Based on Standardized		
Cronbach's Alpha	Items	N of Items
.790		24

### 3.6. Data Analysis

Taking into consideration that this study's first goal is to explore the SEFLL competency levels of the students and then to investigate the presence of any statistically meaningful difference between the variables, quantitative data analysis methods were used. Quantitative data which was obtained from SEFLLS was analyzed by SPSS statistical software to interpret the descriptive statistics of the results of the scale.

The normality of the data sets has been checked with “Kolmogorov-Smirnov Test,” “Shapiro Wilk Test,” and tests of homogeneity before starting to analyze the data. In terms of SEFLL competences, the independent variables of the study have not showed normal distribution ( $p < .05$ ). Logarithm and square root transformations have been applied on the data. However, the normal distribution could not be ensured. Only one question out of 5 conforms to normality assumptions. When normality assumptions are not confirmed, nonparametric analysis are utilized. Therefore, both parametric and nonparametric analyses have been conducted. Mann Whitney U, Kruskal Wallis, t-test and Anova are used for analyses.

### **3.7. Ethical Considerations**

The necessary official permissions pertaining to conduct a questionnaire at the university have been obtained from the Head of the Department in order to conduct the study on an official and ethical basis. To be able to use SEFLLS, the necessary permission was taken from Zaimoğlu.

The scope and the nature of the study were explained to the participants. The participation in the study was completely voluntary. There was also a statement in the first part of the questionnaire expressing by filling out the questionnaire they give their consent. The data of the study was kept in confidence. In this study, the participants' well-being was always protected at every single phase of the study.

## CHAPTER IV

### RESULTS

#### 4.1. Overview of this chapter

In this research, the data was acquired from “Social Emotional Foreign Language Learning Scale” (SEFLLS), which was developed by Zaimoğlu (2018). This research tool investigated the social-emotional foreign language learning competences of students in three categories: Self-regulation, social relations and decision making. This chapter analyzes the data acquired from SEFLLS. The participants of this study were 173 English Language and Literature students from Mustafa Kemal University. Quantitative analysis methods were used in the current study. Given (2008) defines it as “In natural and social sciences, quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.”. Quantitative methods are especially necessary when the relationship between the variables should be examined. The reliability for this scale as calculated by Cronbach’s alpha was found .79, which indicated that the items had internal consistency.

This study was guided by five research questions. The summary of key results and interpretations of the results and the findings are included in this chapter.

#### 4.2. To what extent are the participant students competent in social-emotional foreign language learning?

The participant students answered 24 items of the questionnaire by marking a 5 point Likert scale. They expressed how much they agree or disagree with each particular statement. In the scale, 10 items of the statements were measuring the students’ Self-regulation competence, 8 items were measuring Social Relations competence and the rest 6 items were about Decision Making competence. In the Table 6, the matching of the competences to the statements can be seen.

Table 6.  
*The distribution of item numbers and SEFLL competences*

Competence	Self-Regulation	Social Relations	Decision Making
The number of the items	1-10	11-18	19-24

While being measured, the competences of the participants were investigated both separately and totally. Thus, four categories were analyzed with descriptive statistics as shown in Table 7.

Table 7.  
*Descriptive Statistics for Individual and Total SEFLL Competences*

	N	Mean	Std. Deviation
Self-Regulation	173	3.857803	.4626891
Social Relations	173	4.20665	.425734
Decision Making	173	4.232177	.4881132
Total Competences Ort	173	4.067678	.3614110

When standard deviations are examined, it is understood that the approximate values of the range. SD of Self-regulation (0.46), SD of Social Relations (0.43), SD of Decision making and SD of Total competences (0.36) **do** not reveal much variance. The highest point would be 5. The mean scores of Social Relations are 4.2 out of 5. The mean scores of Decision making are 4.2 and the mean scores of total competences are 4.1. The mean scores of three factors indicated high SEFLL competences. On the other hand, the mean scores of Self-regulation are 3.8. Compared to other competences, participants showed lower Self-regulation competence.

The findings indicated the participants were competent in SEFLL overall. When three sub-categories are examined, the participants show high competence levels of Social relations and Decision making. The competence level of self-regulation can be stated as middle-upper level.

#### **4.3. Is there a statistically meaningful difference in female and male learners' social emotional foreign language learning competences?**

The gender distribution of the participants can be seen in the Table 8. All the students in the department attended the study except for those who are constantly absent. Women usually outnumber men in language related departments. The same case is valid

in this study. From English Language and Literature department, 129 female students and 44 male students participated to the study.

Table 8.  
*Gender distribution*

		N	%
Valid	Male	44	25.4
	Female	129	74.6
	Total	173	100.0

Tests of normality can be seen in the Table 9. Significance values should be over 0.05 for the presence of normal distribution.

Table 9.  
*The normality assumptions of SEFLL competences*

<b>Tests of Normality</b>							
	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Self-Regulation	Male	.141	43	.029	.921	44	.005
	Female	.084	128	.025	.988	129	.308
Social Relations	Male	.170	43	.003	.913	44	.003
	Female	.098	128	.004	.964	129	.002
Decision Making	Male	.114	43	.182	.949	44	.050
	Female	.104	128	.002	.948	129	.000
Total Competences	Male	.125	43	.082	.933	44	.014
	Female	.081	128	.037	.980	129	.059

a. Lilliefors Significance Correction

Female and male learners' social emotional foreign language learning competences' significance values do not reveal normal distribution ( $p < .05$ ). The scores are .029, .025, .003, .004, .002, .037 and they are below .05. The dependent variables of social relations and total competences show normal distribution for the group of males: .182 and .082. As it is necessary to exist in both of the groups, the normality assumptions could not be checked. Therefore, non-parametric analysis was utilized. Descriptive Statistics are presented in the Table 10.

Table 10.

