

**REPUBLIC OF TURKEY**  
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**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**EXAMINATION OF STUDENTS' SOCIAL EMOTIONAL LANGUAGE  
LEARNING COMPETENCES AT A UNIVERSITY CONTEXT**

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**APPROVAL****REPUBLIC OF TURKEY  
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## DEDICATION

*To my beloved father and mother, Mithat and Memnune BAKIR,*



**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)

17/09/2021

Esra BAKIR

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**ABSTRACT****EXAMINATION OF SOCIAL EMOTIONAL LANGUAGE LEARNING  
COMPETENCES AT A UNIVERSITY CONTEXT****Esra BAKIR****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****September 2021, 81 pages**

Over the last two decades, there has been a significant increase in interest in social and emotional learning (SEL) in education (Humphrey, 2013; Durlak, Domitrovich, Weissberg, & Gullotta, 2015). SEL is a global educational movement that is gaining traction and it is defined as the ability to detect and control emotions, solve problems efficiently, and form positive relationships with others (CASEL, 2003). One of the main target of this study is to investigate “Social Emotional Foreign Language Learning” (SEFLL) competences of university English language preparatory class students. This study also aims to investigate whether there are any significant differences in students’ SEFLL competences based upon their demographic characteristics such as their gender, age, the school they graduated from, their place of growth, their parents’ educational background, their parents’ knowledge of foreign languages and their family income status. For the investigation of participants’ SEFLL competences “Social Emotional Foreign Language Learning Scale” (SEFLLS), developed by Zaimoğlu (2018) was used. This study was conducted at the School of Foreign Languages of a Turkish university. The sample of this study consists of 746 university English language preparatory students. The results revealed that participants had relatively higher competency in social relations and decision-making competences compared to self-regulation. The results also revealed that participants’ parents’ knowledge of foreign language affected their SEFLL competences.

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

**ÖZ****SOSYAL DUYGUSAL DİL ÖĞRENME YETERLİKLERİNİN ÜNİVERSİTE BAĞLAMINDA İNCELENMESİ****Esra BAKIR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****Eylül 2021, 81 pages**

Son yirmi yılda, eğitimde sosyal ve duygusal öğrenmeye ilgide önemli bir artış olmuştur (Humphrey, 2013; Durlak, Domitrovich, Weissberg ve Gullotta, 2015). Sosyal duygusal öğrenme ilgi çeken küresel bir eğitim hareketidir ve duyguları tespit etme ve kontrol etme, problemleri verimli bir şekilde çözme ve başkalarıyla olumlu ilişkiler kurma yeteneği olarak tanımlanır (CASEL, 2003). Bu çalışmanın temel hedeflerinden biri, üniversite İngilizce hazırlık sınıfı öğrencilerinin “Sosyal Duygusal Yabancı Dil Öğrenme” yeterliliklerini araştırmaktır. Bu çalışma aynı zamanda öğrencilerin sosyal ve duygusal yabancı dil öğrenme becerilerinin cinsiyet, yaş, mezun oldukları okul, büyüdükleri yer, ebeveynlerinin eğitim durumu ve yabancı dil bilgisi ve son olarak gelir durumu gibi demografik özelliklerine göre anlamlı bir farklılık olup olmadığını araştırmayı amaçlamaktadır. Katılımcıların sosyal ve duygusal yabancı dil öğrenme yeterliliklerinin araştırılması için Zaimoğlu (2018) tarafından geliştirilen “Sosyal Duygusal Yabancı Dil Öğrenme Ölçeği” kullanılmıştır. Bu çalışma bir Türk üniversitesinin Yabancı Diller Yüksekokulunda yapılmıştır. Bu araştırmanın örneklemini 746 üniversite İngilizce hazırlık öğrencisi oluşturmaktadır. Sonuçlar üniversite öğrencilerinin Sosyal İlişkiler becerileri ve Karar Verme becerilerinin Öz düzenleme becerilerine göre nispeten daha yüksek olduğunu göstermektedir. Sonuçlar ayrıca katılımcıların ebeveynlerinin yabancı dil bilgilerinin katılımcıların sosyal ve duygusal yabancı dil öğrenme becerileri üzerinde bir etkisi olduğunu ortaya koymaktadır.

*Anahtar Kelimeler:* Sosyal ve Duygusal Yetkinlikler, Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yabancı Dil Öğrenme, Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği

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## ABBREVIATIONS

ANOVA	: Analysis of Variance
CASEL	: Collaborative for Academic, Social and Emotional Learning
EI	: Emotional Intelligence
SEC	: Social Emotional Competence
SEFLL	: Social Emotional Foreign Language Learning
SEFLLS	: Social Emotional Foreign Language Learning Scale
SEL	: Social Emotional Learning
SPSS	: Statistical Package for Social Sciences



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## 1. INTRODUCTION

Over the last two decades, there has been a significant increase in interest in social and emotional learning (SEL) in education (Humphrey, 2013; Durlak, Domitrovich, Weissberg, & Gullotta, 2015). SEL is a global educational movement that is gaining traction and it is defined as the ability to detect and control emotions, solve problems efficiently, and form positive relationships with others (CASEL, 2003). SEL considers social and emotional abilities to be vital for healthy interactions and functioning, as well as designing programs to build and strengthen these skills (Elias et al., 1997). For that reason, several professionals have linked SEL in practical contexts to emotional intelligence (EI). Mayer & Salovey (1997) define EI as the ability to identify feelings, receive and produce emotions to aid cognition, comprehend emotions and emotional knowledge, and manage emotions thoughtfully to support emotional and mental progress. Students from various backgrounds learn together in a classroom and engage in conversation with one another. Students require some social and emotional skills throughout these encounters in order to have a meaningful school life, which typically leads to academic achievement (Norris, 2003). Along with the importance of SEL an EI in students' academic achievement, social skills are also an essential predictor of children's and teenagers' healthy mental development and sufficient psychosocial functioning throughout their lives (Elias et al., 1997). Goleman (1995) defines self-consciousness, emotional management, motivation, empathies, and social intelligence as the distinctive feature of emotional intelligence. The significance of acquiring these abilities, as well as their function in improving academic accomplishment, emotional health, and professional success among college students, has been widely established (Goleman, 1995).

Although the SEL approach was once focused on building SEL in the early childhood educational context, it has since moved to middle schools, colleges and universities, and other adult domains like as business and industry. However, a review of the literature, which includes journals, conference proceedings, and research projects, reveals few examples of SEL methods in higher education (Socas, 2017); the theoretical and empirical research on SEL has concentrated mostly on preschool and secondary school children, and instructions for SEL activities frequently specify aims and applicability for these student groups (CASEL, 2003; Greenberg et al., 2003; Zins,

Weissberg, Wang, & Walberg, 2004). Without doubt, SEL education is critical for youngsters because it may help them design a healthy developmental path during a critical stage in their lives. However, the necessity for SEL does not stop with high school and according to studies in higher education settings, social and emotional integration is linked with favourable academic outcomes such as academic achievement and persistence (Gloria & Ho, 2003). As a result, the importance of SEL in higher education cannot be overlooked. Students in higher education generally face less structure, greater demands, new responsibilities, and increasing pressures, all of which contribute to their challenges with stress, discomfort, and psychological distress (Conley, 2015). It is essential to address the social-emotional obstacles that prevent students from engaging with and performing well in school (Zins et al., 2004). For students, the transfer to higher education, like any other movement to a new setting, comes with a variety of academic and sociocultural obstacles (Clark, 2005; Inkelas, Daver, Vogt, & Brown Leonard, 2007). Aside from enrolling in a new program and school, students frequently leave home, friends, and family behind to relocate to a new location and lifestyle to which they must adjust (Clark, 2005). This change in students' lives can therefore be a cause of stress and problems, which, if not managed properly, can have a harmful impact on academic achievement and emotional health (Friedlander, Reid, Shupak, & Cribbie, 2007). Lowe and Cook (2003) state that this transition in students' lives has been viewed as an important source of stress for first-year university students.

Apart from dealing with these challenges mentioned above, some of the students need to learn a new language at their first year of university as a requirement of their departments. Thus, learning a new language at the first year of their academic journey adds additional challenge for these students and at this point the importance of SEL competences waxes. The research in the related literature reveals that the instruments to evaluate social and emotional skills of students are generally developed to primary, middle and high schools where the social and emotional skills of students are more likely to be important as part of the learning process than to language learners at university level (Zaimoğlu, 2018). Zaimoğlu (2018) filled this academic gap with her work by developing Social and Emotional Foreign Language Learning Scale (SEFLLS) to evaluate university students' social and emotional competences while they learn a foreign language.

This study researches social-emotional competences of the university English language preparatory students in a context in which English is taught as a foreign language. Research on education results has proven over the past two decades the significance of healthy social and emotional competences in promoting academic performance (Blake et al., 2015). The need for fostering SEL competences in a university context where almost no attention given is indispensable. This study also focuses on differences in social-emotional competences between students with different demographic backgrounds.

The aim of this study is to achieve a greater understanding of the social-emotional foreign language learning (SEFLL) competences of university English language preparatory students and to learn about the effect of students' backgrounds on their SEFLL competences. As a result, this study attempts to find answers the following research questions;

1. What are the English language preparatory students' SEFLL competences at a university?
2. Do students' SEFLL competences have significant differences on their demographic backgrounds such as;
  - a) Gender
  - b) Age
  - c) Graduated school
  - d) Place of growth
  - e) Mothers' educational background
  - f) Fathers' educational background
  - g) Mother's knowledge of foreign languages
  - h) Fathers' knowledge of foreign languages
  - i) Income status

### **1.1. Social and Emotional Learning**

SEL theory is not a new notion and its origins like many western ideology, is traced back to ancient Greece. In his work *The Republic*, Plato suggested a "holistic curriculum" which means integrating academic progress in math and science with character and moral judgment development. "By maintaining a sound system of education and upbringing, you produce citizens of good character," he explained. SEL is now defined as the integration process for thoughts, emotions and attitudes, to



accomplish essential social goals; to address personal and social requirements and to acquire necessary skills to be a creative and productive person in a society (Dresser, 2012). However, how to include social and emotional teaching into our current educational systems is a relatively new topic in the SEL domain. In the late 1960s, James Comer began an experimental program called the Comer School Development Program while he was at Yale School of Medicine's Child Study Center. The School Development Program concentrated on two impoverished, low-level schools predominantly African American primary schools in New Haven, Connecticut, which had the worst participation and lowest academic success in town. By the early 1980s, academic performance at the two schools had surpassed the national average, and dropout rates and behavioral problems had decreased, lending support to the arising SEL movement. New Haven Program became cornerstone of SEL studies and researchers such as Roger P. Weissberg, a professor of psychology at Yale, and Timothy Shriver, a Yale graduate and educator in the New Haven Public Schools became important figures in the field. While the term SEL was making its way into lexicon, the Collaborative to Advance Social and Emotional Learning (CASEL) was founded in 1994. In the same year, The Fetzer Institute organized the first CASEL conference, bringing together scholars, educators, child advocates, and others in the field. These people were involved in a variety of programs aimed at preventing violence and substance abuse in schools, as well as promoting healthy choices, school-community ties, and appropriate attitude. CASEL is a non-profit organization. CASEL (2020) defines SEL as the process by which all young people and adults learn and use their knowledge, abilities and behaviours to build healthy personalities, to regulate their emotion and to reach their individual or collective objectives and to feel empathy and express their solidarity to others. CASEL has three main targets to achieve “to advance the science of SEL; expand coordinated, evidence-based practice; and build a sustainable and collaborative organization to accomplish its mission” (Elias et al., 1997, p.11). One of the most commonly used definitions of Elias et al. (1997) is that SEL is defined as the process through which we learn to identify and control our emotions, care for others, make good judgments, act morally and responsibly, create meaningful connections, and avoid harmful attitudes. Although SEL has been conceptualized in different ways, it is generally described as processes in which children and adults are able to learn and successfully apply the knowledge, behaviors and abilities required for managing their feelings, setting and achieving positive targets, feeling empathy for

others and maintaining positive relationships and taking responsible decisions (Weissberg & Cascarino, 2013). In addition to that, SEL is defined to acquire core competencies needed to recognize and manage students' own feelings, control their interpersonal situations constructively, set and achieve positive aims, build and keep good relationships with others, make responsible decisions, and give importance to other people's ideas (Elias et al., 1997). The link between social-emotional and academic fields is not unexpected because learning is fundamentally a social activity in the school setting. This happens as students connect with their peers, instructors and staff and work together, negotiate and collaborate in social settings (Vadeboncoeur & Collie, 2013; Zins et al., 2004). Thus students with social and emotional competences are more connected with school and classroom environments and can concentrate more on academic activities when compared to students who lack these competences socially and emotionally (Elias & Haynes, 2008; Payton et al., 2000; Zins et al., 2007; Zins & Elias, 2006).

