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**EFL STUDENTS' PERCEPTIONS OF SELF-REGULATED LANGUAGE
LEARNING THROUGH INFORMATION AND COMMUNICATION
TECHNOLOGIES IN A UNIVERSITY CONTEXT**

**THESIS BY
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ÇAĞ UNIVERSITY
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DEDICATION

To my dear parents, especially my mother Ayla KAŞIKÇIOĞLU for her endless support and my father Mustafa KAŞIKÇIOĞLU and my beloved siblings Emre and Merve



ETHICS DECLARATION

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I hereby declare that;

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

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

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

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

The work of art in this thesis is original,

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

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I also want to express my special thanks to my dear friends, Rabia Sönmez, Eda Gerçek and Büşra Harputluođlu for their endless support.

ABSTRACT**EFL LEARNERS PERCEPTIONS OF SELF-REGULATED LANGUAGE
LEARNING THROUGH INFORMATION AND COMMUNICATION
TECHNOLOGIES IN A UNIVERSITY CONTEXT****Selin KAŞIKÇIOĞLU****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****June 2021, 106 pages**

This study was conducted to scrutinize learners' self-regulated language learning (SRL) with Information and Communication Technologies (ICT). This mixed-method research also aims to investigate participants' perceptions of SRL by means of ICT. Additionally, their SRL through ICT devices were examined depending on their age, gender, high school background, and department. In this research, data was gathered from 133 participants in the Foreign Languages Highschool at Erciyes University in Kayseri. The quantitative data was gathered through ICT use for the SRL scale. In order to conduct the quantitative data descriptive analysis, inferential statistics and correlational statistics were used. Additionally, qualitative data was gathered through an interview which consists of five semi-structured questions. The data analysis from both the questionnaire and the interview data indicated that Turkish EFL learners have moderate and positive perceptions of SRL by means of ICT. Additionally, there was no statistically significant difference between participants' gender and age and their ICT use for SRL. On the other hand, there was a significant difference between participants' ICT use for goal commitment self-regulation and their high school background and their department. Finally, correlational results indicated that all of the sub-scales have relationships between each of them.

Keywords: self-regulation, self-regulated language learning, information and communication technologies.

ÖZ**ÜNİVERSİTE BAĞLAMINDA BİLGİ VE İLETİŞİM TEKNOLOJİLERİ
YOLUYLA ÖZ DÜZENLEMELİ DİL ÖĞRENİMİNE İLİŞKİN EFL
ÖĞRENCİLERİNİN ALGILARI****Selin KAŞIKÇIOĞLU****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Haziran 2021, 106 sayfa**

Bu çalışma, öğrencilerin Bilgi ve İletişim Teknolojileri (BİT) ile öz düzenlemeli dil öğrenimini (SRLL) incelemek için yapılmıştır. Bu karma yöntem araştırması, aynı zamanda katılımcıların BİT aracılığıyla öz düzenlemeli dil öğrenim algılarını araştırmayı da amaçlamaktadır. Ek olarak, BİT cihazları aracılığıyla öz düzenlemeli dil öğrenimleri yaşlarına, cinsiyetlerine, lise geçmişlerine ve bölümlerine bağlı olarak incelenmiştir. Bu araştırma, Kayseri Erciyes Üniversitesi Yüksekokulunda öğrenim gören 133 katılımcıdan veri toplanmıştır. Nicel veriler öz düzenlemeli dil öğrenim ölçeği için BİT kullanımı yoluyla toplanmıştır. Nicel verilerin analizini yapmak için betimsel analiz, çıkarımsal istatistikler ve korelasyonel istatistikler kullanılmıştır. Ayrıca, yarı yapılandırılmış beş sorudan oluşan bir görüşme yoluyla nitel veriler toplanmıştır. Hem anketten hem de mülakattan elde edilen veri analizi İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin BİT aracılığıyla orta ve olumlu öz düzenlemeli dil öğrenim algılarına sahip olduğunu göstermiştir. Ek olarak, katılımcıların cinsiyeti ve yaşı ile öz düzenlemeli dil öğrenimi için BİT kullanımı arasında istatistiksel olarak anlamlı bir farklılık yoktur. Öte yandan, katılımcıların hedefe bağlı öz düzenleme için BİT kullanımları ile lise geçmişleri ve bölümleri arasında anlamlı bir fark vardır. Son olarak korelasyonel sonuçlar, tüm alt ölçeklerin her biri arasında pozitif bir ilişkiye sahip olduğunu göstermiştir.

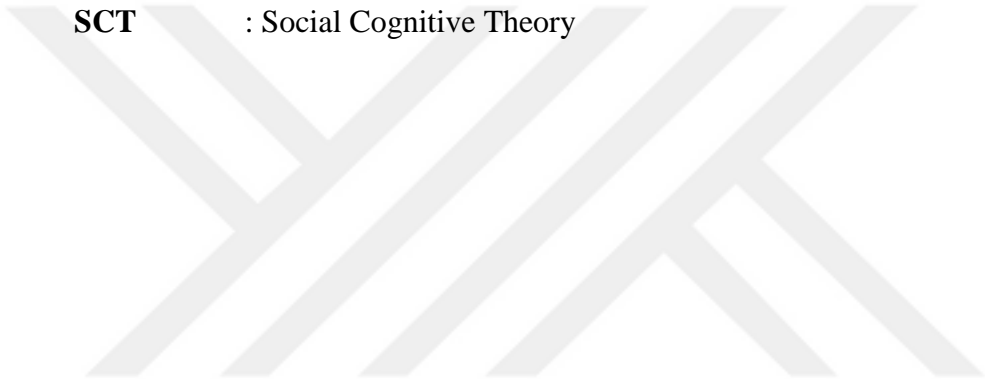
Anahtar kelimeler: öz-düzenleme, öz-düzenlemeli dil öğrenimi, bilgi ve iletişim teknolojileri

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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
SPSS	: Statistical Package for the Social Sciences
N	: Total Score
SD	: Standard Deviation
ALM	: Audio Lingual Method
GTM	: Grammar Translation Method
CLT	: Communicative Language Teaching
SLL	: Second Language Learning
SCT	: Social Cognitive Theory



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1. INTRODUCTION

In today's modern world, there has been a significant rise in demand for technological devices. A life without technological tools is unimaginable because human beings use them in every part of their life. For this reason, the significance of developing technology cannot be denied. According to Deb (2014), technology enables us to interact more effectively and quickly with people from around the world. Moreover, people can easily save their time with the high speed of technology. When people want to have contact, they may even see each other through their technological devices.

Developing infrastructure for technology enables people to reach information and resources when they need it. Accordingly, Kumar (2014) suggests that people from different geographies can come together and may share knowledge easily and quickly with technology. However, the overabundance of information prompts human beings to utilize technology in every facet of daily life. As stated by Uygurer et al. (2016), technological advancements provide some opportunities to access information, and it influences every aspect of life, including education. Additionally, Muraco et al. (2004) reported that technology integration has become ubiquitous in education. The approach of learning is established by newly developed educational resources and devices. (Camargo et al., 2012).

However, it is completely obvious that language has the utmost importance for human beings; to be more precise, language is more than just a tool for communication. For this reason, language learning should also be in line with new advancements and developments in technology. Accordingly, utilizing technology has also become prevalent within the realm of language learning (Shadiev & Yang, 2020). As Mooij et al. (2004a) state technological tools, devices and materials support the process of language learning; thus learners self-regulate their language learning. Moreover, as stated by An et al. (2021), current studies about self-regulated language learning with the help of technology is still limited.

Background of the Study

In the light of rapid advancements in technology, the increasing amount of information and the number of resources have impacted all layers of life. In addition to other areas, utilizing Information and Communication Technology

(ICT) in education as a medium for learning has become more prevalent. Especially, as the main members of the educational cycle, learners, instructors, and the strategies of learning and teaching have all been directly affected by the growing body of knowledge and resources as well. There is no doubt that through the medium of technological developments, the increasing number of resources has inclined to some adjustments in language learning methods and strategies (Gil-Flores et al., 2017).

Additionally, technology provides a wide array of language learning opportunities (Thorne et al., 2009a). According to Thomas et al. (2004), ICT provides learners an opportunity to monitor their learning, and studies (McLoughlin & Lee 2010a; Kitsantas 2013) have revealed that these opportunities may enhance instructional content and enlarge language learning.

Accordingly, in the technologically advanced twenty-first century, utilizing ICT in the second language learning (SLL) process enables learners to master their process of language learning. It is generally accepted that ICT has substantial pedagogical value for language learners (Golonka et al., 2012), and because ICT provides different platforms for individuals to regulate their language learning, it has considerable potential for self-regulated language learning (McLoughlin & Lee 2010b).

As a result, self-regulation is becoming an increasingly important concept in second language learning with the help of technology. To be more precise, technological advancements, especially ICT tools, foster individuals to be masters of their own language learning process. Seeing the various resources of ICT their potential for self-regulated learning, it is, therefore, critical to understand language learners' use of technology in order to monitor the process of language learning.

Statement of the Problem

It has been emphasized that language learning is not only confined to the classroom; thus, it may also take place regardless of time or place. In a traditional classroom environment, learners act as passive learners by receiving information and internalizing it (Paul, 2020). Likewise, since the learners concentrate on what the instructor is doing, their learning is passive, and passive learners are less active in their learning. Thus, the traditional classroom environment does not

enhance the perception of the learners, but rather encourages rote learning (Li et al., 2014). To be more precise, students are prone to be more dependent on their instructors while studying a second language, and they need to feel more capable when they regulate their own way of language learning (Mccombs&Vakili, 2005).

Collins and Halverson (2009) posit that the traditional classroom environment has limited opportunities for learning due to the formal instructional contexts. On the contrary, through the use of technology, learners are empowered to self-regulate their learning activities beyond the classroom without any constraints of time and space (Sun et al., 2016), and it provides a wide array of language learning opportunities for individuals in order to regulate their language learning (Thorne et al., 2009b). Within this scope, individuals need to be aware of their potential of selecting the best way of learning for themselves. As a result, the importance of self-regulated learning has become more and more important.

As reported by Dabbagh and Kitsantas (2004), technological tools are important to support individuals' self-regulatory skills. Although there are some studies (Lai & Gu, 2011a; Şahin-Kızıl & Savran, 2016a; Rahimi, & Askari-Bigdeli, 2013; Çelik et al., 2012a) about self-regulated language learning through technology, there is still a need to reveal the impact of ICT because it is constantly evolving. In light of this, this study intends to extend the current body of research on self-regulated language learning by means of technology in a university context.

Purpose of the Study

The current research focuses directly on using technology regarding self-regulated language learning. The aim of this research is to investigate EFL students' self-regulated language learning (SRLL) by utilizing technology in the context of a preparatory school in Turkey. The following research questions were used in the study in order to exhibit causal relationships:

1. What are the perceptions of students about self-regulated language learning with ICT in a university context?
2. Do students' SRL with ICT vary according to their demographic information such as age, high school type, gender and department?
3. Is there a significant relationship between the sub-scales of SRLL with ICT?

4. How do Turkish EFL students self-report their views about integrating ICT in self-regulated language learning process?

Significance of the Study

For years, numerous discussions have been conducted about the efficacy of various language learning approaches and methods. As previously stated, the position of the teacher in the learning process has changed. Learner-oriented learning has replaced teacher-centered learning; thus, the importance of self-regulated learning has gained more significance (Abedini et al., 2011). Additionally, the awareness and understanding of learners' self-regulated technology usage for second language learning is highly restricted. Aspects of language learning with technology, especially in the context of English as a foreign language, require additional investigation. Furthermore, learners are the subject of their learning process; thus, they are at the center of their own learning process. To be more clear, self-regulated learning strategies with the help of technology require to be investigated in detail (An et al., 2021b). Within this scope, this study relies on the utilization of technology to enhance learners' self-regulated language learning.

Definition of the Basic Terms Used in This Research

ICT: (*Information and Communication Technology*): It is defined as technological devices that ensure acquiring and conveying information (Irzawati & Hasibuan, 2020).

SRL: (*Self-Regulated Learning*): It is defined as learners' conscious attempt to regulate their own language learning process (Yot-Domínguez & Marcelo, 2017, p. 14).

LCS: (*Language Learning Strategies*) refers to methods that individuals adapt during the language learning process (Celce-Murcia, 2001, pp. 1–3).

Language learning strategies (LLS) have been clarified and discussed by eminent scholars (Lado, 1957; Skinner, 1976; Krashen, 1998; Pienemann, 1998; Ohta, 2001; Hawkins, 2008), and a growing body of research has been conducted in this area in order to elaborate the existing literature. Although there are currently various theories and approaches in the field of LLS, and this study is based on the social cognitive theory.

The purpose of this chapter is to provide a theoretical framework for self-regulated language learning (SRL) with the utilization of Information and Communication Technologies (ICT). To begin, this chapter provides an overview of second language learning (SLL) theories. Following an overview of several theories of SLL, the social cognitive theory (SCT) is used to frame this analysis. Following that, SCT and its models are discussed. Additionally, recent frameworks of self-regulated learning are defined based on SCT.

Subsequently, self-regulation and self-regulation models are discussed. Following that, self-regulated learning (SRL) and SRL models are presented. A significant component of this study is a detailed discussion of recent advancements in technology and their effect on SRL.

Social Cognitive Theory

Throughout history, numerous theories and methods have been developed to understand human behavior. As cited in Muro and Jeffrey (2008), Millar and Dollard (1941) provide an in-depth description of social learning in a psychological and pedagogical sense, proposing that human beings monitor the behavior of other people and convert them into cognitive representations. Additionally, in her theory of situated learning, Lave (1991) highlights the importance of learning through contact with others and refers to learning as social participation. The notion of the environment is seen as the main factor by scholars (Hoffman, 1994).

The theories and approaches of learning are identified by leading scholars as Behaviorism, Social Learning Theory (SLT) and Social Cognitive Theory (SCT). In this context, Albert Bandura (1986a) is undoubtedly the most influential living scientist, and various fields of studies have been influenced by his Social Cognitive Theory observation such as education, health sciences and

psychotherapy. Figure 2 provides a general overview of these theories (Nabavi, 2012a).

