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**INVESTIGATING SOCIAL-EMOTIONAL LANGUAGE LEARNING
COMPETENCIES OF EFL LEARNERS IN DISTANCE EDUCATION**



THESIS BY
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MASTER THESIS

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DEDICATION



To my beloved mother and father...

ETHICS DECLARATION**Student's**

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Program: Master Thesis

Thesis Title: Investigating Social-Emotional Language Learning Competencies of EFL Learners in Distance Education

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

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

24/05/2021

Emre ARTUT

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ABSTRACT**INVESTIGATING SOCIAL-EMOTIONAL LEARNING COMPETENCIES OF
EFL LEARNERS IN DISTANCE EDUCATION****Emre ARTUT****Master Thesis, Department of English Language Education****Supervisor: Dr. Aysun DAĞTAŞ****May 2021, 102 pages**

This study is aimed to investigate SEFLL competencies of university students studying in distance education. Zaimoğlu's (2018) "Social-Emotional Foreign Language Learning Scale" (SEFLLS) was used to identify students' SEFLL competencies in distance education. Additionally, this study examines whether there are significant differences in students' SEFLL competencies according to their demographic characteristics such as gender, age, English level, high school background, and department. Also, the study examines the relationship between SEFLLS subscales. The sample of this study consists of 126 preparatory students. The findings indicated that participants in distance education had a comparatively higher level of competency in social relations and decision-making than self-regulation. Moreover, the results indicated that the participants' gender, high school background, and department all impacted their SEFLL competencies. Furthermore, results illustrated that there is a significant, positive and strong correlation between subscales of the SEFLLS.

Key words: Social and emotional learning (SEL), social and emotional competencies (SEC), social-emotional foreign language learning (SEFLL), social-emotional foreign language learning scale (SEFLLS), distance education

ÖZ**UZAKTAN EĞİTİMDE İNGİLİZCEYİ YABANCI DİL OLARAK
ÖĞRENENLERİN SOSYAL-DUYGUSAL DİL ÖĞRENME
YETERLİLİKLERİNİN ARAŞTIRILMASI****Emre ARTUT****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Aysun DAĞTAŞ****Mayıs 2021, 102 sayfa**

Bu araştırma, uzaktan eğitimde İngilizceyi yabancı dil olarak öğrenenlerin sosyal-duygusal öğrenme yeterliliklerinin araştırmak için yürütülmüştür. Öğrencilerin uzaktan eğitimdeki sosyal ve duygusal dil öğrenme becerilerini ölçmek için Zaimoğlu (2018) tarafından geliştirilen “Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği” kullanılmıştır. Bu çalışma aynı zamanda öğrencilerin cinsiyet, yaş, İngilizce seviyeleri, lise geçmişi ve bölümleri gibi demografik karakteristiklerinin uzaktan eğitimde öğrencilerin sosyal ve duygusal yabancı dil öğrenme becerilerini etkileyip etkilemediğini araştırmaktadır. Ayrıca, araştırma, Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeğindeki alt ölçekler arasında ilişki olup olmadığını incelemektedir. Araştırmanın örneklemini 126 üniversite hazırlık öğrencisi oluşturmaktadır. Sonuçlar üniversite öğrencilerinin Sosyal İlişkiler becerileri ve Karar Verme becerilerinin Öz Düzenleme becerilerine göre oranla daha yüksek olduğunu göstermektedir. Sonuçlar ayrıca katılımcıların cinsiyetinin, lise geçmişinin ve bölümün katılımcıların sosyal ve duygusal yabancı dil öğrenme becerileri üzerinde bir etkisi olduğunu ortaya koymaktadır. Ayrıca sonuçlar, Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeğindeki alt ölçekler arasında anlamlı, pozitif ve güçlü bir korelasyon olduğunu göstermiştir.

Anahtar Kelimeler: Sosyal ve duygusal öğrenme, sosyal ve duygusal yetkinlikler, sosyal ve duygusal yabancı dil öğrenme, sosyal ve duygusal yabancı dil öğrenme ölçeği, uzaktan eğitim

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ABBREVIATIONS

CASEL	: Collaborative for Academic, Social, and Emotional Learning
EFL	: English as a Foreign Language
SEC	: Social and Emotional Competencies
SEL	: Social and Emotional Learning
SEFLL	: Social-Emotional Foreign Language Learning
SEFLLS	: The Social-Emotional Foreign Language Learning Scale
SPSS	: Statistical Package for the Social Sciences



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1. INTRODUCTION

Introduction

This section provides a general background to the research topic. It explains the purpose and significance of the study. It also examines the literature related to social and emotional learning (SEL), SEL competencies, SEL's brief history, SEL in foreign language learning, and SEL integration with distance education. The review continues with the related studies focusing on SEL and SEL competencies.

Background of the Study

With the development and advancements in technology, people can access the Internet and find information more straightforward. Nowadays, people can easily communicate with a foreigner from a distant continent. The extensive usage of the Internet has changed the daily life of people. For instance, Facebook, Instagram, and Twitter are used to communicate, socialize, or follow the world's events. Also, with technology, learners can learn languages from websites and mobile applications. With the COVID-19 pandemic, distance education's importance has been started to rise.

Moreover, distance education has become more prominent with the COVID-19 pandemic. Distance education refers to the learning process in which learners and teachers are physically separated. In this type of education, learners join their lessons from their homes. This learning process is carried out with technological products such as computers, televisions, tablets, etc. It can be implied that distance education heavily depends on technology. According to Moore et al. (2011), distance education refers to enabling educational opportunities for those who live far away. Distance education's importance has been rising since the COVID-19 pandemic has arrived. Before the COVID-19 pandemic, some institutions offered various programs, certificates, etc., via distance education. The pandemic forced people and governments to take action against the virus. To be protected from the virus, most people have changed their daily routine. For instance, social isolation started, and most people started to do their work from their homes. Due to the risk of spreading the virus, students continued their education with distance learning.

In distance education, interaction is essential, and it is different from face-to-face classroom interaction. Ni (2013) states that one of the essential components of classroom learning is social and communicative interactions between teachers and

students. Similarly, Damary et al. (2017) state that social interaction is a critical factor in distance education. According to Hurst et al. (2013), social interaction is a meaningful dialogue among learners, and engaged learners in the classrooms are socially interactive (Vacca et al., 2011). In formal education, social interaction is created in the classroom between students and teachers and among students. In contrast, the interaction between students and teachers is created by discussion boards, forums, synchronous chats, and e-mails in distance education (Ni, 2013). In addition, students can communicate between teachers and students in online lessons. However, social interaction may not be well established in online lessons due to time limitations. Moreover, some elements, such as background noises or a slow connection, can negatively affect social interaction in distance learning. Thus, SEL and its importance come into prominence.

Zins and Elias (2006) state that Social-Emotional Learning is the capacity to understand and control one's feelings, overcome problems effectively, and form positive relationships with others. Students should be equipped with skills that will lead them to overcome difficult situations, manage stress, establish positive relations, and make effective decisions and successful choices (CASEL, 2020a). Therefore, SEL can be implemented into distance education to gain skills and competencies to overcome difficult situations, manage their emotions, learning process, and so on. In a language learning context, affective factors such as motivation, attitude, and anxiety can affect the learning process. Integrating SEL into the curriculum and classroom shows that SEL boosts learners' wellness, builds motivation, and decreases adverse outcomes of learning (Taylor et al., 2017). Language learners tend to rely on previous learning. Students with SEL competencies can combat adverse outcomes of the learning as well as challenges that occur in distance education.

To sum up, with the development of technology and the importance of distance education, learners should be equipped with the necessary skills to overcome negative feelings and make effective decisions while learning. Integration of SEL in classroom and distance education can help teachers better connect with their students and help them gain SEL competencies. For instance, a teacher can track students' progress to establish positive student relationships and improve students' learning.

Statement of the Problem

Durlak et al. (2011) state that SEL increases students' achievements, prosocial behaviors, improves students' attitudes, and reduces stress among students. Similarly, according to Collaborative for Academic, Social, and Emotional Learning (CASEL) (2020c), SEL's impact is long-term and improves life outcomes. Learning a language with SEL can help learners to be more motivated (Yagcioglu, 2017), and learners will develop positive emotions towards learning (Zaimoglu, 2018). In distance education, the learning environment is different from a real classroom. Both learning and teaching are carried out with technological products. Due to the COVID-19 pandemic, the importance of distance education has started to rise. Both students and teachers started to use and integrate technology into the learning and teaching process. Web 2.0 tools such as wikis, blogs, podcasts, etc., are being used in the language learning process. Web 2.0 tools and technology have the ability to transform both the learning and teaching processes (Alexander, 2006, as cited in Twillert et al., 2020) as they promote interactive engagement, encourage student involvement in knowledge construction, and provide opportunities for peer collaboration. (Diaz, 2010; Mcloughling & Lee, 2007 as cited in Twillert et al., 2020). One of the essential factors that affect both the learning and teaching process is interaction in distance education. Interaction is not limited only to audio, video, or interactions between students-students and students-teacher but also represents the connectivity between students and teachers. Without interaction, students may become isolated and drop out (Sherry, 1996, as cited in Usluel & Mazman, 2009). Web 2.0 technologies support the interaction process, enable active participation, and support collaborative learning (Usluel & Mazman, 2009). Moreover, in distance education, interaction plays an important role; therefore, wikis, blogs, podcasts, and social networks can play an essential role in both learning and teaching. For instance, asynchronous learners can benefit from podcasts in distance education to increase their learning process proficiency. Also, blogs and social networks enable learners to share information and build collaborative knowledge. Besides Web 2.0 tools, online meeting applications such as Zoom, Microsoft Teams, Skype, etc., are being used more commonly in distance education. In addition, learning platforms such as Moodle, Quizlet, Quizziz, Kahoot, etc., are being used for learning and teaching processes in distance education. In addition, university students' responsibilities in distance education has been changed.

Finishing high school and starting a university, whether an associate's degree or a bachelor's degree, is one of the crucial moments in a university student's life. With the increasing importance of distance education day by day, students have more responsibilities for their learning. For instance, a university student has to deal with significant events such as moving out from their home and living independently or getting the necessary equipment to keep up in distance education. With distance education, some of the students suddenly begin to learn a new language, and language learning challenges and distance education increase the importance of social and emotional competencies (SEC). Many research studies focusing on social-emotional learning at primary and secondary education can be found in the literature; however, studies focusing on tertiary level students and distance learning are scarce (Akcaalan, 2016; Aksoy, 2020; Çelik, 2015; Durualp, 2014; Kabakçı, 2006; Kabakçı & Totan, 2013). For instance, research on SEL and distance learning in a university context is rare. Language learners are likely to face challenges and problems in the language learning process. For instance, anxiety and low self-esteem can negatively impact the learning process.

CASEL's studies show that SEL boosts students' emotional competencies and dynamic social behaviors (CASEL, 2020c). Moreover, managing oneself with SEL can lead to improved academic success. Therefore, SEL implementation can decrease adverse outcomes for the learners. According to Nihehaus and Adelson (2013), English language learners with limited proficiency tend to internalize problems and have lower interpersonal skills than their peers. Nihehaus and Adelson's (2014) study shows that concerns and classroom problems negatively affect academic achievement. In other words, concerns in the classroom decrease the academic achievements of the students. Moreover, it can be implied that implementing SEL in the language learning process and distance education is essential. In distance education, students are on their own in the learning process. They are likely to be more stressed due to distance education challenges because they have to keep track of their learning, manage their lessons, homework, and assignments. It can be assumed that learners have more responsibility in distance education. These responsibilities can become overwhelming for some of the students. Also, it can be implied that implementing SEL into distance education can decrease adverse outcomes for both learning and distance education. Due to the COVID-19 pandemic, campuses were shut down, and education has been provided with online courses. As a result, the teachers and students roles have been changed. Most

students have started to regulate their learning because the classroom rules have been changed, and students have to track down their learning.

In the light of the discussion with challenges of distance education, assessing students' self-regulation competency with SEL is gaining importance. Moreover, with the COVID-19 pandemic, learners suddenly changed their focus from university preparation exam to starting a university via distance education and this may affect their self-regulation capacity. Therefore, fostering university students' social emotional learning during distance education will be explored in this study.

Purpose Statement

The aim of this study is to examine the social emotional language learning competencies of EFL learners in the distance education context. It seeks to contribute to the existing literature in light of the limited research on SEL, SEL competencies, and distance education in Turkey. Thus, this study aims to understand university students' Social-Emotional Foreign Language Learning (SEFLL) competencies in distance education and determine whether SEFLL competencies vary by gender, age, English level, high school background, and department. Additionally, the following study questions have been formulated to help accomplish these objectives.

1. What are the perceptions of university students' social-emotional foreign language learning in the distance education context?
2. Are there any significant differences in participants' social-emotional foreign language learning based upon their demographic info such as;
 - a) Gender
 - b) Age
 - c) English level
 - d) High School Background
 - e) Department
3. Is there a relationship between the subscales of the SEFLLS?

Significance of the Study

When the literature was examined extensively, it was found that there are a limited number of studies in Turkey that examine university students' SEFLL competency levels concerning distance education and demographic elements.

Therefore, it is assumed that this study will contribute to the literature by investigating university students' SEFLC competency levels in distance education with demographic factors. Research on SEL is limited within primary and secondary school contexts. Moreover, when the literature was searched extensively, it was found that most of the studies about SEL are either implementing SEL through curricula or integrating SEL into the classroom. SEL and exploring works of SEL in a foreign language learning context are very rare. In addition, this study aims to contribute using a scale to investigate university students' SEFLC competencies in a university context. It is hoped that researchers might gain awareness from this research and its results.

Literature Review

Social and Emotional Learning (SEL)

Language learning is a complex process, and language learners face many obstacles throughout their education. Teachers are looking for solutions as well as better guidance for their students. Every individual is unique, and every individual has ways to acquire information and learn differently from each other. For instance, in second or foreign language learning, the previous learning experience can positively or negatively affect the learner's attitude towards learning a second language. While second language learners develop beliefs and attitudes toward the target language and culture, they also develop emotions towards the second language. It can be concluded that foreign language learning is an emotional and cognitive process.

The origins of Social-Emotional Learning (SEL) can be traced all the way back to ancient Greece (Edutopia, 2011). Plato proposed a holistic curriculum in *The Republic*, balancing academics with the development of citizens' personalities and spiritual education (Edutopia, 2011). This comprehensive program helps to ensure the continued viability of the educational system. The state can create people of good character with the use of a holistic program. Defining SEL in modern times started in the 1990s. In 1994, Fetzer Institute hosted a conference with educators, researchers, and others to improve learners' SEL. The term SEL began to rise after the institute's conference and continuously developed in the last several decades (Feuerborn & Gueldner, 2019). Jones and Dolittle (2017) state that SEL is essential for important life outcomes, such as school completion, school admission, academic achievement, and so on. SEL started to gain importance in the mid-1990s with Emotional Intelligence and Multiple Intelligence (Zins & Elias, 2006). Mayer and Salovey came up with

Emotional Intelligence (EI) in the 1990s, and EI was added later to SEL (Mayer & Salovey, 1990, as cited in Dresser, 2013). According to Zins et al. (2004), the concept of SEL is built on EI (Salovey & Mayer 1990; Goleman 1995).

EI is referred to as the capacity to control one's feelings and emotions as well as those of others (Salovey & Mayer 1990). For Goleman (1995), these characteristics combine EI, namely, knowing and managing one's emotion (self-awareness), motivating oneself (self-motivation), recognizing emotions, and managing relationships. Also, EI improves social skills, emotions, and self-awareness (Boyatzis & Sala, 2004, as cited in Wood, 2020). Moreover, as EI develops over time, it can be improved and have a prolonged impact (Bar-on, 2006; Basu and Mermillod, 2011). Therefore, it can be understood that SEL is based on the works and concepts of EI. SEL can control emotions, effectively resolve problems, and build good relationships with others (Zins & Elias, 2006). In other words, SEL is the process through which self-awareness, self-management, social awareness, relationship skills, and responsible decision-making competencies develop (Domitrovich et al., 2017). SEL involves some processes such as effectively applying the acquired knowledge, feeling, and showing empathy for others, establishing and achieving positive goals, and so on (Schonert-Reichl, 2017). Thus, SEL is integrated with behaviors and emotions.