## **1.2. Social Emotional Competences**

In the 21<sup>st</sup> century the education that students' get should go beyond the mere knowledge of the basic topics at the schools. In addition to knowledge and academic abilities, schools are expected to offer greater help to improve the social and emotional skills of the students (Greenberg, 2010; Farrington et al., 2012). Without social and emotional abilities, students do not have necessary skills to manage everyday activities such as collaborating with others, solving problems that they encounter and controlling their emotional behaviour (Elias et al. 1997). Furthermore, without having the ability to understand and control their emotions properly, students are prone to "emotional hijacking" because of not being able to think properly as they are overwhelmed by their emotions (Coleman 1995). SEL competences can be seen as a collection of particular abilities that assist students' academic performance as well as their personal life (Elias et al., 2006). In turn, these competences should give a basis for greater adaptation and academic achievement supported by good social behaviour, less behavioral problems, less emotional distress and higher test results and grades (Greenberg et al., 2003). The main objectives of SEL programs are to promote the development of five interconnected set of cognitive, emotional, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005).

Five core competencies (shown in Figure 1) identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL) provide a clear framework for understanding how social-emotional domains affect learning. Additionally, each of the competencies has unique support for students to feel confidently when they engage in social interactions and such different circumstances in their lives. These competencies have been used for SEL programs by schools and applying these five core skills in education helps students to develop SEL competences for the success of self-improvement and academic development.

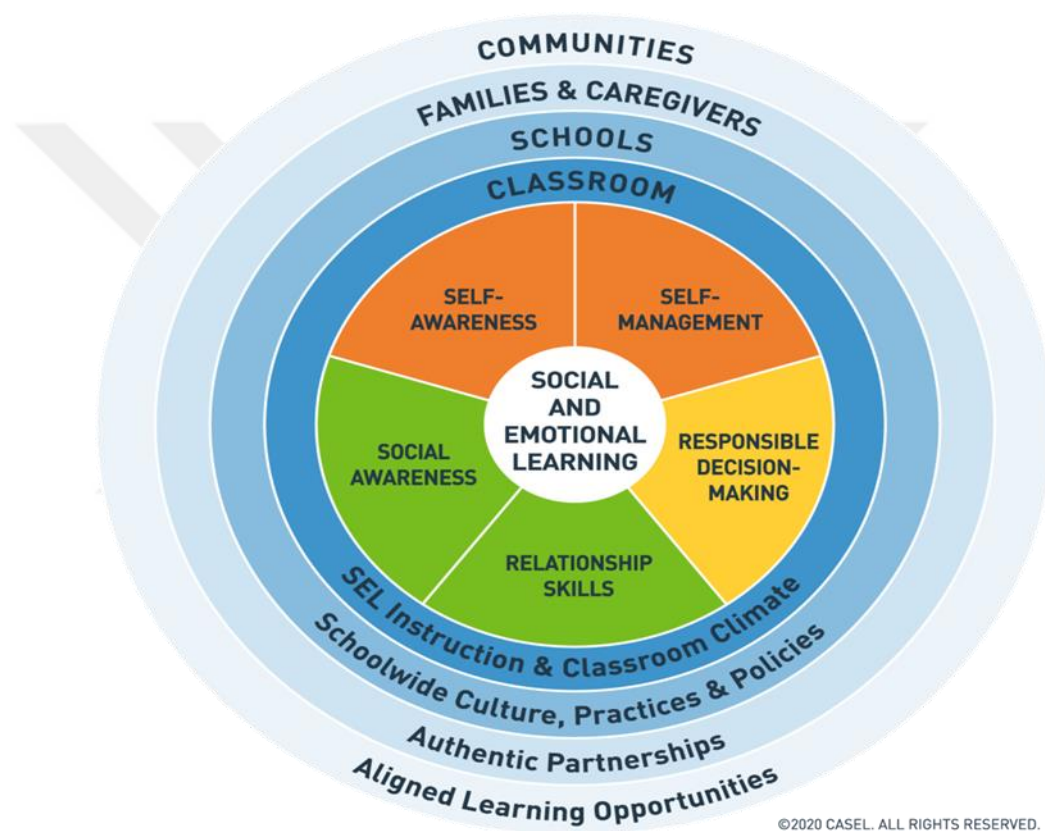


Figure 1. SEL Competencies Wheel

### 1.2.1. Self-Awareness

Self-awareness is defined as the ability of individuals to understand their own feelings, the way they think and know about their own principles, their strengths and restrictions with reasonable sense of belief in themselves and their goals and finally it is the ability of knowing how their behaviours can be affected by all of these (CASEL, 2015). Self-awareness includes the skills of recognizing and identifying a person's own strengths/weaknesses and emotions, as well as knowing how these will affect his or her

performance. Self-awareness and self-management are essential to develop a learning group. Self-awareness is an ability of one's being aware of his/her own feelings and acquiring positive behaviours and strength whereas self-management is more about one's ability to control the feelings, set up goals and work for achieving these goals (Beland, 2007).

The difficulties experienced by the individual in being aware of and expressing his/her emotions are related to having limited social support and inadequacy in using problem solving styles (Ciarrochi et al., 2003). Self-awareness often extends to self-efficacy and the ability to assess one's shortcomings and strengths (Zins & Elias, 2006). Studies show that students with higher self-efficacy levels are happier (Cheng & Furnham, 2002).

### **1.2.2. Self-Management**

Self-management can be described as individuals' ability to control their feelings, the way they think and the way they behave successfully in different circumstances to reach their objectives and desires. This skill includes individuals' capability of controlling impulses, managing stress and having motivation to achieve their goals (CASEL,2015). Self-management competence requires abilities and behaviours that control one's feelings and behaviours including one's ability to control stress and impulses and to achieve goals it is ability to go through challenges in one's personal or educational path (Weissberg et al., 2015)

Self-management is about a person's ability to manage his/her own impulses and emotions. The control of one's own emotions plays an important role in establishing close relationships, being successful in his/her job and maintaining his/her physical health (Hubbard & Coie, 1994). Students with proficiency in the field of self-management showed less behavioral challenges (Graziano et al., 2007), higher self-esteem and less psychopathology (Tangney et al., 2004) and less substance addiction (Romer et al., 2010). In addition, these students have more interpersonal skills, containing their relationships with teachers (Graziano et al., 2007). Finally, it was observed that students with developed self-management skills also had high academic achievement levels (Duckworth, Tsukayama & Kirby, 2013).

### 1.2.3. Social Awareness

Social awareness can be defined as the ability to understand others, to see perspective, and to establish empathy with others, including those from different backgrounds and cultures (CASEL, 2015). It is associated with the ability to appreciate cultural and social diversity and to respect others. Social awareness complements other competencies, such as relationship management and responsible decision-making, as well as other people's experiences, is a critical component of these competences. Although social awareness plays a key role in other competencies, it is also correlated with some positive consequences of its own. Roffey (2011) states that socially competent children are able to concentrate on the task, express interest in other people's thoughts and experiences and have a good sense of themselves. Higher ability for empathy is also closely related to reduced aggression (Fitzgerald & White, 2003) and less destructive behaviour (Hastings et al., 2000).

Although being socially aware contributes positively to the academic achievement of students, it has a larger effect on their lives as a whole. Social awareness allows a person to adapt and work in a number of cultural environments that are considered important in both school and real life in general. Socially aware people are typically not afraid to ask for assistance from others if they cannot cope with an issue on their own, which in fact, makes them experience less emotional pain.

D' Amore (2008) defines social awareness as individuals' ability to understand others in a social environment and it is also ability to control this social environment by behaving suitable to manage this social network. This competence becomes very important for students as the ones who have strong social awareness can adopt themselves to their surroundings more easily which undoubtedly affects the success of reaching individual and educational goals. It is known that students with higher social awareness levels exhibit less aggression and externalizing behaviour (Li et al., 2015) and more prosocial behaviour (Cigala, Mori & Fangareggi, 2014). Social awareness enables students to have empathy for the others and it is safe to say that students with strong social awareness show less destructive behaviours. Additionally, those students who have strong social awareness with an ability to adopt themselves to the social environment and who have an empathy with other people in that social environment can understand the needs and views of the others as well. They can have ability to look for getting help when it is needed and these students are less likely to show destructive

behaviours and they can also have ability to manage with emotional distress all of which enable them to perform successfully in their schools (Greenberg et al., 2003).

#### **1.2.4. Relationship-Management**

Relationship management is one of the core competencies of SEL where students can build up successfully desirable connections and relations with the other various students and groups. These connections and relations refer to students' capacities to have clear communications skills as well as teaming up and having a collaborative work to solve a problem with the others and when needed it is a skill that students can go through with different social and cultural requirements by providing leadership, looking for and offering help to others (CASEL,2015). Relationship skills are the ability to take other people into consideration and to form loving and positive relationships. Studies examining relationship skills show that strong relational skilled students are more favoured and peer acceptance. Students with stronger relationship skills display more positive attitudes towards school and perform more academically (Kwon, Kim & Sheridan, 2012).

Having strong friendships is closely related to a happy and rewarding school life. Students with close friendships are less likely to be the object of violence, and typically feel less alone. As a result, individuals with stronger relationship skills show less signs of depression (Dalley et al., 1994). Relationship management can be seen to retain its importance and in professions. Building and maintaining healthy ties with colleagues is only possible through good relationship skills, and given the long hours of work that a person spends with his or her colleagues, we can only understand that relationship management is a critical life skill. Relationship management skills are highly relevant for individuals in leadership positions. Goleman (2004) argues that a person may have a first-class degree, an infinite supply of high-quality ideas and a genius mind, but that he/she may still not be a great leader without the requisite social and emotional competences.

#### **1.2.5. Responsible Decision Making**

Responsible decision making is described as “The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others” (CASEL,

2015, p. 6). Responsible decision making competency of SEL cannot only be seen as a skill to acquire to avoid undesirable consequences in students' lives, but also it enables students to be aware of 'the self', it teaches them to identify the problems and solve them and at the final stage it helps students to evaluate the whole process.

Students are able to make suitable decisions via considering the possible results of the challenges they face (Payton et. al., 2000). Students benefit from their cognitive skills, some of which cover systematic or logical reasoning and the evaluation of the possible implications (Fischhoff, Crowell, & Kipke, 1999). On the other hand, there are many students who also face tough circumstances in their academic lives. They frequently have trouble for seeking ways to optimize their aims, or they face a dilemma about the sufficiency of the multiple potential solutions. In addition, some of them take decisions under pressure or circumstances of confusion, without worrying about the implications of their choices. They should make a list of the relevant options and take into account the potential implications of each option, measure the possibility of any real consequences, evaluate the value of those consequences, and incorporate all this knowledge to decide which choice is the most attractive one (Beyth-Marom et al., 1991).

Students with responsible decision-making competence have more empathy and sympathy (Eisenberg, Zhou & Koller, 2001), more prosocial behaviour (Ongley, Nola & Malti, 2014) and a stronger stance skill. Similarly, they show more competence in peer interactions (Schonert-Reichl, 1999). Thanks to this competence, students who make responsible decisions are more popular among peer groups (Pakaslahti, Karjalainen & Keltikangas-Järvinen, 2002).

In summary, these competencies described above constitute the basis of a physically and mentally healthy life (Francis & Susman, 2009), and the knowledge, skills and attitudes required to demonstrate them require harmony between affective, cognitive and behavioural systems (Beauchamp & Anderson, 2010). In the absence of social emotional competencies, it was observed in some studies that students had low academic achievement, high levels of emotional and behavioural problems, peer rejection, and the risk of leaving school (Denham, 2006; McClelland, Acock & Morrison, 2006). Social and emotional competence is also of great importance in terms of affecting other developmental areas such as language and communication skills, early literacy and numeracy skills (Cohen et al., 2005).