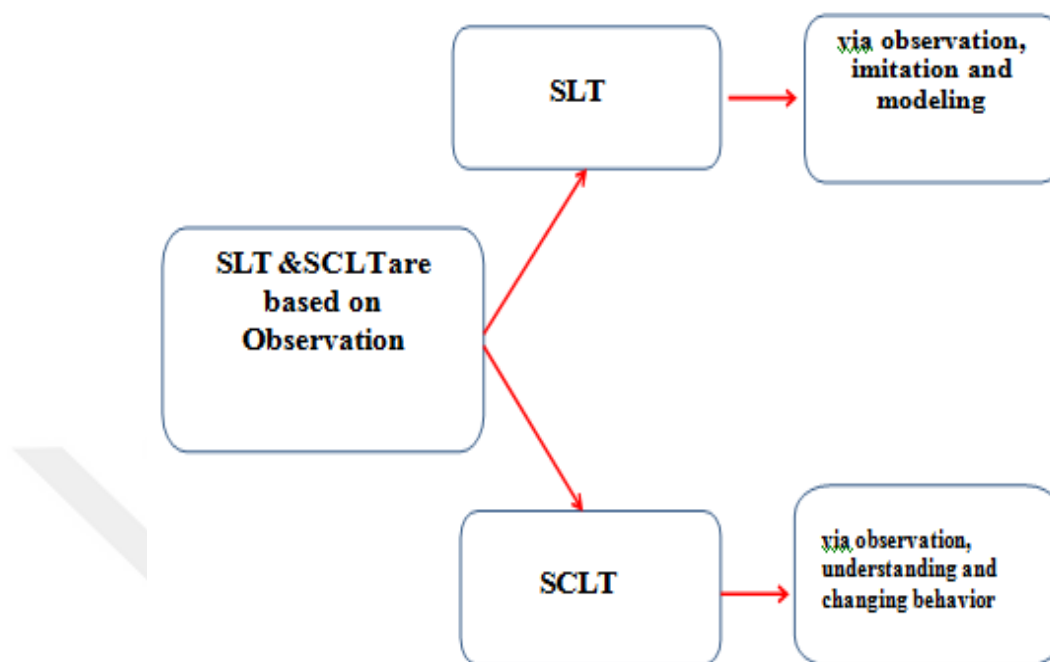


Figure 1. SLT and SCLT methods on the basis of observation

Social learning maintains the idea that individuals learn by means of observation, imitation and modeling. To be more specific, individuals who are being observed are called as models while the learning process itself is called as modeling. In as much as exposure to authoritative, effective models, learning by modeling is still feasible (Newman & Newman, 2015). Similarly, according to Bandura (1965), theorists in the field of social learning assert that while individuals may learn solely by observation, their learning may not necessarily manifest itself in their performances. More specifically, since learning occurs through observation of others, it may develop without any change in their behavior. As stated by Nabavi (2012b), Bandura's Social Learning Theory (SLT) tended to have a more comprehensive insight into human cognition and became known as Social Cognitive Learning Theory. Depending on the basic principles of Bandura's SCT, McCormick and Martinko (2004) mention that learning is possible through observation. Furthermore, as a voice from this issue, Betz (2007) highlights the vital function of cognition in the process of learning. Therefore, it

is necessary to point out that SCT systematically includes the pathways of socialization. According to Henning (2004), a social learning theorist, knowledge is constructed when individuals participate in activities and receive feedback. Taking into consideration the same notion, since cognition is not perceived as an individual phenomenon, learning is shaped by interactions and the environment that these interactions take place.

The behaviors of individuals in the process of SLL also need to be clarified in detail. As Budiman (2017) cited, Skinner (1976), considered to be the prominent leader of Behaviorism, states that language learning is based on the construction of habits. Therefore, for the construction of a habit, individuals must be exposed to reinforcement. According to SCT, what people have in their minds has a significant impact on how they behave (Bandura, 1986b).

As cited in Pajares (2003), the historical roots of Social Cognitive Theory date back to Albert Bandura (1986c), he introduces a concept that is related to human nature, and this theory focuses on the self-beliefs of individuals. However, as one of the most prominent figures of SCT, Bandura (2001) proposed that the relationship between personal and behavioral determinants has reciprocal causation.

To be more specific, for years, the SCT has been used as a conceptual framework to define new conceptions of self-regulated learning. Furthermore, triadic reciprocal causation has played a significant role in the evolution of this framework. According to SCT, SRL is not entirely based on individual mechanisms; instead, these frameworks are assumed to be influenced reciprocally by environmental and behavioral factors. As a result, individuals become the regulators of their own environment and social structures (Bandura, 1997a). Recently, stakeholders have promoted SRL studies on a variety of topics including SRL and improving writing skills (Nückles et al., 2020), SRL and learning technologies (Azevedo & Gašević, 2019), and SRL and online learning platforms (Wong et al., 2021). This section of the study, therefore, provides insights into the structures of SRL as a key point of social cognitive theory.

Self-Regulated Learning

There is a conversion from behavioral concept to cognitive psychology. As a result, learners' responsibility for their own learning has turned into a crucial topic

in modern educational science (Chen, 2002). To be more specific, according to Zimmerman and Schunk (2001), the focus of educational research has moved toward self-initiated student mechanisms for developing the methods through the self-regulated learning (SRL) perspective. Furthermore, Dörnyei (2005) mentions that the concept of SLL has changed its emphasis from learning strategies toward self-regulation in which learners are competent in their own learning process as a result of the considerable change of the attention from the product (LLS) to the process (self-regulation). Accordingly, stakeholders have begun to place great emphasis on self-regulation and its significance in the language learning process (Ehrman & Dörnyei, 1998).

Self-regulated learning is primarily a social cognitive phenomenon. In an attempt to elaborate on SCT, Bandura (1991a, p.248) clarifies self-regulatory strategies as “casual methods” in which self-regulatory mechanisms operate and also states that self-regulation is a kind of systematic approach that individuals monitor. Similarly, depending on Bandura’s perspective, Zimmerman (1990, p.6) states that “self-regulated learning is an indication of how and why the students choose to use a particular strategy or response”. More clearly, SRL is a term used to describe an individual’s own way of language learning. In the second language learning process, every learner has different aims, tendencies, and learning styles; thus, they implement particular strategies to sustain learning.

In addition to this, numerous eminent scholars have defined the concept of self-regulated learning. According to Zimmerman (2000), self-regulation refers to a learner’s capability to utilize a convenient method to accomplish a task. Self-regulated individuals employ different strategies to manage the language learning process; therefore, they become competent learners. More crucially, self-regulated learners manage their own way of language learning strategies by finding appropriate methods or approaches to accomplish their aim, and they establish specific goals which enhance their self-efficacy beliefs and interests (Bandura & Schunk, 1981).

The Models of Self-regulation

Self-regulation is used to enhance learning. Two leading figures of self-regulation, Pintrich and Zimmerman, describe the models of self-regulation.

Pintrich's Model of Self-Regulated Learning

Pintrich creates a paradigm of self-regulated learning in order to construct a general framework. Although there is a wide array of self-regulating learning models, according to Pintrich (2000a), these subtly different models have similar tenets. However, in his model of self-regulation, self-regulation takes place in four different phases: forethought, planning, monitoring, control, reaction and reflection (see Table 1).

According to his model of self-regulated learning, in the first phase, the learners engage in the learning process by gaining perception about a task based on their previous experiences. In the second stage, the learners participate in the monitoring process which includes metacognitive awareness. The next phase assists learners to employ appropriate cognitive strategies. Finally, in the last stage, learners need to evaluate the results of their performance, their strengths, and their weaknesses.

Table 1.

Phases of self-regulated learning according to Pintrich (2000a)

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

Moreover, Pintrich (2000b) suggests that Self-Regulated Learning (SRL) involves maintaining cognitions, attitudes and feelings in order to accomplish learning. Self-regulated learners are prone to monitor their behaviors and anxieties to promote their learning (Stallworth-Clark et al., 2000), and they are capable of discovering when and how to utilize methods and strategies that improve their resilience and performance (Schunk&Zimmerman, 1994). Put differently, SRL impacts the success of the individuals depending on the strategies that they utilize when they are challenged. As stated by Kauffmann (2004), learners deliberately utilize metacognitive strategies to self-monitor and evaluate themselves.

Zimmerman's Self-Regulated Learning Model

According to the social cognitive theory of self-regulated learning, self-regulation is described as a reciprocal interaction of individuals, behaviors and the environment. For Zimmerman (2000c), self-regulation arises in three stages: forethought, performance and evaluation (see figure 2).



Figure 2. *The cyclical model of Self-Regulated Learning*

At first, the forethought phase appears. However, other learning mechanisms that impact attention, motivation and behavior are defined as the performance phase. Lastly, the evaluation phase is a process that influences the responses of individuals and impacts their future actions. More importantly, the learners who

do not employ social and physical resources are less competent in self-regulation (Ross et al., 2003).

More specifically, in their analysis of SRL, Zimmerman and Campillo (2003a) identify three phases of performance, forethought, and self-reflection. Self-control and self-observation emerge during the initial step of the self-regulation process, in the performance phase. Individuals concentrate on the task during the initial process of self-control by utilizing self-instruction, visualization, attention focusing and task strategies. According to Cumming and Hall (2002), visualization promotes learners to enhance their performance by assisting them in self-regulating their feelings and behaviors. Attention focusing, as the third element of self-control, is supposed to enhance individuals' concentration and monitor the process during problem-solving. Moreover, as noted by Corno (1993), task strategies aid to ameliorate the problems by categorizing strategies into subcategories, thus, organize them meaningfully (Bruning et al., 2010).

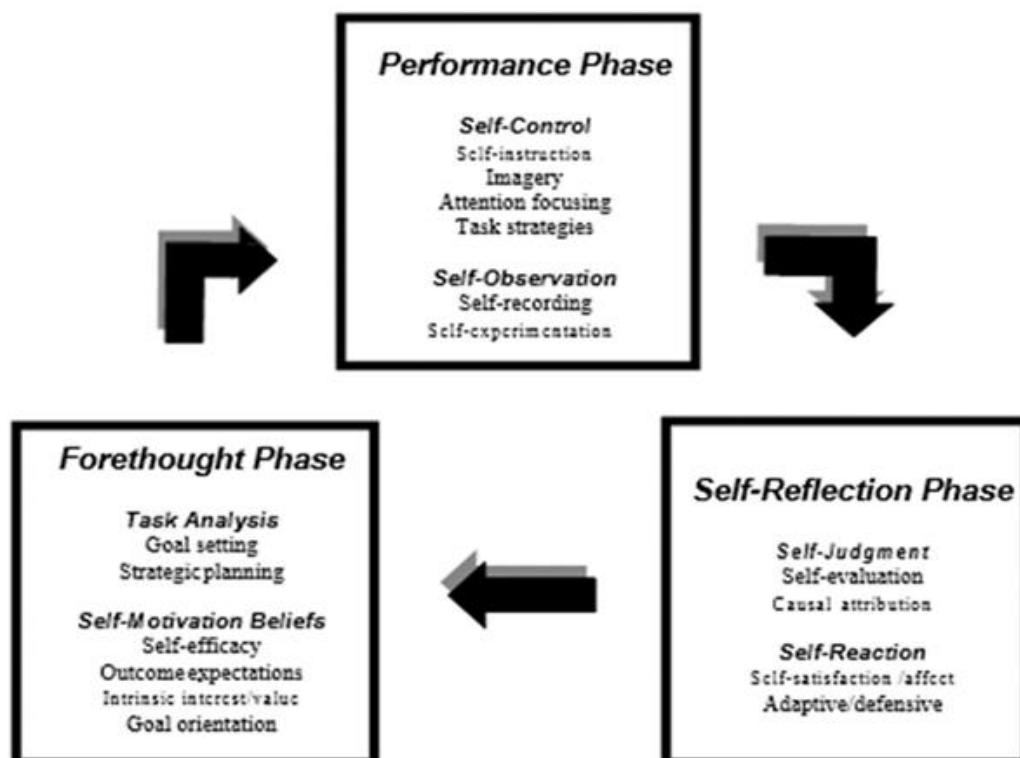


Figure 3. *Phases and sub-processes of self-regulation (Zimmerman & Campillo, 2003, p. 255)*

As shown in the figure of the sub-processes of self-regulation, the second form of the performance phase is self-observation. In this phase, individuals pursue their own performance and the results of it (Zimmerman & Paulsen, 1995). Along with the self-observation process, self-recording is a strategy that enables learners to notice repetitive actions, and the relationships between actions and behavior provide learners an opportunity to properly organize their behaviors and actions (Bandura, 1991b).

The self-reflection phase involves two major concepts such as self-judgment and self-reaction. First of all, self-judgment is a situation that assesses learners' own performance and adapts that performance to a specific goal. As a sub-category of self-judgment, by making use of self-evaluation strategies one may rationalize his/her behaviors promptly (Bandura, 1986d). Additionally, self-evaluative judgments are associated with causal attributions in terms of outcomes of efforts. Within the scope of the self-reflection phase, there are two major classes: self-satisfaction and adaptive defensive inferences (Zimmerman&Campillo, 2003b). Self-satisfaction implies the sense of satisfaction or dissatisfaction, and when learners experience the sense of self-satisfaction, they may monitor their behaviors and sustain their endeavors more competently (Schunk, 1983). Furthermore, adaptive inferences provide individuals to seek better solution efforts while defensive inferences prevent them from potential frustration (Zimmerman&Martinez-Pons, 1990).

Additionally, the forethought phase includes two main sections: task analysis and self-motivation beliefs and the phase of task analysis include goal setting and strategic planning as shown in figure 4. First of all, goal setting is always thought to take place before initiating a task, but it may commence at any point of performance. Furthermore, individuals may begin a task after establishing goals, but all of them may be reorganized during the task performance (Pintrich, 2000b). Learners may prefer to establish higher goals in order to attain their learning as long as they accomplish the complicated ones. According to Bandura's (1997) SCT, human beings control their behavior, thoughts, and actions. Individuals have a system of self-beliefs and the behavior of people is the reflection of their beliefs and thinking. Self-efficacy beliefs refer to one's own capability to complete a given task. In other words, learners with high self-efficacy are capable of accomplishing a complicated task rather than learners with low self-efficacy.