The founders of SEL formed an association named CASEL. CASEL began as the Collaborative to Advance Social and Emotional Learning but changed its name in 2001. The organization changed its name to Collaborative for Academic, Social, and Emotional Learning in order to include academic study and expand its reach (Edutopia, 2011). According to CASEL (2020c), SEL impacts academic outcomes, behaviors, and the economy. SEL and SEL competencies enhance academic performance directly and indirectly (Zins et al., n.d, as cited in Ragozzino et al., 2003). According to Ragozzino et al. (2003), SEL also provides various skills that positively affect academic achievements, such as managing emotions, developing motivation, and working cooperatively and effectively in the classroom. According to Lazareska and Stojanovska (2020), students who do not understand English spend too much searching resources online, reducing their motivation for continuous work. Moreover, the findings of Lazareska and Stojanovska (2020) showed that teachers play a significant role in shaping students' emotional well-being. It can be concluded that teachers and students in the language learning process cannot ignore the importance and impact of SEL.

Social and Emotional Competencies (SEC)

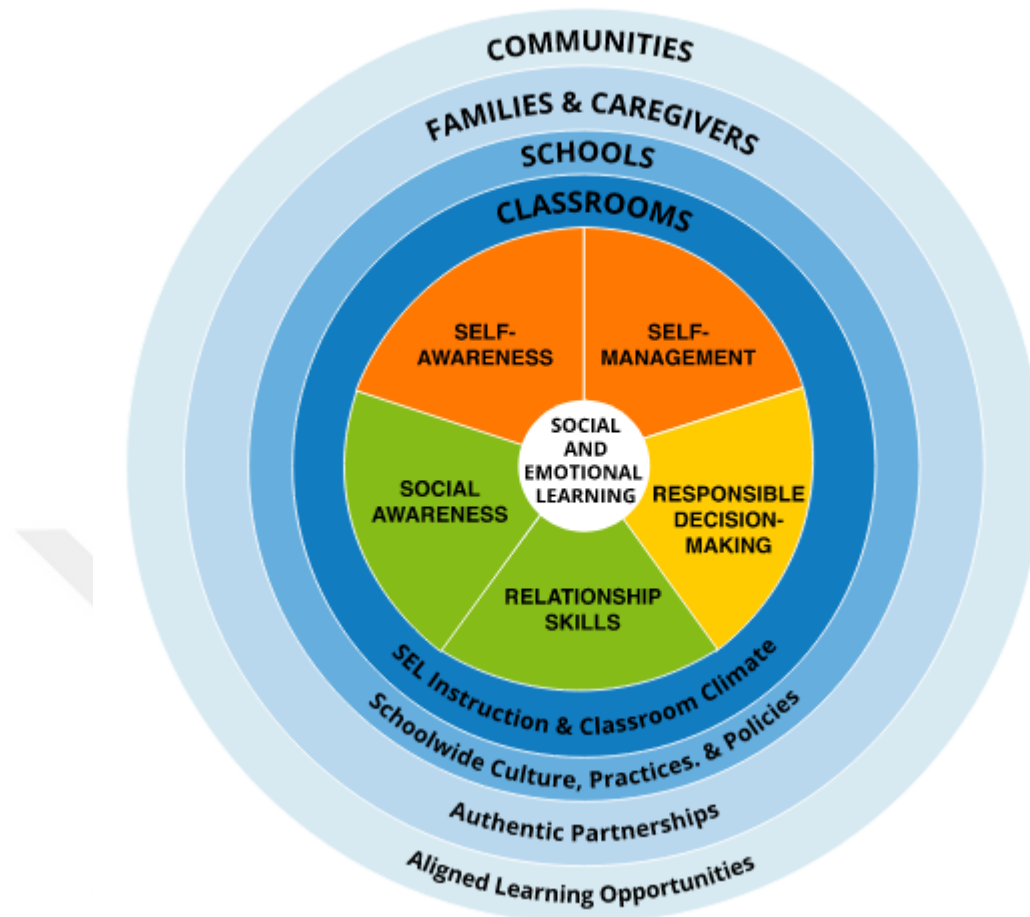


Figure 1. The Wheel of Social-Emotional Competencies

Note. CASEL produced this figure (2020b).

CASEL recognizes five competencies consistent with SEL, as shown in Figure 1: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL,2020d). These competencies serve as the foundation for improved academic achievement (Greenberg et al., 2003) and contribute to students' academic progress (Elias et al., 2006). SEL is inseparably linked to human education and growth, and CASEL refers to these competencies as the CASEL 5. (CASEL, 2020d). These competencies can be applied for academic success, health and wellness, improving attitudes, etc. (CASEL, 2020e) (shown in Figure 2).

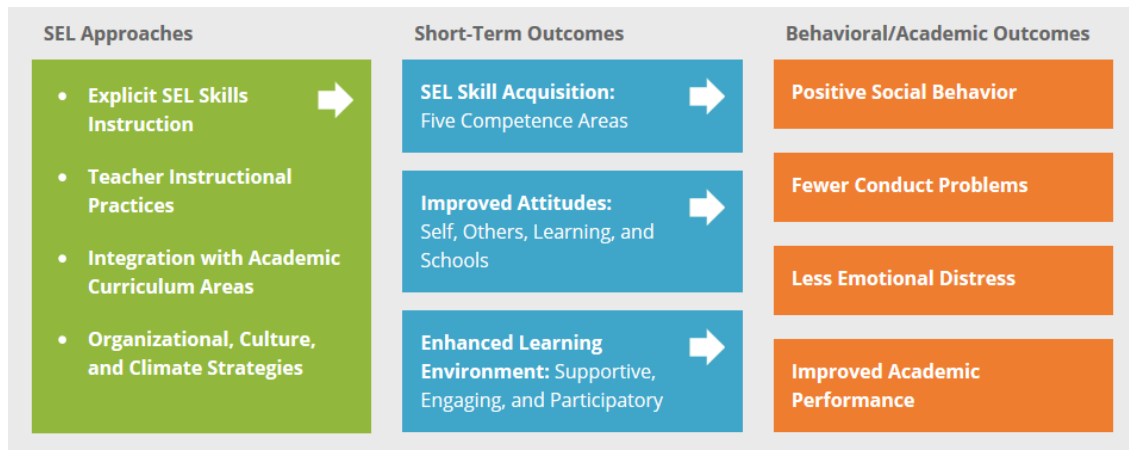


Figure 2. Outcomes Associated with the Five Competencies

Note. CASEL produced this figure in 2020.

As shown in Figure 2, applying SEL into lessons and curriculum results in positive social behaviors, decreased emotional distress, and improved academic performance. SEL can be implemented through explicit instruction, with teacher practices, or integration with the curriculum. In short-term outcomes, SEL can help learners gain skills and competencies. These competencies can enhance and improve learning outcomes. Therefore, after SEL implementation, learners' academic achievements and positive social behaviors will improve.

Numerous studies about SEL explain the importance of SEL and SEL competencies (Bernard, 2006; Canter & Canter, 2001; Durlak et al., 2001; Hoffman, 2009; Rogers, 2001, as cited in Karthikeyan, 2019).

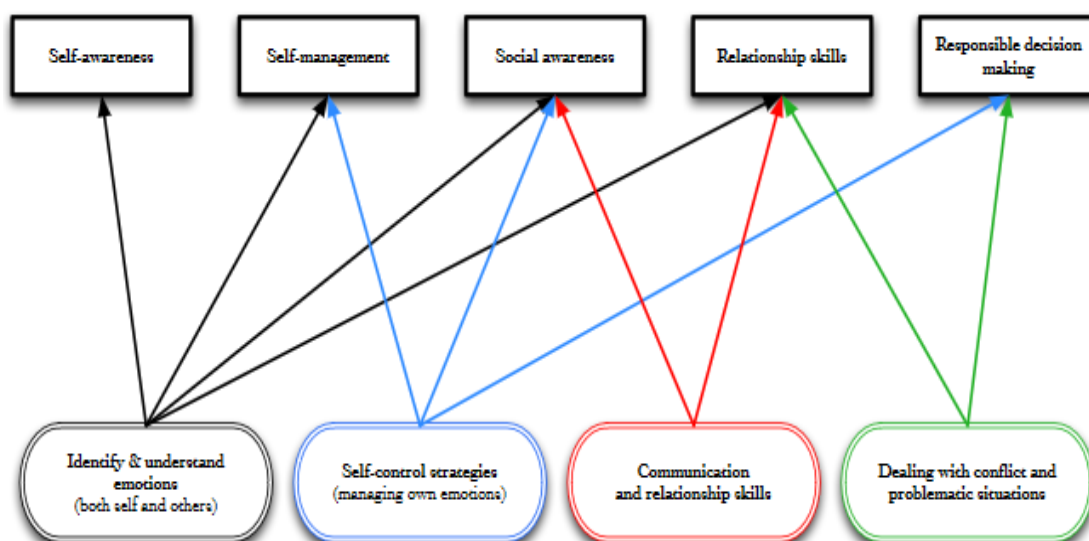


Figure 3. Mapping of Topics to Core Competencies

Note. This figure was produced by Slovák and Fitzpatrick (2015).

According to Figure 3, SEL competencies are connected. Therefore, integrating or implementing all SEL competencies should be made by teachers and educators. Topics in Figure 4 show that identifying and understanding emotions contribute almost all of the SEL competencies. Self-control strategies such as managing emotions contribute to three SEL competencies. Communication and relationship skills contribute to two SEL competencies. Finally, dealing with conflict and problematic situations contributes to two SEL competencies.

Self-awareness

Self-awareness can be described as knowing oneself and recognizing one's emotions, thoughts and behaviors. In other words, the ability to assess personal emotions, desires, beliefs and identify feelings is known as self-awareness. (Denham & Brown, 2010). Moreover, students who possess this competency can confidently and purposefully recognize their strengths and weaknesses. (CASEL, 2020d). Self-awareness abilities can be described as demonstrating honesty, linking feelings and thoughts, experiencing self-efficacy (CASEL, 2020d). Recognizing and evaluating oneself and one's abilities and weaknesses can contribute to a well-founded sense of optimism. For instance, a student with high self-awareness can build positive self-esteem. According to Mantz (2017), students with high self-awareness tend to have self-confidence, self-efficacy, and self-perceptions. Students with low self-awareness tend to depend on others and cannot work independently. In distance education, self-awareness is essential to keep track of one's emotions and progress. Self-awareness can increase students' self-confidence, self-efficacy, and self-perceptions to keep track and regulate their learning.

Self-management

Self-management is described as efficiently managing one's feelings, perceptions, and actions in various circumstances to cope with stress, motivate and achieve goals (CASEL, 2020d). Self-management abilities can be described as managing emotions, using stress-management strategies, demonstrating self-discipline, and setting goals (CASEL, 2020d). According to Zaimoglu (2018), self-management can help students display better performance and reduce unwanted behaviors. Students organize themselves to achieve their goals, and they can handle stress. Additionally, students with high self-control can complete tasks and assignments on time. According

to Zins et al. (2007), self-management includes self-motivation. Students with low self-management cannot achieve their goals, and they cannot handle stress. Activities such as creating a daily and weekly schedule can be integrated into distance education to increase self-management. For instance, a daily or weekly schedule can help students set and achieve goals, organize their learning, and stick to the deadline.

Social awareness

Social awareness is defined as taking perspective and empathizing with others from various cultural backgrounds (CASEL, 2020d). Social awareness relates to the capability to take others' points of view to understand their emotions and recognize others' differences and similarities (Denham & Brown, 2010). Social awareness abilities can be described as feeling affection for others, displaying empathy, showing concern, and identifying diverse social forms (CASEL, 2020d). Social awareness is related to other competencies like relationship management and responsible decision-making because taking the perspectives of others is a necessary component of these competencies. For instance, students who have high social-awareness competency can recognize the similarities and differences of other people, show respect for others, empathize with others, and ask for help if they cannot handle a problem independently. According to Zaimoglu (2018), this competency is essential because "students will show better behavior and achievement in their academic life" (p. 15). Greenberg et al. (2003) state that students can easily adjust to new environments with this aspect. Students continued their education through distance education due to the pandemic. Social awareness can assist students in overcoming obstacles faced in class or through free time. For instance, some students may be unable to attend their lessons due to poor connections. Furthermore, students may feel anxiety and emotional distress and seek assistance from others to reduce emotional distress. Moreover, if they seek assistance from their teachers and peers, they can continue their studies without emotional distress. For instance, teachers or peers can support some students in their free time to help them to catch up in the lessons.

Responsible Decision Making

Responsible Decision Making refers to the process of making thoughtful and constructive decisions about personal behavior and social interactions in various contexts (CASEL, 2020d). Denham and Brown (2010) state that people with this ability

can make appropriate choices that understand and respect others, analyze social circumstances, and identify issues. Capacities for Responsible Decision-Making include demonstrating curiosity, finding options, predicting and analyzing the consequences of one's decisions, and evaluating the effect of one's actions (CASEL, 2020d). Students who possess this ability can recognize and solve challenges, analyze the circumstances of their actions, anticipate possible consequences, and make the best choices. This competency is critical in distance education since students must choose their own learning path and evaluate their choices in order to predict possible outcomes.

Relationship Management

Relationship Management refers to developing and maintaining positive and cooperative relationships and effectively navigating the setting with people from diverse backgrounds (CASEL, 2020d). Moreover, relationship skills are referred to as promoting and maintaining positive and effective relationships with others (Denham & Brown, 2010). Relationship management abilities can be described as communicating clearly and effectively, listening actively, providing leadership, developing positive relationships, seeking or offering support, etc. (CASEL, 2020d). In distance education, social interaction is significant. Interaction is created by e-mails, blogs, forums, chats, and online lessons in distance education. Interaction is essential and plays a vital role in distance education because it may positively or negatively impact the learning process because of affective factors. For instance, anxiety or low-self esteem can affect the interaction process negatively. On the other hand, motivation can affect the interaction process more positively. This competency can help students establish and maintain good relationships with their friends and teachers.

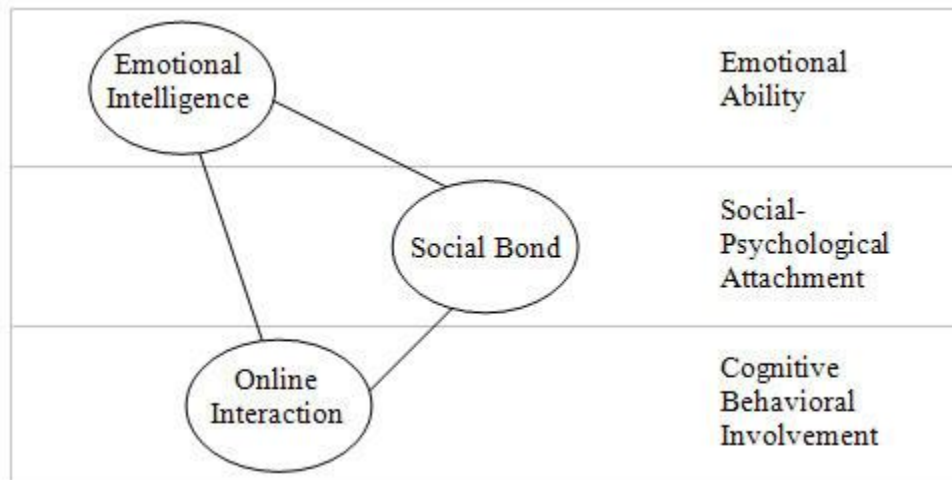


Figure 4. Conceptual Framework for Emotional Intelligence, Social Bond, and Interactions in Online Learning

Note. Han and Johnson produced this figure in 2012.

As seen in Figure 4, interaction, social bond, and EI are related to each other. For instance, the learners' emotional ability can impact the program's progress and attachment, teachers, and peers. This attachment process can impact the online interaction of the learners and teachers. Positive interactions between students and teachers, such as creating a positive social bond and positive online classroom environment, can impact students' emotional ability, thus reinforcing students' academic achievement.

SEL in Foreign Language Learning

Melani et al. (2020) state that growing research in SEL has generated the need to examine SEL's role in second language teaching and learning over the past decades. According to Sociocultural Theory, second language learning is a social practice. According to Vygotsky, language is primarily an instrument for human communication" (as cited in Brown, 2014). Additionally, Vygotsky asserts that "language is an ability that develops through social interaction" (as cited in Brown, 2014, p.91). In other words, learners may enhance their language knowledge via engagement and cooperation with others. Also, Melani et al. (2020) argue that learning can only occur through collaboration with other people. For this reason, SEL competencies, such as social awareness and relationship skills, cannot be ignored and should be examined in the L2 context. University students' language learning is

affected by their prior experiences and ideas because they already have preferences in their language approaches. For instance, if their prior learning experiences were negative, they do not attempt to learn or acquire the language because they have no motivation to learn the language or their attitude towards the target language may be harmful. In other words, life experiences such as earlier contact with the target language influence the learners' social aspect of learning and influence learners' beliefs towards the target language (Knowles, 1980; Horwitz, 1987). Implementation of SEL in a classroom can help students and teachers build classroom community, set goals for learning, and solve problems (Adams & Richie, 2017). Schonert-Reichl's (2017) study shows that using SEL activities in classroom settings helps students at university try to cope with challenging materials and learning tasks.