### **1.3. Related Studies about Social Emotional Learning**

SEL skills are crucial for the future academic success and these skills include students' ability to control their impulses and attitudes in social environments; it is also ability to have cognitive sufficiency for solving problems when needed and having social skills (Greenberg et al. 2003; Raver et al. 2011). Studies on SEL and studies targeting skill development on SEL has ballooned as a recent interest. It is because of the evidence of the studies which reveal that the programs implemented in school curriculums on SEL positively affect students' education, feelings, impulses, attitudes, social, environmental and finally mental outcomes. SEL programs focus on promoting self-development of the students who are well-educated, aware of their responsibilities and caring for others. Thus SEL programs play an important part in students' academic achievements, self-development and growth, what is more, SEL programs help students to have good relations with others and enthusiasm to be productive in communities (Payton et al., 2000).

In the related literature about the importance of SEL programs, Strum (2001) examined the effect of social emotional learning program on 5<sup>th</sup> grade students' behaviour and academic achievement. Due to the outcomes of the study, it was determined that social and emotional skills of students increased when pro-social learning programs were applied to students. It was found that students who learned prosocial behaviours were more successful in self-esteem, empathy levels, increased peer relationships and anger management. In order to develop the social emotional competence perception scale and determine the effectiveness of social emotional competence program, Baydan (2010) conducted a study with 509 students. Social emotional competence program was developed and applied on 4th grade students. As a result of the program given to students, the effectiveness of the program was evaluated and it was determined that the program contributed positively to the social emotional development of the students. Another study was conducted by Ashdown & Bernard (2012) with 99 students continuing their education in the first grade. Experimental and control groups were formed in the study. A SEL program was applied to the experimental group, and as a result of the program, it was determined that the experimental group students' social emotional competence and problematic behaviours decreased, and their literacy levels differed significantly from the control group. Finally, McBride, Chung, & Robertson (2016) conducted a study to ensure the school discipline of the social emotional learning program. The sample of the study was



composed of students in schools where children of families with low economic status were studying and in the seventh grade. A SEL program was applied to the students and it was determined that there was a decrease in discipline cases in schools.

Schools are social environments for students and learning is also a social procedure and within these environments students do not learn alone instead they learn by cooperating with their teachers, working with their classmates and getting support from their families (Zins et al., 2007). SEL programs can also provide schools a research-based approach for students to improve their personal skills and encourage them to have good personal and peer behaviors that can help them to avoid bullying. A related study is conducted by Totan & Kabakçı (2010) to examine the predictive power of social emotional learning competences of primary school students in bullying. According to the results of the study, it was found that male students tended to be bully/victim at a higher level than female students, the level of being bully increased as their grade levels increased, and problem solving competences and skills that increase self-worth were the variables that were positively effective in not participating in bullying. It is very important for students to deal with the problems that they face at schools. Webster-Stratton et al. (2004) examined the effect of social competences and problem solving program on problem behaviours. The sample of their research consisted of 99 children between the ages of 4-8. In the research, the students were divided into two groups. One group of students was in the experimental group and the other group students were in the control group. The program was applied to the students in the experimental group for six months, and the normal program was applied to the students in the control group for six months. Due to the outcomes of the study, it was seen that the students in the experimental group had a decrease in problem behaviours and aggressive behaviours at school, they tended to exhibit positive behaviours towards their friends, and there were positive differences in their ability to cope with the problems in comparison with the students in the control group. Similarly, Gueldner & Merrell (2011) conducted a study on the social emotional behaviour patterns and internalizing problematic behaviours of primary school students of the social emotional learning program. As a result of the program implemented, it was determined that there was an increase in social emotional behaviour patterns, but the program had no effect on internalizing problem behaviours.

The SEL theoretical structure aims to combine one's attitudes, feelings and comprehension and almost all programs of SEL encourage social and emotional

competences (Zins and Elias, 2006). Social emotional learning competence levels of students at the second level of primary education between 2004-2006 academic years were examined by Kabakçı (2006). Due to the outcomes of the study, it was found that the social emotional learning competence levels of female students were higher than the social emotional learning competence levels of male students. Sub-scale findings revealed that the communication competence levels of female students were higher than that of male students. According to the class level variable, the social emotional learning competence levels of 6th grade students were found to be higher than the social emotional learning competence levels of 8th grade students. It was found that the stress coping competences of 6th and 7th graders were higher than 8th grade students' stress coping competences, and 6th grade students' competences that increase self-worth were higher than 8th grade students' competences that increase their self-worth. It was determined that the stress coping competence levels of students with lower socioeconomic levels were higher than those of high socioeconomic level students. In another study, Durualp (2014) examined the social emotional learning competences of adolescents in terms of gender and grade level variables. It was found that the levels of social emotional learning competence of female students are higher than the levels of social emotional learning competence of male students, according to the results of the analysis. Social emotional learning competence scores of 6th grade students were found higher than 7th and 8th grade students' social emotional learning competence scores. It was determined that the problem solving, stress coping and total social emotional learning competences of 6th grade students were higher than the 7th and 8th grade students, the self-enhancing competences were higher than the 8th grade students, and the differences were significant.

The environment and the variables continuously form people and this assertion can also be true for students because every student is unique and demographic variables such as their family income status, their traditions, parental education level, community involvement or their race form their lives (VanderStel, 2014). In a study, Akcaalan (2016) examined the relationship between lifelong learning and social emotional learning competence with variables of gender, academic achievement, and grade level. The sample of the study consisted of 200 boys and 390 girls, totalling 590 students. According to the results of the study, a significant relationship was found between lifelong learning and social emotional learning competence. Avşar (2018) also examined the relationship between demographic variables such as gender, age, number

of siblings of participants, whether participants had pre-school education, whether participants had a room of their own, whether they tended to use hands and legs, whether they described themselves as introverted or extroverted, whether they were in a school squad, whether they were in a sports club, and social emotional learning. The author established a constructive and important association between social-emotional development and courage. A constructive relationship was also formed between all sub-dimensions of SEL and all sub-dimensions of courage.

Increasing focus has been paid to the importance of students' self-esteem as a factor influencing their academic performance and students with better academic performance tend to be more confident, whereas those with low self-esteem succeed less (Aryana, 2010). In a study Yiğit & Yılmaz (2011) examined the relationship between social competence levels and self-esteem of students at the second level of primary education in terms of various variables. According to the results of the study, it was found that the self-esteem sub-dimensions significantly affected the positive and negative social competence scores. A significant negative correlation was found between students' negative social competence scores and happiness, anxiety, behaviour and adjustment sub-dimensions. It was determined that there was a positive and significant relationship between positive social competence scores and self-esteem sub-dimension happiness, popularity, behaviour and adaptation, physical appearance and mental school status scores. It was observed that the variables related to whether the mother and father worked, the number of siblings, and whether they had preschool education or not, did not predict the student's positive and negative social competences. According to the variable of the students' number of children in the family, a significant difference was not found with their positive social competence averages, but a significant difference was found with their negative social competence averages. It was found that the negative social competence scores of single children and the last children according to the birth order of the family were significantly higher than the other children. There was no significant difference in negative social competence score averages according to the average monthly income of the students' families, but it was observed that there was a significant difference in their positive social competence mean scores. It was determined that students with medium and high income were significantly higher than students with low average positive social competences. Karamanlı (2019) investigated whether school loyalty can be predicted by social-emotional learning competences, academic self-efficiency, engagement in non-program tasks, satisfaction with physical

opportunities, average academic performance and gender. The research group consisted of a total of 907 students from seven separate secondary schools in Ankara. The findings revealed that academic self-efficacy, gender, engagement in non-program events and satisfaction with physical resources were major predictors, and academic success was not a significant predictor of social-emotional learning. A similar study was conducted by Furtana (2018) who examined the empathic tendencies of seventh and eighth graders and the level of social emotional learning to interpret the theory of mind. According to the results of the study, communication competences from the lower dimensions of social emotional learning competence were found to have a significant impact on mental theory. A significant relationship was found between the gender, class level, and paternal level of social emotional learning competences and the power to interpret the mental theory. No significant relationship was found between empathic tendency and the power to interpret the mental theory. Bowlby (1969) states that attachment is a strong and persistent emotional tie that binds one person to another time and space. This attachment begins in childhood and lasts a lifetime and the relationship between attachment types and social skills is apparent and clear (Kumar & Raj, 2016). In a study, Songül (2019) examined the relationship between attachment types and social-emotional learning competences in 7th and 8th grade students. The study consisted of 279 primary school students drawn from five local high schools. The results of the study showed that there was a significant and supportive association between student attachment types and social-emotional learning competences. Like every individual, the development of the students socially, emotionally and cognitively is vital (Corso, 2007). Social and emotional variables can improve or hinder students' success academically (Elias et al., 2010). Students have specific emotional requirements that are now unmet; hence it is essential to develop a system which meets students SEL needs (Moon, 2006), and students that are gifted and talented have different social and emotional requirements than their classmates (Phelan, D.A., 2018). Yazgı (2019) examined the relationship between gifted and talented students' metacognitive awareness and social-emotional learning competences. The study consisted of 367 gifted and talented high school students. The findings revealed that there was a meaningful and constructive interaction between gifted and talented students' metacognitive awareness and social-emotional learning competences. In addition, the author observed a substantial association between communication competences and the gender of the participants, everyday reading time and perceived

school success. Finally, the findings indicated that there was a strong link between self-awareness-enhancing abilities and parental affiliation status, external screen time, everyday reading time, and perceived school performance. In another study, Yılmaz Abalı (2019) examined the relationship between listening and social-emotional learning competences. The research sample consisted of 581 6th grade students enrolled in nine different secondary schools with varying socio-economic and demographic characteristics in the central districts of Antalya. The findings revealed that there was a statistically important correlation between listening competences and social and emotional learning competences. The author also observed that the social-emotional learning competences of men were higher than those of women, and there was no substantial difference between the socio-economic context of the participants and their social-emotional learning competences.

Dinallo (2016) states that families are important components of change but their opinions are mostly overlooked in the process of curriculum development as well as programs of social-emotional learning in schools as participants. In a study, Yılmaz (2014) studied the connection between the assumed parental behaviours of secondary school students and their social and emotional learning competences. A total of 276 students aged 12-15 participated in the study. The study concluded that there was a favourable association between student evaluations of parental behaviours and SEL competences. In addition, Yılmaz (2014) observed that leadership skills and problem-solving skills varied by gender. The listening skills often varied according to the level of schooling of the mother of the participants. Similarly, Öztürk (2017) examined the relationship between parental behaviours and social and emotional learning competences. The research group consisted of 314 high school students aged between 11 and 14 years. The investigator found that students' expectations of adoptive parents were stronger and that students' social and emotional interpersonal competences were above average. The findings also revealed that there was a significant association between all sub-dimensions of parental behaviours and social and emotional learning competences.

Perceiving the emotional expression of the individuals from their faces may serve as a powerful stimulus for emotional reactions (Dimberg, Thunberg, & Elmehed, 2000), and these emotional reactions may have an impact on later thinking and behavior (Izard, 1993). Early studies found that students' capacity to detect and classify emotional expressions in the elementary grades was connected to their social adaptation

and their academic success (Izard, 1971). In a study, Izard et al. (2001) investigated the effects on social emotional learning skills, socioeconomic status and social behaviour in preschool children. The sample of the study consisted of 72 pre-school children with low socio-economic status. Children were observed for four years, starting at the age of five for research. According to the results of the study, it was found that there was a significant difference on the academic achievement levels and social behaviours of children according to the result of the 18-item emotion recognition task applied to the students.

During the past decades, several study syntheses of school-based preventive and promotion programs have been done (Durlak et al., 2011). The results of these studies show that programs based on SEL are connected with positive outcomes such as improvement in attitudes from students both for themselves and others, better prosocial behaviours, less problematic behaviours and emotional distress and better academic performance and success (Greenberg et al., 2003; Zins et al., 2004). The studies conducted by Durlak et al. (2011) in the social emotional learning approach were compiled and analysed using meta-analysis method. 213 studies were examined within the scope of this study. It was determined that students who had social emotional learning from preschool to secondary education showed positive social attitudes, increased their academic success, and decreased in problematic behaviours and emotional problems.