However, although learners have a high level of knowledge, they may not achieve a task if their self-efficacy is not prompted (Linnenbrink&Pintrich, 2003). For this reason, self-efficacy beliefs may influence one's competency to perform an academic task. According to SCT, one's self-efficacy influences their behavior, decisions, and resilience. Moreover, as the second phase of self-motivation beliefs, outcome expectations are closely related to the ultimate results of performance (Bandura,1997b).Instead of valuing a task for its instrumental qualities, intrinsic interest refers to valuing a task for its own resources (Deci &Flaste, 1996). As the last phase of self-motivation beliefs, goal orientation provides an opportunity to master a task, and it influences individuals' desire to accomplish an academic work and impress the instructor (Schunk, 1996).

Self –Regulated Language Learning

The theory of SRL established a presence in the era of foreign language learning and teaching strategies, having been recognized as critical for any type of language learning. Accordingly, Rahimi and Katal (2012) purported that appropriate language learning strategies play a crucial role in self-regulated language learning when utilized deliberately. Furthermore, it has been shown that learners who exhibit a high level of self-regulation are more engaged with language learning (Lee,2011),which suggests that individuals may embrace their own learning by participating profoundly and effectively in the process of goal setting, monitoring, and reflection. Similarly, another study conducted by Putri et al. (2020) states that SRL is mostly seen by learners as the process. Moreover, utilizing information and communication technologies (ICT) has been proposed as a way of enhancing SRL strategies. More specifically, ICT can be defined as the materials or equipment that enables generating or transmitting the knowledge from different contexts (Çakıcı, 2016). Another study by Şahin-Kızıl and Savran (2016c) proved the benefits of utilizing ICT in regulating the learning process.

ICT in Self-regulated Language Learning

The significance of self-regulated learning has emerged as a result of changing educational patterns. Within the frame of EFL and ESL, self-regulated learning has utmost importance. As learners have limited opportunities to practice the target language in a traditional setting, their language learning may be insufficient

(Kormos&Csizér, 2013). As a result, it is inevitable for learners to become self-sufficient individuals with the use of SRL techniques (Bai & Wang, 2020).Based on self-regulation, language learning experiences may offer learners a chance for social interaction.

Furthermore, research by Skinner et al. (2015) proposes the idea of lifelong learning and its strong relation with self-regulated learning. As stated by Tomak (2017), the Council of Europe (2001) declared the importance of self-regulated learning in the era of language learning, and it is regarded as an important framework for lifelong learning (Schunk, 2005). To be more clear, a lifelong learner is a self-regulated individual. Individuals may acquire a sense of autonomy and mastery as they regulate their own learning, thus, it is clear that the definition of lifelong learning includes self-regulated learning (Lüftenegger et al., 2015). Some other experts (Ng, 2016; Vansteenkiste et al., 2009) have also pointed out the relation between lifelong learning and self-regulation.

On the other hand, language learning by means of technology promotes learners to play a major role in the process of learning (Al-Abdullatif, 2020). In an online learning environment, various resources attract the attention of students (Mokhtari et al., 2015). Additionally, according to Rahman and Amir (2019), learning English from formal instructional books or instructors is completely inadequate; therefore, additional resources are needed. There are numerous beneficial online platforms for students that can be utilized in the process of language learning such as Vimeo and Twitch. Furthermore, learning English on other social media platforms such as YouTube is assumed to be more interesting and engaging than traditional classroom learning (Putri, 2019). According to the literature, there appears to be an inextricable connection between self-regulation in the process of language learning and the use of technology.

However, as previously stated, advancements and developments in ICT has had an impact on all aspects of life, including education. With the advancement of information and communication technologies, the reach of language learning has expanded beyond the boundaries of a traditional classroom environment. More specifically, the development of advanced technological tools such as desktop and laptop computers, tablets, and smart phones has offered individuals new opportunities to practice the target language whenever and wherever they want. In

consequence, both scholars and stakeholders have become particularly interested in the concept of self-regulated language learning with ICT (Korucu-Kis, 2020).

According to Chelghoum (2017), digital platforms are examples of popular technological tools that are frequently used in education, and these are primarily utilized to promote learning in online contexts. Thanks to their accessibility and flexibility, these instruments may increase learners' self-regulation. As Lai and Gu (2011b) stated, technology enables numerous opportunities for self-regulated language learning. Furthermore, ICTs are utilized to support the process of self-regulated learning by assisting learners in integrating and monitoring their learning as they participate in learning activities (Mooij et al., 2014b). As a consequence, it is seen that existing literature (Nakata, 2019; Stefens, 2006) clearly shows that it becomes compulsory to involve learners in a variety of activities in order to increase their English proficiency. More crucially, as stated by Orhon (2018), learners have numerous opportunities to enhance their learning, especially in this technological age, and they must view learning as a lifelong process to pursue their learning. For this reason, learning a language should not be restricted to four walls, and it needs to occur at any time and in any place (Hyland, 2004), and students must continue their learning even in the absence of an instructor.

As aforementioned earlier, language learning is a continually evolving phenomenon as a result of new technological and social trends that impacts the whole world. As a result, there is no uniformly best method for language learning. For this reason, a classroom context may not adequately meet all the needs of learners during classroom hours, and learners must continue learning. However, thanks largely to technology, there are various opportunities for learners to practice and improve language. However, recent advancements in information and communication technologies, most notably the internet, provide individuals with an incredible range of precise and reliable resources and materials. The overabundance of social platforms enables them to interact with people from their target language (Nunan & Richards, 2014).

In the digitalized era, technological advances have remarkably changed the world (Bennett, 2002). Moreover, technology serves various purposes for people, and even the education system has been influenced by the development of technology. As Liaw et al. (2007) and Hassenburg (2009) reveal, with its latest

freedoms and advantages, technology became more prevalent in the area of education along with the other fields. Within this scope, it is important to point out that by utilizing advanced technology; learners can access the internet and receive information easily and quickly. Moreover, as reported by Evseeva and Solozhenko (2015), the availability and the possibilities of internet technologies provide the learners numerous opportunities to where and when to study, thus helping them to promote their own learning process.

Furthermore, with the help of technology, learners are able to access broad knowledge related to their interests. According to Kara (2008), there is no need for individuals who merely memorize knowledge and utilize this knowledge only during their exams because it is much more beneficial for individuals to acquire knowledge by analyzing rather than learning mostly by instructions.

Additionally, information and communication technologies refer to “technologies that provide access to information through telecommunication, and this includes the internet, wireless networks, cell phones, and other communication mediums” (Ratheeswari, 2018, p.45). Additionally, according to Sarkar (2012), any attempt to utilize various technological devices to acquire and convey information is called Information and Communication Technologies (ICT), and it has been embedded in every layer of people’s lives (Gudmundsdottir et al., 2020).

In their daily lives, individuals substantially utilize ICT devices not only for their leisure activities but also for communication and social interaction (Otta and Travella, 2010). However, as aforementioned earlier, ICTs have profoundly influenced the field of education. Katz and Macklin (2007) state that ICT contributes to the learners’ problem solving, analyzing, and evaluating skills by enriching their authority over learning. For Deb (2014), ICT provides access to education for individuals, and utilizing ICT devices augmented the quality of education and training in various ways. Moreover, Yang and Chen (2007a) posit that technological devices ensure a growing body of resources; thus, individuals may have access to useful learning materials. Utilizing ICT tools can be a highly effective method for enhancing learning and performance without requiring students to physically attend the classroom (Mahini et al., 2012). Additionally, technology has a beneficial impact on learning because it provides an opportunity

to contact other learners (Costley, K. C, 2014); thus, it must be involved in language learning (Gilakjani, 2017).

Moreover, Garcia- Pastor (2018) asserts that development in ICT influences to construct language learning and identity. Additionally, in her study on computer technology for language learning, Chapelle (2010) also states that a technology-enhanced environment provides learners various potentials for language learning. For instance, internet technology enables language learners to directly interact with native speakers (Yang & Chen, 2007b). According to Jayanthi and Kumar (2016), ICTs also provide learners different platforms to build English both inside and outside of the classroom, additionally, through the medium of advanced technology, they have the agility to consider and analyze what they have been exposed to. As Zimmerman (1989, p.21) puts it, learning is a concept that occurs by learners, rather than something that occurs to learners. Accordingly, utilizing technological tools supports individuals to regulate and become the master of their own learning process.

Related Studies Conducted Recently in the Field

Several scholars have conducted a study about EFL students' self-regulated language learning through the use of ICT. First of all, in their distinguished research, Lai and Gu (2011c) have surveyed the use of technology outside of the classroom with the 279 language learners at the University of Hong Kong. The study shows that university students used technology in order to regulate their language learning. The findings of the study revealed that in addition to providing more learning materials and enhancing learning materials, technology is beneficial in assisting students in language learning. Moreover, another study by Çelik, Arkin, and Sabriler (2012b) was carried out with 399 language learners to analyze how students utilize technology to regulate their learning at the Eastern Mediterranean University's intensive English language preparatory program. The findings of the study revealed that there were no remarkable differences between female and male students in terms of making use of ICT tools to regulate their language learning besides their language levels. Furthermore, Kizil and Savran (2016b) conducted a study with 777 students who were attending an intensive preparatory English language program. The data indicated that EFL students were effectively utilizing ICT devices to regulate their language learning. In addition,

students displayed a tendency to affective regulation and goal commitment. More recently, Wang & Chen (2019) have also conducted a study with 20 EFL university students on self-regulated language learning with technology. The study was conducted on a social media platform: YouTube. The study showed that learners find an opportunity to engage with the language as they regulate their language learning.



2. METHODOLOGY

2.1. Introduction

This chapter details the study stages by including research design, participants, data collection methods, procedural details, research design, and data analyses. The primary purpose of this research is to investigate self-regulated learning with information and communication technologies. Additionally, as a quantitative research tool, the questionnaire developed by Lai and Gu (2009) was adapted from Çelik et al., (2012). In contrast, as a qualitative research tool, an interview consisting of five semi-structured questions was used to understand the students' views about self-regulated language learning with ICT in detail.

2.2. Research Design

This current research study intends to investigate self-regulated language learning depending on the increasing use of technology at a university context. First, the quantitative data was collected through 28 Likert Scale questions about individuals' competency of using Information and Communication Technology (ICT) for language learning. Secondly, as a qualitative research method, an interview consisting of five semi-structured questions was used to gain insight into the individuals' use of ICT to regulate their learning.

As stated by Creswell (2018), mixed-method is a broad term that refers to employing qualitative and quantitative methods simultaneously. In order to consolidate the results of the research, a combination of qualitative and quantitative research methods was used throughout the study. Dörnyei (2007a) also defines mixed methods as an approach that involves collecting and assessing qualitative and quantitative data in a single study. Additionally, according to Bash et al. (2020), mixed-method research may improve the interpretation and cohesion of phenomena by incorporating precise quantitative data alongside its qualitative findings.

Furthermore, the quantitative research study is utilized to quantify a problem by generating numerical data or data which may be converted to meaningful statistics. Additionally, Kumar (2019) demonstrates that quantitative studies involve details about the behaviors and relationships of the specific group of

variables. The quantitative data about the use of ICT and self-regulated language learning was confirmed by using an independent t-test, ANOVA and, correlational statistics. ANOVA is a statistical technique that is used to evaluate discrepancies in the means of experimental groups (Sawyer, 2009). In addition, t-test is a widely used statistical way for determining the statistical significance of mean differences between two groups (Mishra et al., 2019). To be more specific, in order to analyze the age and the departments of the participants' and their ICT use for SRL, ANOVA was utilized. Additionally, to analyze the gender and school type of the participants' independent t-tests were utilized. In order to find the relationships between the sub-scales, a correlational analysis was conducted.

The adopted scale has six sub-categories such as goal commitment, affective regulation, social connection, resource regulation, metacognitive regulation and culture regulation.

In contrast, qualitative study is often referred to as exploratory research because it analyzes and interprets the data (Abuhamda et al., 2021). Moreover, most researchers consider qualitative research as comprehensive, systematic, and regulated with detailed analysis and the compilation of objective and observable data. Additionally, a qualitative study is a process of classifying and interpreting what is presented in the data set (Çelik et al., 2020). Qualitative analysis, according to Duff (2002), concentrates on the interpretations of occurrences.

2.3. The Context and the Participants of This Study

This study was conducted at Erciyes University, the School of Foreign Languages in Kayseri, Turkey, during the spring semester of the 2020-2021 Academic Year. Following the current technological, scientific, and academic improvements, Foreign Languages High school aims to teach the English Language at international standards for specific programs such as departments of computer engineering, electrical electronics engineering, industrial engineering, aviation, economics, civil engineering, business, mechanical engineering, and aircraft engineering. This research includes 133 preparatory school students at Erciyes University, and they were selected randomly. As it is shown in Table 2, of the 133 participants, 82 (61, 7%) were male while 51 (38,3%) were female. Besides, the age of the participants ranged from 18 to over 30, but of the 133 participants, 96 (72,2) were between 18 and 20, and 28 (21,1) of the participants have private high school background while 105 (78,9) have state high school background.

Table 2.
Demographic Information of the Participants

	Frequency	Percentage
Gender		
Male	82	61,7
Female	51	38,3
Age		
18-20	96	72,2
21-23	23	17,3
23-25	7	5,3
25-30	4	3,0
30 and above	3	2,3
School Type		
Private	28	21,1
State	105	78,9
Department		
Computer Engineering	41	30,8
Electrical Electronics Engineering	8	6,0
Engineering		
Industrial Engineering	7	5,3
Aviation	9	6,8
Economics	11	8,3
Civil Engineering	5	3,8
Business	14	10,5
Mechanical Engineering	26	19,5
Aircraft Engineering	12	9,0

Furthermore, to avoid misunderstandings about the scale items, the participants completed the scale under the supervision of the responsible instructor. In every phase of the study, necessary contact was provided to the participants, and they were free to ask any questions about the questionnaire. It was confirmed with the participants if the consent form (see Appendix B) was read and understood to ensure the trustworthiness of this study. Moreover, the participants were contacted

to sign a consent form to ensure the reliability and trustworthiness of this research. The students were informed that any information that they share was reserved anonymously.