Gardner (1985) states that learning a language involves acquiring a language and learning its cultural and social ideas. In other words, learning a language involves being familiar with the culture of the target language (Zaimoğlu, 2018). Language is used not only for sending or receiving information but also for its function as social behavior in a cultural context (Ali et al. 2015, Zaimoğlu, 2018). Understanding the target language is essential because it raises intercultural communication awareness (Ali et al., 2015), and SEL can help learners gain intercultural communication. If students are provided with an environment that involves SEL, they will achieve the target language's intercultural communication. According to Emmitt and Komesaroff (2003), learners need to become efficient in using the target language appropriately, such as asking for directions or asking for information. A lot of foreign language learners have difficulty communicating when they are trying to speak the target language. Thus, aiming to achieve intercultural communication is essential for language learners. Intercultural competency can help learners to communicate effectively. Psychological factors can influence learners (McLeod, 2007), and gaining intercultural competency and understanding target language culture is becoming vital to understand learners' psychology in classrooms.

Whether learners receive their lessons in the classrooms or via distance education, it can be expected that students have different backgrounds and cultures. People with different cultural backgrounds due to the understanding of self are different, and our differences are influenced by various factors such as social engagement and communication (Mahfouz & Anthony-Stevens, 2020). Culturally Responsive Teaching seeks to relate what students learn in school to their communities,

languages, and life experiences. (Breiseth et al., 2021). Culturally Responsive Teaching helps develop higher-level academic skills. With Culturally Responsive Teaching, students can reflect and identify peers' diversities and identities (Breiseth et al., 2021). Thus, Culturally Responsive Teaching and its relation with SEL come into prominence. Students' social interactions and emotions are continuously changing. They are influenced by other factors, such as the students' cultures. (Synder & Cook, 2018). For this reason, gaining competencies and culture intersects. Schools are often meeting grounds for learners and educators, and both teachers and students have different backgrounds and cultures (Synder & Cook, 2018). Both Culturally Responsive Teaching and SEL work together to display surface strategies such as greeting a new person etc. (Rodríguez-Izquierdo, 2018). Learners are expected to learn the language and use appropriate forms given in social situations and integrate language and culture to use the language as it is used by native speakers (Alptekin, 2002). To sum up, culture should be integrated into language teaching, and both SEL and Culturally Responsive Teaching can help students learn language more efficiently.

Distance Education and Integration of SEL

Distance Education refers to the process of learning and teaching carried out outside of the classroom. In this type of education, the teacher is usually distant from the student, and both learning and teaching are carried out with technological products. Distance education has been in existence for a century, and it has changed from pencil and paper courses to Internet courses (Galusha, 1998). According to Moore, distance education has introduced the theory of independent study and that is successful teaching can take place in distance education (as cited in Galusha, 1998). In distance education, both students' and teachers' traditional roles have changed, as Galusha (1998) states that the teacher becomes a facilitator to support their students' learning instead of only being the only source of knowledge. Students become active participants and regulate their learning, and they have responsibilities to build up their learning. In other words, teachers act as advisors, and consultants and students feel self-responsibility and self-regulate their learning. Isman and Dabaj (2004) argue that distance education is the rival of formal education that eliminates distance and time, and distance education is a rapidly growing industry. Due to the pandemic, most schools were shut down, and education continued with online courses. Shifting from traditional face-to-face teaching into online education created new challenges and

effects for both learners and teachers (Almanar, 2020). Though distance education has advantages over formal education, such as saving time and distance, some barriers, such as isolation, stress, time limitations etc., prevent students from learning effectively online.

Students' characteristics and their perception towards distance learning can impact both performance and outcome (academic achievement) (Alberth 2011; Sellnow-Richmond et al., 2019). For instance, lack of confidence in technology can negatively affect students' performance and outcomes (Bower, 2013, as cited in Aguilera-Hermida, 2020) because students' lack of confidence can cause anxiety and decrease motivation affect the progress of the learners. Moreover, if students are not ready to study online classes and are not motivated to learn, they are unwilling to learn (Aboagye et al., 2020). In other words, teachers and students should be working together to overcome the problems of distance education. For instance, asking questions such as, "what do I think of online learning, what are my fears in distance education, and how can I overcome my fears" can help students reflect on their learning process (Aguilera-Hermida, 2020). Additionally, the instructor's abilities affect students' motivation, engagement, and involvement in online activities, and learning in distance education depends on students' motivation (Kirovska-Simjanoska, 2016). In that event, it can be said that motivation plays a significant role in distance education because successful online learning can increase self-regulation and promote learner autonomy (Ekmekçi, 2015; Montiel-Chemorro, 2018; Baxter, 2020). Learner interaction is also essential in distance education because interaction can affect learners' motivation as well as the personal characteristics of learners and teachers' teaching competency (Xiao, 2012). In the EFL context, interaction types and learner outcomes are closely related (Kara, 2020).

One of the problems that can be encountered during distance education is Transactional Distance. Transactional Distance refers to limited or no face-to-face interaction in distance education that can create psychological distance due to teachers' and students' physical distance (Schreiber & Jansz, 2019). In order to decrease Transactional Distance, interaction should be created and maintained between student-student and teacher-student. For instance, forums, chats, and e-mail with feedback can be used to communicate effectively. Both students and teachers should use these tools because Transactional Distance reduction is a mutual process (Schreiber & Jansz, 2019). Furthermore, reducing transactional distance can improve self-regulation,

learner autonomy, and language proficiency (Andrade & Bunker, 2009, as cited in Kara, 2020). Hence, in language learning, interaction and feedback play a crucial role (Hyland, 2001).

Muilenburg and Berge's (2005) study shows that lack of social interaction and technological knowledge, learner confidence, support for courses, the expense of the equipment, Internet connectivity, and technical issues may become challenges of distance education. For instance, a learner may not participate in their classroom due to a lack of social interaction, resulting in anxiety. Another study by Galusha (1998) shows that lack of feedback, support, and services may become barriers. Moreover, distractions in online classes such as background noises, lack of interaction and communication, and time management can affect students' learning process (Kiruska & Sinagroska, 2016; Abuhammad 2020, Akyıldız, 2020). On the other hand, the flexibility of time and place and collaboration can positively impact students' learning process (Gedera et al., 2013; White, 2012). Increasing students' learning and academic achievements, building collaborative knowledge, and developing a sense of community can help learners increase academic achievement (Abe, 2020, as cited in Kızıll, 2020). To eliminate most of the problems, SEL can be integrated into distance education and online classes. According to Katzman and Stanton (2020), implementing the SEL curriculum may help combat with fear of isolation. Fear of isolation can lead to a decline in engagement and interaction in distance education. Peers that are connected are more likely to be productive and to engage in distance education (Katzman & Stanton, 2020). SEL can be integrated into the classroom with (1) explicit instruction of SEL which SEL skills and attitudes are taught and practised, (2) using teaching practices in the classroom such as classroom activities and cooperative learning, (3) integration of SEL with the academic curriculum (CASEL, 2020d). For instance, in distance education, integrating daily emotion check-ins for students can help students process and recognize their emotions (Valenzuela, 2020). So, using collaborative activities such as role-plays or explicit SEL instruction can be integrated into the schools, classrooms, and online lessons.

Teaching/learning task	Traditional	Distance learning	Distance learning tools
Home reading and writing	Books and typed documents	Pdf documents, word documents submitted via email, feedback from the teacher	e-mail
Oral presentation	Oral presentations in front of the colleagues	Audio/Video clip	Microphone, Web cam, Skype
Dialogue practice	Pair/group work, students talk and listen	Students open audio conference	VoIP, Google Talk, Skype
Grammar and vocabulary practice, checking and correction	Written and oral tasks, Immediate feedback from the teacher, for simple tasks written answer key	Very detailed answer key, suggested/model answers, additional and remedial activities and explanations upon student's request	e-mail, forum
Writing practice	Paper, correction	Hypertext comments, real email communication with teacher and peers	e-mail, forum
Problem-solving activities (individual)	Books and web resources available, notes and oral/written reports	Books and web resources available, written report	e-mail
Problem-solving (group)	Communication direct, face-to face, various resources available, paper note-taking for brain-storming	Communication by email or chat, voice over IP (recorded and submitted to the teacher), various resources available, note-taking as hypertext, comments added	Circulating document with comment, chat, forum Writing, different students add their comments
Feedback from the teacher	Direct, oral, immediate, real-time	Usually written, delayed	e-mail, chat, Skype
Presentation of lecture content, instructions for activities	Teacher's live oral presentation Written material Teacher reacts directly	Recorded teacher's presentation, slides and narration Written material Teacher anticipates the possible questions and problems and provides instructions accordingly	Audio-video stream pdf
Listening comprehension	Live communication, audio coursebook pack	Recorded presentations and instructions by the teacher, audio coursebook pack	CD, audio-video stream
Listening comprehension test	Audio CD, cassette, paper test note taking	Audio recording at the system, test at the system	Media player, e-learning system

Figure 5. Difference Between Traditional and Distance Learning Method

Note. This figure was produced by Trajanovic et al. in 2015

As shown in Figure 5, learning and teaching in traditional education and distance education are different. In traditional classrooms, tasks and activities are done in the classroom, and interaction between students and teachers is created in the classroom atmosphere. Students receive immediate feedback from the teacher in classroom education. In contrast, in distance education, feedback is usually delayed and is given with e-mails or chats. With the pandemic, learning and teaching tasks and tools have changed suddenly. Furthermore, some students may feel anxiety in online learning because they are not used to it. For this reason, suddenly starting distance education and adapting to it may be overwhelming and stressful for them. Moreover, the implementation of SEL in distance education comes into prominence.

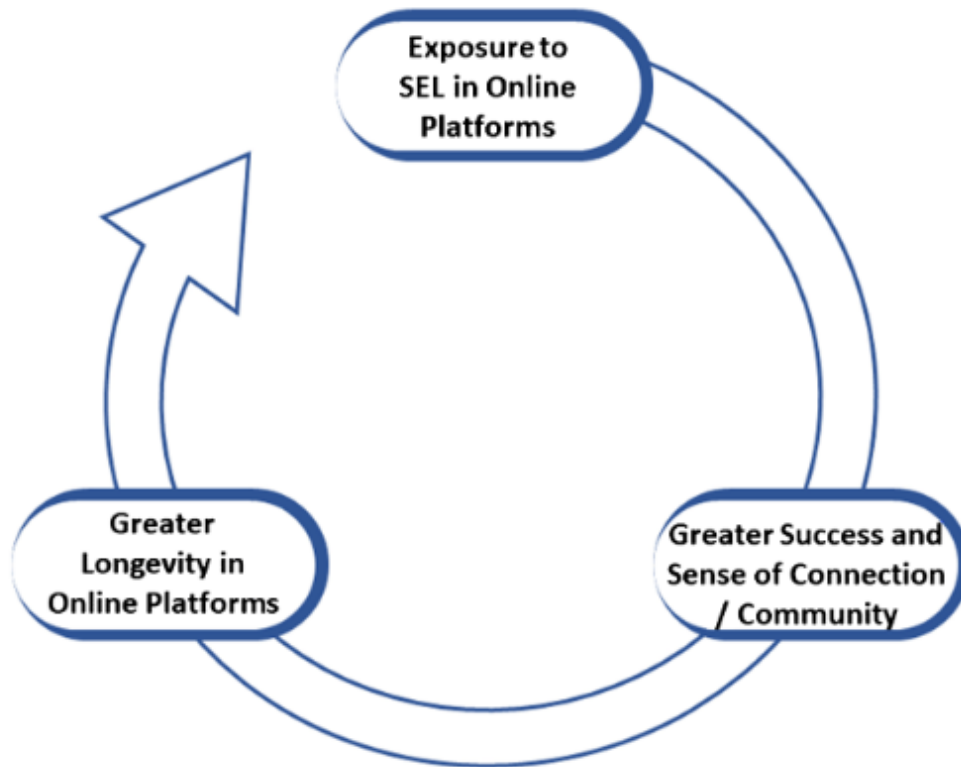


Figure 6. Cyclical Pattern of Better Student Outcomes Through an Implementation of SEL Curricula

Note. This figure was produced by Neil F. Katzman and Michael P. Stanton in 2020.

As seen in Figure 6, exposure to SEL in online platforms creates a cycle. It can lead to tremendous success and a sense of connection, leading to online platforms' greater longevity. In other words, SEL implementation has the potential to improve learning performance. Durlak et al. (2011) state that SEL curricula enhance social behavior in traditional classrooms and online distance learning.

Educators have researched how to teach and integrate SEL and SEL competencies effectively. CASEL's researchers have identified four approaches to teaching SEL and SEL competencies (Dusenbury et al., 2015) (see Figure 7).

**Four Approaches to Promoting
Social and Emotional Competence**

1. Free-standing lessons

2. General teaching practices

3. Integration of SEL and
academic curriculum

4. Guidance to administrators and
school leaders how to create
policies and structures to support
students' SEL development within
a school

Figure 7. Four Approaches to Teach and Integrate SEL

Note. This figure was produced by Kao (2017).

As shown in Figure 7, four approaches can be used to teach SEL and SEL competencies. The first approach is a free-standing lesson. According to this approach, SEL is taught explicitly, and it is not integrated with other curriculums. This approach has a sole purpose, that is, teaching only SEL. The second approach is a general teaching practice. In this approach, particular interactions and techniques are used by teachers according to the students' needs. The third approach is the integration of SEL and academic curriculum. In this approach, SEL programs are bought and implemented by schools to promote SEL learning. The last approach is SEL as a school-wide initiative. In this approach, school administrators decide how to integrate SEL in the school, such as creating leadership to implement SEL or assessing SEL progress.

Studies Related to Social-Emotional Learning

Considering the importance of SEL in language learning, many studies have been carried out. The first area is the integration and implementation of SEL. There have been many studies investigated how to integrate or implement SEL into classrooms, curriculums, etc. Lindsay (2013) investigated how to integrate SEL into the secondary curriculum to enhance the overall learning environment. The researcher reported that participants gave up their lunchtime for the research duration to

participate voluntarily even though they knew that they would not receive any credit or advancement in grades. According to the results of this study, the implementation of SEL improved the learners' skills and the learning environment for all the learners. Also, the implementation of SEL increased the awareness of students. For instance, a common desire to share their thoughts with others and a willingness to receive additional knowledge occurred among the students. The researcher also reported that by integrating SEL concepts through activities, 21st-century skills such as creative thinking, collaboration, and communication are developed naturally. Kao (2017) examined SEL integration with four SEL integration approaches free-standing lessons, general teaching practices, integrating SEL and academic curriculum, and implementing SEL as a school-wide initiative. Results indicated that integrating SEL with four integration approaches created a prioritization of English language learning students' needs, such as developing SEL competencies, namely self-awareness and self-management because English language learners require language proficiency to be accepted. Vazquez Luna (2020) also researched the integration of SEL in a foreign language classroom. Results showed that integration results were positive and that the need to integrate SEL into schools was found. Want (2016) worked on the implementation of SEL programs in classrooms. Results indicated that implementing programs such as; School-wide Positive Behavioral Support and You Can Do It resulted in developing the students' SEL competencies. The studies related to SEL implementation provided various outcomes, such as creating opportunities for student learning.

The second area is the impact of SEL programs and curriculums. Many studies examined the impact of SEL programs and curriculums. Durlak et al. (2011) investigated the impact of SEL programs and found out that SEL positively impacts the students' competencies and attitudes. Moreover, it was found that students' behaviors improved in terms of classroom behavior, attendance, and engagement. Also, students' academic achievements are improved. Similar results are found by Davidson et al. (2010); they claimed that SEL impacts students' overall learning and test scores. Coelho et al. (2016) worked on the SEL program's impact in a Portuguese middle school. Results indicated that girls are more competent than boys in terms of social awareness. Dunn (2019) examined the impact of the SEL curriculum on SEL competencies in an elementary context. Results illustrated that SEL instruction improved the SEL skills of students, and intervention classrooms gained more significant gains than control

classrooms. Similar results were found by Taylor et al. (2017), and they investigated SEL interventions and found out that SEL program participants benefited significantly more than control groups.