Unlike other primary and secondary education research, Zaimoğlu (2018) investigated the social and emotional competencies of university students when studying a foreign language. Data was obtained using four separate samples from a total of 1,613 preparatory school students from a university. Zaimoğlu (2018) developed Social and Emotional Foreign Language Learning Scale to evaluate social and emotional competences of university students while they are learning a foreign language. Zaimoğlu (2018) concluded that there was a statistically meaningful gap between the gender of students in relation to the subscale of social relations, and concluded that female students gave more priority to social relations. Zaimoğlu (2018) found that older students, 22-25 years of age, had the highest mean decision-making qualities of social-emotional language learning competences and proposed that older students made better decisions in their lives as they better understand the implications of their choices.

## **2. METHODOLOGY**

### **2.1. Introduction**

This study aims to identify the level of the SEFLL competences of university English language preparatory students. In this context, for the second aim of this study, the relationship between social-emotional competences and demographic variables of the students such as gender, age, graduated school, place of growth, mothers' and fathers' educational background, mothers' and fathers' knowledge of foreign languages and income status, were analyzed.

### **2.2. Research Design**

In this study a descriptive research method was implemented to find out students' SEL competences in English Language Preparatory classes at a Turkish university and whether the demographic background of these students have any effects on their SEFLL competences. Omair (2015) asserts that descriptive research design is practical for identifying the targeted characteristics of the study's sample. In this study quantitative research method was employed by applying SEFLLS in order to obtain generalizable information from a sample population. Quantitative research methods attempt to explore the relationship between variables by using numerical data and statistical analysis procedures in order to obtain generalizable results from a large sample size (Dörnyei, 2007; Paltridge & Phakiti, 2015; Thomas; 2003). The quantitative research is advantageous because it is systematic, controlled with reliable, replicable and generalizable findings (Dörnyei, 2007).

### **2.3. Context and Participants**

This study took place in a School of Foreign Languages of a state university during academic semesters of 2020 and 2021. In this school of foreign languages, there are students from different departments and for their preparatory year of the academic path, one year English class is obligatory. The participants include three different student groups whose English learning levels are different. One of the groups includes students from different departments such as faculty of economics and management, faculty of engineering, mechanical engineering department, computer engineering department, and faculty of aviation and space sciences and electronics, and so on. Students in this group start learning English from level A1, another group consists of repeat students

from the departments above who failed the previous academic year and have to take the preparatory classes again. Students in this group start learning English from level A2. The last group consist of students from English teaching department and English language and literature department. This group of students start learning English from level B1. For all the groups, a proficiency test is administrated to all students in order to determine the ones who will be exempt from preparatory class. The students from group one and two receive 22 hours of English classes every week while the last group receives 30 hours a week. Convenience sampling design for a study is one of the designs applied by the researchers for some aimed reasons such as participants fulfil effective criteria of the researcher in terms of the targeted samples, they are easily available, their geographical presence to the researcher is easily accessible and this design is practical to apply at a given time limit or samples are ready to participate to the study (Dörnyei, 2007). Convenience sampling method was implemented for this study as this sampling design meets the researcher's accessibility to the participants and it is practical to apply at a given time limit and finally the willingness of the participants helps the purpose of applying this method. The participants in this study include 746 preparatory school students from the all three groups explained above.



Table 1.  
*Demographic Characteristics of Participants*

	<b>Variable</b>	<b>f</b>	<b>%</b>
<b>Gender</b>	Female	366	49,1
	Male	380	50,9
<b>Age</b>	18-20	592	79,4
	21-22	106	14,2
	23 and above	48	6,4
<b>The school graduated from</b>	State	672	90,1
	Private	74	9,9
<b>Where were you raised</b>	Village	58	7,8
	District	157	21,0
	Province	531	71,2
<b>Mother's education level</b>	Primary	273	36,6
	Secondary	163	21,8
	High school	218	29,2
	University	92	12,3
<b>The mother's status of having at least one foreign language</b>	No	574	76,9
	Yes	172	23,1
<b>Father's education level</b>	Primary	139	18,6
	Secondary	138	18,5
	High school	235	31,5
	University	234	31,4
<b>The father's status of having at least one foreign language</b>	No	508	68,1
	Yes	238	31,9
<b>Family income level</b>	Up to 2000 TL	97	13,0
	2001-4000 TL	219	29,4
	4001 TL and above	430	57,6

The results of statistical analyses of the demographic data gathered from 746 preparatory school students are presented under this title to understand whether demographic variables of the participants had statistically significant difference on their social emotional learning competences. Table 1 shows the descriptive statistics of the participants' demographic background information such as their age, gender, the school they graduated, the place they were raised, their parents' education, their parent's employment status, their parents' foreign language knowledge status and finally family income. The survey utilized in present study was administered to 746 English language preparatory class students. As shown in Table 1, 366 of the participant are female (49,1%) and 380 of them are male students (50,9%). Male participants in this survey

outnumbered female participants (50,9% vs. 49,1%). The second item of the demographic part of the survey is age. The survey was applied to the preparatory class students who were at the first academic year of their education. Thus statistics show that 592 of the participants aged 18-20 (79,4%), 106 of them aged 21-22 (14,2%) and 43 of the participants fell into the range of 23 and above (6,4%). The examination of school variable shows that 672 of the participants (90,1%) graduated from states schools whereas 74 of them (9,9%) graduated from private schools. The third variable of the survey examines the place where students were raised, at this point 531 students were raised in province (71,2%), 157 students raised in the district (21,0%) and lastly 58 students were raised in the village (7,8%).

The examination of the educational status of the participants' mothers demonstrates that 273 participants' mothers graduated from primary school (36,6%) this makes up the highest average of this variable, 218 of them graduated from high school (29,2%), 163 of them graduated from secondary school (21,8%), 92 of them graduated from university (12,3%). It is obvious from the examination that primary school graduates outnumbered any other item of this variable and university graduated mothers made up the minority. The same examination to the education of the participants' fathers clearly shows that 235 participants' fathers graduated from high school (31,5%), 234 of them graduated from university (31,4%), 138 participants' fathers graduated from secondary school (18,5%), 139 graduated from primary school (18,6%). The statistics show that the percentage of the participants' fathers who graduated from university is almost same with the percentage of the ones who graduated from high school (31,4% vs. 31,5%). When the statistics of the participants' mothers' education and participants' fathers' education are taken into consideration, Table 1 shows that university graduate fathers outnumbered university graduate mothers (31,4% vs. 12,3%).

574 mothers (76,9%) do not know any foreign languages, while 172 of the mothers know more than one language (23,1%). 508 fathers do not know any foreign languages (68,1%), while 238 fathers know more than one language (31,9%). Within the scope of foreign language knowledge statistics, it is clearly seen from Table 1 that majority of participants' parents do not know any foreign languages.

From the perspective of students' family income, 430 students' family's income was 4001 TL and above (57,6%) while the lowest statistic of this variable was made up by 97 families whose incomes were up to 2000 TL with percentage (13,0%). The second

highest statistic of this variable was made up by 219 participants' families whose incomes ranged between 2001-4000 TL (29,4%).

#### **2.4. Instruments**

SEFLLS is used as an instrument in this study. Zaimoğlu (2018) developed this scale for the instrument of her Ph.D. thesis. The scale's aim is to identify university students' SEFLL competences and by applying this scale to the students another aim is to demonstrate how demographic variables are connected with students' SEL competences. After analysing the domains of SEL, Zaimoğlu (2018) decided on five core competences of SEL; self-awareness, self-management, relationship skills, social awareness, and responsible decision making. 179 items were developed under these five core competencies in 2016. These items were reviewed by four language teaching experienced teachers and two native teachers. After the review of the scale and after conducting three pilot studies, revisions were made in the scale based on the comments, suggestions of the teachers and statistical procedures. 179 items were reduced to 24 items in three groups of competencies. The new groups were named Self-Regulation, Social Relations and Decision making at the final stage of the study.

Zaimoğlu (2018) mentions that the importance of the three factors of the five core competences that are thought to have effect on students' language learning procedures emerges. As the study shows, among these three subscales, self-regulation competency was categorized with self-awareness and self-management competencies. Considering the results, it was revealed that self-regulation overlaps with self-management and self-awareness competencies greatly. Self-regulated students use appropriate strategies to get over their problems, set active goals, know their strong and weak points and request help when needed. Factor 2, Social Relations competency overlaps with relationship skills and social awareness competencies greatly. Social relations are important for students' ability to sustain positive relationships both individually and in groups with various situations and cultures. Factor 3, Decision-making competency overlaps with the SEL competence of responsible decision making and that is the ability of students to learn and evaluate the circumstances, examine their options and consider possible results of the said circumstances in order to make constructive choices responsibly. Zaimoğlu (2018) calculated the reliability values of the scale of her study. Calculated Cronbach's alpha values are; 0,89 for self-regulation, 0,71 for social relations and 0,84 for decision making. In addition to Social and Emotional Foreign Language Learning

Scale, a total of nine demographic questions related to students' demographic variables such as their gender, age, the school they graduated from, their place of growth, their parents' educational background, their parents' knowledge of foreign languages and their family income status.

## **2.5. Data Analysis**

SEFLLS was applied to the participants in March (2021) during online classes. All the participants were informed about the purpose of the scale, its topic and its content after sharing the online link of the survey's webpage. The survey lasted approximately 20-25 minutes depending on each participants' answer duration. All the questions that participants asked during the survey were answered. Participants were not forced to take part in the survey and at the process of applying and gathering the data privacy policy was carefully followed. The data was analysed by using Statistical Package for Social Sciences (SPSS) 25.00.

In this study, for the variables "participants' gender, the school they graduated from, mother's status of having at least one foreign language, father's status of having at least one foreign language" t-test was applied for independent groups in order to reveal whether there is a significant difference in students' social emotional foreign language learning competence levels. For the variables "participants' age, where they were raised, mother's educational background, father's educational background and finally their family income" one-way analysis of variance (ANOVA) was applied in order to understand whether there is a significant difference among the variables. In this study the significance level was found ,05.

## **2.6. Procedural Details**

In order to apply the scale, required permissions were acquired from the institution, and after getting the required permissions, the participants were informed about the details of the study. Because of Covid-19 pandemic around the world, 2020-2021 academic year was done through distant education in Turkey. Thus, students were given detailed verbal instructions and asked to fill out the questionnaire online. The first part of the questionnaire includes nine items related to students' demographic information, and the second part of the questionnaire is based on the SEFLLS (Zaimoğlu, 2018), which has 24 items based on a five-point Likert scale. The data gathered through both parts of the questionnaire were analyzed through SPSS software.

## 2.7. Validity and Reliability

Quantitative research enables the researcher to become acquainted with the topic or the concept which is being investigated, as well as to develop hypotheses to be tested (Golafshani, 2003) and the validity and reliability is an important component of the scales used in studies because it allows researchers to generate good results (Sürücü & Maslakçi, 2020).

In order to maintain the validity and reliability of the SEFLLS, Cronbach alpha values were calculated as part of this study. It is found that the Cronbach alpha value is ,86 for self-regulation subscale ,91 for social relations subscale and finally ,89 for decision making subscale.



### 3. RESULTS

#### 3.1. Introduction

In this study SEFLLS developed by Zaimoğlu (2018) is used to analyze English language preparatory school students' SEFL competences in a university in Turkey. This chapter of the study will focus on the analysis of the items in SEFLLS. SEFLLS consists of 24 items in total. The first ten items in the SEFLLS are related to the self-regulation competence of the participants, the items from the 11th item to the 18th item are related to social relations competence of the participants, and lastly, the items from the 19th item to the 24th item are related to decision-making competences of the participants. Additionally, nine demographic questions are added to the scale to investigate the relation between students' demographic backgrounds with the social-emotional competences. The answers, given by 746 university English language preparatory students in total, were analyzed for every subscale for every item. Quantitative analysis methods were adopted to analyze the items of the scale in this study.