2.4. Data Collection

The study is based on two main data collection methods: as a quantitative research method, an online survey (see Appendix C), and secondly, a qualitative research method, semi-structured interviews (see Appendix D) were utilized. O'Connor and Gibson (2003) explain that qualitative analysis concentrates on meaning; thus, the data is obtained through observations, interview tapes, or transcripts. Moreover, Liamputtong (2009) highlights that researchers should scrutinize the observation of the participants and their interviews and reread the data until their research makes sense. Concentrating on the reasons and procedures, the qualitative analysis relies a lot on conceptions and themes, which provide an essential explanation about the data (Srivastava & Hopwood, 2018).

First of all, research ethics committee approval (see Appendix G) was taken from the supervisor, head of the ELT department, and the institute manager of the Social Sciences Institute of Çağ University. After that, the Foreign Languages High school also took the necessary approval at Erciyes University to collect the data.

The survey adapted from Lai and Gu (2009) consists of two main categories: the first part of the survey includes demographic information such as gender, age, high school background, and department, and the second part of the questionnaire consists of 28 Likert scale questions about the use of technology that based on self-regulated language learning. The items were rated as 1,2,3,4 and 5 for strongly disagree, disagree, neutral, agree, and strongly agree. The participants were requested to fill in demographic information, and they were needed to express if they strongly disagree, disagree, neutral, agree, and strongly agree with these 28 items. These items were translated into Turkish (see Appendix C), and after the initial translation was carried out, a proficient translator back-translated the questionnaire to the Target Language (TL). After the second translation was carried out, to confirm the translation accuracy, the translated items were checked by 18 years experienced English teacher and a native speaker English teacher.

Based on the purpose of the study, five semi-structured interview questions (see Appendix D) were prepared by the researcher. The interviews were done with 10 participants, and they were selected randomly. In addition, to prevent misunderstandings and foster an atmosphere of relaxation, it was performed in Turkish. Before beginning the interview, the researcher outlined the procedure, and the participant was briefed about the details of the study. Additionally, the participants were requested to sign a consent form, and in order to avoid ambiguity, the consent form was explained in Turkish. Due to the ongoing situation of Covid-19 in Turkey, the interviews were conducted via the Zoom platform, and the entire process was recorded.

2.5. Data Analysis

The data obtained from the survey was analyzed through the Statistical Package for Social Sciences (SPSS) program. Descriptive statistics were employed to analyze the first question about students' perceptions of SRL. As aforementioned, the quantitative data about the use of ICT and self-regulated language learning was confirmed by using, descriptive statistics, inferential statistics and correlational analysis. Secondly, an independent t-test was utilized to investigate the differences in learners' self-regulation strategies and ICT considering gender, age, departments and high school type. The reliability of the items was ensured with Cronbach's Alpha. However, the qualitative data collection tools, semi-structured interviews, were transcribed through standard transcription style from Turkish to English by a native speaker and an experienced instructor. Moreover, content analysis was implemented to acquire in-depth information about SRL and ICT.

Furthermore, certain missing data were discovered during the data entry process into SPSS. The final stage included the analysis of 133 questionnaires using SPSS. The Cronbach's Alpha value for the Likert-scale items was measured as 0.90, indicating that the gathered data has a high level of internal accuracy. Furthermore, in the case of filling the questionnaire randomly, inconsistent data was omitted from the research results.

3. RESULTS

Introduction

All the data collected via questionnaires and interviews was carefully analyzed, and detailed results were presented. This section was divided into two categories: quantitative data collected through questionnaires and qualitative data were collected with the help of interviews. For this reason, this section consists of two parts as quantitative data findings and qualitative data findings.

In order to begin, an analysis of the quantitative data obtained through questionnaires was presented. The questionnaire responses provided in this chapter were representative of the entire target community for whom this study was conducted. Thus, the statistics derived from the review of quantitative data included responses from 133 participants who enrolled in Foreign Languages High School at Erciyes University. Notwithstanding, qualitative data findings reflected the responses of the 10 participants..

Additionally, qualitative data were gathered to help the reader comprehend the study and help them visualize the meaning, and take a more in-depth look at this study. Qualitative data were gathered through semi-structured interviews. The interviews were transcribed after they were recorded. Following that, content analysis was used to evaluate the interview data. What is more, when the participants were given questionnaires, they were not allowed to express themselves or discuss their thoughts because everything they could was to fill in the items based on the options already provided. Besides that, through interviews, the participants were able to share their detailed thoughts on the situation.

Results of the Quantitative Data Analysis

First, the researcher intended to ascertain the participants' perceptions of self-regulated language learning with ICT in the middle of the second (spring) semester. Therefore, participants were asked to choose the best option that was most appropriate for them, and the following results were obtained. The first research question aimed to ascertain EFL preparatory school students' perceptions about SRL with ICT.

Table 3.*Descriptive Results of Goal Commitment Regulation Subscale*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
1. ICTs are important sources and tools to maintain my interest in achieving my language learning goal.	<i>f</i>	2	4	6	81	40	4,15	0,76
	<i>%</i>	1,5	3,0	4,5	60,9	30,1		
2. I believe ICTs can help me continue in reaching my ultimate goal in learning the language.	<i>f</i>	-	2	13	67	51	4,26	0,69
	<i>%</i>	-	1,5	9,8	50,4	38,3		
3. I believe ICTs can help me achieve my language learning goals more quickly and efficiently.	<i>f</i>	1	3	18	65	46	4,14	0,79
	<i>%</i>	0,8	2,3	13,5	48,9	34,6		
N=133								

The first research question was used to analyze participants' perceptions of self-regulated language learning with ICT. Items related to the Goal Commitment Regulation and its analysis is shown in Table 3. Item 2, "I believe ICTs can help me continue in reaching my ultimate goal in learning the language," had the highest mean score compared to other items ($m=4,26$ and $sd=0,69$). Besides, Item 3, "I believe ICTs can help me achieve my language learning goals more quickly and efficiently" had the lowest mean score compared to others. According to the results, all items in the subscale had a mean score of 4.00 or higher. The findings revealed that participants possessed a high level of goal commitment regulation competence.

Table 4.*Descriptive Results of Affective Regulation Subscale*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
4. When I feel bored with learning the language, I use ICTs to decrease the boredom and increase the enjoyment.	<i>F</i>	3	13	16	51	50	3,99	1,04
	<i>%</i>	2,3	9,8	12,0	38,3	37,6		
5. I use ICTs to make the task of language learning more attractive to me.	<i>F</i>	1	12	21	66	33	3,89	0,91
	<i>%</i>	0,8	9,0	15,8	49,6	24,8		
6. I feel ICTs effectively maintain my interest and enthusiasm in learning the language.	<i>F</i>	2	16	37	50	28	3,65	0,99
	<i>%</i>	1,5	12,0	27,8	37,6	21,1		
7. When I start to resist learning the language, I use ICTs to help myself regain the interest and enthusiasm	<i>f</i>	5	11	24	60	33	3,79	1,03
	<i>%</i>	3,8	8,3	18,0	45,1	24,8		
N=133								

Items related to the Affective Regulation and its analysis is shown in Table 4. Item 4, "When I feel bored with learning the language, I use ICTs to decrease the boredom and increase the enjoyment", had a higher mean score compared to other items ($m=3,99$ and $sd=1,04$). Besides, Item 6, "I feel ICTs effectively maintain my interest and enthusiasm in learning the language," had the lowest mean score compared to others ($m=3,65$ and $sd=0,99$). According to the results, all items in the subscale had a mean score of 3.00 or higher. Thus, results illustrated that participants had moderate affective regulation competence.

Table 5.*Descriptive Results of Social Connection Regulation*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
8. ICTs help to make my language learning a relaxing process.	<i>f</i>	2	2	19	83	27	3,98	0,73
	<i>%</i>	1,5	1,5	14,3	62,4	20,3		
9. ICTs make me enjoy learning the language more.	<i>f</i>	6	10	28	55	34	3,76	1,06
	<i>%</i>	4,5	7,5	21,1	41,4	25,6		
10. I use ICTs to increase the time I spend on learning the language.	<i>f</i>	2	19	10	61	41	3,90	1,04
	<i>%</i>	1,5	14,3	7,5	45,9	30,8		
11. I use ICTs to connect with native speakers of the language.	<i>f</i>	3	19	19	52	40	3,80	1,09
	<i>%</i>	2,3	14,3	14,3	39,1	30,1		
12. I use ICTs to connect with other learners all over the world.	<i>f</i>	5	29	23	42	34	3,53	1,19
	<i>%</i>	3,8	21,8	17,3	31,6	25,6		
13. I use ICTs to search for encouragement and support from other learners of the language.	<i>f</i>	5	34	26	45	23	3,35	1,14
	<i>%</i>	3,8	25,6	19,5	33,8	17,3		

N=133

Items related to the Social Connection Regulation and its analysis is shown in Table 5. Item 8 "ICTs help to make my language learning a relaxing process," had the highest mean score compared to other items ($m=3,98$ and $sd=0,73$). Besides, Item 13, "I use ICTs to search for encouragement and support from other learners of the language", had the lowest mean score compared to others ($m=3,35$ and $sd=1,14$). According to the results, all items in the subscale had a mean score of 3.00 or higher. Thus, results illustrated that participants had moderate social connection self-regulation competence.

Table 6.*Descriptive Results of Resource Regulation Subscale*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
14. When I feel I need more learning resources in the language, I use ICTs to expand my resources.	<i>f</i>	-	5	10	73	45	4,19	0,73
	<i>%</i>	-	3,8	7,5	54,9	33,8		
15. I use ICTs to increase my learning experience outside the language classroom.	<i>f</i>	1	5	8	80	39	4,14	0,74
	<i>%</i>	0,8	3,8	6,0	60,2	29,3		
16. I use ICTs to create and increase opportunities to learn and use the language.	<i>f</i>	-	3	14	74	42	4,17	0,69
	<i>%</i>	-	2,3	10,5	55,6	31,6		
17. I use ICTs to search for learning resources and opportunities to help achieve my goals.	<i>f</i>	-	2	9	76	46	4,25	0,64
	<i>%</i>	-	1,5	6,8	57,1	34,6		
18. I search for attractive language learning materials and experience delivered by ICTs.	<i>f</i>	2	13	22	61	35	3,86	0,97
	<i>%</i>	1,5	9,8	16,5	45,9	26,3		
N=133								

Items related to the Resource Regulation and its analysis is shown in Table 6. Item 17, "I use ICTs to search for learning resources and opportunities to help achieve my goals", had the highest mean score compared to other items ($m=4,25$ and $sd=0,64$). Besides, Item 18, "I search for attractive language learning materials and experience delivered by ICTs", had the lowest mean score compared to others ($m=3,86$ and $sd=0,97$). According to the results, all items in the subscale had a mean score of 4.00 or higher except for Item 18. Thus, results illustrated that participants' high resource regulation self-regulation competence.

Table 7.*Descriptive Results of Metacognitive Regulation Subscale*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
19. I know how to use ICTs to effectively monitor myself to achieve the learning goals at each stage.	<i>f</i>	3	6	44	63	17	3,64	0,84
	<i>%</i>	2,3	4,5	33,1	47,4	12,8		
20. I plan learning tasks to do outside of school that involve the use of ICTs.	<i>f</i>	10	21	40	37	25	3,35	1,17
	<i>%</i>	7,5	15,8	30,1	27,8	18,8		
21. I plan relevant materials to do outside of school that involve the use of ICTs.	<i>f</i>	4	10	26	68	25	3,75	0,94
	<i>%</i>	3,0	7,5	19,5	51,1	18,8		
22. I adjust my language learning goals using ICTs.	<i>f</i>	-	4	12	79	38	4,14	0,69
	<i>%</i>	-	3,0	9,0	59,4	28,6		
23. I am satisfied with the way I use ICTs to help myself continue in reaching my learning goals.	<i>f</i>	5	4	41	60	23	3,69	0,92
	<i>%</i>	3,8	3,0	30,8	45,1	17,3		
24. I set sub-goals for the next stage of learning in the light of how much I can understand and produce when using ICTs to acquire information or communicate with others.	<i>f</i>	3	13	33	58	26	3,68	0,97
	<i>%</i>	2,3	9,8	24,8	43,6	19,5		
25. For the areas that I am weak in, I know how to select and use appropriate ICTs to improve the areas.	<i>f</i>	-	7	40	61	25	3,78	0,81
	<i>%</i>	-	5,3	30,1	45,9	18,8		

N=133

Items related to the Metacognitive Regulation and its analysis is shown in Table 7. Item 22, "I adjust my language learning goals using ICTs." had a higher mean score compared to other items ($m=4,14$ and $sd=0,69$). Besides, Item 20, "I plan learning tasks to do outside of school that involve the use of ICTs", had the lowest mean score compared to others ($m=3,35$ and $sd=1,17$). According to the results, all items in the subscale had a mean score of 3.00 or higher except for Item 22. Thus, results showed that participants have moderate metacognitive regulation competence.

Table 8.

Descriptive Results of Culture Learning Regulation

N=133

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
26. I use ICTs to help myself to increase my ability to interact with the target culture.	<i>f</i> -	4	20	71	38	4,08	0,74	
	<i>%</i> -	3,0	15,0	53,4	28,6			
27. I use ICTs to help myself understand and appreciate the target culture better.	<i>f</i> -	4	14	75	40	4,14	0,71	
	<i>%</i> -	3,0	10,5	56,4	30,1			
28. I use ICTs to search for answers to my questions about the language and culture.	<i>f</i> 2	6	12	61	52	4,17	0,88	
	<i>%</i> 1,5	4,5	9,0	45,9	39,1			

Items related to Culture Learning Regulation and its analysis is shown in Table 8. According to results, Item 28, "I use ICTs to search for answers to my questions about the language and culture", had a higher mean score compared to other items ($m=4,17$ and $sd=0,88$). Besides, Item 26, "I use ICTs to help myself increase my ability to interact with the target culture" had the lowest mean score than others ($m=4,08$ and $sd=0,74$). According to the results, all items in the subscale had a mean score of 4.00 or higher. Thus, the results illustrated that participants had high Culture Learning self-regulation competence.