*Mann Whitney U Scores and SEFLC Competences*

<b>Descriptive Statistics</b>					
	N	Mean	Std. Deviation	Minimum	Maximum
Self-Regulation	173	38.58	4.627	17	50
Social Relations	173	33.65	3.406	20	40
Decision Making	173	25.39	2.929	15	30
Total Competences	173	97.62	8.674	67	119
Gender	173	1.75	.437	1	2

Here self-regulation competency could have 50 for the highest score. All participants' mean score is 38.58 out of 50. Its standard deviation equals to 4.6. Social relations competency could be 40 at its maximum. The participants get 33.65 out of 40 and the standard deviation is 3.4. Decision making competency has 25.39 mean out of 30. Its standard deviation is 2.9. All the competences could have 120 at its maximum. Yet, the maximum achieved here is 119. The mean of total competences of the participants is 97.62 with 8.6 standard deviations.

Table 11.

*Gender and SEFLC competences*

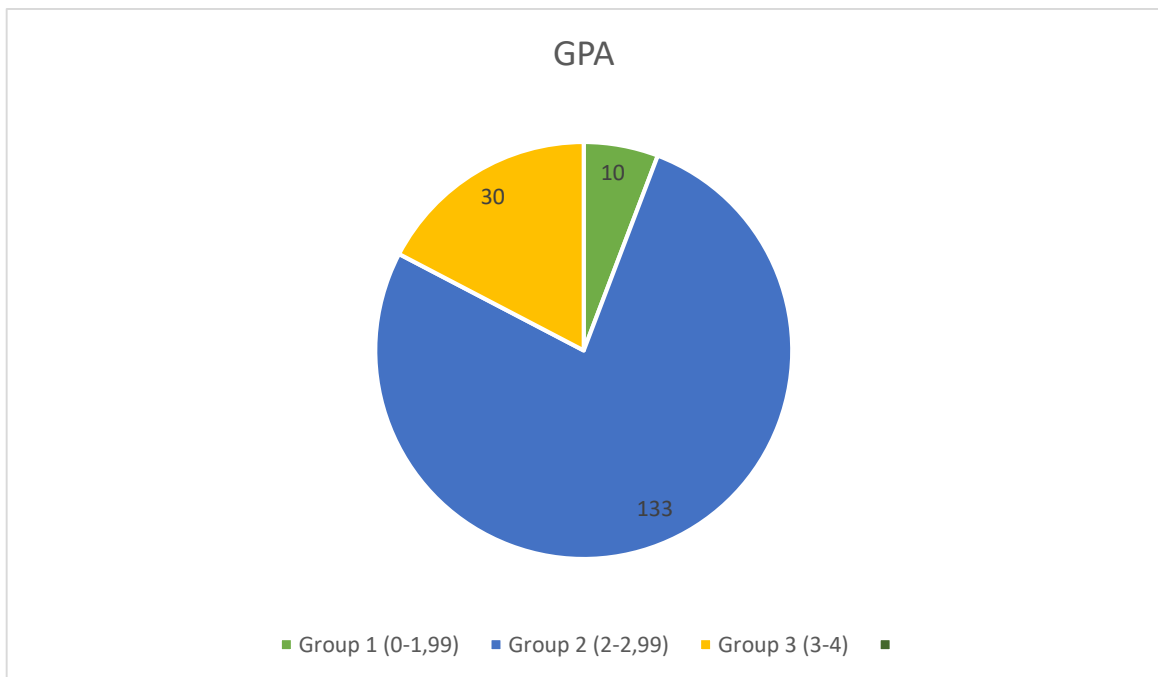
<b>Test Statistics<sup>a</sup></b>				
	Self-Regulation	Social Relations	Decision Making	Total Competences
Mann-Whitney U	2408.000	2066.500	2525.500	2121.500
Wilcoxon W	3398.000	3056.500	3515.500	3111.500
Z	-1.503	-2.702	-1.096	-2.500
Asymp. Sig. (2-tailed)	.133	.007	.273	.012

a. Grouping Variable: Gender

Mann-Whitney Test indicates a statistically meaningful difference in female and male learners' social relations and total competences. Significance score of them are 0.007 and 0.012 respectively. Both are below 0.05. Female participants show higher levels of competences compared to male participants. However, Self-Regulation and Decision making values are 0.133 and 0.273, which means gender does not form a statistically meaningful difference as they are higher than 0.05.

#### 4.4. Is there a statistically meaningful difference in learners' social emotional foreign language learning competences in terms of their GPAs?

The independent variable of GPA was categorized into three groups. The participants with a GPA which is equal or below 1.99 belong to Group 1. There are 10 students in Group 1. The participants with a GPA which is equal or between 2.00 and 2.99 belong to Group 2 where there are 133 students. The rest of the participants having a GPA which is equal or between 3.00 and 4.00 belong to Group 3 which includes 30 students.



*Figure 2. Grouping GPAs according to Achievement*

As it can be seen in the Table 12, there was not found a normal distribution. Therefore, non-parametric analysis was utilized.

Table 12.

*Tests of Normality and GPA*

	GPA	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Self-Regulation	1.0000	.201	10	.200*	.939	10	.543
	2.0000	.094	133	.006	.948	133	.000
	3.0000	.114	30	.200*	.982	30	.873
Social Relations	1.0000	.273	10	.034	.764	10	.005
	2.0000	.102	133	.002	.961	133	.001
	3.0000	.140	30	.136	.952	30	.197
Decision Making	1.0000	.189	10	.200*	.955	10	.724
	2.0000	.118	133	.000	.940	133	.000
	3.0000	.162	30	.044	.933	30	.060
Total Competences	1.0000	.212	10	.200*	.878	10	.123
	2.0000	.082	133	.029	.966	133	.002
	3.0000	.115	30	.200*	.962	30	.344

Kruskal-Wallis test revealed that there was not a statistically meaningful difference in learners' Social Relations competence and their GPAs. Yet, the Table indicated a statistically meaningful difference in learners' Self-regulation, Decision making and overall competences in regard to their GPAs. Among GPA groups, Group 1 (GPA:0-1.99) and Group 3(GPA:3-4) have a statistically meaningful difference between them but not with Group 2(GPA: 2-2.99).

Table 13.

*GPA and SEFLC competences*

<b>Test Statistics<sup>a,b</sup></b>					
	Self-Regulation	Social Relations	Decision Making	Total Competences	Meaningful Difference
Chi-Square	8.846	.62	6.021	6.555	
Df	2	2	2	2	
Asymp. Sig.	.012	.718	.049	.038	1-3

a. Kruskal Wallis Test  
b. Grouping Variable: GPA

Kruskal-Wallis test is not sufficient for GPA groups. So, Mann-Whitney test was used to determine whether Group 1 or 3 had higher levels of SEFLC competences.