#### 3.2. Results of SEFLLS

In this study SEL competences of the participants were analyzed under three subscales; self-regulation, social relations and decision making. The distribution of the results of the items related to the "self-regulation" are shown in Table 2. When all the mean values are checked, it can be seen from the table that Item 1, "I am curious about learning new languages" had the highest mean score ( $m=4,21$ ;  $s.d.=1,04$ ) compared to mean scores of other items. In addition, Item 2, "I can recognize my own emotions" with a mean score of 3,93 ( $s.d.=1,04$ ), Item 7 "I shape my life in accordance with my goals" with a mean score of 3,85 ( $s.d.=1,08$ ) and Item 8, "I overcome every difficulty to achieve my goals" with a mean score of 3,77 ( $s.d.=1,07$ ) and similarly Item 4 "If I try, I can do even the hardest work in the class" with a mean score of 3,77 ( $s.d.=1,09$ ) all had relatively higher mean scores compared to other items in the subscale. On the other hand, Item 5, "I can easily motivate myself when I feel bad" had the lowest mean score ( $m=3,14$ ;  $s.d.=1,19$ ) compared to others. According to results shown in Table 2, it can be seen that mean scores of every item in self-regulation subscale had a 3.00 or higher mean score, and this indicated that participants were highly competent in self-regulation competences.

Table 2.  
*Self-Regulation Subscale Item Distribution*

No	Item	Strongly disagree		Disagree		No idea		Agree		Strongly agree		X	Sd
		f	%	f	%	f	%	f	%	f	%		
1	I am curious about learning new languages	36	4,8	20	2,7	61	8,2	262	35,1	367	49,2	4,21	1,04
2	I can recognize my own emotions	40	5,4	30	4,0	98	13,1	350	46,9	228	30,6	3,93	1,04
3	I do not hesitate to reflect my feelings while learning English	36	4,8	93	12,5	233	31,2	266	35,7	118	15,8	3,45	1,05
4	If I try, I can do even the hardest work in the class	43	5,8	41	5,5	173	23,2	275	36,9	214	28,7	3,77	1,09
5	I can easily motivate myself when I feel bad	76	10,2	150	20,1	212	28,4	207	27,7	101	13,5	3,14	1,19
6	I always concentrate on my lessons during English class	36	4,8	100	1,4	209	28,0	307	41,2	94	12,6	3,43	1,03
7	I shape my life in accordance with my goals	47	6,3	39	5,2	96	12,9	359	48,1	205	27,5	3,85	1,08
8	I overcome every difficulty to achieve my goals	43	5,8	43	5,8	146	19,6	322	43,2	192	25,7	3,77	1,07
9	I get my family to help me when I have social problems	113	15,1	132	17,7	136	18,2	244	32,7	121	16,2	3,17	1,32
10	I get my friends to help me when I do not solve the problem on my own	61	8,2	83	11,1	134	18,0	333	44,6	135	18,1	3,53	1,15
TOTAL		531	7,12	731	8,6	1498	20,08	2925	39,21	1775	23,79	3,63	1,11

The results of the items related to the social relations subscale is presented in Table 3. According to the results of the participants' answers in Table 3, the highest mean score belongs to Item 16 "I respect others' thoughts" ( $m= 4,27$ ;  $s.d.= 1,07$ ). It is followed by Item 15, "I help others when they have problems" with a mean score of 4,21 ( $s.d.= 1,03$ ) and Item 14, "I try to prevent others to be alienated" with a mean score of 4,14 ( $s.d.= 1,11$ ) and lastly Item 18, "I am sensitive to others' feelings" with a mean score of 4,12 ( $s.d.=1,08$ ) had relatively higher mean scores compared to the other items. On the other hand, Item 13, "I try not to criticize my friends when we argue" had the lowest mean score ( $m= 3,34$ ;  $s.d.= 1,16$ ) compared to other items in Table 3.

According to the results shown in Table 3, it is safe to assert that mean scores of every item in social relations subscale had a 3.00 or higher mean score, and this indicated that participants were highly competent in social relations competence as in self-regulation competence.

Table 3.  
*Social Relations Subscale Item Distribution*

No	Item	Strongly disagree		Disagree		No idea		Agree		Strongly agree		X	Sd
		f	%	f	%	f	%	f	%	f	%		
11	I cooperate with my friends	43	5,8	42	5,6	87	11,7	381	51,1	193	25,9	3,86	1,05
12	I can motivate my friends to do their best in group work	41	5,5	36	4,8	101	13,5	284	38,1	284	38,1	3,93	1,09
13	I try not to criticize my friends when we argue	62	8,3	108	14,5	210	28,2	243	32,6	123	16,5	3,34	1,16
14	I try to prevent others to be alienated	47	6,3	24	3,2	59	7,9	264	35,4	352	47,2	4,14	1,11
15	I help others when they have problems	43	5,8	12	1,6	38	5,1	307	41,2	346	46,4	4,21	1,03
16	I respect others' thoughts	45	6,0	15	2,0	40	5,4	240	32,2	406	54,4	4,27	1,07
17	I recognize how people feel by looking at their facial expressions	37	5,0	24	3,2	123	16,5	330	44,2	232	31,1	3,93	1,02
18	I am sensitive to others' feelings	43	5,8	25	3,4	59	7,9	291	39,0	328	44,0	4,12	1,08
TOTAL		361	6,06	286	4,79	717	12,03	2340	39,23	2264	37,95	3,98	1,08

The results of the last subscale, decision-making, is distributed in Table 4. According to the results, in this subscale Item 24 “I make decisions that are appropriate for my personal values” had the highest mean score ( $m= 4,13$ ;  $s.d.= 1,06$ ). It is followed by Item 19, “I can discuss the decisions that I consider unfair” with a mean score of 4,12 ( $s.d.= 1,07$ ) and lastly Item 20, “While making decisions, I also think about the future consequences of my actions” with a mean score of 4,01 ( $s.d.= 1,11$ ) had relatively higher mean scores compared to the other items. On the other hand, Item 21 had the lowest mean score among other items with a mean score of 3,83 ( $s.d.= 1,06$ ). After analysing the results in Table 4, it was found that participants showed high competency in decision making subscale.



Table 4.  
*Decision-Making Subscale Item Distribution*

No	Item	Strongly disagree		Disagree		No idea		Agree		Strongly agree		X	Sd
		f	%	f	%	f	%	f	%	f	%		
19	I can discuss the decisions that I consider unfair	40	5,4	26	3,5	73	9,8	274	36,7	333	44,6	4,12	1,07
20	While making decisions, I also think about the future consequences of my actions	42	5,6	37	5,0	92	12,3	274	36,7	301	40,3	4,01	1,11
21	While making decisions, I select the one with positive outcomes	46	6,2	30	4,0	132	17,7	334	44,8	204	27,3	3,83	1,06
22	I can decide between right or wrong	38	5,1	27	3,6	110	14,7	353	47,3	218	29,2	3,92	1,02
23	While making decisions about my future, I search a lot	32	4,3	45	6,0	118	15,8	304	40,8	247	33,1	3,92	1,05
24	I make decisions that are appropriate for my personal values	44	5,9	20	2,7	50	6,7	316	42,4	316	42,4	4,13	1,06
TOTAL		242	5,42	185	4,13	575	12,83	1855	41,45	1619	36,15	3,99	1,06

### 3.3. Results According to Demographic Variables

This section describes the demographic characteristics of the participants and reveals analysis results of the demographic items of SELLS. The results were analysed and interpreted in order to find out whether each demographic item in the scale had statistically significant difference according to three subscales.

In order to understand whether students' gender had any statistically significant difference for subscales of self-regulation, social relations and decision making, t-test analysis was executed. As Table 5 suggests, among the total 746 participants, 380 of them were male whereas 366 of them were female. As it is seen from Table 5, the number of the participants from both genders were nearly equal to each other.

When the statistical values were examined. As presented in Table 5, the statistical closeness of the mean values for both genders and t-statistics for three subscales showed that there is no statistically significant difference in SEL competences of male and female students for all subscales ( $t^{\text{self-regulation}}=.19$ ;  $t^{\text{social-relations}}=.11$ ;  $t^{\text{decision-making}}=-1.33$ ;  $p>.05$ ). However, it can be understood from the results that students' decision

making competence according to their gender was found to be higher with comparison to other two subscales.

Table 5.  
*SEFLL Competences Regarding Gender*

<b>Dimension</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t-statistics</b>	<b>p-value</b>
Self-Regulation	Male	380	36,22	6,77	,19	,85
	Female	366	36,32	7,83		
Social Relations	Male	380	31,82	6,13	,11	,90
	Female	366	31,88	7,34		
Decision Making	Male	380	24,17	4,63	-1,33	,18
	Female	366	23,67	5,53		

So as to reveal whether participants' ages differ on their SEFL in relation to three subscales, one-way variance analysis (ANOVA) was implemented. As presented in Table 6, the highest number among 746 students belongs to students who were 18-20 years old (n=592) as this instrument was applied to the students of preparatory class who were taking the first academic year of their education, it was expectable that this age group would get the highest number. Second age group was students who were 20-21 years old (n=106) and final age group which was the lowest in number was students who were 23 and above (n=48).

Statistically, for self-regulation subscale the highest mean value belongs to age group of 23 and above (m=36.54; s.d.=8.19). For social relations subscale, 21-22 age groups got the highest mean value (m=31.99; s.d.=7.17) and finally for the last subscale decision making students who were 18-20 years old got the highest mean value for this subscale (m=23.95; s.d.=4.97). For all age groups there is no statistically significant difference in terms of three subscales. It is seen from Table 6 that for all age groups, students' self-regulation competence was higher than their social relations and decision making skills.

Table 6.  
*SEFLC Competences Regarding Age*

Dimension	Age	N	Mean	Std. Deviation
Self-Regulation	18-20	592	36,42	7,19
	21-22	106	35,34	7,55
	23 and above	48	36,54	8,19
Social Relations	18-20	592	31,88	6,63
	21-22	106	31,99	7,17
	23 and above	48	31,37	7,34
Decision Making	18-20	592	23,95	4,97
	21-22	106	23,77	5,46
	23 and above	48	23,93	5,84

In Table 7, F values were calculated with variance analysis (ANOVA) in order to understand if there was statistically significant difference for all age groups in every subscale. The variance analysis about the difference between groups' social emotional learning competence levels according to their ages showed that in none of these subscales, there was significant difference between groups with regarding to their ages ( $F^{\text{self-regulation}}=1.00$ ;  $F^{\text{social-relations}}=.13$ ;  $F^{\text{decision-making}}=.05$ ;  $p>.05$ ).

Table 7.  
*SEFLC Competences Analysis of Variance Regarding Age*

Factors	Age	Sum of Squares	df	Mean Square	F	p
Self-regulation	Between Groups	106,84	2	53,42	1,00	,36
	Within Groups	39712,27	743	53,44		
	Total	39819,11	745			
Social relations	Between Groups	11,99	2	5,99	,13	,87
	Within Groups	33938,36	743	45,67		
	Total	33950,36	745			
Decision making	Between Groups	3,05	2	1,52	,05	,94
	Within Groups	19367,32	743	26,06		
	Total	19370,37	745			

Table 8 shows the results of independent samples t-test analysis regarding students' schools that they graduated. The test aimed to find out whether graduating from a state school or a private school had statistically significant difference on students' social emotional language learning competences regarding three subscales. As can be understood from the results, students who were graduated from state schools (n=672) were numerically higher than those who were graduated from private school (n=74).

When t value of every subscale was analysed, Table 8 suggests that there is no significant difference between social-emotional language learning competences and the

schools where the students were graduated. The results indicate that statistically students' decision making competence according to their school graduations was found to be higher when compared to other subscales ( $t^{\text{self-regulation}}=.04$ ;  $t^{\text{social-relations}}=.89$ ;  $t^{\text{decision-making}}= 1.07$ ;  $p>.05$ ).

Table 8.  
*SEFLL Competences Regarding Graduated School*

Factors	The school graduated from	N	Mean	Sd	t	p
Self-regulation	State	672	36,27	7,37	,04	,96
	Private	74	36,24	6,77		
Social relations	State	672	31,92	6,70	,89	,37
	Private	74	31,18	7,16		
Decision making	State	672	23,99	5,04	1,07	,28
	Private	74	23,32	5,58		

Table 9 shows results of statistical analysis of students' place of growth. For this demographic item of the scale, ANOVA test was carried out in order to see if students' place of growth had any statistically difference with their social emotional language learning competences. In Table 9, mean values and standard deviation scores were presented. Results show that the number of students who grew up in a province was the highest (n=531), followed by those who grew up in a district (n=157) and students who grew up in a village made up the lowest of the group numerically (n=58).