The third area is the integration and implementation of SEL in language arts and creative classrooms. Bateman (2012) worked on the integration of SEL with language arts. The researcher developed a 15-lesson unit using a novel to implement SEL and SEL competencies. Results indicated that SEL was successfully implemented; however, SEL implementation created some challenges such as extra planning of lessons and parental objections. Wohlgamuth (2020) investigated the implementation of SEL with language arts curriculum and teachers' and students' experience. According to results, after implementing SEL, students' writing greatly improved. Students who did not participate started to participate in the lessons. SEL programs can align with the language arts curriculum (Tan et al., 2018, as cited in Wohlgamuth, 2020). Results showed that implementation of SEL resulted in improved classroom discussions, and teachers benefited from the training. Woodard (2019) analyzed SEL through creative classrooms. The researcher found that SEL in a creative environment contributes to students' personal emotional growth and impacts students' EI. The researcher reported that teachers are willing to take a chance on a non-traditional approach to integrating SEL in the classrooms. Moreover, results indicated that with SEL programming, teachers could develop and improve students' social competencies and EI.

The fourth area is the teachers' perception of SEL. Youngblood (2015) investigated teachers' perceptions about implementing SEL through advisory classes. Several teachers in the study stated that SEL was important in schools and beneficial for teachers' workplace and students' daily lives. Implementation of SEL increased awareness of the value of building relationships between students and teachers. Moreover, Greenberg et al. (2005) state that the quality of SEL implementation impacts programming effectiveness. Kim and Hong (2019) worked on the perceptions of Korean and American teachers of SEL. According to the results, both countries highly valued the importance of SEL. Korean teachers supported the importance of SEL, but they are not sure how to integrate SEL into lessons and curriculum. Korean teachers valued social awareness and relationship skills, whereas American teachers valued social awareness and self-awareness

Lastly, Crisafulli (2020) proposed a Professional Development lesson plan for teachers and English Language Learners. The researcher proposed that implementing

SEL through the curriculum can create a safe and supportive environment and will likely improve the SEL skills of English Language Learners'. In addition, meaningful improvements in classroom behaviors, attendance, and overall achievement are likely to be seen when SEL is integrated through the curriculum.

Some helpful studies were also conducted in Turkey about social-emotional learning and contributed to the literature. While most studies focus on primary, secondary, and high school education, a limited number were conducted with university students. Kutluay Çelik (2014) examined the relationship between social-emotional learning skills and attitudes towards elementary school. The author found a significant positive correlation between students' social-emotional learning skills and their attitudes toward elementary school. Moreover, the results illustrated no meaningful difference between students' age, gender, and social-emotional learning competencies. In another study, Çelik (2015) examined the correlation between social-emotional learning skills and educational stress. Furthermore, findings indicated that personal abilities such as problem-solving and self-esteem skills are negatively related to educational stress. In other words, if social-emotional learning skills increase, educational stress decreases. Akcaalan (2016) investigated the relationship between SEL and lifelong learning and found that SEL and lifelong learning have a positive relationship. Finally, Aksoy (2020) investigated the social-emotional learning levels of adolescents. The author found that there was a significant relationship between listening skills and social-emotional learning competencies.

Durualp (2014) investigated the relationship between demographic variables and social-emotional learning skills of adolescents. The author found that social-emotional learning skills differed according to students' gender and class, and 6th graders displayed more positive social-emotional learning skills. Aygün and Taşkın (2017) investigated the relationship between demographic variables such as gender, age, class level of the participants, participants' grades, and social-emotional learning skills of third and 4th-grade students. According to the results, there was not a significant difference between participants' gender and social-emotional learning. However, there was a meaningful difference between the participants' age and social-emotional learning skills. Finally, Albakır Yavuz (2019) investigated the relationship between empathic tendency and social-emotional learning skills in gifted and talented and non-gifted students. This study's findings indicated a significant difference between the gifted and non-gifted students' social-emotional learning skills and empathic

tendency. Moreover, there was no significant difference between students' gender, age, and social-emotional learning skills.

To sum up, some studies were conducted about SEL to investigate students' competencies, the impact of SEL programs, results of integration and implementation and so on. Studies conducted from abroad focuses on the impact of SEL programs, integration, and implementation of SEL. Moreover, studies conducted in Turkey focus on investigating demographic variables and examining the relationships between different variables. Therefore, it can be concluded that the importance of SEL cannot be ignored, and students' competencies and skills can be analyzed and improved by using SEL through activities, implementing SEL into curriculum or program, and so on.

Social Emotional Foreign Language Learning Scale

The first dimension of the scale is Self Regulation. In the Self Regulation dimension, two SEL competencies, namely self-awareness and self-management are overlapped. Items of Self Regulation in SEFLLS grouped under seven factors: *Curiosity, Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self Motivation, Self Discipline, Goal Setting and Help-Seeking* (Zaimoğlu, 2018). Self Regulation refers to "learning that results from students' self-generated thoughts and behavior that are systematically oriented toward the attainment of their learning goals" (Zimmerman, 2000, as cited in Schunk & Zimmerman, 2013). In other words, self-regulated learners are active seekers and processors of information. With self-regulation, they actively contribute to their learning styles (Schunk & Zimmerman, 2013). Self-regulation is learned with experience and self-reflection; thus, self-regulation is a competence (Lee et al. 2019, as cited in Daniela, 2015). With self-regulation competency, learners may monitor and reflect on their learning process.

The second dimension is Social Relations. Two SEL competencies, namely social awareness and relationship management, are overlapped in the Social Relations subscale. Items of Social Relations in SEFLLS were grouped under four factors: *Respect for Others, Leadership, Social Integration, and Social Capability* (Zaimoğlu, 2018). According to Zaimoğlu (2018), "When students' interactions are considered in the school environment, social relations are an important predictor of students' academic success" (p.59). With social relations competency, learners may distinguish the differences of identities and establish positive relationships between their peers and teachers.

The last dimension is Decision Making. In the decision-making subscale, one SEL competency overlaps, as its name implies, Responsible Decision Making. Items of Decision Making in the SEFLLS were grouped under three factors: *Value-Based Decision Making, Future Responsibility, and Scrutiny* (Zaimoğlu, 2018). According to Zaimoğlu (2018), "identifying problems, analyzing situations and solving problems are also given greater importance both in 21st century and 21st-century skills (p.67). With decision-making competency, learners may recognize challenges, analyze problems effectively and solve problems.



2. METHODOLOGY

2.1. Introduction

The research design, context and participants, data collection, the procedure, ethical considerations, and data analysis sections of this section outline the methodological framework of this study. This study aims to identify the level of the SEFLL competencies of the university English Language Preparatory students in distance education.

2.2. Research Design

In order to explore university students' social-emotional language learning competencies in an EFL context in distance education, a descriptive research design was used. Quantitative research helps create and test theories to gather detailed evidence, investigate cause and effect relationships, and create forecasts. Its primary goal is to discover new challenges and opportunities. According to Dulock (1993), the descriptive analysis aims to describe one or more variables and/or determine if two or more variables are associated. A descriptive study can be used to describe the distinguishing characteristics of a single sample without the need for a comparison group (Omar, 2015). Inferential statistics were also utilized to make predictions from the data. Pearson's Correlation was also utilized to check whether there is a correlation between the questionnaire's subscales. The descriptive, inferential, and correlational research designs and statistics measured the participants' Social-Emotional Foreign Language Learning (SEFLL) competencies. It explored the relationship between the participants' competencies and the independent variables such as participants' gender, age, English level, high school background, and department. This study's dependent variables were SEFLL competencies, Social Relations, Self-Regulation, Decision-Making, and overall SEFLL competency.

2.3. The Context and the Participants of this Study

The research was conducted in the 2020-2021 Fall Semester at the Preparatory School in a foundation university in Mersin, Turkey. The Preparatory School seeks to provide one year of preparatory education for Applied English & Translation, International Business Management, International Relations, International Trade & Logistics, International Finance & Banking, English Translation & Interpreting, and

Psychology departments. It offers English courses with A1, A2, and B1 levels due to the departments' program language. These departments' program language is English, except for Law, which is partially English. English levels are determined according to the references of the Common European Framework. Placement and proficiency tests are used to determine the English level of the students. Students have courses such as reading, writing, listening, speaking, and coursebook. In the curriculum, foreign instructors are responsible for listening, speaking, reading, and writing courses, whereas Turkish instructors are responsible for coursebooks, reading, and writing.

In this study, a total of 126 students that take their classes via distance education answered the questionnaire. The demographic backgrounds of the participants were given in Table 1.



Table 1.
Demographic Background of Participants

	F	%
Gender		
Male	41	67,5
Female	85	32,5
Age		
18-20	99	78,6
21-22	9	7,1
23 and above	18	14,3
English Level		
A1	21	16,7
A2	45	35,7
B1	60	47,6
High School		
Anatolian	77	61,1
Basic	12	9,5
Open Education	13	10,3
Vocational and Technical	4	3,2
Science	9	7,1
Private School	11	8,7
Department		
Applied English and Translation	17	13,5
International (Business Management, Relations, Finance & Banking, Trade & Logistics)	14	11,1
Law	65	51,6
English Translation and Interpreting	12	9,5
Psychology	18	14,3

2.4. Data Collection

For the data collection and within the framework of research questions, SEFLLS (Zaimoglu, 2018) was used to understand students' SEFLL competencies. SEFLLS is developed by Zaimoğlu (2018) as a part of her Ph.D. thesis to identify students' SEFLL competencies. This scale is a student self-report measure, and it has 24 items. At the beginning of the study, 179 items were categorized under five dimensions: self-awareness, self-management, social awareness, relationship management, and responsible decision-making. After the factor analysis, self-awareness and self-management were grouped together, and Zaimoğlu named this dimension self-regulation. Also, Zaimoğlu grouped social awareness and relationship management and named this dimension as social relations. The scale includes three subscales; Self-Regulation, Social Relations, and Decision Making.

To be able to use this questionnaire, the necessary permission was taken. This instrument, with 24 items, was applied in Turkish to minimize misunderstandings. The scale's language was both English and Turkish. The participants rated 24 items with a 5 point Likert scale ranging from "strongly disagree" to "strongly agree." The participants needed to express if they strongly disagree, disagree, neutral, agree, or strongly agree with these 24 items.

In addition to SEFLLS, the participants were asked to fill in demographic information. They stated their age, gender, department, high school background, and English level. The first part of the questionnaire includes five items related to students' demographic information. The second part of the questionnaire is based on SEFLLS.

The researcher shared the questionnaire link with the Vice Principal, and she shared the questionnaire link with the participants. Data were collected in five days, and the results were kept as raw data for future analysis.

2.5. Data Analysis

The data obtained from SEFLLS was analyzed by using IBM Statistical Package for the Social Sciences (SPSS). Inferential statistics, descriptive statistics, and correlational statistics were used. SEFLL competencies were measured, and the relationship between the competencies (dependent variables) and the independent variables were explored.

As shown in Table 2, descriptive statistics were applied to investigate participants' social-emotional language learning in distance education for the first research question. Mean values and standard deviations were calculated. Inferential statistics were used to answer the second research question, which aimed to explore the differences in students' social-emotional language learning regarding gender, age, high school background, department, and English level. An independent t-test was used to determine if there was a difference between genders. In addition, one-way ANOVA was used to identify the differences between three or more variables: age, English level, high school background, and department. Moreover, correlation statistics were employed to answer the third research question aiming to explore if there is a correlation between the subscales of the SEFLLS (Self-regulation, Decision Making, and Social Relations) and overall SEFLL competency.

Table 2.

Research Questions and Data Analysis

Research Questions	Statistical Analysis
1. What are the perceptions of university students' social-emotional foreign language learning in the distance education context?	Descriptive Statistics (Mean, Standard Deviation, Frequency, Percentage)
2. Are there any significant differences in participants' social-emotional foreign language learning based upon their demographic info such as;	Inferential Statistics (Independent t-test and one-way ANOVA)
a) Gender	
b) Age	
c) English level	
d) High School Background	
e) Department	
3. Is there a relationship between the subscales of the SEFLLS?	Pearson Correlation

2.6. Procedural Details

The necessary official permissions to conduct the questionnaire at the university were acquired from the institution. Due to the pandemic, data was collected via online platforms using Google Forms. An explicit explanation of the study's nature was given in the questionnaire. Data was collected under the supervision of the Vice-Principal of the Preparatory School.

2.7. Validity and Reliability

According to Zaimoğlu (2018), "analyses investigating internal consistency reliability of the SEFLLS suggest adequate reliability for three factors ranging from 0.81 to 0.85. and the total score ($\alpha = .91$), which indicated a high level of internal consistence" (p. 89). Freankel and Wallen (1996) state that this score is acceptable ($\alpha \geq .7$). In order to maintain the validity and reliability of the SEFLLS, Cronbach alpha was calculated as part of this study. It is found out that the Cronbach alpha value of the scale was 0,84.

3. RESULTS

Introduction

This chapter provides the analyses of data obtained by the "Social-Emotional Foreign Language Learning Scale" (SEFLLS), which was developed by Zaimoğlu (2018). SEFLLS is used to analyze preparatory program students' social-emotional language learning competencies at a university, applying distance education due to the pandemic. SEFLLS consists of 24 items in total. The first ten items in the scale measured self-regulation competency. The items from the 11th to the 18th item measured social relations competency. Lastly, the items from the 19th item to the 24th item measured decision-making competency. The distribution of data was checked in the SPSS. Normal distribution of the data was found, and parametric analysis was utilized. The participants of this study were 126 preparatory students from a foundation university in Turkey. Quantitative analysis methods including descriptive statistics, independent t-test, one-way ANOVA, and Pearson correlation were used for the analyses. Post hoc analysis was also used for ANOVA results.

Descriptive Statistics for the First Research Question

The participants' SEFLL competencies were investigated, and descriptive statistics were used for the first research question. The mean and standard deviation for each item was analyzed within the subscales of the SEFLLS. There were three dimensions in the SEFLLS, namely Self-Regulation, Social Relations, and Decision Making. In addition to dimensions of the SEFLLS, overall SEFLL competency was added as a dependent variable. Thus, Self-Regulation, Social Relations, Decision Making, and Overall SEFLL competency were the study's dependent variables.

Table 3.

Descriptive Statistics for Subscales of SEFLLS

	N	M	SD
Self Regulation	126	3,94	0,47
Social Relations	126	4,29	0,39
Decision Making	126	4,32	0,44
Overall SEFLL Competency	126	4,15	0,37

N=126

According to Table 3, participants were highly competent in SEFLL in distance education. The mean scores of decision making are (M=4,32, SD = 0,44), the mean scores of social relations are (M=4,29, SD=0,39), and the mean scores of Overall SEFLL Competency are (M=4,15, S=0,37). Moreover, the mean scores of self-regulation are M=3,94, SD=0,47). Results illustrated that participants showed higher decision-making competency and lower self-regulation competency compared to other competencies in distance education.

Table 4.
Descriptive Statistics for Self-Regulation Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
1. I am curious about learning different languages	<i>f</i>	2	3	10	63	48	4,21	0,81
	<i>%</i>	1,6	2,4	7,9	50,0	38,1		
2. I can recognize my own emotions	<i>f</i>	-	2	13	68	43	4,21	0,68
	<i>%</i>	-	1,6	10,3	54,0	34,1		
3. I do not hesitate to reflect my feelings while learning English	<i>f</i>	1	7	36	58	24	3,77	0,85
	<i>%</i>	0,8	5,6	28,6	46,0	19,0		
4. If I try, I can do even the hardest work in the class	<i>f</i>	1	6	35	39	45	3,96	0,95
	<i>%</i>	0,8	4,8	27,8	31,0	35,7		
5. I can easily motivate myself when I feel bad	<i>f</i>	8	20	42	34	22	3,33	1,13
	<i>%</i>	6,3	15,9	33,3	27,0	17,5		
6. I always concentrate on my lessons during English class	<i>f</i>	-	11	35	52	28	3,77	0,89
	<i>%</i>	-	8,7	27,8	41,3	22,2		
7. I shape my life in accordance with my goals	<i>f</i>	-	2	13	59	52	4,28	0,71
	<i>%</i>	-	1,6	10,3	46,8	41,3		
8. I overcome every difficulties to achieve my goals	<i>f</i>	-	4	18	57	47	4,17	0,78
	<i>%</i>	-	3,2	14,3	45,2	37,3		
9. I get my family to help me when I have social problems	<i>f</i>	6	17	25	42	36	3,67	1,16
	<i>%</i>	4,8	13,5	19,8	33,3	28,6		
10. I get my friends to help me when I do not solve the problem on my own	<i>f</i>	2	3	18	66	37	4,06	0,82
	<i>%</i>	1,6	2,4	14,3	52,4	29,4		

N=126

Participants' Self-Regulation competencies in distance education were analyzed according to the first research question of the study. Items related to Self-Regulation and its analysis is shown in Table 4. According to the results, Item 7, "I shape my life in accordance with my goals" (M=4,28, SD=0,71) had a higher mean score compared to other items in the Self Regulation subscale. Moreover, Item 2 "I can recognize my own emotions" (M=4,21 SD=0,68), Item 1 "I am curious about learning different languages "(M=4,21, SD=0,81), Item 8 "I overcome every difficulties to achieve my

goals" ($M=4,17$, $SD=0,78$) and Item 10 "I get my friends to help me when I do not solve the problem on my own" ($M=4,06$, $SD=0,82$), all had higher mean scores compared to other items. Besides, Item 5, "I can easily motivate myself when I feel bad" ($M=3,33$ $SD=1,13$), had the lowest mean score in the Self-Regulation subscale and overall SEFLLS. Results illustrated that every item in the Self Regulation subscale had a 3.00 or higher mean score and indicated that participants had moderate self-regulation competency in distance education.