Table 14.

*Rankings of GPA groups according to competences*

		Ranks		
	GPA	N	Mean Rank	Sum of Ranks
	1.0000	10	11.80	118.00
Self-Regulation	3.0000	30	23.40	702.00
	Total	40		
	1.0000	10	12.60	126.00
Decision Making	3.0000	30	23.13	694.00
	Total	40		
Total	1.0000	10	11.95	119.50
Competences	3.0000	30	23.35	700.50
	Total	40		

In table 14, the dependent variable of Self-Regulation has a mean rank of 11.8 for GPA1 and a mean rank of 23.4 for GPA3. The dependent variable of Decision Making has a mean rank of 12.6 for GPA1 and a mean rank of 23.1 for GPA3. Lastly, the dependent variable of overall SEFLL competency has a mean rank of 11.9 for GPA1 and a mean rank of 23.4 for GPA3.

Table 15.

*GPA and Meaningful Differences in SEFLL competences*

Test Statistics <sup>a</sup>			
	Self-Regulation	Decision Making	Total Competences
Mann-Whitney U	63.000	71.000	64.500
Wilcoxon W	118.000	126.000	119.500
Z	-2.728	-2.490	-2.677
Asymp. Sig. (2-tailed)	.006	.013	.007
Exact Sig. [2*(1-tailed Sig.)]	.005 <sup>b</sup>	.012 <sup>b</sup>	.006 <sup>b</sup>

The mean scores of the test indicated that Group 3 had higher levels of Self-regulation, Decision making and overall SEFLL competences than Group 1. Therefore, regarding SEFLL competences, Group 3 has both high academic achievement and social emotional competences.

#### 4.5. Is there a statistically meaningful difference in learners' social emotional foreign language learning competences according to the Year of the Study ?

The freshmen, the sophomores, the juniors and the seniors participated in this study. The distribution of 173 participants' classes can be seen below in Figure 3.

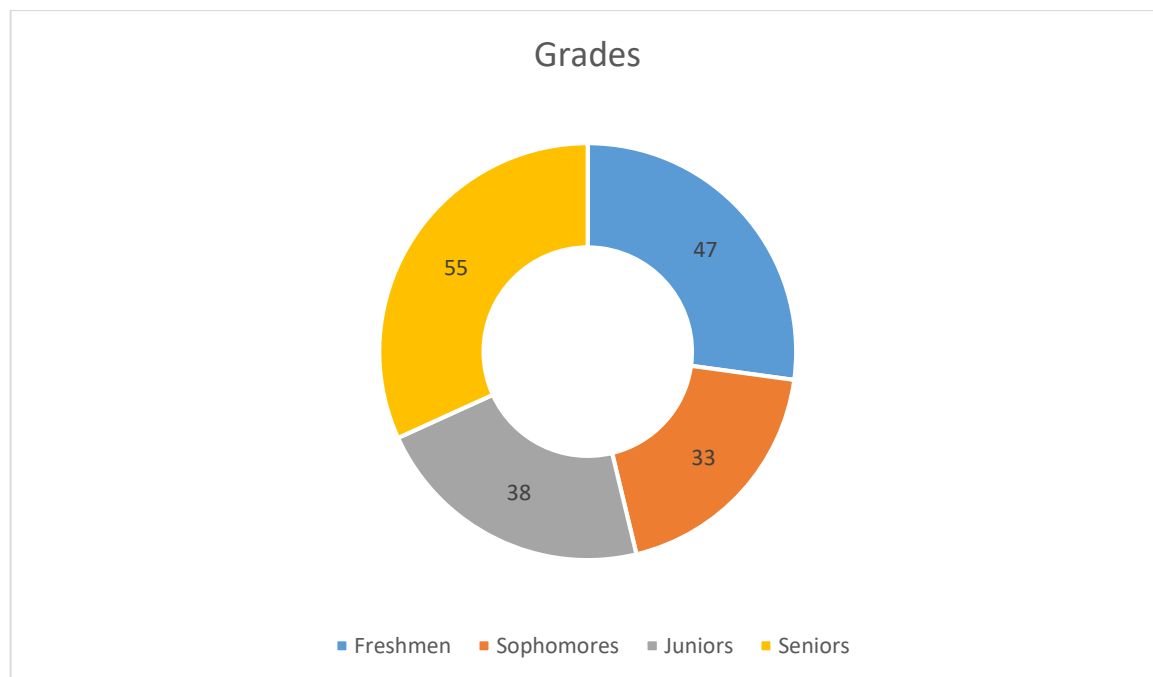


Figure 3. The Distribution of Class Levels

Table 16.

#### Normality assumptions and The Year of the Study

Tests of Normality									
	The Year of the Study	Kolmogorov-Smirnov <sup>a</sup>	Statistic	df	Sig.	Shapiro-Wilk	Statistic	df	Sig.
Self-Regulation	1	.093	47	.200*	.981	47	.654		
	2	.136	33	.127	.943	33	.086		
	3	.115	38	.200*	.956	38	.140		
	4	.136	55	.013	.892	55	.000		
Social Relations	1	.082	47	.200*	.945	47	.027		
	2	.140	33	.102	.849	33	.000		
	3	.123	38	.159	.971	38	.431		
	4	.125	55	.032	.963	55	.090		
Decision Making	1	.120	47	.087	.959	47	.095		
	2	.122	33	.200*	.941	33	.073		
	3	.144	38	.045	.913	38	.006		
	4	.129	55	.023	.942	55	.010		
Total Competences	1	.103	47	.200*	.943	47	.024		
	2	.139	33	.108	.901	33	.006		
	3	.113	38	.200*	.974	38	.518		
	4	.119	55	.051	.951	55	.024		

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

While overall SEFLL competences show normal distribution, Self-regulation, Social Relations and Decision Making do not. Therefore, parametric analysis is used for overall SEFLL and nonparametric for the rest. Kruskal-Wallis test is implemented for the dependent variables of self-regulation, social relations and decision making.