Table 9.  
*SEFLL Competences Regarding the Place of Growth*

Factors	Place of upbringing	N	X	Sd
Self-regulation	Village	58	35,24	7,93
	District	157	36,33	7,23
	Province	531	36,37	7,26
Social relations	Village	58	31,96	7,14
	District	157	31,49	7,04
	Province	531	31,95	6,62
Decision making	Village	58	23,62	5,87
	District	157	23,80	4,83
	Province	531	24,00	5,09

Table 10 presents the ANOVA results in order to understand whether groups had statistically significant difference. The variance analysis about the difference between

groups' showed that in none of these subscales there was a statistically significant difference between groups' SEL competences with regard to the place where they grew up ( $F^{\text{self-regulation}}=.63$ ;  $F^{\text{social-relations}}=.29$ ;  $F^{\text{decision-making}}=.20$ ;  $p>.05$ ). It can be understood from the results that when all the groups were compared with one another, self-regulation skills of the students were relatively higher by considering the place where they grew up.

Table 10.

*SEFLL Competences Analysis of Variance Regarding the Place of Growth*

<b>Factors</b>	<b>Where most of life takes place</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
Self-regulation	Between Groups	67,54	2	33,77	,63	,53
	Within Groups	39751,56	743	53,50		
	Total	39819,11	745			
Social relations	Between Groups	26,47	2	13,23	,29	,74
	Within Groups	33923,89	743	45,65		
	Total	33950,36	745			
Decision making	Between Groups	10,45	2	5,22	,20	,81
	Within Groups	19359,92	743	26,05		
	Total	19370,37	745			

ANOVA test was applied to find out if students' mothers' educational background had statistically significant difference on students' SEL competences regarding three subscales. Mean values and standard deviation scores of the test was presented in Table 11. According to results of Table11, there are 273 primary school graduates, 218 high school graduates, 163 secondary school graduates, and lastly, 92 university graduates among the mothers of the participants. The highest mean value calculated in Table 11 belongs to mothers who graduated from high school in self-regulation subscale ( $m=36.80$ ;  $s.d.=7.53$ ) and the lowest mean value obtained from the results belongs to mothers who graduated from secondary school in decision making subscale ( $m=23.65$ ;  $s.d.=5.34$ ).

Table 11.  
*SEFLL Competences Regarding Mother's Educational Background*

Factors	Mother's education level	N	Mean	Sd
Self-regulation	Primary	273	36,01	7,14
	Secondary	163	36,42	6,98
	High school	218	36,80	7,53
	University	92	35,55	7,81
Social relations	Primary	273	31,86	6,36
	Secondary	163	31,95	6,80
	High school	218	32,16	7,01
	University	92	30,93	7,16
Decision making	Primary	273	24,01	4,82
	Secondary	163	23,65	5,34
	High school	218	24,05	5,24
	University	92	23,89	5,18

Table 12 shows ANOVA results to find out whether students' mothers' education level groups had statistically difference in three subscales. As statistical analysis of F and P values revealed, there is no statistically significant difference in SEL competences according to the students' mother's educational background ( $F^{\text{self-regulation}}=.81$ ;  $F^{\text{social-relations}}=.72$ ;  $F^{\text{decision-making}}=.23$ ;  $p>.05$ ). Specifically, the results of students' self-regulation skills according to their mothers' education levels were higher than students' decision making and social relation skills.

Table 12.  
*SEFLL Competences Analyses of Variance Regarding Mother's Educational Background*

Factors	Mother's education level	Sum of Squares	df	Mean Square	F	p
Self-regulation	Between Groups	131,11	3	43,70	,81	,48
	Within Groups	39688,00	742	53,48		
	Total	39819,11	745			
Social relations	Between Groups	99,78	3	33,26	,72	,53
	Within Groups	33850,58	742	45,62		
	Total	33950,36	745			
Decision making	Between Groups	18,08	3	6,02	,23	,87
	Within Groups	19352,28	742	26,08		
	Total	19370,37	745			

In order to explore whether participants' fathers' educational background had any significant differences on SEL competences of the participants, ANOVA test was conducted and mean scores and standard deviation scores were presented in Table 13.

There are 235 high school graduates, 234 university graduates, 139 primary school graduates and lastly, 138 secondary school graduates among the fathers of the participants.

According to results of the analysis, the highest mean value calculated in Table 13 belongs to fathers who graduated from high school in self-regulation subscale ( $m=36.51$ ;  $s.d.=7.20$ ) and the lowest mean value obtained from the results belongs to fathers who graduated from secondary school in decision making subscale ( $m=23.06$ ;  $s.d.=6.19$ ). This finding revealed that students whose fathers graduated from high school showed higher self-regulation skills while in decision making subscale students whose fathers graduated from secondary school showed lower decision making skills.

Table 13.  
*SEFLL Competences Regarding Father's Educational Background*

Factors	Father's education level	N	X	Sd
Self-regulation	Primary	139	36,31	7,47
	Secondary	138	35,92	8,20
	High school	235	36,51	7,20
	University	234	36,22	6,78
Social relations	Primary	139	32,22	6,61
	Secondary	138	30,72	7,87
	High school	235	32,07	6,43
	University	234	32,08	6,39
Decision making	Primary	139	24,20	4,95
	Secondary	138	23,06	6,19
	High school	235	24,13	4,91
	University	234	24,07	4,60

Table 14 shows the results of variance analysis to find out whether students' fathers' education level groups had statistically difference in three subscales. As Table 14 suggests, F value obtained from the analysis does not imply a statistically significant difference between groups for these subscales ( $F^{\text{self-regulation}}=.19$ ;  $F^{\text{social-relations}}=1.60$ ;  $F^{\text{decision-making}}=1.64$ ;  $p>.05$ ). The results revealed that students' self-regulation skills according to their fathers' education levels were lower than their decision making and social relation skills.

Table 14.  
*SEFLL Competences Analyses of Variance Regarding Father's Educational Background*

Factors	Father's education level	Sum of Squares	df	Mean Square	F	p
Self-regulation	Between Groups	30,60	3	10,20	,19	,90
	Within Groups	39788,51	742	53,62		
	Total	39819,11	745			
Social relations	Between Groups	218,68	3	72,89	1,60	,18
	Within Groups	33731,68	742	45,46		
	Total	33950,36	745			
Decision making	Between Groups	128,19	3	42,73	1,64	,17
	Within Groups	19242,18	742	25,93		
	Total	19370,37	745			

In order to find out whether the participants' SEFLL competences had statistically significant difference according to their mothers' knowledge of foreign languages, an independent sample t-test was carried out. The results are shown in Table 15. Among the participants, 574 participants reported that their mothers did not know any foreign languages while 172 participants reported that their mothers knew a foreign language.

The examination of t values in self-regulation and decision making subscales indicates that the results for these two subscales do not imply statistically significant difference for students whose mothers did not know a foreign language and whose mothers knew a foreign language ( $t^{\text{self-regulation}}=.93$ ;  $t^{\text{decision-making}}=1.57$ ;  $p>.05$ ). When it comes down to social relations subscale, calculated t value indicates that there is statistically significant difference between students' mothers' foreign language knowledge and students' social relation skills ( $t=2.79$ ;  $p<.05$ ). Statistically, students whose mothers did not know a foreign language showed higher social relations skills ( $m=32.25$ ;  $s.d.=6.50$ ) than students whose mothers knew a foreign language ( $m=30.51$ ;  $s.d.=7.36$ ).

Table 15.  
*SEFLL Competences Regarding Mothers' Knowledge of Foreign Languages*

Factors	The mother's knowledge of foreign language	N	X	Sd	t	p
Self-regulation	No	574	36,41	7,17	,93	,35
	Yes	172	35,81	7,76		
Social relations	No	574	32,25	6,50	<b>2,79*</b>	<b>,00</b>
	Yes	172	30,51	7,36		
Decision making	No	574	24,10	4,90	1,57	,11
	Yes	172	23,34	5,68		



In order to find out whether the participants' SEFLL competences had statistically significant difference according to their fathers' knowledge of foreign languages, an independent sample t-test was carried out. The results are shown in Table 16. Among the participants, 508 participants reported that their fathers did not know any foreign languages while 238 participants reported that their fathers knew a foreign language.

T-test results in self-regulation subscale revealed that there is no statistically significant difference between students' fathers' foreign language knowledge and students' self-regulation skills ( $t=1.12$ ;  $p>.05$ ). However, t-test results for subscales social relations and decision making signalled statistically significant difference ( $t^{\text{social relations}}=2.48$ ;  $t^{\text{decision-making}}=2.27$ ;  $p<.05$ ). According to this finding, students whose fathers did not know any foreign language showed higher social relation skills ( $m=32.29$ ;  $s.d.=6.38$ ) than students whose fathers knew a foreign language ( $m=30.91$ ;  $s.d.=7.40$ ). Additionally, students whose fathers did not know any foreign language showed higher decision making skills ( $m=24.23$ ;  $s.d.=4.91$ ) than students whose fathers knew a foreign language ( $m=23.28$ ;  $s.d.=5.42$ ).

Table 16.

*SEFLL Competences Regarding Fathers' Knowledge of Foreign Languages*

Factors	The father's knowledge of foreign language	N	X	Sd	t	p
Self-regulation	No	508	36,48	7,19	1,12	,26
	Yes	238	35,83	7,55		
Social relations	No	508	32,29	6,38	<b>2,48*</b>	<b>,01</b>
	Yes	238	30,91	7,40		
Decision making	No	508	24,23	4,91	<b>2,27*</b>	<b>,02</b>
	Yes	238	23,28	5,42		

The results of the ANOVA test, which was carried out to find out if there was a difference between SEL competences of the participants with different income status, are shown in Table 17. The majority of the participants ( $n=430$ ) defined their income status as 4001TL and above, while 219 participants defined their income status as 2001TL and 4000TL. Finally, 97 participants defined their income status as up to 2000TL.

According to analysis results in Table 17, the mean values in self-regulation subscale, students whose family income was 4001TL and above had the highest mean value ( $m=36.56$ ;  $s.d.=7.06$ ), which indicates that these students showed higher self-regulation skills than students in other groups. Contrarily the lowest mean value

belongs to students whose family income was up to 2000TL in decision making subscale ( $m=23.31$ ;  $s.d.=5.22$ ). The findings for students' income variable in decision making subscale show that for decision making subscale students' social emotional foreign language.

Table 17.  
*SEFLL Competences Regarding Income*

Factors	Family income	N	X	Sd
Self-regulation	Up to 2000 TL			8,03
	2001-4000 TL	219	35,95	7,46
	4001 TL and above	430	36,56	7,06
Social relations	Up to 2000 TL	97	31,15	7,27
	2001-4000 TL	219	31,87	7,14
	4001 TL and above	430	32,00	6,42
Decision making	Up to 2000 TL	97	23,31	5,22
	2001-4000 TL	219	23,89	5,40
	4001 TL and above	430	24,08	4,90

Table 18 shows ANOVA test to find out whether students' family income groups had statistically difference in three subscales. As Table 16 suggests, F value obtained from the analysis does not imply a statistically meaningful difference between groups for these subscales ( $F^{\text{self-regulation}}=.81$ ;  $F^{\text{social-relations}}=.62$ ;  $F^{\text{decision-making}}=.89$ ;  $p>.05$ ). However, it is acceptable to assert that students' decision making abilities according to their family income were statistically higher than their social relations and self-regulations skills.

Table 18.  
*SEFLL Competences Analyses of Variance Regarding Family Income*

Factors	Family income	Sum of Squares	df	Mean Square	F	p
Self-regulation	Between Groups	87,19	2	43,59	,81	,44
	Within Groups	39731,91	743	53,47		
	Total	39819,11	745			
Social relations	Between Groups	57,27	2	28,63	,62	,53
	Within Groups	33893,09	743	45,61		
	Total	33950,36	745			
Decision making	Between Groups	46,50	2	23,25	,89	,40
	Within Groups	19323,86	743	26,00		
	Total	19370,37	745			

## **4. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS**

### **4.1. Introduction**

This study aimed to analyze SEFLC competences of English language preparatory school students in a university in Turkey. In order to achieve this aim, 746 English language preparatory school students were asked to answer “Social Emotional Foreign Language Learning Scale” (SEFLLS) questions online. Additionally, students were asked to answer nine demographic questions prepared by the researcher. The data obtained from the SEFLLS questionnaire with three subscales: self-regulation, social relations and decision-making, were analyzed by using SPSS software. Then, the researcher analyzed whether the mentioned subscales differed according to the demographic backgrounds of the participants. The findings of the study are presented and discussed in light of the related literature in this part of the study.