Table 5.

Descriptive Statistics for Social Relations Subscale

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
11. I cooperate with my friends	<i>f</i>	1	2	14	71	38	4,13	0,73
	%	0,8	1,6	11,1	56,3	30,1		
12. I can motivate my friends to do their best in group work	<i>f</i>	1	3	13	53	53	4,27	0,80
	%	0,8	2,4	10,3	42,1	44,4		
13. I try not to criticize my friends when we argue	<i>f</i>	4	18	39	41	24	3,50	1,05
	%	3,2	14,3	31,0	32,5	19,0		
14. I try not to prevent others to be alienated	<i>f</i>	-	-	9	39	78	4,55	0,62
	%	-	-	7,1	31,0	61,9		
15. I help others when they have problems	<i>f</i>	-	-	4	52	70	4,52	0,56
	%	-	-	3,2	41,3	55,6		
16. I respect others' thoughts	<i>f</i>	-	-	1	36	89	4,70	0,47
	%	-	-	0,8	28,6	70,6		
17. I recognize how people feel by looking at their facial expressions	<i>f</i>	1	1	16	57	51	4,24	0,76
	%	0,8	0,8	12,7	45,2	40,5		
18. I am sensitive to others' feelings	<i>f</i>	-	-	12	48	66	4,43	0,66
	%	-	-	9,5	38,1	52,4		

N=126

Participants' Social Relations competencies in distance education were analyzed according to the first research question of the study. Items related to the Social Relations and its analysis is shown in Table 5. According to the results, Item 16, "I respect others' thoughts" ($M=4,70$, $SD=0,47$), had a higher mean score in the Social Relations subscale and overall SEFLLS. Also, Item 14 "I try not to prevent others to be

alienated" (M=4,55, SD=0,62), Item 15, "I help others when they have problems" (M=4,52, SD=0,56), and Item 18, "I am sensitive to others' feelings" (M=4,43, SD=0,66) all had higher mean scores compared to others. Besides, Item 13, "I try not to criticize my friends when we argue" (M=3,50 SD=1,05), had the lowest mean in the Social Relation subscale. Results illustrated that every item in the Social Relation subscale had a 4.00 or higher mean score except for Item 13. Moreover, results indicated that participants had high social relation competency in distance education.

Table 6.

Descriptive Statistics for Decision-Making Subscales

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
19. I can discuss the decisions that I consider unfair	<i>f</i>	-	-	4	42	80	4,60	0,55
	%	-	-	3,2	33,3	63,5		
20. While making decisions, I also think about the future consequences of my actions	<i>f</i>	2	1	12	64	47	4,21	0,77
	%	1,6	0,8	9,5	50,8	37,3		
21. While making decisions, I select the one with positive outcomes	<i>f</i>	1	5	19	56	45	4,10	0,85
	%	0,8	4,0	15,1	44,4	35,7		
22. I can decide between right or wrong	<i>f</i>	-	1	17	62	46	4,21	0,70
	%	-	0,8	13,5	49,2	36,5		
23. While making decisions about my future, I search a lot	<i>f</i>	2	-	18	48	58	4,27	0,82
	%	1,6	-	14,3	38,1	46,0		
24. I make decisions that are appropriate for my personal values	<i>f</i>	-	-	6	49	71	4,52	0,59
	%	-	-	4,8	38,9	56,3		

N=126

Participants' Decision-Making competencies in distance education were analyzed according to the first research question of the study. Items related to the Decision Making and its analysis is shown in Table 6. According to the results, Item 19, "I can discuss the decisions that I consider unfair" (M=4,60, SD=0,55), had a higher

mean score compared to the other items in the Decision-Making subscale. Besides, Item 21, "While making decisions, I select the one with positive outcomes" (M=4,10, SD=0,85), had the lowest mean score compared to others. However, all items in the subscale had a mean score of 4.00 or higher. Thus, results showed that participants had high decision-making competency in distance education.

To sum up, descriptive results illustrated that university students in distance education had a comparatively higher level of competency in social relations and decision-making than self-regulation.

Inferential Statistics for the Second Research Question

In order to answer the second research question, "Are there any significant differences in participants' social-emotional foreign language learning based upon their demographic info such as; gender, age, English level, high school background and department in distance education?", independent t-test, one-way ANOVA, and Post hoc were used.

Table 7.

Independent Sample T-test Results for SEFLL Competencies and Gender

	Gender	N	M	SD	T	P
Self Regulation	Female	85	4,01	0,44	2,52	<u>0,01*</u>
	Male	41	3,79	0,49		
Social Relations	Female	85	4,35	0,38	2,50	<u>0,01*</u>
	Male	41	4,16	0,40		
Decision Making	Female	85	4,33	0,44	0,40	0,68
	Male	41	4,29	0,47		
Overall SEFLL Competency	Female	85	4,20	0,35	2,34	<u>0,02*</u>
	Male	41	4,04	0,37		

Note: *p <05

First, an independent t-test was used to determine whether SEL competencies differ according to gender in distance education. Table 7 shows that there was a significant difference between SEL competencies and participants' gender except for

Decision Making Competency. Results indicated that females are more competent than males in Self-Regulation ($t = 2.52$, $p = 0.01$, $p < 0.05$), Social Relation ($t = 2.50$, $p = 0.01$, $p < 0.05$), and Overall SEFLL competency ($t = 2.34$, $p = 0.02$, $p < 0.05$).

Table 8.

ANOVA Results for SEFLL Competencies and Age

	Age	N	M	SD	F	P
Self Regulation	18-20	99	3,94	0,45	0,03	0,96
	21-22	9	3,90	0,61		
	23 and above	18	3,95	0,53		
Social Relations	18-20	99	4,29	0,41	0,09	0,91
	21-22	9	4,33	0,40		
	23 and above	18	4,26	0,29		
Decision Making	18-20	99	4,32	0,45	0,14	0,86
	21-22	9	4,35	0,55		
	23 and above	18	4,26	0,35		
Overall SEFLL Competency	18-20	99	4,15	0,37	0,02	0,97
	21-22	9	4,15	0,44		
	23 and above	18	4,13	0,33		

Note: * $p < 0.05$

Besides t-test results, ANOVA was performed to determine whether participants' SEL competency differs according to participants' age in distance education. Results shown in Table 8 indicate that there was no significant difference between SEL competencies and participants' age. Therefore, it can be observed that the participants' SEL competencies did not differ according to participants' age in distance education. ($p = 0,96$, $p = 0,91$, $p = 0,86$, $p = 0,97$, $p < 0.05$).

Table 9.

ANOVA Results for SEFLL Competencies and English Level

	English Level	N	M	SD	F	P
Self Regulation	A1	21	3,90	0,56	0,25	0,77
	A2	45	3,92	0,51		
	B1	60	3,97	0,41		
Social Relations	A1	21	4,41	0,31	1,45	0,23
	A2	45	4,29	0,43		
	B1	60	4,24	0,38		
Decision Making	A1	21	4,28	0,49	0,19	0,82
	A2	45	4,35	0,46		
	B1	60	4,30	0,43		
Overall SEFLL Competency	A1	21	4,16	0,40	0,02	0,97
	A2	45	4,15	0,41		
	B1	60	4,14	0,32		

Note: *p <05

Moreover, ANOVA was performed to determine whether participants' SEL competency differs according to participants' English level in distance education. Results shown in Table 9 indicate that there was no significant difference between SEL competencies and participants' English level. Therefore, it can be observed that the participants' SEL competencies did not differ according to the participants' English level in distance education. ($p = 0,77$, $p = 0,23$, $p = 0,82$, $p = 0,97$, $p < 0,05$).

Table 10.

ANOVA Results for SEFLL Competencies and High School Background

	High School	N	M	SD	F	P
Self Regulation	Anatolian	77	3,88	0,45	1,09	0,36
	Basic	12	4,00	0,57		
	Open	13	4,10	0,41		
	Education					
	Vocational	4	3,85	0,62		
	Science	9	3,87	0,42		
	Private School	11	4,16	0,57		
Social Relations	Anatolian	77	4,24	0,42	1,91	0,09
	Basic	12	4,34	0,42		
	Open	13	4,28	0,31		
	Education					
	Vocational	4	4,28	0,34		
	Science	9	4,22	0,33		
	Private School	11	4,62	0,33		
Decision Making	Anatolian	77	4,26	0,44	2,27	<u>0,05*</u>
	Basic	12	4,26	0,40		
	Open	13	4,41	0,35		
	Education					
	Vocational	4	4,12	0,61		
	Science	9	4,31	0,47		
	Private School	11	4,71	0,40		
Overall SEFLL Competency	Anatolian	77	4,10	0,36	2,07	0,07
	Basic	12	4,18	0,39		
	Open	13	4,24	0,29		
	Education					
	Vocational	4	4,06	0,33		
	Science	9	4,10	0,32		
	Private School	11	4,45	0,41		

Note: *p <05

Results shown in Table 10 revealed that there was a significant difference between SEL competencies and participants' high school background in distance education. ($f = 2.27$, $p = 0.05$) In order to determine the significance of the difference, a Posthoc test was carried out (see Appendix C). The Posthoc findings showed that Private School ($M=4,71$, $SD=0.40$) and Anatolian ($M=4,26$ $SD=0.44$) high school graduates' Decision-Making competence were higher than other high school types. Results illustrated that those who graduated from Private School and Anatolian had higher decision-making competency than other high school graduates. There was no significant difference between other competencies and high school background. ($p = 0,36$, $p = 0,09$, $p = 0,07$, $p <0.05$).



Table 11.

ANOVA Results for SEFLL Competencies and Department

	Department	N	M	SD	F	P			
Self Regulation	Applied English and Translation	17	4,09	0,45	2.19	0,04*			
	International Business Management	3	4,33	0,46					
	International Relations	6	3,46	0,30					
	International Trade & Logistics	5	4,20	0,54					
	Law	65	3,90	0,44					
	English Translation and Interpreting	12	3,95	0,51					
	Psychology	18	3,95	0,49					
	Social Relations	Applied English and Translation	17	4,37			0,34	0,90	0,49
		International Business Management	3	4,33			0,07		
International Relations		6	4,25	0,19					
International Trade & Logistics		5	4,60	0,33					
Law		65	4,23	0,38					
English Translation and Interpreting		12	4,33	0,57					
Psychology		18	4,31	0,41					
Decision Making		Applied English and Translation	17	4,26	0,34	1,97	0,07		
		International Business Management	3	4,00	0,28				
	International Relations	6	3,97	0,54					
	International Trade & Logistics	5	4,53	0,32					
	Law	65	4,38	0,44					
	English Translation and Interpreting	12	4,09	0,58					
	Psychology	18	4,37	0,39					
	Overall SEFLL Competency	Applied English and Translation	17	4,23	0,33			1,37	0,23
		International Business Management	3	4,25	0,28				
International Relations		6	3,84	0,27					
International Trade & Logistics		5	4,41	0,38					
Law		65	4,13	0,35					
English Translation and Interpreting		12	4,11	0,49					
Psychology		18	4,18	0,37					

Note: *p < 0,05

Results shown in Table 11 revealed that there was a significant difference between SEL competencies and participants' departments in distance education. In order to determine the significance of the difference, a Posthoc test was carried out (see Appendix D). The Posthoc findings showed that students from Applied English and Translation ($M=4,09$, $SD=0,45$) and International Relations ($M=3,46$ $SD=0,30$) have higher Self-regulation competency than the students in other departments. There was no significant difference between other competencies and departments. ($p = 0,49$, $p = 0,07$, $p = 0,23$, $p < 0,05$).

Correlation Statistics for the Third Research Question

Table 12.

Correlation Between Subscales of SEFLLS

		Self Regulation	Social Relations	Decision Making	Overall SEFLL Competency
Self Regulation	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	126			
Social Relations	Pearson Correlation	,506**	1		
	Sig. (2-tailed)	,000			
	N	126	126		
Decision Making	Pearson Correlation	,570**	,553**	1	
	Sig. (2-tailed)	,000	,000		
	N	126	126	126	
Overall SEFLL Competency	Pearson Correlation	,887**	,794**	,805**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	126	126	126	126

** . Correlation is significant at the 0.01 level (2-tailed).

To answer the third research question, "Is there a relationship between the subscales of the SEFLLS?" Pearson r correlation was used to determine whether there is a relationship between the subscales of the SEFLLS and overall SEFLL competency. According to Table 12, Pearson correlation analysis indicated that there was a statistically meaningful relationship between the subscales of the SEFLLS and overall SEFLL competency. Cohen (1992) indicates that the impact of correlation coefficient has different levels such as; small correlation, ($.10 \leq r < .30$), medium correlation, ($.30 \leq r < .50$), and strong correlation ($.50 \leq r < 1.00$). A statistically positive strong relationship exists between Self-Regulation competency and Social Relations competency ($r = .50$, $p < .01$). Moreover, there is a statistically positive strong relationship between Self-Regulation competency and Decision-Making competency ($r = .57$, $p < .01$). An increase in Self-Regulation competency will also increase Social Relations competency and Decision-Making competency. Furthermore, there is a statistically positive strong relationship between Social Relations competency and Decision-Making competency ($r = .55$, $p < .01$). It can be said that an increase in Social Relations competency will also increase Decision-Making competency. Also, there is a statistically positive strong relationship between Self-Regulation and Overall SEFLL Competency ($r = .88$, $p < .01$). Moreover, there is a statistically positive strong relationship between Social Relations competency and Overall SEFLL Competency ($r = .79$, $p < .01$). Finally, there is a statistically positive strong relationship between Decision Making competency and Overall SEFLL competency ($r = .80$, $p < .01$). It can be said that an increase in Overall SEFLL competency will also increase Self-Regulation competency, Social Relations competency, and Decision Making competency. Results showed that all relationships are positive, strong, and significant. Moreover, results suggested that an increase in competency will also increase other competencies and overall SEFLL competency.

4. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction

In this chapter of the study, a summary of the study, discussion of findings, implications, and limitations of this study are given. Finally, this chapter concludes with recommendations for further research.

Summary of the Study

This study aimed to investigate SEFLL competencies of university students in the distance education context. For this purpose, SEFFLS was used to determine participants' SEFLL competencies, and demographic factors were analyzed. Firstly, SEFLL competencies of participants in distance education were analyzed by using descriptive statistics. In addition to the SEFLLS subscales, overall SEFLL competency was used as a dependent variable. Moreover, participants' demographic factors were analyzed to determine if there is a relationship between SEFLL competencies and participants' gender, age, English level, high school background, or department by using an independent t-test and one-way ANOVA. Lastly, the relationship between the subscales of the SEFLL and the overall SEFLL were analyzed by Pearson Correlation.