Table 9.*Descriptive Statistics for Subscales of ICT use for self-regulated language learning scale*

	N	M	SD
Goal Commitment Regulation	133	4,18	0,56
Affective Regulation	133	3,82	0,74
Social Connection Regulation	133	3,72	0,64
Resource Regulation	133	4,11	0,54
Metacognitive Regulation	133	3,71	0,57
Culture Learning Regulation	133	4,12	0,61
Overall Regulation	133	3,90	0,48

N=133

According to Table 9, participants showed higher goal commitment regulation compared to other regulations ($m=4,18$ and $sd=0,56$). Moreover, participants showed lower metacognitive regulation compared to other regulations ($m=3,71$ and $sd=0,57$). Results illustrated that Goal Commitment, Resource and Culture Learning Regulations have a mean score of 4,00 or higher, which can be interpreted as a high competence. Also, Affective, Social Connection and Metacognitive Regulations had a mean score of 3.00 or higher, which can be interpreted as a moderate competence. Furthermore, results illustrated that participants' overall use of ICT and self-regulation competence level was moderate ($m=3,90$ and $sd=0,48$).

Table 10.

Independent t-test Results for Gender and ICT use for self-regulated language learning

	Gender	N	M	SD	t	p	
Goal	Commitment	Female	51	4,21	0,56	0,52	0,60
Regulation		Male	82	4,16	0,57		
Affective Regulation		Female	51	3,97	0,63	1,83	0,06
		Male	82	3,74	0,80		
Social	Connection	Female	51	3,82	0,69	1,37	0,17
Regulation		Male	82	3,66	0,60		
Resource Regulation		Female	51	4,20	0,54	1,48	0,13
		Male	82	4,06	0,54		
Metacognitive		Female	51	3,76	0,62	0,73	0,46
Regulation		Male	82	3,68	0,54		
Culture	Learning	Female	51	4,24	0,56	1,74	0,08
Regulation		Male	82	4,05	0,63		
Overall Regulation		Female	51	3,98	0,48	1,61	0,11
		Male	82	3,84	0,46		

*Note: *p<05*

An Independent t-test was utilized to determine whether participants' ICT use for Self-Regulation differ according to gender. Table 10 shows that there was no significant difference between ICT use for Self-Regulation and gender. Therefore, it can be observed that participants' ICT use and Self-Regulation did not differ according to their gender.

Table 11.

Independent t-test Results for School Type and ICT use for self-regulated language learning

		School					
	Type	N	M	SD	t	p	
Goal	Commitment	Private	28	3,97	0,53	-2,19	<u>0,03</u>
Regulation	State	105	4,23	0,56			
Affective Regulation	Private	28	3,61	0,78	-1,70	0,09	
	State	105	3,88	0,73			
Social	Connection	Private	28	3,52	0,63	-1,83	0,06
Regulation	State	105	3,77	0,64			
Resource Regulation	Private	28	3,97	0,49	-1,53	0,12	
	State	105	4,15	0,55			
Metacognitive	Private	28	3,66	0,52	-0,52	0,60	
Regulation	State	105	3,73	0,58			
Culture	Learning	Private	28	4,09	0,71	-0,29	0,77
Regulation	State	105	4,13	0,58			
Overall Regulation	Private	28	3,76	0,47	-1,70	0,09	
	State	105	3,93	0,47			

*Note: *p<05*

Moreover, an independent t-test was utilized to determine whether participants' ICT use for Self-Regulation differs according to school type. Table 11 shows that there was a significant difference between ICT use for Self-Regulation and school type. Thus, participants who graduated from state schools are more competent in goal commitment regulation than private school graduates.

Table 12.*Anova Results for Age and ICT use for self-regulated language learning scale*

Dimension	Age	N	M	SD	F	P-value
Goal Regulation	Commitment 18-20	96	4,13	0,60	0,63	0,63
	21-23	23	4,31	0,47		
	23-25	7	4,19	0,46		
	25-30	4	4,25	0,31		
	30 and above	3	4,44	0,50		
Affective Regulation	18-20	96	3,78	0,76	0,67	0,61
	21-23	23	3,85	0,69		
	23-25	7	4,25	0,61		
	25-30	4	3,81	0,92		
	30 and above	3	4,00	0,86		
Social Regulation	Connection 18-20	96	3,63	0,63	1,90	0,11
	21-23	23	3,92	0,65		
	23-25	7	4,07	0,84		
	25-30	4	3,95	0,28		
	30 and above	3	4,00	0,28		
Resource Regulation	18-20	96	4,07	0,51	0,73	0,57
	21-23	23	4,22	0,69		
	23-25	7	4,31	0,53		
	25-30	4	4,30	0,47		
	30 and above	3	4,13	0,30		
Metacognitive Regulation	18-20	96	3,70	0,54	0,27	0,89
	21-23	23	3,8	0,69		
	23-25	7	3,75	0,71		
	25-30	4	3,67	0,47		
	30 and above	3	3,52	0,21		
Culture Learning Regulation	18-20	96	4,12	0,53	0,44	0,77
	21-23	23	4,05	0,86		
	23-25	7	4,28	0,75		
	25-30	4	4,41	0,50		
	30 and above	3	4,00	0,33		
Overall Regulation	18-20	96	3,85	0,45	0,79	0,53
	21-23	23	3,99	0,57		
	23-25	7	4,09	0,62		
	25-30	4	4,00	0,35		
	30 and above	3	3,95	0,12		

The second research question was designed to understand the relationship between the age, high-school type, gender and department of participants and, SRLL with ICT.

ANOVA was performed to determine whether participants' ICT use for Self-Regulation differ according to age. Results shown in Table 12 indicate that there was no significant difference between participants' ICT use for Self-Regulation and participants' age. Therefore, it can be said that participants' ICT use for Self-Regulation did not differ according to age.

Table 13.

Anova Results for Department and ICT use for self-regulated language learning

Dimension	Department	N	M	SD	F	P-value		
Goal Commitment Regulation	Computer Engineering	41	4,31	0,51	1,29	0,25		
	Electrical Electronical Engineering	8	4,16	0,56				
	Industrial Engineering	7	4,23	0,31				
	Aviation	9	3,92	0,96				
	Economics	11	4,36	0,45				
	Civil Engineering	5	3,66	0,62				
	Business	14	4,19	0,63				
	Mechanical Engineering	26	4,08	0,51				
	Aircraft Engineering	12	4,13	0,52				
	Computer Engineering	41	3,97	0,66			0,55	0,81
	Electrical Electronical Engineering	8	3,59	0,85				
	Industrial Engineering	7	3,85	0,97				
Aviation	9	3,75	1,06					

	Economics	11	4,02	0,67		
	Civil	5	3,60	1,03		
	Engineering					
	Business	14	3,78	0,58		
	Mechanical	26	3,75	0,78		
	Engineering					
	Aircraft	12	3,66	0,67		
	Engineering					
	Computer	41	3,70	0,70	0,81	0,59
	Engineering					
	Electrical	8	3,60	0,67		
	Electronical					
	Engineering					
	Industrial	7	3,59	0,47		
	Engineering					
	Aviation	9	3,53	0,42		
	Economics	11	4,00	0,69		
	Civil	5	4,43	0,48		
Social	Connection Engineering					
Regulation	Business	14	3,97	0,72		
	Mechanical	26	3,68	0,64		
	Engineering					
	Aircraft	12	3,72	0,57		
	Engineering					
	Computer	41	4,20	0,52	1,78	0,08
	Engineering					
	Electrical	8	4,15	0,39		
	Electronical					
	Engineering					
	Industrial	7	4,17	0,52		
	Engineering					
Resource	Regulation					
	Aviation	9	3,84	0,56		
	Economics	11	4,27	0,36		
	Civil	5	3,52	0,59		
	Engineering					
	Business	14	4,28	0,59		
	Mechanical	26	4,10	0,61		
	Engineering					

		Aircraft Engineering	12	3,90	0,41		
		Computer Engineering	41	3,70	0,62	2,26	<u>0,02</u>
		Electrical Engineering	8	3,71	0,50		
		Electronical Engineering					
		Industrial Engineering	7	3,69	0,47		
Metacognitive Regulation		Aviation	9	3,28	0,77		
		Economics	11	4,16	0,37		
		Civil Engineering	5	3,54	0,46		
		Business	14	3,98	0,47		
		Mechanical Engineering	26	3,68	0,53		
		Aircraft Engineering	12	3,54	0,39		
		Computer Engineering	41	4,26	0,51	2,75	<u>0,008</u>
		Electrical Engineering	8	4,20	0,30		
		Electronical Engineering					
		Industrial Engineering	7	4,47	0,37		
		Aviation	9	3,62	0,51		
Culture Learning Regulation		Economics	11	4,45	0,37		
		Civil Engineering	5	3,66	0,70		
		Business	14	4,11	0,64		
		Mechanical Engineering	26	4,03	0,68		
		Aircraft Engineering	12	3,83	0,79		
		Computer Engineering	41	3,95	0,50	1,69	0,10
Overall Regulation		Electrical Engineering	8	3,85	0,44		

Industrial Engineering	7	3,92	0,40
Aviation	9	3,61	0,48
Economics	11	4,18	0,38
Civil Engineering	5	3,55	0,45
Business	14	4,04	0,50
Mechanical Engineering	26	3,85	0,48
Aircraft Engineering	12	3,75	0,35

*Note: *p<05*

Results shown in Table 13 revealed that there was a significant difference between participants' ICT use for Self-Regulation and their department. A post hoc test was carried out to determine the significance of the difference. Findings of post hoc showed that students from aviation and economics have more metacognitive regulation compared to other departments. Also, students from aviation and economics have more culture learning competence compared to other departments.

Table 14.*Correlations Results for the ICT use for self-regulated language learning*

		Goal Commitment Regulation	Affective Regulation	Social Connection Regulation	Resource Regulation	Metacognitive Regulation	Culture Learning Regulation	Overall Regulation
Goal Commitment Regulation	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	133						
Affective Regulation	Pearson Correlation	,463**						
	Sig. (2-tailed)	,000						
	N	133	133					
Social Connection Regulation	Pearson Correlation	,416**	,542**					
	Sig. (2-tailed)	,000	,000					
	N	133	133	133				
Resource Regulation	Pearson Correlation	,563**	,525**	,624**				
	Sig. (2-tailed)	,000	,000	,000				
	N	133	133	133	133			
Metacognitive Regulation	Pearson Correlation	,547**	,540**	,543**	,657**			
	Sig. (2-tailed)	,000	,000	,000	,000			
	N	133	133	133	133	133		
Culture Learning Regulation	Pearson Correlation	,335**	,358**	,485**	,550**	,466**		
	Sig. (2-tailed)	,000	,000	,000	,000	,000		
	N	133	133	133	133	133	133	
Overall Regulation	Pearson Correlation	,673**	,754**	,817**	,843**	,841**	,649**	
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	
	N	133	133	133	133	133	133	

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

Pearson r correlation was used to determine whether there is a relationship between the subscales of the scale. According to Table 14, Pearson correlation analysis indicated that there was a statistically meaningful relationship between the subscales of the scale. Cohen (1992) indicates that the impact of correlation coefficient has different levels such as; weak correlation, ($.10 \leq r < .30$), medium correlation, ($.30 \leq r < .50$), and strong correlation ($.50 \leq r < 1.00$). There is a statistically positive medium relationship between goal commitment regulation and affective regulation ($r = .46, p < .01$). Also, there is a statistically positive medium relationship between goal commitment regulation and social connection regulation ($r = .41, p < .01$). It can be said that an increase in goal commitment regulation will also increase affective and social connection regulations. Moreover, there is a statistically positive strong relationship between goal commitment regulation and resource regulation ($r = .56, p < .01$). Also, there is a statistically positive strong relationship between goal commitment regulation and metacognitive regulation ($r = .54, p < .01$). It can be said that an increase in goal commitment regulation will also increase resource and metacognitive regulations. Furthermore, there is a statistically positive weak relationship between goal commitment regulation and culture learning regulation ($r = .33, p < .01$). It can be said that an increase in goal commitment regulation will be also likely to increase culture learning regulation

Correlational analysis indicated that there is a statistically positive strong relationship between affective regulation and social connection regulation ($r = .54, p < .01$). Also, that there is a statistically positive strong relationship between affective regulation and resource regulation ($r = .52, p < .01$). Moreover, that there is a statistically positive strong relationship between affective regulation and metacognitive regulation ($r = .54, p < .01$). It can be said that an increase in affective regulation will also increase social connection, resource, and metacognitive regulations. Furthermore, that there is a statistically positive weak relationship between affective regulation and culture learning regulation ($r = .35, p < .01$). It can be said that an increase in affective regulation will be also likely to increase culture learning regulation

Furthermore, the correlational analysis indicated that there is a statistically positive strong relationship between social connection regulation and resource regulation ($r = .62, p < .01$). Also, there is a statistically positive strong relationship

between social connection regulation and metacognitive regulation ($r = .54$, $p < .01$). Moreover, there is a statistically positive medium relationship between social connection regulation and cultural learning regulation ($r = .48$, $p < .01$). It can be said that an increase in social connection regulation will also increase resource, metacognitive and cultural learning regulations.

Also, the correlational analysis indicated that there is a statistically positive strong relationship between resource regulation and metacognitive regulation ($r = .65$, $p < .01$). Moreover, there is a statistically positive strong relationship between resource regulation and cultural learning regulation ($r = .55$, $p < .01$). It can be said that an increase in resource regulation will also increase metacognitive and culture learning regulations. Moreover, there is a statistically positive medium relationship between metacognitive regulation and culture learning regulation ($r = .48$, $p < .01$). It can be said that an increase in metacognitive regulation will also culture learning regulations.

Finally, correlational analysis showed that there is a statistically positive strong relationship between overall regulation and goal commitment regulation ($r = .67$, $p < .01$), affective regulation ($r = .75$, $p < .01$), social connection regulation ($r = .81$, $p < .01$), resource regulation ($r = .84$, $p < .01$), metacognitive regulation ($r = .84$, $p < .01$) and culture learning regulation ($r = .64$, $p < .01$). Results showed that all relationships are positive and significant.

Results of the Qualitative Data Analysis

The results of the qualitative data were presented based on the research questions mentioned at the beginning of this dissertation. The current study analyzed qualitative data collected through interviews conducted by the researcher and one of the colleagues accompanied the researcher during the interviews in the process of coding. Additionally, five questions were asked to the participants. The interview questions were formulated based on the results of questionnaires (Appendix D). The interview questions were semi-structured because, as it is stated by O’Keeffe et al. (2016) semi-structured interviews follow a topic outline which helps to direct the conversation while enabling critical issues to appear. Due to the emphasis on the ICT as well as self-regulated language learning, it was considered that the semi-structured interview technique could contribute to the richness of the data.