Table 17.

*The Year of the Study and SEFLL competences*

<b>Test Statistics<sup>a,b</sup></b>			
	Self-Regulation	Social Relations	Decision Making
Chi-Square	7.347	4.570	3.816
df	3	3	3
Asymp. Sig.	.062	.206	.282
a. Kruskal Wallis Test			
b. Grouping Variable: The Year of the Study			

Significance values are 0.062, 0.206 and 0.282 respectively. These results do not indicate any statistically significant difference in terms of independent variable of the Year of the Study. Anova test is utilized for overall SEFLL.

Table 18.

*The Year of the Study and Overall SEFLL competency*

<b>Test of Homogeneity of Variances</b>			
Total Competences			
Levene Statistic	df1	df2	Sig.
.280	3	169	.840

Levene Statistic score is 0.28. Also, the significance score equals to 0.8 according to Table 18.

Table 19.

*ANOVA results and Overall SEFLL competency*

<b>ANOVA</b>					
Total Competences					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	300.935	3	100.312	1.341	.263
Within Groups	12639.643	169	74.791		
Total	12940.578	172			

The variance is homogeneous. So, there are no statistically meaningful difference between the the year of the study in terms of overall SEFL, either.

#### 4.6. Is there a statistically meaningful difference in monolingual and bilingual learners' social emotional foreign language learning competences?

Students were asked to note down whether they were monolingual L2 learners or bilingual L2 learners. The Figure 4 shows the distribution of monolingual and bilingual participants.

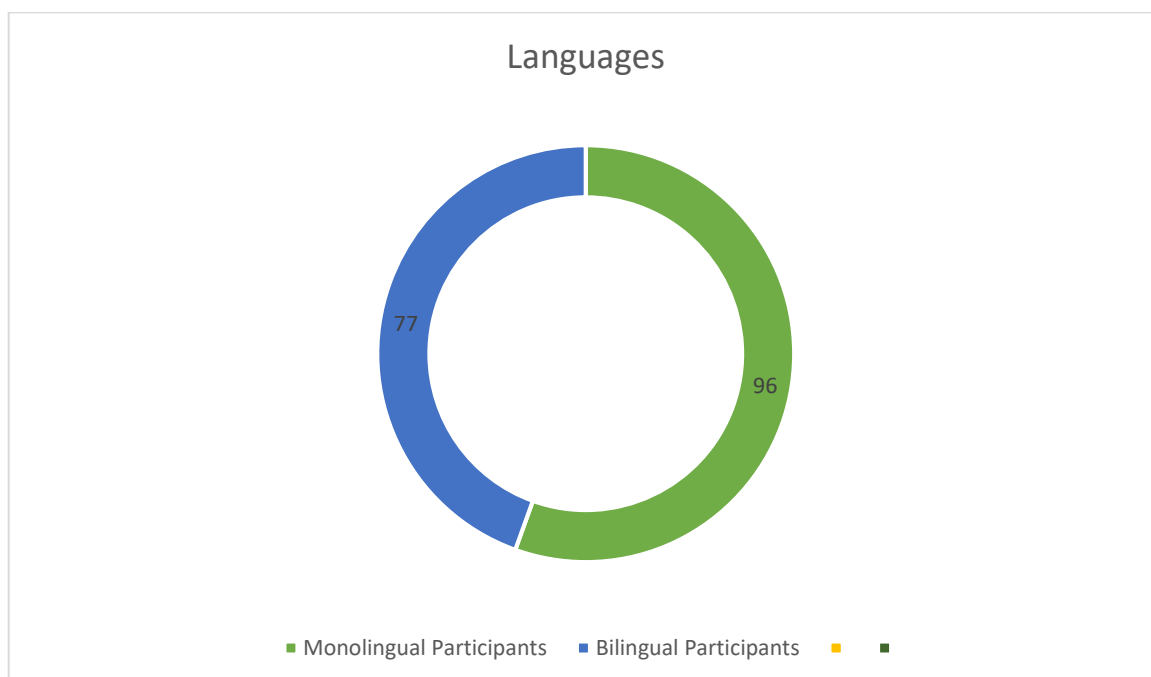


Figure 4. The Distribution of Monolingual and Bilingual Students

Table 20.

Normality Assumption and The number of Languages

<b>Tests of Normality</b>							
	TheNumberof Languages	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Self-	1	.127	96	.001	.923	96	.000
Regulation	2	.111	77	.019	.982	77	.342
Social	1	.093	96	.041	.969	96	.021
Relations	2	.124	77	.005	.919	77	.000
Decision	1	.128	96	.001	.938	96	.000
Making	2	.116	77	.013	.960	77	.016
Total	1	.077	96	.200	.964	96	.010
Competences	2	.097	77	.073	.960	77	.017

a. Lilliefors Significance Correction

Sig. values revealed a normal distribution only in the dependent variable of overall SEFLC competence. Therefore, parametric t-test is implemented for overall SEFLC. Due to the lack of normal distribution, nonparametric analysis and Mann Whitney tests are used for self-regulation, social relations and decision making.

Table 21.

*The Number of Languages and SEFLC competences*

<b>Test Statistics<sup>a</sup></b>			
	Self-Regulation	Decision Making	Social Relations
Mann-Whitney U	3624.000	3692.500	3631.500
Wilcoxon W	8280.000	6695.500	6634.500
Z	-.221	-.011	-.198
Asymp. Sig. (2-tailed)	.825	.991	.843

a. Grouping Variable: The Number of Languages

Monolingual and bilingual participants' Self-Regulation (P=0.825), Decision Making (P=0.991) and Social Relations (P=0.843) scores are higher than 0.05. Being a monolingual or a bilingual L2 learner does not cause a statistically significant difference in self-regulation, social relations and decision making.

Table 22.

*The mean scores of Monolinguals and Bilinguals*

<b>Group Statistics</b>						
	TheNumberof Languages	N	Mean	Std. Deviation	Std. Mean	Error
Total	1	96	97.42	8.592	.877	
Competences	2	77	97.88	8.824	1.006	

The mean score of the monolingual participants is 97.42 with 8.5 standard deviation. The mean score of the bilingual participants is 97.88 with 8.8 standard deviation. The numbers are very close.