Discussion of the Results

Discussion of the First Research Question

In this study, three dimensions of the SEFLLS and overall SEFLL competency were investigated to determine participants' SEFLL competencies in distance education. The first dimension is Self Regulation. In the Self Regulation subscale, two SEL competencies, namely self-awareness, and self-management were grouped. The findings of this study indicate that the result of self-regulation competency can be interpreted as a moderate level of competency. Güler Urhan (2019) and Berk (2020) investigated university students' SEFLL competencies and found that university students had moderate self-regulation competency. With self-regulation competency, students can understand and monitor their learning process, emotions and use appropriate strategies to enhance their learning process. It can be said that students' responsibility has changed with distance education; thus, they have become self-directed and have to remain motivated in order to be successful (Andrade & Bunker, 2009; Al-Harhi, 2010; Quesada-Pallares et al., 2019). In other words, they have to

take responsibility for their learning. Due to the pandemic, students suddenly started to regulate their learning process. According to the results of this study, participants were aware of their learning process; they knew their strengths and weaknesses and could deploy various necessary language learning strategies to overcome both learning obstacles and distance education challenges. When literature was searched extensively, it was discovered that some learners might struggle to keep up with or overcome the difficulties of distance education, resulting in their withdrawal from lessons and schools. Also, when it comes to taking control of their learning, students who lack self-regulation skills perform poorly compared to their peers. (Young, 1996; Moore & Kearsley, 2005). For this reason, fostering students' self-regulation competency in distance education becomes essential because participants illustrated moderate self-regulation competency in this study. This may be due to the fact that students' new roles and their new responsibilities may create anxiety, negative barriers for their learning, and burdens for learners, thus increasing Transactional Distance. Transactional Distance can decrease motivation in learning, in which self-regulation competency reduce. Reducing transactional distance can increase learners' motivation and self-regulation competency. Moreover, negative barriers may result in lower participation than other students and cause them to drop out from the lessons. Also, some learners recently started to learn a new language, and learning a language involves active learning and participation. Some of them may not participate in the lessons due to lack of equipment, bad connection etc. To keep up in distance education, learners should set goals, maintain emotions, regulate their learning, create meaningful interaction, and facilitate a collaborative learning environment to be successful in distance education. Also, it should be noted that the reduction of transactional distance is a mutual process in which teachers play an essential role in increasing students' self-regulation. This may be the fact that teachers' skills and awareness can help learners to gain competencies. For instance, creating interaction among students and collaborating with them can increase students' motivation and regulation, thus increasing self-regulation competency. One issue is, some students may not set goals for their learning. Therefore, increasing the self-regulation competency of the students in distance education can increase students' academic success, and they are more likely to participate in the lessons because they are aware of their strengths and weaknesses. It can be said that not only students but also teachers can affect the learners' self-regulation competency. In addition, a teacher can teach students learning strategies, such as accessing online

courses, making a schedule, keeping track of their progress, and staying focused during online classes. A teacher also can teach necessary skills to develop competencies by using activities such as setting daily or weekly schedules for the students to keep track of the students' emotions.

The second dimension is Social Relations. In the Social Relations subscale, two SEL competencies, namely social awareness and relationship management, were grouped. The findings of this study indicate that the result of social relations competency can be interpreted as a high level of competency. Moreover, Güler Urhan (2019) and Berk (2020) also found that university students had high social relation competency. Therefore, it can be assumed that the findings of this study indicated that students in distance education are socially interactive, respect others, and have social capability. Also, it can be assumed that before the pandemic, participants had social relations with their peers and families. When students have prior relationship experiences, it can be assumed that they have experience in terms of social relations. With the pandemic, interaction among people is restricted due to the risk of the virus. However, the results illustrated that students maintained and improved social relations competency in distance education. This may be due to the fact that students have to be aware of their learning process because the interaction is essential in the learning process. Being aware of emotions and learning challenges and seeking help may also help students to cope with difficult situations. It can be assumed that having social relations competency can help learners overcome the problems encountered during distance education. For instance, with interaction, students are likely to engage with their peers and teachers and seek help when needed. Without interaction, students may feel isolated, anxious and may drop out of school. If students encounter feelings of isolation or lack of social interaction, they are more likely to withdraw from university compared to their peers (Wilcox et al., 2009). Students' relationships with their family members, peers, friends, and teachers substantially influence their school engagement and decisions (Vickers et al., 2014). Thus, it can be said that they are aware of the importance of interaction between their peers, families, and teachers, and they have to maintain healthy relationships in order to keep up with the challenges of distance education. Also, university clubs and organizations can continue even in distance education; thus, participants can join organizations and clubs, participate in events via online meeting programs, and improve social relations competency. Additionally, social relationships between students and teachers are critical in distance education, as a

lack of communication can result in feelings of isolation, a lack of direction, or lack of help when required. (Hem & Davey, Salmon, 2008 as cited in Ingringe & Goulding, 2009). Social interaction is fostered through classroom events in a face-to-face setting, whereas, in a distance education setting, social interaction is fostered through technology such as forums, e-mails, and online learning platforms (e.g., Kahoot and Quizziz), which can increase the interaction between teacher and students. As a result, students can engage effectively with their peers, and these activities can support teaching and learning in the distance education setting.

As the last dimension, the Decision-Making subscale in which one SEL competency overlaps, as its name implies, is Responsible Decision Making. The findings of this study indicated that the result of decision-making competency could be interpreted as a high level of competency. Also, Güler Urhan (2019) and Berk (2020) found out that university students had a high decision-making competency level. Therefore, it can be said that in distance education, students are aware of their future responsibilities, they make effective decisions, and they can explore different opportunities for their lives. Having decision-making competency also impacts life satisfaction, such as coping with stress, seeking social support, and being more focused on solving problems (Deniz, 2006). Having decision-making skills and competency is crucial for academic and general life performance in distance education; thus, setting realistic and achievable goals to develop decision-making competency in distance education is critical and essential for the learners' success. In order to make the right decisions, learners must be equipped to formulate problems, address them effectively, and make sound decisions regarding these problems. For instance, university students can face different stressful situations, and stress may affect their decision-making competency. It may cause us to make incorrect decisions and mistakes that can affect our future (Altuntaş, 2003, as cited in Deniz, 2006). Moreover, most of the students' daily routines and responsibilities have suddenly changed in distance education due to the pandemic. The findings of this study indicated that students are coping with stressful events such as isolation and the pressure of having more responsibility. Learners in distance education have to deal with significant events, such as making effective decisions or dealing with stress, in order to be successful in distance education. This may be the fact that in distance education, learners started to create their own paths in the learning process. In that event, individualization of education helped learners to develop decision-making competency. For instance, learners started

to realize their own strengths and weaknesses, and distance education offers many advantages and challenges for learners. Therefore, it can be implied that students in distance education are aware of their future responsibilities, make effective decisions, and set realistic goals to overcome distance education challenges.

Overall SEFLL competency was assessed to find out participants' overall SEFLL competency in distance education. The results of this study showed that students have high SEFLL competency in distance education. Güler Urhan (2019) assessed the overall SEFLL competency and found out that university students had high competency in SEFLL. Even though there are many challenges and adverse learning outcomes, students manage to regulate their learning process, maintain social relationships between peers and teachers, and set realistic goals to overcome stressful events. This may be the fact that with distance education, students' learning context has been changed, and they are aware that in order to be successful in distance education, they have to remain motivated. It can be implied that distance education helps learners to gain new competencies.

To sum up, SEFLLS and overall SEFLLS competency dimensions were investigated to determine participants' SEFLL competency in distance education. Findings indicated that students had moderate self-regulation competency compared to other competencies in distance education. This may be due to the fact that self-regulation competency develops over time. For example, social relations and decision-making competencies are consciously developed because they are aware of their decisions and relationships between peers and teachers. On the other hand, self-regulation competency develops consciously and unconsciously because learners need to be aware of their learning process. For instance, exposure to feedback from teachers and peers can help learners be aware of their strengths and weaknesses and develop self-regulation competency. Also, in order to develop self-regulation competency, learners need to observe and develop themselves in the learning process, which can take time to be noticed by learners. Related literature shows that there is a strong relationship between self-regulation and the academic success of the learners (Chye et al., 1997; Ruban & Reis, 2006; Yağlı, 2014). Therefore, fostering students' self-regulation competency in distance education may be examined.

Discussion of the Second Research Question

In this study, university students' SEFLL competencies in distance education were assessed with regard to their gender, age, English level, high school background, and department. The findings of this study indicate that there is a relationship between self-regulation and gender in distance education. However, there is no relationship between gender and self-regulation concerning SEFLL competencies of university students in the existing literature. The findings of this study indicated that females are more competent than males in terms of self-regulation in distance education. For instance, Güler Urhan (2019) and Berk (2020) found no statistically meaningful relationship between gender and self-regulation. However, when literature was searched extensively, it was found that females use more self-regulation strategies than males, and females are more self-regulated compared to males (Bouffard et al., 1995; Ray et al., 2003; Matthews et al. 2009; Saad et al., 2009; Yeniçikan, 2020; Wolters, 1999). Moreover, it was found out that female students outperformed male students in distance education (Al-Mutairi, 2011; Anderson & Haddad, 2005; Bennett et al., 2007; Coldwell et al., 2008; Dabaj, 2009; Daymont & Blau, 2008; Perlowski, 2012; Ryabout, 2012; Smith & Stephens, 2010; McKnight-Tutein & Thackaberry, 2011). Self-regulation strongly correlates with motivation and academic achievement. Also, Yoo and Huang (2013) found out that female students have a stronger motivation compared to male students, and females were more successful and self-regulated in distance education. Therefore, it can be implied that with distance education, female learners understand how to regulate their learning, and they use more language learning strategies than males, which makes them self-regulated. Female learners are aware of their learning process; they set goals, monitor their progress to achieve their goals.

Moreover, results indicated that there is a relationship between social relations and gender in distance education. In the existing literature, it was found out that there are conflicting results. Güler Urhan (2019) found that there is a relationship between social relations and SEFLL competency of university students. However, Berk (2020) found no relationship between them. According to the results of this study, females are more competent than males in terms of Social Relations in distance education. Bar-on's (2005) study illustrated that females are more socially responsible and aware of their emotions, and successful in interpersonal relations. Furthermore, Bar-on (2005) states that "women are more aware of their emotions, demonstrate more empathy, relate better interpersonally and are more socially responsible than men (p.16). Also, females'

brains' left and right hemispheres are more connected than males' brains (Biddulph, 2002). Moreover, Oxford (1990) states that female learners use social strategies more than male students. For this reason, it can be said that female learners are more socially interactive, use social strategies, and have greater motivation compared to males in distance education. Findings of Caspi et al. (2008) support this conclusion. They found out that females in distance education are likely to engage with others more task-oriented. Also, they found out that females included their feelings in the discussions and interpretations. Taplin and Sejede's (2001) findings also support the findings of the study. In their results, females created their own study guides and sought help from peers, colleagues, and tutors more than males. In other words, females are more aware of the outcomes and challenges in distance education. Thus, they are socially interactive, seek help, and share their feelings more often than males. Results of this study indicated that gender did not yield a difference between Decision Making and SEFFL competency. Furthermore, it was found out that there is a relationship between overall SEFFL competency and gender. It can be said that females are more competent than males in terms of overall SEFFL competency. Therefore it can be implied that females are more competent than males in terms of the four competencies. Furthermore, females are more successful; they use appropriate strategies for their learning, regulate their learning, are socially interactive in distance education, and make effective decisions for their learning process.

Results regarding the participants' age indicated that there is no relationship between SEFFL competencies of the participants and their age in distance education. Similarly, in his study, Berk (2020) found no relationship between the university students' age and their SEFFL competencies. When literature was searched extensively, it was found that age did not differ significantly in terms of students' success in distance education (Colorado & Eberlke, 2010; Kupczynski et al., 2011). However, findings of Kabakçı (2006), Kabakçı and Totan (2013), and Çelik (2014) illustrated that SEL competencies of the students differed according to their age. This may be the fact that the participants' age group was different from other studies in this study. Moreover, different age range groups are used to assess university students' competencies in distance education. Furthermore, it should be noted that this result might be since the majority of the participants (%78,6, n=99) selected their age between the range of 18 and 20. In order to find a more definite answer to the relationship between age and

SEFLL competency in distance education, samples with broader age ranges need to be conducted.

The results of the analysis showed that there is no relationship between participants' English level and SEFLL competency. This may be the fact that the majority of the participants' English level was B1 (%47,6, n=60). In order to find a more definite answer to the relationship between English level and SEFLL competency in distance education, larger samples from various universities need to be conducted.

Within the study's scope, it was also analyzed whether SEFLL competencies differed according to participants' high school background. Findings indicated a statistically meaningful relationship between decision-making competency and participants' high school background. Moreover, results showed that Private School and Anatolian graduates are more competent than other school graduates in decision-making. At the end of middle school, students have to take an exam in order to start high school. Therefore, students and families choose appropriate high schools according to students' exam scores and future career choices. For instance, it is assumed that Science High School students aim to pass high school and university exams. In contrast, in Vocational High School, students aim to get a job earlier instead of starting a university. It can be said that students' preferences and life choices are affected by their graduation and exam scores. In general, Anatolian High School students are known to work systematically. They aim to get a place at a university and get a good job after graduation. According to Yalın Uçar and Aktaş (2020), Anatolian High School students' decision-making strategies such as self-respect in decision-making and prudent selectivity are higher than those of Science and Vocational High School. In other words, it can be said that Anatolian High School students manage their own decisions. On the other hand, Private School students have more decision-making competencies compared to other high school students, and Private School students feel less stress than others (Güçray, 2020). This may be the fact that the families' socio-economic opportunities impact the expectation of success because it thought that an increase in the family's income level would also increase the use of external motivation, creating a high expectation for success (Yalın Uçar & Aktaş 2020). Students with good income levels' decision-making competency are higher compared to the average or insufficient income levels (Bolat & Odacı, 2017). It can be implied that Private School students have to pay fees to graduate. Some families prefer a Private School for their children's education because they offer various education methods. For instance,

Private School classrooms are considered small to increase students' creativity and integrate emotions into learning. Furthermore, it can be assumed that Private School students have a better perception of their decision-making competency. On the other hand, it should be kept in mind that some of the Anatolian High Schools are also private; therefore, they have to pay a fee, and they may have different expectations as well. Also, Anatolian High Schools and Private Schools are considered to be effective in education, and both schools offer technological advancements compared to other high schools. Moreover, students' decision-making competency may be developed before the pandemic or distance education, so results are debatable. In order to find a more definite answer to the students' high school background with SEFLL competency, larger samples with broader high schools need to be conducted.

Results regarding the participants' department indicated that there is a relationship between participants' departments and SEFLL competency in distance education. Findings indicated that students from Applied English Translation and International Relations students are more competent in self-regulation in distance education. It may be due to the fact that students were aware of departments' outcomes when they chose universities after the university entrance exam. Students have to get prepared for the university entrance exam, and this may affect their self-regulation capacity. It is assumed that students investigate the university departments in order to regulate their future decisions. Applied English Translation and International Relations departments are known to use language more effectively. Learning another language is possible because language learning and self-regulation are considered necessary in these departments throughout university education. Students select the departments in accordance with their career plans and their abilities. Curriculums and program outcomes of both departments were investigated. It was found out that in International Relations programs, students are expected to develop self-confidence and self-expression. They are expected to follow the world's developments, determine the cause and effects of the developments, make decisive conclusions etc. International Relations students have to adapt to a wide range of fields such as sociology, history, politics; thus, it is an interdisciplinary area. Moreover, they are expected to use the language effectively and regulate their learning process. On the other hand, Applied English Translation students are expected to gain competencies in order to learn both languages (English and Turkish) and use them more effectively. Students encounter many translation works from various areas such as law, health, psychology, literature etc.

They are also expected to select appropriate words, work independently, take responsibility, develop social and communication competency, form innovative and creative ideas, and, finally, keep track of the developments in the language field and the world. Moreover, students are expected to improve themselves continuously and to work in a planned way. They gain field-specific competencies such as basic legal information, occupational health and safety, and cultural and historical values. To sum up, both departments' students are considered to use the language processes more efficiently and learn another language if possible; therefore, they have to regulate their learning process.

Discussion of the Third Research Question

Findings proved that a statistically meaningful, positive, and strong correlational relationship exists between SEFLC competencies and overall SEFLC competency. The findings support previous research as Han and Johnson (2012) argue that SEL competencies are connected to each other. The results indicate that an increased self-regulation competency contributes to an increase in social relations competency. Moreover, self-regulation and social relation competencies are strongly correlated with motivation, and academic achievement (Chye et al., 1997; Daniela, 2015; McKenzie & Schweitz, 2006; Yağlı, 2014). For instance, social activities can increase students' motivation and academic achievement; thus, increasing self-regulation and social relation competency. In addition, self-regulated students are more likely to succeed in social interactions because they are mindful of their strengths and limitations. Therefore, it can be said that self-regulation and social relation competencies are connected to each other.

Moreover, correlational analysis results illustrated a statistically significant and strong correlation between self-regulation and decision-making. This indicates that an increase in self-regulation competency contributes to increasing decision-making competency, thus developing self-regulation and developing decision-making. Oxford (2008) states that using learning strategies promotes learner autonomy and self-regulated learners tend to use more learning strategies than their peers. Therefore, students are aware of their learning process. Students with self-regulation competency can set and manage their goals; thus, promoting decision-making competency. For instance, students with self-regulation competency are likely to be aware of their future choices. To be successful in online learning, making effective decisions is vital. This

can increase decision-making competency and, as a result, develop learners' academic achievement (Tanglang & Ibrahim, 2016). Before making a decision, self-regulated learners can recognize challenges, produce possible alternatives, rank the alternatives, and choose the most appropriate approach based on their beliefs and principles.