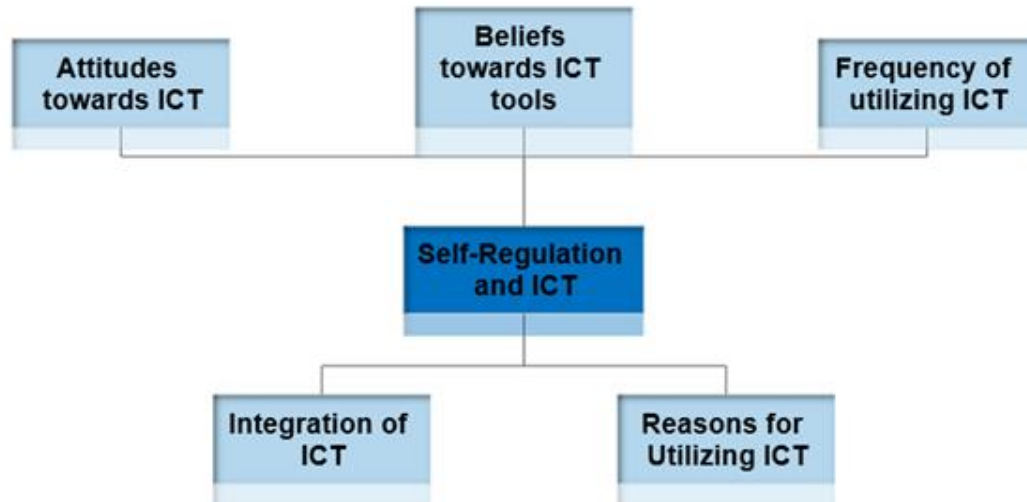


Figure 4. *Interview Categories*

As previously stated, qualitative data was gathered through interviews. The interviews with 10 participants were conducted to gain an understanding of the questionnaire items. Moreover, it was significant that the participants accurately represented the population's constitution from an analytical perspective in order to ensure the reliability of the research. For this reason, 5 of the 10 participants were female while the rest of them were male. Moreover, two of them were over 25 while the others were between 18 and 25.

Additionally, to do the interview, the participants were asked some questions about SRL with ICT. Following that, content analyses were used to present remarkable themes using excerpts from participants' own comments. According to the content analysis, the broad themes are attitudes towards ICT, beliefs towards ICT tools, frequency of utilizing ICT, integration of ICT, reasons for utilizing ICT. The interview questions are presented below:

Attitudes towards ICT

When asked about using ICT tools to enhance language learning, participants explained various opinions about the question. Nine of the participants pointed out that they use ICT tools diversely in order to ameliorate their language learning process, while one of the participants explained the possibility of distraction. However, in general, interviewees have a positive attitude about using ICT during the process of language learning.

‘I like everything about technology. Technology is a living thing and utilizing it during the language learning process makes me feel relaxed’. (Interviewee 3)

‘Technology is in every part of our lives. That’s why it is not possible to consider a thing without technology. I think that it enables me to access information easily and quickly. Whenever I search for a grammar rule or example, I come across various resources’. (Interviewee 4)

‘First of all, I don’t think that the materials that we use during the lessons are enough. Also, during the lesson, time is not enough to learn the language. As a responsible learner, I practice the language whenever I find an opportunity. Also, I have watched some movies for six months and I can say that my pronunciation skill improved a lot’. (Interviewee 6)

‘To be honest, I am a very stressful student and I am shy. With the help of technology, I practice the language outside the classroom. Even if I still have the problem of shyness while interacting with people, I try to do my best. I think this is the easiest way for me and students like me’. (Interviewee 7)

‘Actually, I never do something extra to learn English or to pass the exams, but I always play online games with native speakers and while playing, of course, I try to speak English. Even if I feel stressed during the lessons while speaking in English, I never feel embarrassed or stressed while playing games. Playing online games through my own personal computer made me more confident and I absolutely suggest my friends play online games. So they can find an opportunity to improve their speaking skills in English’. (Interviewee 10)

One of the interviewees claimed that utilizing ICT may distract attention.

‘Because there are lots of advertisements or there may be some messages from social media accounts. I generally do not prefer to use ICT tools, but when I feel that I need to practice the language, I look out for some extra materials’. (Interviewee 8)

Beliefs towards ICT tools

When the participants were asked about the beliefs in language learning with ICT, all of the participants highlighted the importance of promoting language learning with ICT tools.

‘Definitely, it does. For example, I find some online applications and I easily can practice the grammar rules. Whenever I finish a level, I get extra points and

gaining points motivates me to practice more. On the other hand, I can say that these applications decrease the level of'. (Interviewee 2)

'Of course. When I think about the possibility of going abroad to learn English, I feel disappointed. For this reason, I downloaded an application on my phone and every day I try to speak in English even if I do not have an opportunity to go abroad'. (Interviewee 5)

'Sure. For instance, when I want to buy an English book or a practice book, as a student, I cannot afford to buy the book that I want all the time. For this reason, I try to find online practices or stories in English. In an online environment, it is really easy to find different kinds of resources or practices'. (Interviewee 8)

'Of course. It was the first day of preparatory school and one of the instructors advised us to watch movies and TV shows in English. From that moment on, I have started to watch movies TV shows in English like How I met your mother and I noticed that I can easily understand listening dialogues. To sum up, watching movies on my computer'. (Interviewee 10)

Frequency of utilizing ICT

Each of the participants explained that they use their cell phones and computers and social media accounts daily. Participants reported that they utilize ICT tools every day in order to regulate their language learning.

For example, there is a website and I subscribed to this website at the beginning of the first term. On this website, there are some pictures and in these pictures, there are some objects. Participants need to write the name of these pictures in a limited time. Additionally, participants may compete with each other. For this reason, I became more ambitious about learning new words. I can also say that I enjoy on this website'. (Interviewee 2)

'I have a blog and every evening I choose a topic and write about it. I spent nearly three hours writing something on it. After that, I check my mistakes in a grammar checker program. In this way, I can see how I made roads into perfect writing'. (Interviewee 3)

'I have a Twitter account and I use it as a diary. I write what I have done every day'. (Interviewee 6)

‘I downloaded an application called busuu. It provides people an opportunity to practice the target language. For this reason, whenever I find an opportunity, I speak with foreign-language speakers’. (Interviewee 7)

‘I have an Instagram account and only follow a few newspapers and magazines like The New York Times, Newsweek, Euronews and BBC News. When I have difficulty reading the news, I press the translation button and I check whether I understand it correctly or not. In this way, I feel that my vocabulary knowledge in English improves’. (Interviewee 10)

Integration of ICT

Each of the participants pointed out the importance of integrating ICT resources into the language learning process as a result of technological advancements. Additionally, participants also emphasized the increase in time spent with ICT software following the spread of Covid-19.

"Applications extend my vocabulary knowledge. I have an application and every hour, there is a notification that shows me a new word and its meaning. Thanks to this application, I learn new words every hour". (Interviewee 3)

"For instance, when I wanted to learn the definition and pronunciation of a word, I used to look it up in the dictionary and even if the pronunciation of the word was written down, I used to have trouble pronouncing it correctly. However, these days, I look up online dictionaries because, with the help of an online dictionary, I can easily listen to the pronunciation of the word " (Interviewee 7)

"Integrating technology definitely improves language learning. Sometimes I read my tweets, and I definitely see how I made inroads into learning English, especially in writing skill". (Interviewee 10)

The Reasons for Utilizing ICT

When asked about the reasons for utilizing ICT in the language learning process, participants emphasize the easiness of finding new resources and the richness of the learning materials. Each of the 10 participants reported that ICT resources empower them to be in control of their own language learning process. Additionally, it was shown that conventional methods of learning, such as writing a word ten times, were ineffective. Each of the 10 participants stated that ICT tools make them the master of their own language learning process.

"Now I realize that writing grammar rules or repeating a word ten times in order to memorize were pointless. I used to do what the teachers told us since primary school. As a high school student, I used to write sentences again and again to learn the grammar rules or words. However, now, I know what I want to accomplish in this language learning process. For instance, I watch movies on my laptop, and I utilize some other applications or websites to learn English".
(Interviewee 1)

"Time is limited during the lessons. Even if we need much more practice, we do not have enough time. For this reason, I prefer ICT tools such as applications, social media accounts to practice the language outside the classroom".
(Interviewee 4)

"With the help of ICT, I have access to valuable resources and materials. When I want to buy a book to practice grammar rules, I cannot afford to buy one all the time. For this reason, I can say that it is free to have access to different resources and materials. (Interviewee 9)

As a consequence, interviewees explained a favorable outlook about the use of ICT in the language learning process in general. Moreover, the participants mentioned the importance of utilizing ICT tools to regulate their language learning. All of the participants reported that ICT resources enable them to be in control of their own language learning process. Additionally, it is stated that ICT tools provide learners an opportunity to practice the target language even when the time is limited during the lessons. Also, as stated by one of the participants, with the help of ICT tools, learners have the chance of accessing various resources and materials. Thereby, participants pointed out that ICT has a number of benefits with its ease of resources, materials and with its practicality.

4. DISCUSSION

Introduction

This chapter of the research study includes the discussion of the results of the qualitative and the quantitative data. Moreover, based on the research questions, this chapter is intended to provide answers. First of all, this chapter includes the discussion of the first research question which is related to the perception of learners about SRL with ICT devices. Additionally, this chapter attempts to discuss whether there is a considerable difference in learners' SRL and utilization of ICT based on age, gender, department and, high school background. Additionally, the discussion of the third research question provides a discussion of the correlational relationships between the subscales. Finally, the last part of this chapter includes a discussion of qualitative findings.

Discussion of the First Research Question

In this study, the first research question focused on the perceptions of EFL learners' SRL by means of ICT. The results indicated that items about Goal Commitment Regulation have the highest mean score compared to others. Specifically, it is also possible to conclude that the level of participants' goal commitment competence was high, and they had a positive perception of involvement of ICT tools. Various findings indicated the same results (Çelik et al., 2012). This may be due to the fact that learners are determinant to pursue their language learning goals through the use of ICT devices and materials. Additionally, it can be interpreted that participants' positive involvement with ICT may lead to their success because of their persistence. On the basis of this finding, it can be concluded that integrating ICT devices significantly assists learners in achieving their language learning goals.

However, affective regulation is also considered as one of the most critical characteristics of self-regulated learners. Affective regulation refers to the willingness, motivation and persistence of the learners (Vrugt&Oort, 2008). Similarly, based on SRL, affective regulation can be defined as emotional management and attractiveness of learning (Schumann, 1999). It is possible to assert that integration of ICT tools such as applications and websites may decrease the level of unwillingness or boredom during language learning. On the other

hand, making use of ICT tools more may engage learners and make the language learning process highly enjoyable. When ICT materials are used, learners may picture things while listening to things simultaneously. Furthermore, since all the senses are engaged simultaneously, the level of enjoyment might increase. As a result, it is also possible to conclude that participants need to be encouraged to use ICT materials to make the learning process more entertaining, thus they may regulate the process.

As regards to social connection regulation sub-scale, as stated by Zimmerman and Schunk (2001b), during the process of SRL, social interactions are critical. It is also regarded as a process that includes individuals' social interaction and the function of social environment. However, according to the results of the current study, it is possible to assert that even if participants utilize technology while learning a language, they have a moderate attitude about employing ICT materials to establish social relationships. This might result from the fact that participants may experience shyness when interacting with others. Moreover, participants might not be aware of the benefits of interacting with others. Furthermore, one of the similar results of a study (Oz, 2014) revealed that learners have a lower tendency to use ICT for interacting with other learners or native speakers since they are unaware of the importance of technology. As a consequence, the level of awareness of learners might be raised by explicit instruction and strategy training.

Regarding resource regulation sub-scale, it is a strategy that focuses on the ability of learners' management of learning resources (Puzziferro, 2008). However, considering the results of the current study, it could be asserted that when participants need additional language learning materials, they employ ICT tools in order to obtain extra resources. This may also result from the fact that there are numerous materials and ICT devices that provide them access to information quickly and easily. Also, it can be stated that there are various kinds of resources that enable learners to practice the language. Similarly, the reason might be that learners have access to useful materials thanks to ICT devices. However, it might also be thought that when it is not possible to buy a workbook to practice the language, ICT provides convenience for accessing to learning materials. It is also possible to assert that ICT tools might empower learners to regulate their activities outside the classroom without any limitation of time and space. This may be the results of advancements in technological devices. As

previously stated, utilization of technological equipment has become widespread and advancements in technology provide an access to the information and the various resources and materials. This might be because learners integrate ICT materials into their language learning process. Accordingly, a similar research from Inozu et al. (2010) revealed that online resources such as grammar books are often utilized for the purpose of language learning beyond the classroom. Similarly, another study conducted by Putri et al. (2020) states that the benefits of technology in language learning may be better understood outside the classroom. In line with these studies, it is possible to conclude that participants of this present study regulate the process of learning through the utilization of ICT devices, materials, and resources. Additionally, learning English from formal instructional books or instructors might be inadequate; therefore, additional resources might be needed.

Considering metacognitive regulation sub-scale, according to McDonough (2001), it is defined as techniques such as hypothesizing, planning and monitoring. As a result of the findings, participants exhibited a moderate level of self-regulation competence in relation to metacognitive regulation. On the other hand, the findings of this study are similar with studies from Şahin-Kızıl and Savran (2016), Çelik et al. (2012), and Lai and Gu (2011d). According to the findings of the present study, participants might not exactly be aware of the importance of monitoring and regulating their language learning with the help of ICT devices. These results might also show the fact that participants need to use ICT materials to plan, organize and perform learning tasks more often. Accordingly, it could be stated that these ICT tools also assist participants in choosing appropriate resources for accomplishing learning goals.

As regards to culture learning regulation sub-scale, it is clear that participants have high culture learning self-regulation competence. This might be the result of wanting to have cultural knowledge of the target society even if they are less positive about constructing social relationships. Thereby, the findings of the present study might demonstrate learners' curiosity towards the target culture. With this curiosity, it is also possible to assert that utilization of ICT devices might contribute to the globalization of the world by sharing similar cultural characteristics since learners may reflect the cultural characteristics of the target society. However, the findings of this study may also reveal that learners tend to

obtain specific knowledge, which is necessary to gain a better insight and understanding of the target culture. To be more specific, it can be revealed that through the utilization of technological materials, it is possible to obtain cultural knowledge. Therefore, they may become more aware of their language learning process.