### **4.2. Summary of the Study**

This study aimed to analyze the social-emotional competences of university English preparatory students. In order to achieve the purpose of this study, SEFLLS, which includes demographic questions and items related to the social-emotional foreign language learning competences of the participants, were used. A total of 746 students from English Language preparatory class answered the questionnaire online. The data of participants’ social and emotional competency level according to the self-regulation, social relations and decision making subscales of SEFLLS were analyzed as a first step. Subsequently, the differences of competences according to participants’ demographic backgrounds were analyzed by using T-test and ANOVA tests. The research questions are given below;

1. What are the English language preparatory students' SEFLC competences at a university?
2. Do students’ SEFLC competences have significant differences on their demographic backgrounds such as;
  - a) Gender
  - b) Age
  - c) Graduated school
  - d) Place of growth

- e) Mothers' educational background
- f) Fathers' educational background
- g) Mother's knowledge of foreign languages
- h) Fathers' knowledge of foreign languages
- i) Income status

### 4.3. Discussion of Findings

With the goal of gathering the data required to answer the first research question, "What are the English language preparatory students' SEFLLS competences at a university?" SEFLLS, which was based on a 5-point Likert scale, was completed by 746 participants. 24 items of SEFLLS were analyzed under three subscales: self-regulation, social relations and decision-making. The analysis of the first ten items in the SEFLLS under self-regulation subscale, which overlaps with self-awareness and self-management competences of SEL, showed that mean scores of all items were over 3.00 out of 5.00 and the overall mean scores of all ten items related to self-regulation subscale were  $m= 3,63$  ( $s.d.= 1,11$ ).

The analysis of the 11th item to the 18th item under social relations subscale, which overlaps with social awareness and relationship skills SEL competences, showed that four items out of eight had mean scores over 4.00 out of 5.00, while other four items out of eight had mean scores over 3.00 out of 5.00, and the overall mean score of all items related to social relations subscale were  $m= 3,98$  ( $s.d.=1,08$ ).

The analysis of the items from 19 to 24 under decision making subscale, which includes responsible decision making competence of SEL, showed that three items out of six had mean scores over 4.00 out of 5.00, while other three items out of six had mean scores over 3.00 out of 5.00, and the overall mean score of all items related to decision making subscale were  $m= 3,99$  ( $s.d.= 1,06$ ).

These results indicated that the participants showed a high competency in all of the subscales of SEFLLS, especially in social relations and decision making subscales. These findings are consistent with the research conducted by Berk (2020), who studied English language preparatory students' social-emotional foreign language learning competences at a Turkish university, similarly using SEFLLS. The results of his study showed that English language preparatory students had mean score of  $m=3,88$  ( $s.d.=0,50$ ) in self-regulation subscale, mean score of  $m=4,27$  ( $s.d.=0,58$ ) in social relations subscale and lastly, mean score of  $m=4,33$  ( $s.d.=0,59$ ) in decision-making

subscale. The results of his study showed that participants showed relatively higher competency in social relations and decision-making competences compared to self-regulation competences.

Students in universities have greater requirements for social awareness and relationship skills. Thus, five SEL competences are essential for university students' academic success, their adaptation and their development. Students who are aware of themselves and conscious about their perceptions, for example, seem to adjust higher education environments successfully. (Ramos-Sanchez & Nichols, 2007). In a similar way, a good self-regulation ability not only has positive impact on student's psychological and emotional adaptation, but also the ability to regulate one's self has beneficial effects on a student's academic and cognitive performance (Deckro et al., 2002). Students with poor self-regulation, on the other hand, can face with depression, anxiety, and stress, which are regularly cited as the most widespread and difficult adaptation difficulties faced by higher education students (Adlaf, Gliksman, Demers, & Newton-Taylor, 2001).

In higher education environment, students from different socio-cultural and socio-economic backgrounds come together in a classroom to get academic education. Each of them has passed through different stages, difficulties, challenges psychologically and emotionally in their lives which eventually may afflict their academic success. At this point, there is an indispensable need for curriculums in higher education that support students' social emotional learning. According to Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011), social emotional learning improves students' behaviours, school performances, their academic successes, in other words social emotional learning improves students social and emotional skills.

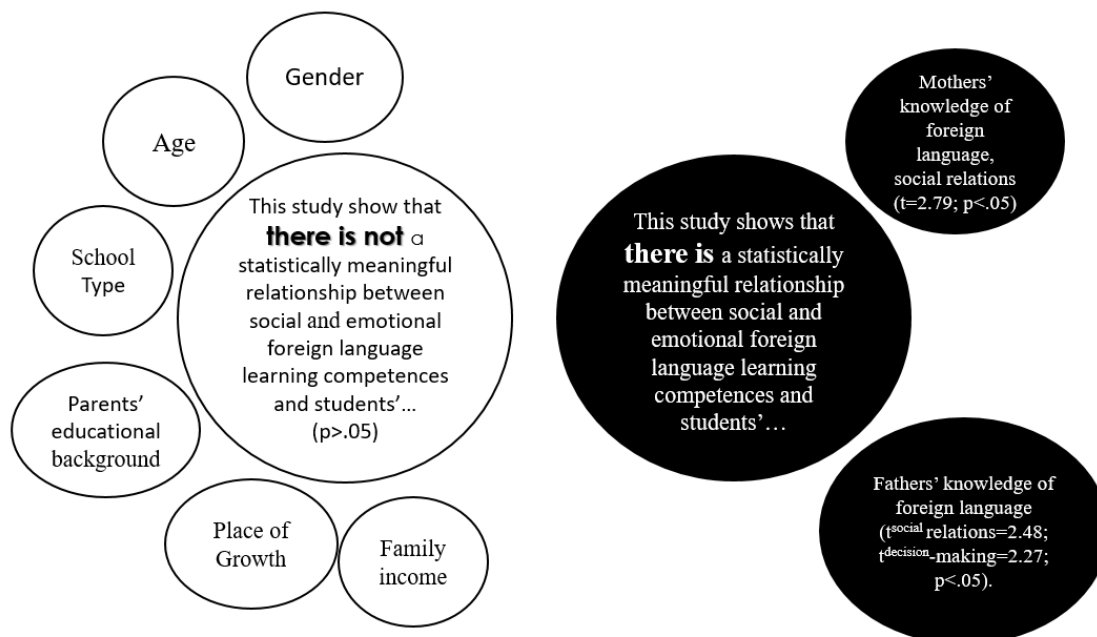


Figure 2. Demographic Results Overview

In order to answer the second research question, “Do students’ SEFLL competences have significant differences on their demographic backgrounds?” participants answered nine demographic questions prepared by the researcher in addition to SEFLLS and the general results are given in Figure 2. The first demographic variable in this study is students’ gender. In this study, results indicate that there is no statistically significant difference between students’ gender and their social emotional foreign language learning competences. SEFLLS was completed by 746 students from different departments. There are some departments where the number of female students are higher than male students such as English Language and Literature and English Teaching Departments but the gender population in other departments such as department of economics, department of architecture and engineering department is mostly homogenous or male dominant. Thus the diversity of the departments balance gender distribution in this study.

These findings are consistent with the research conducted by Berk (2020), who studied an investigation of students’ social and emotional language learning competences at a university context. In his study, results for gender variable shows no significant difference in social and emotional foreign language learning competences of male and female university students for all subscales ( $t^{\text{self-regulation}} = -1.71$ ;  $t^{\text{social-relations}} = -1.00$ ;  $t^{\text{decision-making}} = -0.77$ ;  $p > .05$ ). In parallel with the results of this study, Aygün & Taşkın (2017) found no statistically significant difference between students’ gender and

their social and emotional foreign language learning competences in the study of investigating of 3rd and 4th grade students' social-emotional learning skills with respect to different variables. In the existing related literature, there are conflicting results about the relationship between the students' gender and their social-emotional foreign language learning competences. In the study of Zaimoğlu (2018) the results showed statistically significant relation between students' gender with regard to Social Relations dimension ( $p = .04$ ) which means that male and female students do not have the same thoughts regarding social relations dimension. In accordance with the results, it is seen that female students give more importance to social relations than male students in foreign language learning. Similarly, Kabakçı (2006) found that communication competence levels of female students were higher than male students. However, a study conducted by Yılmaz (2014) revealed that male students' problem solving skills and ability to manage with problems are higher when compared with female students. The varied result on the competence level of genders indicate that further studies are necessary to examine whether meaningful difference exist that would provide unique information about social-emotional learning competence levels of the students according to their genders.

Results regarding the age item in this study indicated that there is no significant difference between students' ages and their social emotional foreign language learning competence in relation with three subscales ( $p > .05$ ). Among three subscales, students, especially students from ages 18-20 and 23 and above, showed relatively higher competence level in self-regulation subscale when compared to other two subscales ( $p > .05$ ). Similarly, in his study, Berk (2020) found no significant difference between social-emotional language learning competences between different age groups except for social relations subscale which is higher than other two subscales ( $p > .05$ ). In parallel with the results of this study, Güler Urhan (2019) found no statistically significant difference between the age of the students and their social-emotional language learning competences. Contrarily, Kabakçı (2006), Kabakçı & Totan (2013) and Çelik (2014) found that primary and secondary school students' social and emotional learning competences statistically differed according to their age. Similarly, the study of Zaimoğlu (2018) indicated that students, who were 22-25 years old, had the highest mean values in the decision-making subscale of social-emotional language learning competences and she also suggested that older, more experienced students

made better choices related to their lives as they are able to understand the consequences of their choices better.

The difference in results might stem from that this study covered only three age groups of preparatory class students and previous studies mainly covered primary and secondary class student age groups. Thus, in order to show more age variety and find more conclusive answer to the question whether students' ages have significant difference with their social emotional foreign language learning competences, empirical studies are needed to be conducted with larger samples with broader age groups.

The third item of the scale, students' school that they graduated from was also analysed in this study. The purpose of investigating this demographic item is that different socio-economic background of the students by attending a state school and thereby getting education and facilities that a state provides for students or attending a private school to get education and facilities provided by the private school has any effect on students' social emotional foreign language learning competences. In this study no statistically significant difference is found between the school type that students graduated from and their social emotional foreign language learning competences ( $p > .05$ ). However, in all subscales students who graduated from state schools showed higher level of mean values of social emotional foreign language learning competences in comparison with the students who graduated from a private school ( $m^{\text{self-regulation}} = 36.27$ ;  $m^{\text{social relations}} = 31.92$ ;  $m^{\text{decision making}} = 23.96$ ).

A related study was conducted by Stumm and Plomin (2020) and according to the results of their study, there were only weak associations between the type of school that children attended and their social-emotional development, and these associations reduced even further after adjusting for school selection criteria. On the other hand, Lester and Mander (2015) conducted a study with private board school students and state school students. The results of their study shows that students from private board school face greater social emotional challenges than state school children. There are conflicting results about the relationship in the existing related literature between students social emotional learning competencies and the school type they graduated. The 1970 British Birth Cohort Study (BCS70) showed that private school students at age 10 and 16 showed greater self-esteem, effective control, higher ambition of achieving their goals professionally and access to better relations than state school students.



Fewer studies have been conducted to explore whether attending or graduating from a private school or a state school has significant difference on learners social emotional learning competences. Thus broader range of studies needed to be conducted for better understanding of the effect of school type on students' social emotional foreign language learning competences.

Aiming to understand whether students' place of growth has any significant difference in their social emotional foreign language learning, participants' place of growth was analysed in this study. The purpose of investigating this item is that universities are a meeting point where students from different cultures and locations come together. Thus in a classroom the SEL competences' levels of these diverse group of students might vary. However, the analysis results in this study for this demographic item showed that in none of three subscales there was a statistically significant difference between groups' social-emotional foreign language learning competences with regard to the place of growth ( $p > .05$ ). However, it is understood that in decision making and self-regulation subscales students who grew up in a province showed higher mean values ( $m^{\text{self-regulations}} = 36.37$ ;  $m^{\text{decision making}} = 24.00$ ) but students who raised in a village showed higher level of social relations ( $m^{\text{social relations}} = 31.96$ ).