Additionally, correlational analysis results illustrated a statistically significant and strong correlation between social relations and decision-making. Therefore, it can be said that an increase in social relations competency contributes to the development and increase in decision-making competency. According to Deniz (2006), seeking social support contributes to the development of decision-making, and students' success can be increased if they establish healthy and positive relationships with their friends and their courses. This indicates that socially interactive learners are likely to seek support, make effective decisions, and increase life satisfaction.

Finally, correlational analysis results illustrated a statistically significant and strong correlation between self-regulation, social relations, decision-making, and overall SEFLL competency. This indicates that increase and development in all SEL competencies contribute to the development of the overall SEFLL competency. According to Zaimoğlu (2018), correlations between subscales and SEFLLS indicate that "there was a moderate to high correlations, with coefficients ranging from .49 to .84, which means that these three factors are interrelated and have a big share in the general construct of social-emotional foreign language learning scale" (p.91). Subscales of the SEFLLS are comprehensive and multifaceted systems that are influenced by various factors, including personal, social, situational, and environmental factors (Zaimoğlu, 2018). Therefore, it can be said that competencies are dependent on each other, and they are intertwined with each other. The positive, strong, and significant relationship between subscales of SEFLLS and overall SEFLL competency was expected because, with distance education, students' personal, social and environmental factors have been changed. In order to be successful and overcome the challenges of distance education, students have to regulate their emotions and learning processes. These impact students' motivation and academic achievement because they are aware of their strengths and weaknesses. Being socially active and self-regulated also affects decision-making competency; students with self-regulation competency are aware of the challenges of the learning process and can predict possible outcomes. Moreover, socially interactive learners are more inclined to request assistance, make sound choices, and improve their level of life satisfaction. Therefore, it can be implied that the

relationship between subscales of the SEFLLS and overall SEFLL competency is essential whether students learn in face-to-face or distance education.

Implications

The obtained data could enlighten scholars on the SEFLL competencies of university students in distance education. With SEFLLS, students' competencies, strengths, and weaknesses could be found. The results of the analyses could be used to improve students' SEFLL competencies in distance education. With SEFLLS, students could handle the language learning process more efficiently and combat distance education challenges. Being aware of the language learning process could impact positively and result in efficient learning.

Currently, the literature about SEFLL competencies of university students and SEL in distance education is limited. Still, it is hoped that this study will serve as a guideline for future research about SEFLL competencies of university students and SEL in distance education.

With the pandemic, the importance of distance education has begun to rise, and it is assumed that after the pandemic ends, distance education will be used in the future because it eliminates distance, time and offers flexibility. However, distance education comes with some problems such as creating transactional distance, reducing interaction between students and learners, creating anxiety, etc. When literature was searched, it was found that integrating SEL has positive impacts on students' success and, therefore, it should be noted that the importance of SEL and its effects on both students and teachers cannot be ignored. Therefore, it is recommended that studies focusing on increasing university students' self-regulation in distance education might be conducted.

SEL programs can either be integrated or implemented to increase students' SEL competencies. Also, administrators and teachers should look into how to integrate SEL into distance education. For instance, an elective course about SEL can be designed and implemented to increase the learners' competency. Also, adding extra activities or opening a club about SEL can support the students' development of SEFLL competencies. Finally, it can be implied that not only students but also administrators and teachers can utilize SEFLL competencies.

Limitations

The data was collected from a preparatory school in a Turkish university. This study has a limited sample and data collected from online platforms. Collecting data from one university may make results harder to generalize. Nevertheless, an in-depth qualitative research can be carried out to learn about students' perception of SEL and SEL in distance education.

Recommendations for Further Research

Future studies could include interviews and observations along with SEFLLS to find out students' perceptions of SEFLL. Also, the relationship between students' attitudes towards distance education and SEFLL competencies could be investigated.

Results of this study indicated that participants illustrated lower self-regulation competency compared to other competencies in distance education. Moreover, studies with larger samples, including broader ages, can determine whether age or English level differs according to SEFLL competencies in distance education.

This study was limited to a preparatory school from a single Turkish university. In further studies, enlarging the sample of students with different age groups, different departments, different high school graduates, and various universities can help generalize this study's findings. Finally, teachers' perceptions of SEL may be carried out to understand their perspectives towards SEL.

Conclusion

COVID-19 pandemic changed every aspect of our lives. With the pandemic, distance education has become an inseparable part of our lives. Distance education increased the awareness of both teachers and learners in terms of language learning because the teachers' and students' roles have changed and unexpectedly starting distance education created many challenges for the learners and teachers, such as lack of interaction, decreased support, increased Transactional Distance, and so on. These challenges become barriers to the learning process because these barriers may negatively impact students' learning processes. Therefore, distance education increased the importance of SEL. SEL and SEL competencies can increase students' skills and can impact students' learning processes. Students need to overcome the challenges of distance education. Cooperating with others, regulating their learning processes, seeking help when needed, making responsible decisions, and managing stress can help learners overcome the difficulties of distance education.

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LIST OF APPENDICES

Appendix A. Ethics Committee Approval Document

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Emre ARTUT
ÖĞRENCİ NO	20198007
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Uzaktan Eğitimde İngilizceyi Yabancı Dil Olarak Öğrenenlerin Sosyal-Duygusal Dil Öğrenme Yeterliliklerinin Araştırılması
TEZİN AMACI	Bu çalışmada, Yabancı Diller Yüksek Okulu ortamındaki öğrencilerin uzaktan eğitimde sosyal-duygusal dil öğrenme yeterliliklerinin araştırılmasını amaçlanmaktadır.
TEZİN TÜRKÇE ÖZETİ	Çalışmanın amacı, uzaktan eğitimde öğrencilerin İngilizce öğrenirken uzaktan eğitimdeki Sosyal ve Duygusal Dil Öğrenmelerini incelemek ve olası ilişkileri değerlendirmektir. Buradaki amaç, öğrencilerin bölümleri, cinsiyeti, yaşı, mezun oldukları lise tipi ve İngilizce seviyelerinin öğrencilerin sosyal duygusal dil öğrenme yeterliliklerinde rol oynayıp oynamadığını belirlemektir. Tezin nicel araştırmaları içeren bir çalışma olduğu düşünülmektedir. Bu çalışma Uygulamalı İngilizce ve Çevirmenlik, Uluslararası İşletme, Uluslararası İlişkiler, Uluslararası Finans ve Bankacılık, Uluslararası Ticaret ve Lojistik ve Hukuk öğrencilerini içermektedir. Araştırmada Zaimoğlu (2018) tarafından geliştirilen Sosyal Duygusal Dil Öğrenme Ölçeği (SEFLLS), öğrencilerin uzaktan eğitimde sosyal-duygusal dil öğrenme yeterliliklerinin araştırılmasında ve değerlendirilmesinde veri toplama aracı olarak kullanılacaktır. SPSS 26.0 programıyla nicel veriler analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Çağ Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-SUBESİ/	Yabancı Diller Yüksek Okulu, Çağ Üniversitesi, Yenice,Tarsus/MERSİN

MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesi, Yabancı Diller Yüksek Okulu'nda hazırlık seviyesindeki öğrencilerin, Uzaktan Eğitimdeki Sosyal-Duygusal Dil Öğrenme Yeterliliklerini ölçmek adına Zaimoğlu (2018) tarafından geliştirilen Sosyal Duygusal Dil Öğrenme Ölçeği (SEFLLS) Google Form tan hazırlanıp online olarak uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Zaimoğlu (2018) tarafından hazırlanan Sosyal Duygusal Dil Öğrenme Ölçeği (SEFLLS)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Sosyal Duygusal Dil Öğrenme Ölçeği (Social and Emotional Foreign Language Scale) - 4 Sayfa

ÖĞRENCİNİN ADI - SOYADI: Emre ARTUT		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 24 / 12/ 2020		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan. İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Aysun DAĞTAŞ	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı:Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.	Unvanı:Doç. Dr.	
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
.... / / 20.... / / 20.... / / 20.... / / 20....	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN (y. Dr.Öğr. Üyesi Sami DOĞRU)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası :	İmzası :
.... / .. / 20.... / .. / 20....	... / / 20.....	.. / / 20.....	... / / 20.....
Etik Kurulu Jüri Başkanı- Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 25 / 12 / 2020 - 30 / 01 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE	<input checked="" type="radio"/>			

Appendix B. Social Emotional Foreign Language Learning Scale

EK A - Social and Emotional Foreign Language Scale (SEFLLS)

SOSYAL VE DUYGUSAL DİL ÖĞRENME ANKETİ

1. Cinsiyetiniz: A)Erkek B) Kadın
2. Yaşınız: A)18-20 B)21-22 C)23 ve üzeri
3. Mezun olduğunuz okul:
4. Hangi seviyede İngilizce dersi alıyorsunuz ?
5. Bölümünüz:

Değerli Katılımcı ;

Bu ölçek sizlerin Uzaktan Eğitimde Sosyal-Duygusal Dil Öğrenme'ye karşı tutumlarınızı belirlemek amacıyla hazırlanmıştır. Anket üç kısımdan oluşmaktadır. Birinci kısımda demografik bilgilerinizle ilgili maddeler yer almaktadır. İkinci kısımda ise Sosyal Duygusal Dil Öğrenme Ölçeği yer almaktadır. Her cümleyi dikkatlice okuduktan sonra cümledeki ifadeye ne düzeyde yakın iseniz lütfen o seçeneği seçiniz. **Soruları cevaplarken pandemi döneminde aldığınız online eğitimi düşünerek sorulara cevap veriniz.** Vereceğiniz cevaplar yalnızca bu araştırmada kullanılacak olup, bunun dışında hiç bir kişi, kurum veya bir araştırma grubu ile paylaşılmayacaktır.

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

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

Çalışmaya katkınız için teşekkür ederim.

Emre ARTUT

	Kesinlikle Katılmıyorum	Katılmıyorum	Tarafsızım	Katılıyorum	Kesinlikle Katılıyorum
1. I am curious about learning different languages (Farklı diller öğrenmeye meraklıyım)					
2. I can recognize my own emotions (Duyularımı 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 denersem 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)					

Appendix C. Post Hoc Results Regarding Participants' High School Background Multiple Comparisons

Tukey HSD

Dependent Variable	(I) High School	(J) High School	Mean Difference			95% Confidence Interval	
			(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Self_Regulation	Anadolu	Temel	-,12262	,14720	,961	-,5490	,3037
		AçıkÖğretim	-,21429	,14222	,661	-,6262	,1976
		Meslek	,03571	,24323	1,000	-,6687	,7402
		Fen	,00794	,16708	1,000	-,4760	,4919
		Kolej	-,27792	,15288	,458	-,7207	,1649
	Temel	Anadolu	,12262	,14720	,961	-,3037	,5490
		AçıkÖğretim	-,09167	,18987	,997	-,6416	,4583
		Meslek	,15833	,27383	,992	-,6348	,9514
		Fen	,13056	,20914	,989	-,4752	,7363
		Kolej	-,15530	,19798	,970	-,7287	,4181
	AçıkÖğretim	Anadolu	,21429	,14222	,661	-,1976	,6262
		Temel	,09167	,18987	,997	-,4583	,6416
		Meslek	,25000	,27119	,940	-,5354	1,0354
		Fen	,22222	,20567	,888	-,3735	,8179
		Kolej	-,06364	,19431	,999	-,6264	,4991
	Meslek	Anadolu	-,03571	,24323	1,000	-,7402	,6687
		Temel	-,15833	,27383	,992	-,9514	,6348
		AçıkÖğretim	-,25000	,27119	,940	-1,0354	,5354
		Fen	-,02778	,28501	1,000	-,8533	,7977
		Kolej	-,31364	,27693	,867	-1,1157	,4884
Fen	Anadolu	-,00794	,16708	1,000	-,4919	,4760	
	Temel	-,13056	,20914	,989	-,7363	,4752	
	AçıkÖğretim	-,22222	,20567	,888	-,8179	,3735	
	Meslek	,02778	,28501	1,000	-,7977	,8533	
	Kolej	-,28586	,21318	,762	-,9033	,3316	
Kolej	Anadolu	,27792	,15288	,458	-,1649	,7207	
	Temel	,15530	,19798	,970	-,4181	,7287	
	AçıkÖğretim	,06364	,19431	,999	-,4991	,6264	
	Meslek	,31364	,27693	,867	-,4884	1,1157	
	Fen	,28586	,21318	,762	-,3316	,9033	
Social_Relations	Anadolu	Temel	-,09700	,12089	,967	-,4471	,2531
		AçıkÖğretim	-,04171	,11680	,999	-,3800	,2966
		Meslek	-,03450	,19976	1,000	-,6131	,5441
		Fen	,02453	,13722	1,000	-,3729	,4220
		Kolej	-,37825*	,12555	,036	-,7419	-,0146
	Temel	Anadolu	,09700	,12089	,967	-,2531	,4471
		AçıkÖğretim	,05529	,15593	,999	-,3963	,5069
		Meslek	,06250	,22489	1,000	-,5889	,7139
		Fen	,12153	,17176	,981	-,3760	,6190
		Kolej	-,28125	,16260	,515	-,7522	,1897
AçıkÖğretim	Anadolu	,04171	,11680	,999	-,2966	,3800	

		Temel	-,05529	,15593	,999	-,5069	,3963
		Meslek	,00721	,22272	1,000	-,6378	,6523
		Fen	,06624	,16891	,999	-,4230	,5554
		Kolej	-,33654	,15958	,290	-,7987	,1256
	Meslek	Anadolu	,03450	,19976	1,000	-,5441	,6131
		Temel	-,06250	,22489	1,000	-,7139	,5889
		AçıkÖğretim	-,00721	,22272	1,000	-,6523	,6378
		Fen	,05903	,23407	1,000	-,6189	,7370
		Kolej	-,34375	,22743	,658	-1,0025	,3150
	Fen	Anadolu	-,02453	,13722	1,000	-,4220	,3729
		Temel	-,12153	,17176	,981	-,6190	,3760
		AçıkÖğretim	-,06624	,16891	,999	-,5554	,4230
		Meslek	-,05903	,23407	1,000	-,7370	,6189
		Kolej	-,40278	,17508	,202	-,9099	,1043
	Kolej	Anadolu	,37825*	,12555	,036	,0146	,7419
		Temel	,28125	,16260	,515	-,1897	,7522
		AçıkÖğretim	,33654	,15958	,290	-,1256	,7987
		Meslek	,34375	,22743	,658	-,3150	1,0025
		Fen	,40278	,17508	,202	-,1043	,9099
Decision_Making	Anadolu	Temel	,00451	,13622	1,000	-,3900	,3991
		AçıkÖğretim	-,14186	,13161	,889	-,5230	,2393
		Meslek	,14340	,22509	,988	-,5085	,7953
		Fen	-,04642	,15462	1,000	-,4943	,4014
		Kolej	-,44372*	,14148	,026	-,8535	-,0340
	Temel	Anadolu	-,00451	,13622	1,000	-,3991	,3900
		AçıkÖğretim	-,14637	,17571	,961	-,6553	,3625
		Meslek	,13889	,25341	,994	-,5951	,8729
		Fen	-,05093	,19355	1,000	-,6115	,5096
		Kolej	-,44823	,18322	,149	-,9789	,0824
	AçıkÖğretim	Anadolu	,14186	,13161	,889	-,2393	,5230
		Temel	,14637	,17571	,961	-,3625	,6553
		Meslek	,28526	,25097	,865	-,4416	1,0121
		Fen	,09544	,19033	,996	-,4558	,6467
		Kolej	-,30186	,17982	,548	-,8227	,2189
	Meslek	Anadolu	-,14340	,22509	,988	-,7953	,5085
		Temel	-,13889	,25341	,994	-,8729	,5951
		AçıkÖğretim	-,28526	,25097	,865	-1,0121	,4416
		Fen	-,18981	,26376	,979	-,9538	,5741
		Kolej	-,58712	,25628	,206	-1,3294	,1551
	Fen	Anadolu	,04642	,15462	1,000	-,4014	,4943
		Temel	,05093	,19355	1,000	-,5096	,6115
		AçıkÖğretim	-,09544	,19033	,996	-,6467	,4558
		Meslek	,18981	,26376	,979	-,5741	,9538
		Kolej	-,39731	,19728	,341	-,9687	,1741
	Kolej	Anadolu	,44372*	,14148	,026	,0340	,8535
		Temel	,44823	,18322	,149	-,0824	,9789
		AçıkÖğretim	,30186	,17982	,548	-,2189	,8227
		Meslek	,58712	,25628	,206	-,1551	1,3294
		Fen	,39731	,19728	,341	-,1741	,9687

Total_Competence s	Anadolu	Temel	-,08230	,11275	,978	-,4088	,2443
		AçıkÖğretim	-,13865	,10893	,799	-,4542	,1768
		Meslek	,03923	,18630	1,000	-,5004	,5788
		Fen	-,00012	,12798	1,000	-,3708	,3705
		Kolej	-,35281*	,11710	,036	-,6920	-,0137
Temel	Anadolu		,08230	,11275	,978	-,2443	,4088
		AçıkÖğretim	-,05636	,14543	,999	-,4776	,3649
		Meslek	,12153	,20974	,992	-,4860	,7290
		Fen	,08218	,16020	,996	-,3818	,5461
		Kolej	-,27052	,15165	,480	-,7097	,1687
AçıkÖğretim	Anadolu		,13865	,10893	,799	-,1768	,4542
		Temel	,05636	,14543	,999	-,3649	,4776
		Meslek	,17788	,20772	,956	-,4237	,7795
		Fen	,13853	,15753	,951	-,3177	,5948
		Kolej	-,21416	,14883	,703	-,6452	,2169
Meslek	Anadolu		-,03923	,18630	1,000	-,5788	,5004
		Temel	-,12153	,20974	,992	-,7290	,4860
		AçıkÖğretim	-,17788	,20772	,956	-,7795	,4237
		Fen	-,03935	,21831	1,000	-,6716	,5929
		Kolej	-,39205	,21211	,439	-1,0064	,2223
Fen	Anadolu		,00012	,12798	1,000	-,3705	,3708
		Temel	-,08218	,16020	,996	-,5461	,3818
		AçıkÖğretim	-,13853	,15753	,951	-,5948	,3177
		Meslek	,03935	,21831	1,000	-,5929	,6716
		Kolej	-,35269	,16329	,264	-,8256	,1202
Kolej	Anadolu		,35281*	,11710	,036	,0137	,6920
		Temel	,27052	,15165	,480	-,1687	,7097
		AçıkÖğretim	,21416	,14883	,703	-,2169	,6452
		Meslek	,39205	,21211	,439	-,2223	1,0064
		Fen	,35269	,16329	,264	-,1202	,8256

*. The mean difference is significant at the 0.05 level.