Table 23.

*The Number of Languages and Overall SEFLL competency*

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Total Competences	Equal variances assumed	.055	.815	-.351	171	.726	-.466	1.330	-3.092	2.160	
	Equal variances not assumed			-.350	161.037	.727	-.466	1.334	-3.101	2.168	

Levene's Test for Equality of Variances show homogeneous results ( $F=0.055$ ,  $P=0.815$ ), so Equal variance t test scores are used. The t-test score is higher than 0.05 (0.726). The results of t-test revealed that being a monolingual or a bilingual L2 learner did not cause a statistically significant difference in overall SEFLL competences.

#### 4.7. Summary

This study's first goal was to assess university students' SEFLL competences. Using SEFLLS, three subskills of SEFLL (Self-Regulation, Social Relation and Decision Making) and overall SEFLL competences were evaluated. Using SEFLLS, 173 English Language and Literature students from a public university in Hatay rated how much they agree on 10 Self-Regulation items, 8 Social Relation items and 6 Decision Making items. The findings indicated that English Language and Literature students had high competency levels of social relations, decision making and overall SEFLL. Yet, they had medium level of self-regulation competency.

Checking the presence of a statistically meaningful difference in female and male learners' social emotional foreign language learning competences, the study revealed tertiary level female students had higher levels of competency in social relations and overall SEFLL compared to tertiary level male learners. However, the independent variable of gender did not lead to a statistically meaningful difference in self-regulation and decision making competences.

In order to establish any change according to their grade point averages, the students were put in three categories: Group 1, Group 2 and Group 3. Group 3 consisted

of 30 high-achiever students with a GPA equal to or higher than 3. Group 2 consisted of 133 medium achiever student whose GPA was between 2 and 2.99. Group 1 consisted of 10 students with a GPA equal or below 1.99. The findings showed that GPA did not cause any difference in terms of social relations competency. For the rest, there was a meaningful difference between Group 1 and 3 but not Group 2. The scores of Self-regulation, Decision making and overall SEFLL competences were higher on behalf of Group 3 in comparison to Group 1.

Another question in the study aimed to find out whether there was a difference in SEFLL competences of the freshmen, the sophomores, the juniors and the seniors. The results indicated no difference in SEFLL competences of university students enrolled in different grades.

The final question of the research was in pursuit of revealing the presence of any difference in SEFLL competences of monolingual and bilingual participants. The results did not show any statistically meaningful difference in Social Relations, Self-regulation, Decision making or overall SEFLL competences of monolingual and bilingual university students.

To sum up, the findings showed the extent of University Students' SEFLL competency levels and the differences among various demographic elements.

## CHAPTER V

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

In this chapter, the researcher reveals the summary of the study. General conclusions based on the findings of the studies are presented in the discussion part. This chapter concludes with recommendations for further research and implications based on the collected data.

This quantitative study primarily aimed at to find out the extent of learners' SEFLL competency levels. Moreover, the relationship between learners' SEFLL competencies and their gender, GPAs, class levels and finally being a monolingual or a bilingual was explored. Descriptive analyses were conducted to address the research questions below:

1. To what extent are the participant students competent in social-emotional foreign language learning?
2. Is there a statistically meaningful difference in female and male learners' social emotional foreign language learning competences?
3. Is there a statistically meaningful difference in learners' social emotional foreign language learning competences in terms of their GPAs?
4. Is there a statistically meaningful difference in learners' social emotional foreign language learning competences according to the Year of the Study?
5. Is there a statistically meaningful difference in monolingual and bilingual learners' social emotional foreign language learning competences?

#### 5.2. Discussions of the Findings

This section provides discussions relevant to the results obtained. While the first research question probed the extent of the competency levels of the participants in SEFLL, the rest of the questions investigated the differences among demographic factors in terms of SEFLL.

### 5.2.1. The Extent of the SEFLL Competency Levels of the Participants

In this study, four factors were investigated to find out 173 participants' SEFLL competency levels. These were Self- Regulation, Social Relations, Decision-Making and overall SEFLL competency.

Self-Regulation involves two SEL competences described by CASEL. They are self-awareness and self-management. Zimmerman (2000) describes self-regulation as “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” ( p. 14). Zaimoğlu (2018, p. 86) explains that self-regulation refers to “the ability to change and draw one’s attention to a social situation when needed, enliven and forbid behavior when required, and regulate the behaviors and emotions to realize goals”. With self-regulation competency, university level language learners can become aware of their weaknesses and strengths in terms of learning and using English both in and out of classroom setting. When they face an obstacle during learning or using English, they are able to employ whatever strategy necessary to overcome that obstacle. They can enhance their learning by using their strengths and turning a weakness into a strength. In the study, participants rated questions such as “I do not hesitate to reflect my feelings while learning English. If I try, I can do even the hardest work in the class. I can easily motivate myself when I feel bad.” The mean score was 3.9 out of 5. It can be interpreted as a medium-level of competency. That result means that the participants of this study are aware of their weaknesses and strengths, able to employ the necessary strategies to overcome language related obstacles and able to regulate their behaviors and emotions.

Social Relations has subskills such as perspective-taking, empathy, appreciating diversity, communication, social engagement, relationship-building, team work and respect for others. Vacca, Vakka and Mraz (2011) found out that when students work together in cooperative groups they “produce more ideas, participate more, and take greater intellectual risks” (p. 152). Hurst, Wallace and Nixon (2013) investigated the outcomes of social interaction among undergraduate learners. They found out that

social interaction with their colleagues offered a myriad of benefits: enhanced critical thinking, a variety of perspectives, an effective working environment, ownership of one’s learning, deeper comprehension, and an opportunity to apply the instructional strategies. Additionally, through social interaction these graduate students expanded their knowledge of literacy: they experienced different ways to approach various literacy tasks; they learned each reader interprets text in unique and different ways ... and consolidating knowledge through active, robust

discussion. (2013, p. 387)