Furthermore, participants demonstrated a high level of goal commitment regulation. This finding may imply that the utilization of ICT devices help learners to achieve their language learning goals successfully. However, according to the results, it is possible to state that learners are in need of encouragement in order to use ICT materials to enhance their learning; therefore, they can gain control over the process. Also, enabling participants to become more aware of the importance of social connection regulation is of utmost importance. Additionally, utilization of ICT devices has a positive impact on learning the language and the culture as a result of the various and plentiful resources. Therefore, it may be stated that utilization of ICT materials supports language learning outside the classroom environment. Finally, in contrast to other regulations, participants demonstrated low level of metacognitive regulation. It is possible to conclude that learners are in need of the guidance of an instructor.

Discussion of the Second Research Question

When the results were analyzed according to the demographic information such as gender, age, department and school type, it could be asserted that there is no statistically significant difference between the male and female participants in terms of SRL with ICT. Previous similar studies (GülerUrhan 2019; Berk 2020; C. Lee et al., 2016) have reported the same results based on gender within the scope of SRL. However, when the detailed analysis of the literature was carried out, it was concluded that female learners have more SRL competence by means of technology when compared to males (Güven, 2016; Fındık, 2018). Similarly, results reported by Fernández-Gutiérrez et al. (2020) state that female students tend to support their language learning more than male students. On the other hand, it could be stated that the gender gap would no longer be apparent since ICT devices have become an indispensable part of society. In general, it is possible to state that both male and female participants integrate ICT devices, materials and resources with the advent of technology.

Moreover, results regarding the participants' high school type and ICT use for SRL demonstrated that goal commitment self-regulation competences with ICT materials differ. Findings indicated that there is a meaningful relationship between high school background and ICT use for SRL. This may show the fact that there is an inequality of opportunity considering the chance of studying at a university. It may be asserted that this inequality of opportunity makes them more aware of their goals. Additionally, private school graduate learners have more opportunities to utilize technological devices in their language learning process when compared to state school graduates. Considering state school graduates, having less opportunity to utilize ICT devices, resources and materials might increase the sense of curiosity. The sense of curiosity might help them to become more willing to utilize ICT devices to regulate their language learning goals. However, this may also be the result of the numeric difference between state school graduates and private school graduates. Further studies which include nearly the same number of participants with private school and state school background may demonstrate different results.

Moreover, regarding the participants' age and ICT use for SRL, the results indicated that there is no significant relationship between participants' ICT use and their age. As previously stated, technological devices are integrated parts of human life. However, considering age, people from all age groups utilize technology for different purposes. Moreover, from the very beginning of their lives, human beings use technological devices for various purposes. According to Prensky (2001), individuals who have been brought up in a technologically rich environment are called Digital Natives. To be more specific, it can be said that individuals are born into a digital world, and they can be named as Digital Natives. For that reason, it may be concluded that according to the results of the study, the age factor is not a determinant factor within the scope of SRL with ICT. Furthermore, it should be noted that this result might be due to the fact that the majority of the participants (n=96) selected their age between the range of 18 and 20.

Considering the participants' departments and ICT use for SRL, it may be stated that when students make a choice about the universities and departments, they need to be aware of the university entrance requirements. It is important for students to get prepared for the entrance exam properly. The process of getting

prepared for university may impact their competence for self-regulation. Additionally, students are expected to be aware of the departments and their requirements; therefore, they may adjust their future career accordingly.

In the light of the results about utilization of ICT for SRL, it may be asserted that there was a significant difference between participants' use of ICT and department. Results revealed that participants in economics and aviation have a higher level of metacognitive regulation than participants in other departments. Regarding the department of economics and aviation, it is a known fact that these departments require mathematical skills. Accordingly, Özsoy (2010) states that mathematical skills require metacognitive regulation competence. It may be concluded that since the departments of economics and aviation require mathematical skills, their level of metacognitive regulation is higher when compared to the other departments. This interpretation may be confirmed by a study which was conducted by Desoete et al. (2001) and Tian et al. (2018). Additionally, it should also be noted that the department of aviation requires learners who are fluent in a foreign language, and they are expected to perform some tasks in order to have various duties such as planning and organization.

Furthermore, the findings indicated that the participants in aviation and economics have a higher level of cultural competence when compared to students from other departments. Culture is defined as an interdisciplinary term (Pun, 1970). As an interdisciplinary term, culture has an impact on other disciplines such as economics (Ozbugday, 2020), and there is an undeniable relationship between economics and culture (Kabaş, 2019). For that reason, it may be concluded that as a result of the requirements of their departments and the relationship between economics and the concept of culture, the students may have a higher cultural competence when compared to the other departments. Additionally, it is a known fact that when students graduate from the department of aviation, they may work at an airport. For that reason, they may be required to communicate with the members of other cultures. Considering the findings of the analysis, it may be concluded that students from the departments of aviation may have a higher cultural regulation when compared to other departments because of their possible future career choices.

Discussion of the Third Research Question

In this study, the third research question was created in order to investigate the relationships between the sub-scales of SRL by means of ICT. As previously mentioned, learners regulate their own learning process by means of ICT materials. The results indicated that high level of goal commitment regulation increases affective regulation, social connection regulation, resource regulation, metacognitive, and culture learning regulation. This may be due to the fact that goal commitment regulation involves the determination of learners towards a goal to achieve the goal; therefore, determination involves learners' affective, social connection, resource, metacognitive, and culture learning regulation. In other words, the determination of learners increases the other regulations as well. This might result from the fact that setting goals and achieving them over time involves each competence of self-regulation of the learners. After all, they may need to keep track of their goals, use appropriate affective regulations, and regulate their learning with the help of ICT resources and materials.

On the other hand, considering the competence of affective regulation with ICT, it is seen that it causes an increase in social connection regulation, resource regulation, metacognitive and culture learning regulation. This may be because learners have to modulate their emotions to adapt to stressful situations and be successful in their learning. Additionally, as previously mentioned, with the use of ICT materials and resources, learners may be more prone to planning, monitoring, and regulating their language learning process. Therefore, managing emotions involves and contributes to the development of the other regulations as well.

Additionally, regarding social connection regulation, it is worth mentioning that it has an impact on augmentation of resource regulation, metacognitive and culture learning regulation. As aforementioned, ICT devices may help learners to communicate with others all over the world. For this reason, it may be concluded that social connection with ICT devices involves connection between peers, teachers and families, and social connection regulation may affect students' wellness because, with the help of ICT resources and materials, social activities can promote students' attendance and develop their academic achievement. In other words, they regulate their resource, metacognitive and culture regulations.

Furthermore, the results indicate that a high level of resource regulation contributes to an increase in metacognitive and culture learning regulation. Therefore, it is possible to state that searching and analyzing with utilization of ICT devices contribute to the development of metacognitive and culture learning regulation because learners with self-regulation are aware of their strengths and weaknesses. Therefore, they can find appropriate resources to help and achieve their goals through the use of ICT. Also, searching for materials may increase the learners' cultural knowledge as well, because they have an opportunity to encounter many ICT resources.

Finally, as previously mentioned, learners may facilitate their learning through the use of technological devices within the scope of metacognitive regulation. According to the results of the study, a high level of metacognitive regulation may lead to an increase in culture learning regulation. Therefore, it can be implied that what learners do about their learning with ICT devices also increases the culture learning regulation because learners with high metacognitive regulation are conscious of cultural awareness of the learning.

As a result, it may be asserted that a high level of overall regulation with the utilization of ICT tools contributes to the augmentation of self-regulation competencies. Therefore, it can be implied that all self-regulations are connected to each other.

Discussion of the Fourth Research Question

In this study, the last research question concentrates on the qualitative data findings. When the participants' answers are analyzed carefully, it is possible to state that they have positive attitudes towards integrating ICT devices into their language learning process. This could be due to participants' extensive use of technology in all aspects of their lives. Additionally, regarding participants' attitudes toward SRL by means of ICT devices, materials, and resources, it could be concluded that ICT devices assist learners in the process of language learning. With the help of ICT materials, participants may also increase the level of their success. Also, it might be due to the fact that when participants have problems of shyness and being embarrassed to ask questions about any topic that they try to learn, they may utilize ICT devices in order to consolidate the subject. Furthermore, when there is a limitation of time to practice the language in the

classroom, it may be stated that participants utilize technology to practice the target language outside the classroom. When participants' beliefs towards ICT tools are taken into consideration, it is possible to state that learners might utilize ICT because the prices of learning materials are high, especially foreign language learning books. In an online language learning environment, participants may revise the subjects that they learn without any payment. Additionally, this might be due to the fact that learners perceive using ICT materials as a pleasure. Furthermore, considering learners' frequency of utilizing ICT materials, this may result from the ongoing situation of Covid-19. The spread of the pandemic has led to the closure of universities. With this closure, remote education has become an integral part of our lives. For this reason, it may be stated that learners have become increasingly reliant on technological equipment. Regarding the learners' integration of ICT devices, this might result from their belief that integrating ICT devices improve their learning. Additionally, when they have difficulty in understanding the subject or when they want to practice the target language, they may benefit from ICT devices to regulate their language learning not only in the classroom environment but also outside the classroom. Considering participants' reasons for utilizing ICT devices in the language learning process, learners may have different purposes. Participants may use ICT devices, materials, and resources to help them to manage their language learning. Also, in line with the interviewees, it could be stated that ICT presents learners with an opportunity to access a variety of resources and materials. Furthermore, this could be due to the fact that ICT devices, with their abundance of resources and materials, make it easier for learners to manage their language learning process.

Implication of This Study

The findings of this study might help instructors and learners to become more aware of the necessity and importance of self-regulated language learning by utilizing ICT tools. After analyzing the data, it was understood that the significance of increasing learners' perception of SRL with ICT cannot be underestimated.

Another implication for this study is that there is no need for learners to force themselves to adopt just one language learning strategy. Firstly, they might discover their weaknesses and strengths and then they might regulate the language learning process with ICT.

Furthermore, this study may enlighten both teachers and learners about the ways of utilization of ICT devices, resources and tools in the self-regulated language process. It is hoped that the current study might broaden the perceptions of other teachers or instructors. Currently, the literature about SRL with ICT is limited. It is hoped that this study will serve as a guideline for future research.

Suggestion For Further Research

This study aims to provide a conceptual framework that focuses on EFL students' self-regulated language learning by utilizing ICT in a preparatory state school in Turkey. Although this study has been conducted with 133 participants, further research might be conducted with a larger sample of participants. Also, in order to contribute to the existing literature, a similar study may be conducted with pre-service teachers.

Additionally, further research may be conducted to determine the impact of self-regulated language learning with ICT on learners' reading, listening, writing, and speaking abilities. Moreover, as an essential factor, participants' proficiency and impact on SRL with ICT might be included in further studies. Furthermore, to conduct a detailed analysis, further research may include some variables relevant to students' ability to self-regulate their language learning with ICT.

Limitations of the Study

This study was conducted with both qualitative and quantitative research tools. As a qualitative research tool, interviews were used, while questionnaires were used as a quantitative research tool. By employing various qualitative research methods, such as student diaries, the researcher could have increased the study's trustworthiness and acquired more reliable data.

Another limitation of this research is that the results cannot be generalized to all preparatory school students enrolled in Foreign Languages High schools because the data was obtained from a small sample of students. Therefore, it would be better if the sample in this analysis were increased.

Finally, due to the lack of time, only questionnaires and a few numbers of semi-structured interviews were applied to the participants. Therefore, the result of this research could be completely different if the study was implemented to the different participants.

5. CONCLUSION

Advancements in technology enable people to have various opportunities. Technological innovations increase access to knowledge and have an impact on every aspect of education, especially language learning. As a result, language learning with the help of technology has become increasingly popular. Due to the development of technology, it is of the utmost importance that learners support their learning process by utilizing technological devices. Individuals integrate technological devices into formal and informal learning environments and regulate their language learning process. Therefore, the significance of self-regulated language learning with technology has increased dramatically. Additionally, it is worth mentioning that ICT devices, materials, and resources assist learners in the classroom environment and beyond the classroom. To summarize, it is of the utmost importance for learners to regulate their language learning through technology. Moreover, this study's findings demonstrated that technology is regarded as an indispensable part of human life and ICT devices, materials, and resources are crucial for language learners. Various factors have an impact on learners' SRL with the utilization of ICT.