Appendix D. Post Hoc Results Regarding Participants' Department

Tukey HSD

Dependent Variable	(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Self_Regulation	Applied English and Translation	International Business Management	-,23922	,28938	,982	-1,1072	,6287	
		International Relations	,66078*	,21943	,048	,0026	1,3189	
		International Trade and Logistics	-,10588	,23509	,999	-,8110	,5992	
		Law	,18643	,12588	,756	-,1911	,5640	
		English Translation and Interpreting	,14412	,17423	,982	-,3785	,6667	
		Psychology	,14412	,15628	,968	-,3246	,6129	
		International Business Management	Applied English and Translation	,23922	,28938	,982	-,6287	1,1072
	International Business Management	International Relations	,90000	,32675	,094	-,0801	1,8801	
		International Trade and Logistics	,13333	,33747	1,000	-,8789	1,1455	
		Law	,42564	,27288	,708	-,3928	1,2441	
		English Translation and Interpreting	,38333	,29828	,857	-,5113	1,2780	
		Psychology	,38333	,28817	,836	-,4810	1,2477	
		International Relations	Applied English and Translation	-,66078*	,21943	,048	-1,3189	-,0026
		International Business Management	International Relations	-,90000	,32675	,094	-1,8801	,0801
	International Relations	International Trade and Logistics	-,76667	,27981	,097	-1,6059	,0726	
		Law	-,47436	,19717	,205	-1,0657	,1170	
		English Translation and Interpreting	-,51667	,23105	,284	-1,2097	,1763	
		Psychology	-,51667	,21783	,220	-1,1700	,1367	
		International Trade and Logistics	Applied English and Translation	,10588	,23509	,999	-,5992	,8110
		International Business Management	International Business Management	-,13333	,33747	1,000	-1,1455	,8789

		International Relations	,76667	,27981	,097	-,0726	1,6059
		Law	,29231	,21446	,820	-,3509	,9356
		English Translation and Interpreting	,25000	,24597	,949	-,4878	,9878
		Psychology	,25000	,23360	,936	-,4507	,9507
Law		Applied English and Translation	-,18643	,12588	,756	-,5640	,1911
		International Business Management	-,42564	,27288	,708	-1,2441	,3928
		International Relations	,47436	,19717	,205	-,1170	1,0657
		International Trade and Logistics	-,29231	,21446	,820	-,9356	,3509
		English Translation and Interpreting	-,04231	,14519	1,000	-,4778	,3932
		Psychology	-,04231	,12308	1,000	-,4115	,3269
English Translation and Interpreting		Applied English and Translation	-,14412	,17423	,982	-,6667	,3785
		International Business Management	-,38333	,29828	,857	-1,2780	,5113
		International Relations	,51667	,23105	,284	-,1763	1,2097
		International Trade and Logistics	-,25000	,24597	,949	-,9878	,4878
		Law	,04231	,14519	1,000	-,3932	,4778
		Psychology	,00000	,17221	1,000	-,5165	,5165
Psychology		Applied English and Translation	-,14412	,15628	,968	-,6129	,3246
		International Business Management	-,38333	,28817	,836	-1,2477	,4810
		International Relations	,51667	,21783	,220	-,1367	1,1700
		International Trade and Logistics	-,25000	,23360	,936	-,9507	,4507
		Law	,04231	,12308	1,000	-,3269	,4115
		English Translation and Interpreting	,00000	,17221	1,000	-,5165	,5165
Social_Relations	Applied English and Translation	International Business Management	,04167	,24895	1,000	-,7050	,7884
		International Relations	,12500	,18877	,994	-,4412	,6912

	International Trade and Logistics	-,22500	,20225	,923	-,8316	,3816
	Law	,14038	,10829	,852	-,1844	,4652
	English	,04167	,14989	1,000	-,4079	,4912
	Translation and Interpreting					
	Psychology	,05556	,13445	1,000	-,3477	,4588
International Business Management	Applied English and Translation	-,04167	,24895	1,000	-,7884	,7050
	International Relations	,08333	,28110	1,000	-,7598	,9265
	International Trade and Logistics	-,26667	,29032	,969	-1,1374	,6041
	Law	,09872	,23475	1,000	-,6054	,8028
	English	,00000	,25661	1,000	-,7697	,7697
	Translation and Interpreting					
	Psychology	,01389	,24791	1,000	-,7297	,7575
International Relations	Applied English and Translation	-,12500	,18877	,994	-,6912	,4412
	International Business Management	-,08333	,28110	1,000	-,9265	,7598
	International Trade and Logistics	-,35000	,24072	,771	-1,0720	,3720
	Law	,01538	,16962	1,000	-,4934	,5241
	English	-,08333	,19877	1,000	-,6795	,5129
	Translation and Interpreting					
	Psychology	-,06944	,18740	1,000	-,6315	,4926
International Trade and Logistics	Applied English and Translation	,22500	,20225	,923	-,3816	,8316
	International Business Management	,26667	,29032	,969	-,6041	1,1374
	International Relations	,35000	,24072	,771	-,3720	1,0720
	Law	,36538	,18449	,432	-,1880	,9188
	English	,26667	,21160	,868	-,3680	,9014
	Translation and Interpreting					
	Psychology	,28056	,20096	,803	-,3222	,8833
Law	Applied English and Translation	-,14038	,10829	,852	-,4652	,1844
	International Business Management	-,09872	,23475	1,000	-,8028	,6054
	International Relations	-,01538	,16962	1,000	-,5241	,4934

		International Trade and Logistics	-,36538	,18449	,432	-,9188	,1880
		English Translation and Interpreting	-,09872	,12490	,986	-,4734	,2759
		Psychology	-,08483	,10588	,984	-,4024	,2328
English Translation and Interpreting		Applied English and Translation	-,04167	,14989	1,000	-,4912	,4079
		International Business Management	,00000	,25661	1,000	-,7697	,7697
		International Relations	,08333	,19877	1,000	-,5129	,6795
		International Trade and Logistics	-,26667	,21160	,868	-,9014	,3680
		Law	,09872	,12490	,986	-,2759	,4734
		Psychology	,01389	,14815	1,000	-,4305	,4583
Psychology		Applied English and Translation	-,05556	,13445	1,000	-,4588	,3477
		International Business Management	-,01389	,24791	1,000	-,7575	,7297
		International Relations	,06944	,18740	1,000	-,4926	,6315
		International Trade and Logistics	-,28056	,20096	,803	-,8833	,3222
		Law	,08483	,10588	,984	-,2328	,4024
		English Translation and Interpreting	-,01389	,14815	1,000	-,4583	,4305
Decision_Making	Applied English and Translation	International Business Management	,26471	,27545	,961	-,5615	1,0909
		International Relations	,29248	,20887	,801	-,3340	,9190
		International Trade and Logistics	-,26863	,22377	,893	-,9398	,4026
		Law	-,12504	,11982	,943	-,4844	,2344
		English Translation and Interpreting	,16748	,16584	,951	-,3299	,6649
		Psychology	-,11492	,14876	,987	-,5611	,3313
International Business Management		Applied English and Translation	-,26471	,27545	,961	-1,0909	,5615
		International Relations	,02778	,31102	1,000	-,9051	,9607
		International Trade and Logistics	-,53333	,32122	,644	-1,4968	,4301
		Law	-,38974	,25974	,744	-1,1688	,3893

	English Translation and Interpreting	-,09722	,28392	1,000	-,9488	,7544
	Psychology	-,37963	,27430	,809	-1,2024	,4431
International Relations	Applied English and Translation	-,29248	,20887	,801	-,9190	,3340
	International Business Management	-,02778	,31102	1,000	-,9607	,9051
	International Trade and Logistics	-,56111	,26634	,356	-1,3600	,2378
	Law	-,41752	,18767	,290	-,9804	,1454
	English Translation and Interpreting	-,12500	,21993	,998	-,7846	,5346
	Psychology	-,40741	,20735	,442	-1,0293	,2145
International Trade and Logistics	Applied English and Translation	,26863	,22377	,893	-,4026	,9398
	International Business Management	,53333	,32122	,644	-,4301	1,4968
	International Relations	,56111	,26634	,356	-,2378	1,3600
	Law	,14359	,20413	,992	-,4687	,7559
	English Translation and Interpreting	,43611	,23413	,509	-,2661	1,1384
	Psychology	,15370	,22236	,993	-,5132	,8206
Law	Applied English and Translation	,12504	,11982	,943	-,2344	,4844
	International Business Management	,38974	,25974	,744	-,3893	1,1688
	International Relations	,41752	,18767	,290	-,1454	,9804
	International Trade and Logistics	-,14359	,20413	,992	-,7559	,4687
	English Translation and Interpreting	,29252	,13820	,350	-,1220	,7070
	Psychology	,01011	,11715	1,000	-,3413	,3615
English Translation and Interpreting	Applied English and Translation	-,16748	,16584	,951	-,6649	,3299
	International Business Management	,09722	,28392	1,000	-,7544	,9488
	International Relations	,12500	,21993	,998	-,5346	,7846
	International Trade and Logistics	-,43611	,23413	,509	-1,1384	,2661

		Law	-,29252	,13820	,350	-,7070	,1220
		Psychology	-,28241	,16392	,602	-,7741	,2093
Psychology	Applied English and Translation		,11492	,14876	,987	-,3313	,5611
	International Business Management		,37963	,27430	,809	-,4431	1,2024
	International Relations		,40741	,20735	,442	-,2145	1,0293
	International Trade and Logistics		-,15370	,22236	,993	-,8206	,5132
	Law		-,01011	,11715	1,000	-,3615	,3413
	English Translation and Interpreting		,28241	,16392	,602	-,2093	,7741
Total_Compences	Applied English and Translation	International Business Management	-,01961	,23030	1,000	-,7104	,6712
		International Relations	,39011	,17464	,286	-,1337	,9139
		International Trade and Logistics	-,18627	,18710	,954	-,7475	,3749
		Law	,09321	,10018	,967	-,2073	,3937
		English Translation and Interpreting	,11581	,13866	,981	-,3001	,5317
		Psychology	,04984	,12438	1,000	-,3232	,4229
International Business Management	Applied English and Translation		,01961	,23030	1,000	-,6712	,7104
	International Relations		,40972	,26005	,698	-,3703	1,1897
	International Trade and Logistics		-,16667	,26858	,996	-,9722	,6389
	Law		,11282	,21718	,999	-,5386	,7642
	English Translation and Interpreting		,13542	,23739	,998	-,5766	,8475
		Psychology	,06944	,22934	1,000	-,6184	,7573
International Relations	Applied English and Translation		-,39011	,17464	,286	-,9139	,1337
	International Business Management		-,40972	,26005	,698	-1,1897	,3703
	International Trade and Logistics		-,57639	,22269	,139	-1,2443	,0916
	Law		-,29690	,15692	,490	-,7676	,1738
	English Translation and Interpreting		-,27431	,18388	,749	-,8258	,2772
		Psychology	-,34028	,17337	,444	-,8603	,1797

International Trade and Logistics	Applied English and Translation	,18627	,18710	,954	-,3749	,7475
	International Business Management	,16667	,26858	,996	-,6389	,9722
	International Relations	,57639	,22269	,139	-,0916	1,2443
	Law	,27949	,17068	,658	-,2324	,7914
	English Translation and Interpreting	,30208	,19576	,718	-,2851	,8892
	Psychology	,23611	,18592	,864	-,3215	,7937
Law	Applied English and Translation	-,09321	,10018	,967	-,3937	,2073
	International Business Management	-,11282	,21718	,999	-,7642	,5386
	International Relations	,29690	,15692	,490	-,1738	,7676
	International Trade and Logistics	-,27949	,17068	,658	-,7914	,2324
	English Translation and Interpreting	,02260	,11555	1,000	-,3240	,3692
	Psychology	-,04338	,09795	,999	-,3372	,2504
English Translation and Interpreting	Applied English and Translation	-,11581	,13866	,981	-,5317	,3001
	International Business Management	-,13542	,23739	,998	-,8475	,5766
	International Relations	,27431	,18388	,749	-,2772	,8258
	International Trade and Logistics	-,30208	,19576	,718	-,8892	,2851
	Law	-,02260	,11555	1,000	-,3692	,3240
	Psychology	-,06597	,13706	,999	-,4771	,3451
Psychology	Applied English and Translation	-,04984	,12438	1,000	-,4229	,3232
	International Business Management	-,06944	,22934	1,000	-,7573	,6184
	International Relations	,34028	,17337	,444	-,1797	,8603
	International Trade and Logistics	-,23611	,18592	,864	-,7937	,3215
	Law	,04338	,09795	,999	-,2504	,3372
	English Translation and Interpreting	,06597	,13706	,999	-,3451	,4771

Appendix E. Permission from Rectorate of Çağ University for the Questionnaire



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-044-E.2000004710
Konu : Emre ARTUT'un Tez Anket İzni
Hakkında

25.12.2020

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198007 numaralı öğrencimiz olan **Emre ARTUT**, “**Uzaktan eğitimde İngilizce'yi yabancı dil olarak öğrenenlerin sosyal-duygusal dil öğrenme yeterliliklerinin araştırılması**” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr.Öğr. Üyesi Aysun YURDAIŞIK DAĞTAŞ** danışmanlığında halen yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında Üniversitemize bağlı **Yabancı Diller Yüksek Okulu Müdürlüğü bünyesinde halen hazırlık seviyesindeki öğrencileri** kapsamak üzere google formları aracılığıyla uzaktan ölçme araçları ile kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır.Gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler
Enstitüsü Müdürü

Ek : 3 sayfa tez etik kurul izin formu, 4 sayfa anketler, 6 sayfa tez etik kurul izin onay e-posta yazıları.

Dağıtım:

Gereği: Yabancı Diller Yüksekokulu Müdürlüğüne
Bilgi: Rektörlük Makamına

E-Posta: aycankol@cag.edu.tr

Evaluation
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: DEA11CB

Appendix F. Official Permission from Çağ University Preparatory School



T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : 12345678-000-E.2000004837
Konu : Tez Anket İzni

31.12.2020

REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Emre ARTUT'un uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi
ÖNAL
Yabancı Diller Yüksek
Okulu Müdürü

E-Posta: gokcenaydogan@cag.edu.tr

Evaluation
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: B50DC90