Zins, Bloodworth, Weissberg, and Walberg (2007) noted that “Schools are social places, and learning is a social process” (p. 191). University students have occupied these social places since kindergarten. It corresponds to approximately 13 years prior to university. So, it would not be wrong to refer to these university students as experienced in terms of being in schools. The findings of this study are not surprising. The means of Social Relation competency is equal to 4.2. Considering the fact that it is assessed out of 5, it can be interpreted as a high level of competency. Some of the items were about whether they try to prevent others to be alienated, if they help others when they have problems, and if they cooperate with their friends. The subjects of this study have been actively participating in group works, pair works, and role plays during their English classes. Such learning activities most probably affected their social relations positively. Students clubs organize social events at university such as concerts, exhibitions and mountain-climbing. These social facilities of university life also add to university students’ social relations. Scanlon, Rowling, and Weber’s 2007 study, beginning to university is said to stimulate the need for students to set up social connections. This, in turn, guide them find their place in the new environment, and have the feeling of integrity. Therefore, university clubs and organizations can be said to empower SEFLC competences.

Dunham (2017) expresses “strong critical-thinking, problem-solving, and analytical skills, as well as the ability to collaborate, communicate and quickly adapt to changing situations” (p. 2) are the most crucial elements for learners so as to succeed in and survive in today’s global world. Decision making skill shows itself here. It has three factors: Value-Based Decision Making, Future Responsibility and Scrutiny. First of all, decision making is affected by the values the individuals have. Barrett states that “Every decision they make is sourced by what is deeply meaningful to them” (2010, p. 5). He exemplifies it “For example, if we value trust, then we should make decisions that allow us to display trust.” (2010, p. 6). Secondly, it affects their future. They have to take personal responsibility for the future consequences of their judgements and acts. Lastly, scrutiny includes careful and detailed examination of alternatives and future consequences of various actions. In this study, participants showed high decision making competency level with a mean score of 4.2 out of 5. Participants rated questions such as “While making decisions, I select the one with positive outcomes. I can decide between

right or wrong. While making decisions about my future, I search a lot.” Actually, this skill yielded the highest score among the competences that had been examined. As for language, decision making starts with what foreign language an individual will choose to learn: a global language like English, or an ancient and academic one like Latin. Then, should this particular student study that language in her own country or abroad? There are many significant and crucial decision which are going to affect L2 use massively. The highest competency, decision making, is practiced and mastered by our participants the most. Woods (1997) expresses that learners could practice decision skills in all stages of their foreign language learning process in a university context. Allwright (1981) uses the term “the management of their own learning” to mean that learning can only happen with the help of actions that the student decides to do. Learners are in a constant action of choice and decision- making process during classroom activities and collaborative activities. “It is your choices and decisions that determine your destiny.” (Bennett, 2016). People who can make responsible decision at university level can start a successful career path and set up a healthy relationship and marriage. Just after university, they are going to face many challenges that were not their problems before. They need to start a job. They should decide on their criteria such as salary, employment type, the place of work, setting up a business or continuing their academic life. They should decide where to accommodate as a grown up: being a tenant, buying a house or living with parents. Decision making is a vital skill in life. Therefore, it is an exciting and promising result that the participants in this study have high levels of Decision making competency.

The last factor investigated in the first question was overall SEFLL competency. The findings showed the mean score as 4.067678 out of 5. All 24 items were calculated for assessing overall SEFLL competency. The results presented a high level of overall SEFLL competency.

### **5.2.2. The Demographic Factors**

In this study, social-emotional foreign language learning competences of the university students were assessed comparing to their GPAs, their gender, their being either a monolingual or a bilingual and the year of the study. When the literature is examined for these demographic factors, many studies are encountered. However, they belong to either primary-secondary schools or other academic courses.

### 5.2.2.1. Gender

The gender reflects itself in many places in the case of EFL classrooms. Sunderland (1992) claims that gender can intervene in many cases such as classroom processes, learning processes, and teacher – learner interaction and also learner – learner interaction.

The findings of Kabakçı and Totan (2012)'s study indicate that female 6-8th grade students do better level of problem solving skills and communication skills than male students. Another study by Kabakçı (2006) also revealed female students had greater SEL competences compared to male students. Çelik's (2014) study supports Kabakçı's for gender difference in favor of females. The girls do better than the boys in terms of problem solving skills and communication skills. In accordance with the results of such previous studies, we have also found statistically meaningful differences among male and female participants in the skills of social relations and overall SEFLC competences. Zaimoğlu (2018) also established meaningful difference in social relations competency in favor of female learners. Bar-on's (2005) findings also support the gender difference. Female students played the lead in the awareness of emotions, success in interpersonal relations and being socially responsible compared to male students in his study. Female students engage in communication more than their male classmates. Biddulph (2002) noted that women's brains' left and right hemispheres are more connected than men. Thus, women communicate more and better than men and have a much wider vocabulary. This situation starts at birth and continues this way. This might be one of the biologic causes of the difference. Oxford (1990) investigated the learning strategies. She pointed that female learners use social strategies more than male students. Asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms can be given as example of social strategies that are utilized more by women.

Yet, there are also contradicting studies such as Aygün and Taşkın's 2017 study. They find out that gender does not affect 3rd and 4th graders' SEL competences. In the present study, overall SEFLC competency was at a higher level for females. The reason might be the age of the participants. While Aygün et al's' (2017) participants are primary school students, the participants of this study are young adults at university level. Individuals usually develop their competencies and skills through their lifetime.

Gender did not yield a difference in self-regulation and decision making competences in the present study. This study is in line with Aygün and Taşkın's (2017) findings for the competencies of self-regulation and decision making. Additionally, in terms of Self-Regulation and Decision Making, this study confirms the previous findings of Zaimoğlu (2018). Zaimoğlu (2018) investigated if there was any significant effect for the independent variable of participants' gender on Self-Regulation, Social Relations, and Decision Making in the context of preparatory students from a university. In her research, a statistically significant difference was not found among students' gender in regard to dependent variables except for social relations. We have also probed Overall Social Emotional Foreign Language Learning Competency. Therefore, in this research, there are one more dependent variable: overall SEFLL competency.