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APPENDICES

Appendix A. Ethic Committee Approval of Çağ University

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	Selin KAŞIKÇIOĞLU
ÖĞRENCİ NO	20198041
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	EFL Hazırlık Okulu Öğrencilerinin Teknolojiyle Kendi Kendini Düzenleyen Dil Öğrenimi Üzerine Bir Karma Yöntem Araştırması
TEZİN AMACI	Mevcut araştırma, kendi kendini düzenleyen dil öğrenimiyle ilgili olarak doğrudan dil öğrenme ortamı dışında teknolojinin kullanımına odaklanmaktadır. Makalenin amacı, Türkiye'de bir hazırlık okulu bağlamında Sosyal Bilişsel Teori çerçevesinde teknolojiden yararlanarak EFL öğrencilerinin sınıf dışında kendi kendini düzenleyen dil öğrenimine dayalı kavramsal bir teorik çerçeve sağlamaktır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, öğrencilerin Bilgi ve İletişim Teknolojileri (BİT) ile öz düzenlemeli dil öğrenimini (SRLL) incelemek için yapılmıştır. Bu karma yöntem araştırması, aynı zamanda katılımcıların BİT aracılığıyla öz düzenlemeli dil öğrenim algılarını araştırmayı da amaçlamaktadır. Ek olarak, BİT cihazları aracılığıyla öz düzenlemeli dil öğrenimleri yaşlarına, cinsiyetlerine, lise geçmişlerine ve bölümlerine bağlı olarak incelenmiştir. Bu araştırma, Kayseri Erciyes Üniversitesi Yüksekokulunda öğrenim gören 133 katılımcıdan veri toplanmıştır. Nicel veriler öz düzenlemeli dil öğrenim ölçeği için BİT kullanımı yoluyla toplanmıştır. Nicel verilerin analizini yapmak için betimsel analiz, çıkarımsal istatistikler ve korelasyonel istatistikler kullanılmıştır. Ayrıca, yarı yapılandırılmış beş sorudan oluşan bir görüşme yoluyla nitel veriler toplanmıştır. Hem anketten hem de mülakattan elde edilen veri analizi İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin BİT aracılığıyla orta ve olumlu öz düzenlemeli dil öğrenim algılarına sahip olduğunu göstermiştir. Ek olarak, katılımcıların cinsiyeti ve yaşı ile öz düzenlemeli dil öğrenimi için BİT kullanımı arasında istatistiksel olarak anlamlı bir farklılık yoktu. Öte yandan, katılımcıların hedefe bağlı öz düzenleme için BİT kullanımları ile lise geçmişleri ve bölümleri arasında anlamlı bir fark vardı. Son olarak korelasyonel sonuçlar, tüm alt ölçeklerin her biri arasında pozitif bir ilişkiye sahip olduğunu göstermiştir.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Erciyes Üniversitesi- Yabancı Diller Yüksekokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi-Sosyal Bilimler Enstitüsü-Tarsus-Mersin
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Bu çalışma, 2020-2021 Akademik Yılı bahar döneminde Kayseri'de bir üniversitede yapılacaktır. Katılımcılar Kayseri'de bir üniversitede 133 hazırlık öğrencisi olup yaşları 18 ile 21 arasında değişmektedir. Katılımcıların seviyesi A1 ile B1 arasında değişmektedir. Her bireyin kendine özgü bir öğrenme şekli vardır ve ikinci dil öğrenimi amacıyla teknolojiyi kullanma konusunda farklı eğilimleri vardır. Katılımcılar bu çalışmaya e-posta yoluyla katılmayı talep etti. Yabancı Diller Yüksek Okulu müdüründen gerekli izin alınacaktır. Bu çalışmanın güvenilirliğini sağlamak için onay formunun okunup anlaşılacağı katılımcılarla teyit edilecektir. Ayrıca, bu araştırmanın güvenilirliğini sağlamak için katılımcılarla iletişime geçilerek bir onay formu imzalanacaktır. Öğrencilere, paylaştıkları her türlü bilginin anonim olarak saklanacağı bilgisi verilecektir.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1.5 Sorudan oluşan röportaj soruları 2. Öz Düzenlemeli Dil Öğrenme Ölçeği için BİT Kullanımı Ölçeği
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 4 Sayfa Öz Düzenlemeli Dil Öğrenme Ölçeği için BİT Kullanımı Ölçeği. 2) BİT kullanımına yönelik 5 sorudan oluşan röporta soruları

ÖĞRENCİNİN ADI - SOYADI: Selin KAŞIKÇIOĞLU		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 22/ 02/ 2021				
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu 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: Senem ZAIMOĞLU	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			
29.03.2021	... / ... / 20...	29.03.2021	31.03.2021			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tefvik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır
... / ... / 20...	... / .. / 20...	... / ... / 20....	.. / ... / 20....	... / ... / 20....	... / ... / 20....	... / ... / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 31/ 03 / 2021 - 01 / 05 / 2021 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur				
OY ÇOKLUĞU İLE						
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B. Consent Form

Dear Participant;

You are invited to participate in this study. Your participation is voluntary. If you decide to participate in this study voluntarily, please sign in the space provided at the bottom of this page.

This study deals with self-regulated language learning with technology. Please take the time to read this information carefully.

You may ask questions about anything you do not understand or want to know more about and the research questions were added to the appendix part.

Your participation is voluntary. If you do not wish to take part, you do not have to.

VOLUNTARY CONSENT (SIGNATURE): _____

Thank you very much for agreeing to participate in this survey.

I am really grateful to you.

Researcher: Selin KAŞIKÇIOĞLU

Appendix C. ICT Use for Self-Regulated Language Learning Scale

ICT Use for Self-Regulated Language Learning Scale

Name:

Surname:

Gender:

Age:

Educational background:

Department:

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Goal Commitment Regulation					
1. ICTs are important sources and tools to maintain my interest in achieving my language learning goal.					
2. I believe ICTs can help me continue in reaching my ultimate goal in learning the language.					
3. I believe ICTs can help me achieve my language learning goals more quickly and efficiently.					
Affective Regulation					
4. When I feel bored with learning the language, I use ICTs to decrease the boredom and increase the enjoyment.					
5. I use ICTs to make the task of language learning more attractive to me.					

6. I feel ICTs effectively maintain my interest and enthusiasm in learning the language.					
7. When I start to resist learning the language, I use ICTs to help myself regain the interest and enthusiasm.					
Social Connection Regulation					
8. ICTs help to make my language learning a relaxing process.					
9. ICTs make me enjoy learning the language more.					
10. I use ICTs to increase the time I spend on learning the language.					
11. I use ICTs to connect with native speakers of the language.					
12. I use ICTs to connect with other learners all over the world.					
13. I use ICTs to search for encouragement and support from other learners of the language.					
Resource Regulation					
14. When I feel I need more learning resources in the language, I use ICTs to expand my resources.					

15. I use ICTs to increase my learning experience outside the language classroom.					
16. I use ICTs to create and increase opportunities to learn and use the language.					
17. I use ICTs to search for learning resources and opportunities to help achieve my goals.					
18. I search for attractive language learning materials and experience delivered by ICTs.					
Metacognitive Regulation					
19. I know how to use ICTs to effectively monitor myself to achieve the learning goals at each stage.					
20. I plan learning tasks to do outside of school that involve the use of ICTs.					
21. I plan relevant materials to do outside of school that involve the use of ICTs.					
22. I adjust my language learning goals using ICTs.					
23. I am satisfied with the way I use ICTs to help myself continue in reaching my learning goals.					
24. I set sub-goals for the next stage of learning in the light of how much I can					

understand and produce when using ICTs to acquire information or communicate with others.					
25. For the areas that I am weak in, I know how to select and use appropriate ICTs to improve the areas.					
Culture Learning Regulation					
26. I use ICTs to help myself to increase my ability to interact with the target culture.					
27. I use ICTs to help myself understand and appreciate the target culture better.					
28. I use ICTs to search for answers to my questions about the language and culture.					

**Öz Düzenlemeli Dil Öğrenme Ölçeği için BİT (Bilgi ve İletişim Teknolojileri)
Kullanımı**

İsim:

Soyisim:

Cinsiyet:

Yaş:

Eğitim durumu:

Bölüm:

	Kesinlikle Katlıyorum	Katlıyom	Emin Değilim	Katılmı orum	Kesinlikle Katılmıyo rum
1. BİT'ler, dil öğrenme hedefime ulaşma konusundaki ilgimi sürdürmek için önemli kaynaklar ve araçlardır.					
2. BİT'lerin dili öğrenmedeki nihai hedefime ulaşmaya devam etmeme yardımcı olabileceğine inanıyorum					
3. Bilgi ve iletişim teknolojilerinin dil öğrenme hedeflerime daha hızlı ve verimli bir şekilde ulaşmama yardımcı olabileceğine inanıyorum.					
4. Dili öğrenmekten sıkıldığımda, can sıkıntısını azaltmak ve eğlenceyi artırmak					

için bilgi ve iletişim teknolojileri kullanıyorum.					
5. Dil öğrenme görevini benim için daha çekici hale getirmek için BİT'leri kullanıyorum.					
6. BİT'lerin dili öğrenmeye olan ilgimi ve coşkumu etkin bir şekilde sürdürdüğünü hissediyorum.					
7. Dili öğrenmekte zorluklar yaşadığımda, ilgiyi ve coşkuyu yeniden kazanmam için bilgi ve iletişim teknolojileri kullanıyorum.					
8. BİT'ler dil öğrenmemin rahatlatıcı bir süreç olmasına yardımcı oluyor.					
9. Bilgi ve iletişim teknolojileri, dili öğrenmekten daha çok zevk almamı sağlıyor.					
10. Dil öğrenmek için harcadığım zamanı artırmak için bilgi ve iletişim teknolojileri kullanıyorum.					
11. İngilizceyi anadil olarak kullanan kişilerle bağlantı kurmak için BİT kullanıyorum.					

12. Dünyanın her yerindeki diğer öğrencilerle bağlantı kurmak için BİT kullanıyorum					
13. Diğer dil öğrencilerinden cesaret ve destek aramak için BİT'leri kullanıyorum.					
14. Dilde daha fazla öğrenme kaynağına ihtiyacım olduğunu hissettiğimde, kaynaklarımı genişletmek için BİT kullanıyorum.					
15. Dil sınıfı dışında öğrenme deneyimimi artırmak için bilgi ve iletişim teknolojileri kullanıyorum.					
16. Dil öğrenme ve kullanma fırsatlarını yaratmak ve artırmak için BİT kullanıyorum.					
17. Hedeflerime ulaşmaya yardımcı olacak öğrenme kaynakları ve fırsatları aramak için BİT kullanıyorum.					
18. İlgi çekici dil öğrenme materyalleri ve BİT'ler tarafından sunulan deneyimler araştırıyorum.					
19. Verimli bir şekilde kendimi takip ederek, öğrenme					

hedeflerimin her aşamasını gerçekleştirmek için, BİT'leri nasıl kullanacağımı biliyorum.					
20. Okul dışında BİT kullanımını içeren ödevler yapmayı planlıyorum.					
21. Okul dışında BİT kullanımını içeren ilgili materyalleri kullanmayı planlıyorum.					
22. BİT'leri kullanarak, öğrenme amacımı gerçekleştirmeyi hedefliyorum.					
23. Öğrenme hedeflerime ulaşmaya devam etmeme yardımcı olmak için BİT'leri kullanma şeklimden memnunum.					
24. Bilgi edinmek veya başkalarıyla iletişim kurmak için BİT'leri kullanırken ne kadar anlayıp üretebileceğimin ışığında, öğrenmenin bir sonraki aşaması için alt hedefler belirlerim.					
25. Zayıf olduğum alanları iyileştirmek için uygun BİT'leri nasıl seçeceğimi ve kullanacağımı biliyorum.					

26. Hedef kültürle etkileşim yeteneğimi artırmak amacıyla kendime yardımcı olmak için BİT kullanıyorum.					
27. Hedef kültürü daha iyi anlamak ve değerlendirmek için bilgi ve iletişim teknolojilerini kullanıyorum.					
28. I use ICTs to search for answers to my questions about the language and culture.					



Appendix D. Interview Questions

English Version of Interview Questions

1. What do you think about the using ICT tools in order to regulate the language learning process?
2. What do you think about the integration of ICT tools to this process?
3. How do you integrate ICT into this process?
 - a) How often do you use ICT tools?
4. What are the benefits of regulating language learning with ICT?
5. Why do you prefer to use ICT tools in your language learning process?

Turkish Version of Interview Questions

1. Dil öğrenme sürecini düzenlemek için BİT araçlarının kullanılması hakkında ne düşünüyorsunuz?
2. BİT araçlarının bu sürece entegrasyonu hakkında ne düşünüyorsunuz?
3. BİT'i bu sürece nasıl entegre ediyorsunuz?
 - a) Ne sıklıkla BİT araçlarını kullanıyorsunuz?
4. Dil öğrenimini BİT ile düzenlemenin faydaları nelerdir?
5. Dil öğrenme sürecinizde neden BİT araçlarını kullanmayı tercih ediyorsunuz?

Appendix E. Permission from Rectorate of Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002587

07.04.2021

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ayşe Duman, Başak Aygün, Deniz Gizer, Selin Kaşıkçıoğlu, Zişan Esmâ Yıldız** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 5 Adet öğrenciye ait tez evrakları listesi.

E-Posta: aycankol@cag.edu.tr



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

Doğrulama adresi: <https://obs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: A384268

Appendix F. Ethics Committee Approval



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100003012
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

22.04.2021

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 07.04.2021 tarih ve E-23867972- 050.01.04-2100002587 sayılı yazınız.
b) 14.04.2021 tarih ve E-23867972- 050.01.04-2100002761 sayılı yazınız.

İlgi yazılarda söz konusu edilen Ayşe DUMAN, Başak AYGÜN, Deniz GİZER, Selin KAŞIKCIOĞLU, Zişan Esmâ YILDIZ, Betül KOCAMAN, Burcu GÜLEN KAYMAK TIRAŞ, Büşra DURMUŞ, Büşra MISTIK isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

E-Posta: mertfikircioglu@cag.edu.tr



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

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: 617C8AC

Appendix G. Permission Request Form of Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100003141
Konu : Selin KAŞIKÇIOĞLU'nun Tez
Anket İzni

27.04.2021

ERCIYES ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Selin KAŞIKÇIOĞLU** isimli öğrencimiz, “**EFL Hazırlık Okulu Öğrencilerinin Teknolojiyle Kendi Kendini Düzenleyen Dil Öğrenimi Üzerine Bir Karma Yöntem Araştırması**” konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Senem ZAIMOĞLU** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitemiz Yabancı Diller Yüksekokulunda öğrenim gören öğrencileri** kapsamak üzere kopyası Ek’lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Etik Kurul Onay Dosyası

E-Posta: senaydemir@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.
DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: DCD52DA

Appendix H. Permission Form of Erciyes University



T.C.
ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-14065294-044-59840
Konu : Anketler

07.05.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi : 27/04/2021 tarihli ve 2100003141 sayılı yazınız

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencilerinden Selin KAŞIKÇIOĞLU'nun "EFL Hazırlık Okulu Öğrencilerinin Teknolojiyle Kendi Kendini Düzenleyen Dil Öğrenimi Üzerine Bir Karma Yöntem Araştırması" konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokulu bünyesinde hazırlık sınıfı öğrencilerine anket çalışmasını yapması uygun görülmüştür.

Bilgilerinize arz ederim.

Prof.Dr. Recai KILIÇ
Rektör a.
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSUN7ZJ32F Pin Kodu :27852

Belge Takip Adresi : http://ebys.erciyes.edu.tr/enVision-Sorgula/validate_doc.aspx?eD=BSUN7ZJ32F

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Kep Adresi:erciyesuni@hs01.kep.tr

Bilgi için: Bekir Yılmaz
Unvanı: Bilgisayar İşletmeni
Tel No: 0352 207 66 66-10500