#### **5.2.2.2. The Year of the Study**

The previous studies (Kabakçı, 2006, Kabakçı and Totan, 2012; Çelik, 2014) revealed a difference in SEL competences with regards to the grade of the students at primary level. Yet, we have found that the year of the study does not cause any difference in SEFLL competences of students at tertiary level. The findings of the present study might be contradicting to the previous ones due to the age of the participants. The participants of this study are all young adults while both Kabakçı (2006) and Çelik (2014) carried out their researches in primary schools with sixth, seventh and eighth graders.

The freshmen, the sophomores, the juniors and the seniors have experienced more or less the same things up to that time in their lives. They have similar academic and social backgrounds. Academically, all have survived the preparation stage for university exams. All have passed English preparation classes of their department. They all have studied at a university for at least one and a half year. From social perspective, they are recently out of puberty. Some live away from parents. Some run a household and some manage to get along with roommates from various backgrounds. To sum up, they have had similar life experiences, which can account for not having a difference in grades for SEFLL competences.

#### **5.2.2.3.GPA**

Literature is rich in terms of academic achievement and SEL competences. The results show that students with high SEL competences are also better at reading and

writing skills besides language development. (Elias, 2004; Leseman ve Jong, 1998; Bierman, Domitrovich, Nix, Gest, Welsh, Greenberg ve Gill, 2008; Williams, 2016). In Turkey, for academic performances and SEL, Yılmaz and Sipahioğlu (2012) state that academic performance is mainly affected by social and emotional competencies such as attitudes of self, responsibility and resilience in adolescents.

Examining this study, the general point of averages of the participants classified into three groups: low-achievers (0-1.99), medium-achievers (2-2.99) and high-achievers (3-4). Comparing three groups for differences, medium-achievers did not show any statistically meaningful difference. As for competences, Social Relations competence did not reveal any statistically meaningful difference for none of the groups. The findings indicated that high-achievers had higher levels of Self-regulation, Decision making and overall SEFLL competences than low-achievers. So, it is possible to say that this study is in line with the literature for two edges of achievement. Considering Self-regulation, Decision making and overall SEFLL competences, it can be thought if a student manages self-regulation, healthy decision making, it looks really difficult to fail. For instance, a self-regulated student can manage his time effectively both for pleasure and studying. He can choose the right study material that will improve his skills. As Landry (1991) states “Being the best at whatever talent you have, that's what stimulates life.” In this case, being a high achiever stimulates higher SEFLL competences, which will make you better in both language and life.

#### **5.2.2.4. Monolinguals vs Bilinguals**

Studies on monolingual and bilingual learners at high school, primary and preschool level have revealed that bilingual learners are more advantageous in frustration tolerance, task orientation, self-control, critical thinking, understanding others' perspectives, thoughts, desires, and intentions than their monolingual partners (Bialystok & Senman, 2004; Kovács, 2009; Merrikhi, 2011; Yow & Markman, 2011; Fayyazi, Sahragard&Zandi, 2013). In this study, the participants are university students, an elder group.

The results of the analysis revealed that being a monolingual or a bilingual L2 learner did not cause a statistically significant difference in self-regulation, social relations, decision making or overall SEFLL competency. One of the possible reason is that all the participants are exposed to the same language learning strategies because of

their department. As the participants are English Language and Literature students, they all received strategy training. SEFLC competences show some similarities to Oxford's (1990) language learning strategies: metacognitive strategies which assist students in regulating their learning, affective strategies which deal with learners' emotional needs such as motivation, social strategies which aim increased interaction with L2, cognitive strategies which focus on how learners "make sense of their learning", memory strategies that focus on how to store information, and compensation strategies that used for overcoming knowledge gaps to keep the communication channel. Self-regulation competency can be matched to metacognitive and affective strategies. Social relations competency and social strategies can be matched and finally decision making competency can be matched to cognitive and compensation strategies. Regardless of the number of languages spoken, all participants took these strategy training, which might account for not having a statistically significant difference.

### **5.3. Implications**

The obtained data can enlighten language instructors for the effectiveness of the language programs utilized in English as a foreign language classes. Considering the communicative language teaching (CLT), SEFLC competences help some processes that take place in CLT such as interaction between learners, collaborative creation of meaning by using activities to facilitate learning such as pair work, role plays, group work activities and project work.

They can observe the students' perspective on competences thanks to SEFLC. Administrators can reach to further information so as to consider the necessary qualities to improve students' SEFLC competences. As administrators and language instructors have a better understanding of students' SEFLC competences, they will be able to perceive how their students handle language learning process. Being aware of what competences are underdeveloped, they can add tasks and activities in education programs to improve them.

Language learners are able to notice their own strengths and weaknesses in learning and using English. Therefore, they can overcome the challenges and obstacles regarding affective dimension of language learning. When they experience achievement in language learning, their attitude toward English will be more positive. They will also feel belonging and attachment to their instructors and classmates more.

Teachers need to design experiences for the learners to put their SEFLC competences into practice in a safe environment. After being satisfied with academic and social successes that comes with SEFLC competences, learners have a more positive attitude toward themselves, the language, the school and their peers.

Language instructors and administrators might consider adding extracurricular activities and clubs outside the classroom, but within the school context so as to support SEFLC. Administrators and curriculum developers can examine the mechanisms and resources that are utilized for training the educators that are in charge of implementing SEFLC programs. They can assign a coordinator or a committee to supervise them for effective conduction of the SEFLC practices. Teachers should evaluate the effectiveness of resources provided to conduct SEFLC activities periodically.

Opportunities such as cross-cultural sharing and positive reinforcement should be provided for L2 learners by language instructors. Teachers might also consider involving learners on SEFLC planning process.

All in all, not only students but also educators and administrators can utilize SEFLC competences. Evaluating language learners' SEFLC competences lets students raise awareness into their own learning process and lets educators and administrators reshape educational program according to students' needs and weaknesses.

#### **5.4. Recommendations for Further Research**

Future studies should be conducted with various techniques such as interviews and observations along with this scale. Thus, the researchers can have a multi-method approach in data collection and get a more detailed portrait of learners' SEFLC competencies in turn.

This study was limited with the sample belonging to only one department in a public university. In further studies, it is advisable to enlarge the sample of students with different departments and various universities including private ones. The generalizability of the findings can be enhanced by this way.

In this study, learners were not trained to improve their SEFLC competences. In further studies, it is possible to compare the effect of explicit SEFLC training with pre-test and post-tests.

Further researches specifically assessing teachers, teacher trainees and administrator's SEFLC competences may be carried out the understand their perspectives.

On the other hand, continuing with learners, future studies may also concern with factors such as students' age, former education type and family dynamics to investigate thoroughly the associations among SEFLC competences.

## 5.5. Conclusion

In the century we live, speaking English means more than speaking “one” language. It means being a world citizen that can communicate globally. Attached such importance, English language has been subject to many experiments carried out by scholars and practitioners in the field of ELT. In the pursuit of improving language learners' English skills, the term Emotional Intelligence (Mayer and Salovey, 1990, Goleman, 1995) was articulated. In Daniel Goleman's model (1998), EI consists of five areas: self-awareness, self-regulation, social skill, motivation and empathy. EI added up later to SEL whose competences are self-awareness, self-management, social-awareness, responsible decision-making and relationship skills. CASEL has made extensive studies and revealed many positive outcomes of SEL competences with contribution of scholars since its establishment in 1994.

Focusing on the language learner and user, SEL competences increase their importance. Language learning cannot be limited to knowledge or analysis, language learners have to be aware of the culture of the target language and the social patterns belonging to that language. Students are in need of skills such as overcoming ambiguous situations, managing stress, finding ways about how to learn and develop themselves, establishing positive relationships, making effective decisions and successful choices (CASEL, 2012). SEFLC competences will empower them to possess regarding skills.

In an information- and technology-driven world, learners also need 21st Century Skills such as the strong critical-thinking, problem-solving, and analytical skills, and being able to quickly adapt and apply these competencies to real-life situations and the ability to collaborate, communicate (Dunham, 2017). They should be equipped with regarding skills not to fall behind the rapidly changing society and world. Social and Emotional Learning (SEL) and 21st Century Skills are closely related. Language learners use mobile applications to practice the target language. That would be an impossible thought not too far back just a century ago. So, SEFLC competences along with 21<sup>st</sup> century skills can save students from the limits of time and era. They give the capacity to adapt to different contexts.

For the 21<sup>st</sup> century educators, SEFLC competences are crucial for the potential they have: self-aware and socially-aware students with the skills of self-management, responsible decision-making and maintaining healthy relationships. Language educators and program developers should be aware of the responsibilities which SEFLC studies add.

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## APPENDICES

### SOCIAL EMOTIONAL FOREIGN LANGUAGE LEARNING SCALE

### SOSYAL VE DUYGUSAL YABANCI DİL ÖĞRENME ANKETİ

1. Cinsiyetiniz: A) Erkek B) Kadın
2. Günlük hayatta aktif konuştuğunuz dil sayısı:
3. Genel not ortalamanız:
4. Kayıtlı olduğunuz sınıf:

Bu anket sizin İngilizce öğrenirken hem sınıf içinde hem de sınıf dışında gösterdiğiniz sosyal ve duygusal becerilerinizi öğrenmek amacıyla hazırlanmıştır.

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

Kesinlikle katılmıyorum Katılmıyorum Tarafsızım Katılıyorum Kesinlikle katılıyorum

Katıldığınız için teşekkür ederim.

Pınar GÜLER URHAN

Bu anketi doldurarak bu çalışmaya katılmayı kabul ediyorum.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am curious about learning different languages (Farklı diller öğrenmeye meraklıyım)					
2. I can recognize my own emotions (Duygularımı tanıyabilirim)					
3. I do not hesitate to reflect my feelings while learning English (İngilizce öğrenirken duygularımı dile getirmekten çekinmem)					
4. If I try, I can do even the hardest work in the class (Eğer dersenem sınıftaki en zor çalışmayı bile yapabilirim)					
5. I can easily motivate myself when I feel bad (Kötü hissettiğim zaman kendimi kolayca motive edebilirim)					
6. I always concentrate on my lessons during English class (Sınıfta daima derslerime odaklanırım)					
7. I shape my life in accordance with my goals (Koyduğum hedefler doğrultusunda hayatıma yön veririm)					
8. I overcome every difficulties to achieve my goals (Hedeflerime ulaşmak için her türlü zorluğun üstesinden gelirim)					
9. I get my family to help me when I have social problems (Sosyal sorunlarım olduğu zaman ailemden yardım alırım)					
10. I get my friends to help me when I do not solve the problem on my own (Bir problemi kendi başıma çözemediğim zaman arkadaşlarımdan yardım alırım)					
11. I cooperate with my friends (Arkadaşlarımla işbirliği yaparım)					
12. I can motivate my friends to do their best in group work (Grup çalışmasında arkadaşlarımı en iyisini yapmaları konusunda motive edebilirim)					
13. I try not to criticize my friends when we argue (Tartıştığımız zaman arkadaşlarımı eleştirmemeye çalışırım)					
14. I try to prevent others to be alienated (Başkalarının dışlanmasını engellemeye çalışırım)					

15. I help others when they have problems (Başkalarına problem yaşadıkları zaman yardım ederim)					
16. I respect others' thoughts (Başkalarının düşüncelerine saygı duyarım)					
17. I recognize how people feel by looking at their facial expressions (İnsanların ne hissettiklerini yüz ifadelerine bakarak anlayabilirim)					
18. I am sensitive to others' feelings (Başkalarının duygularına karşı duyarlıyım)					
19. I can discuss the decisions that I consider unfair (Adil olmadığını düşündüğüm kararları tartışabilirim)					
20. While making decisions, I also think about the future consequences of my actions (Karar verirken, kararlarımın gelecek sonuçlarını da düşünürüm)					
21. While making decisions, I select the one with positive outcomes (Karar verirken olumlu yönleri ağır basan tarafı seçerim)					
22. I can decide between right or wrong (Doğru veya yanlış arasında karar verebilirim)					
23. While making decisions about my future, I search a lot (Geleceğimle ilgili karar verirken çok araştırma yaparım)					
24. I make decisions that are appropriate for my personal values (Kişisel değerlerime uygun kararlar veririm)					

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