There is no related study in the literature about the relation of students' place of growth and their social emotional foreign language learning competences. However, it was found that the levels of mediating effects in terms of negative social behaviours in relation with social emotional needs of adolescents who live in village, township and urban area have similar levels (Totan & Özyeşil & Deniz & Kiyar, 2014). While the study of Howely and Gunn (2003) show that there is no difference in the results of the mathematics test between rural area students and students living in cities, the study conducted by Ramos, Duque, and Nieto (2012) in 2006-2009 PISA indicates that students living in rural areas in Colombia have lower academic level than students living in cities. Perry & McConney (2010) state that students' social environments and socioeconomic conditions have significant effect on their academic successes and necessary outputs. In order to clarify previous conflicting studies, future studies on relation between students' place of growth and their social emotional foreign language learning competence are needed to be conducted with a broad range of participants.

Within the scope of this research, it was also analyzed whether social-emotional language learning competences differed according to students' parents' educational background and their knowledge of foreign languages. According to the results of the

analysis, it was concluded that students' parents' educational background had any effects on students' social and emotional language learning competences. Similarly, in his study, Berk (2020) found that neither students' fathers' nor mothers' educational background had any effects on students' social and emotional language learning competences. However, results of the study conducted by Nikolov (2009) showed that there is a significant difference between parents' level of education and students' achievement in language learning in Hungary. Similarly, Wang & Sheikh-Khalil (2014) showed that parents' involvement in students' education process had a significant effect on students' academic success and social and emotional competences. Iwaniec (2018) asserts that a student whose parents are educated is more likely to observe them communicating in another language than a student who has less-educated parents and this promotes students in way that they believe that they are capable of learning a foreign language. Another related study by The PISA (Programme for International Student Assessment) Report (2003) showed that students with highly qualified parents did significantly better in the language proficiency test administered to European school-age children.

It should be emphasized, however, that the samples used in the relevant researches in the literature were mostly from primary and secondary school students, whereas the participants in this study were university students. Parental involvement in the educational process requires prior understanding of university education. However, the findings of the study demonstrated that only %31.3 of the participants' fathers and %12,3 of the participants' mothers were university graduates. It can be said that the lack of information regarding higher education among the participants' parents hindered their engagement in their children's learning process.

In the scope of this study, students' parents' knowledge of a foreign language was analysed. Both in students' mothers' knowledge of foreign language and fathers' knowledge of foreign language a statistically significant difference between students' social emotional foreign language learning competences and students' parents' knowledge of a foreign language was found. The analysis of students' mothers' foreign language knowledge shows that in social relations subscale, students whose mothers did not know a foreign language showed higher social emotional foreign language learning competence than students whose mothers knew a foreign language (Figure 2). In other subscales, no significant difference is found between students' social emotional foreign language learning competences and students' parents' knowledge of a foreign

language. The examination of students' fathers' knowledge of foreign language shows that students whose fathers did not know a foreign language had statistically significant difference than students whose fathers knew a language (Figure 2). Similarly, in his study, Berk (2020) found a statistically significant difference in self-regulation subscale between participants' mothers' knowledge of foreign languages and their social emotional foreign language learning competences. Similarly, the result of his study reveals that students whose mothers did not know a foreign language showed higher self-regulation competence than students whose mothers knew a foreign language.

Bartram (2006) states that parents with foreign language skills and interest will have a beneficial influence on their children's views. However, this may not always be the case as in a study which investigates the attitudes towards Germany and German in Bulgaria, France and French-speaking Switzerland conducted by Cain and De Pietro (1997) found that participants' parents who had no knowledge of German had more positive attitudes. Similarly, in a study focused on attitudes French in Northern Ireland, Wright (1999) found that parents and families were consistently rated as the least influential determinant on students' behaviours.

It is important to know that in this study only %23 of the participants' mothers and only %31.9 of the participants' fathers knew a foreign language. Majority of the mothers and fathers did not know a foreign language and students whose parents have no knowledge of a foreign language showed higher level of SEL competences. Students whose parents do not know any language may show a higher level of SEFLL competence which can be the result of the desire to learn a foreign language which is not the case in their parents. Contrarily, students whose parents know a foreign language may show lower level of SEFLL competence which can be the result of an adverse effect of these parents on their children. In order to find a more definitive answer about the effect of parents' knowledge of foreign languages on participants' social emotional foreign language learning competences, similar studies with large sample groups in which parents with knowledge of foreign languages are represented at a higher rate should be conducted.

The last demographic item of this study is the participants' income status. As mentioned before, in higher education environment students from different socioeconomic backgrounds come together in a classroom. In this study income status of the participants is analysed to explore whether it has statistically significant difference with the participants' SEFLL competences in relation with three subscales.

However, it is noted that in all subscales students whose income status is 4001TL and above showed higher mean scores ( $m^{\text{self-regulation}}=36.56$ ;  $m^{\text{social relations}}=32.00$ ;  $m^{\text{decision making}}=24.08$ ). According to the results, there is no significant difference between students' income status and their social emotional foreign language learning competences. Similarly, Berk (2020) found no relationship between students' income status and their social-emotional foreign language learning competences. He asserts that the reason of this result for family income status of the students might stem from the fact that the majority of the participants (%85) defined their income status as average.

When the literature was searched, Mohamed & Toran (2018) found that there was a significant difference between the children's level of social-emotional development and the parents' education level, the parents' monthly income and the mothers' occupation category, in which the value was  $p < 0.05$ . Brandly & Crowyn (2002) state that a great number of studies were conducted and researchers proved that socioeconomic status affected significantly learners' social emotional development. Future studies with broader range of income groups should be conducted to have a clear understanding of whether income status affects students' social emotional foreign language learning competences.

#### **4.4. Implications**

The studies based on social-emotional learning competences in higher education are limited. In this study, the findings discussed in light of theoretical and empirical literature on the concept of social-emotional learning. There are not definite answers for some items which might stem from the reason that SEFLLS was applied online where the results depend on students' self-reported data. Significant findings are presented in this study. For example, the results of this study show that there is not a statistically meaningful difference between social and emotional foreign language learning competences and students' age, gender, the school type that they graduated, the place where they grew up, their parents' educational background and lastly their family income status; however, students' social and emotional foreign language learning competences differ according to their mothers' knowledge of foreign language, fathers' knowledge of foreign language. Hopefully, with 746 participants, this study serves as a guideline for future research about social and emotional foreign language learning of university students.

#### **4.5. Recommendation for Future Research**

This study was conducted in a state university's preparatory class students. It is possible for future research to include more participants from both state and private universities in different cities of Turkey. These diverse participations may affect the findings both in terms of social-emotional learning competency levels and the importance of demographic backgrounds of the participants on their language learning path. Additionally, this study was conducted with preparatory class students who were from different departments and had English classes. Thus, further studies should include participants from students who have classes from other languages as well. A larger sample may also increase the generalizability of the results. Conducting SEFLLS to the same age level of students in different universities in different locations could enable researchers to understand and compare the findings in terms of the similarities or the differences that may emerge as a result.

#### **4.6. Conclusion**

In higher education, students face with and pass through some challenges that may eventually affect their academic success. One of the challenges that they face with is learning a new language in the first academic year while they are trying to adjust a new environment and the changes happening in their lives. However, the research in the related literature reveals that the instruments to evaluate social and emotional skills of students are generally developed to primary, middle and high schools. University students need to know how to cooperate with others, deal with a problem and look for solutions for their problems, they need to know themselves, their weaknesses and strengths as well as they need to know others, they need to know how to make responsible decisions and so on. Students in higher education undeniably need the assistance of SEL competences to overcome their challenges. Although the roots of SEL trace back to Plato, it is a recent topic in educational contexts which is still an under-researched area. It is hoped that the findings of this research will be of use for other researchers, educators and educational policy makers to get a better understanding of self-regulation, social relations and decision-making processes of foreign language learners.

#### **4.7. Limitations**

This study consists students from a state university foreign languages department in a Turkish university and including other state or private university might fertilize the data in terms of demographic diversity. The samples of the study were limited with few departments. Some other departments where students had foreign language classes were not included in the study. The location where the data were collected may limit the study as in different locations with different population the findings of the study may vary. The SEFLLS was limited to 24 items consisting of three factors and demographic part of the scale was limited to nine items. Zaimoğlu (2018) states that a larger pool of items would have a positive effect on the reliability of the analyses. The results also consist of students' self-reported data.



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## APPENDICES

## Appendix A. Ethics Committee Approval Document

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Esra BAKIR
ÖĞRENCİ NO	20188012
TEL. NO.	
ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili ve Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Sosyal-duygusal Öğrenmenin Üniversite yabancı dil hazırlık grubu öğrencilerindeki etkisinin daha önceden yapılmış bir ölçeğe demografik sorular ekleyerek ölçülmesi
TEZİN AMACI	Tez sosyal-duygusal öğrenme üzerine hazırlanmış ölçeğe demografik sorular ekleyerek yeniden uygulanmasını, böylece çıkan verileri analiz etmeyi aynı zamanda daha önceden uygulanmış ölçeği tekrar uygulayarak güvenilirliğini arttırmayı hedeflemektedir.
TEZİN TÜRKÇE ÖZETİ	Sosyal-duygusal öğrenmenin üniversite yabancı dil hazırlık sınıfı öğrencilerinin yabancı dil öğrenmeleri üzerindeki etkisinin araştırılması, bu araştırma kapsamında daha önceden yapılmış bir çalışmadaki anket ölçeğinin demografik sorular eklenerek geliştirilmesi ve yeni eklenen demografik sorularla anketi uygulayarak öğrenciler üzerinde sosyal-duygusal öğrenmenin etkilerinin ve aynı zamanda demografik değişkenlerin bu öğrenme üzerindeki etkilerinin analiz edilmesine dayanan bir çalışmadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Erciyes Üniversitesi, Yabancı Diller Yüksekokulu, Kısmen İngilizce hazırlık bölümü, İngilizce Öğretmenliği ve İngiliz Dili ve Edebiyatı bölümü hazırlık sınıfı öğrencileri
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Erciyes Üniversitesi, Yabancı Diller Yüksekokulu Talas, KAYSERİ
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Erciyes Üniversitesinin Yabancı Diller Yüksekokulu bünyesindeki İngiliz Dili ve Edebiyatı, İngilizce Öğretmenliği hazırlık biriminden öğrencilerine ve Kısmen Hazırlık bölümü bünyesindeki öğrencilere uygulanacak olan sosyal duygusal öğrenme anketinin uygulanmasına yönelik izin alınması

UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Sosyal Duygusal Öğrenme Anketi (5 sayfa)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	Sayfa Sosyal duygusal Öğrenme Anketi .



<b>ÖĞRENCİNİN ADI - SOYADI: Esra BAKIR</b>		<b>ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 30/ 10/ 2020</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>				
<b>2. Anılan konu İşletme faaliyet alanı içerisine girmektedir.</b>				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: .....	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Prof. Dr	Unvanı: .....	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
/ / 20	/ / 20	/ / 20	/ / 20	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>				
Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Yücel ERTEKİN(Y)</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Ali Engin OBA</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Dr. Öğr. Üyesi Sami Doğru	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır
/ / 20	/ / 20	/ / 20	/ / 20	/ / 20
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input type="checkbox"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 21 / 12/ 2020 - 30 / 01/ 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>		
<b>OY ÇOKLUĞU İLE</b>	<input checked="" type="checkbox"/>			
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				

## Appendix B. Questionnaire

### QUESTIONNAIRE (ANKET)

#### Dear Participant (Sayın Katılımcı),

We would like to ask you to help us by answering the following questions related with social emotional learning competencies. Your answers will be used for a Master thesis on “Examination of Social Emotional Competencies of University’s Preparation Class Students Learning Foreign Languages”. This is not an exam paper so there is no right or false answer. We are interested in your personal opinions. Please give your answers sincerely.

Thank you very much for your help.

(Sosyal duygusal öğrenme yetkinlikleriyle ilgili aşağıdaki soruları yanıtlayarak bize yardımcı olmanızı rica ediyoruz. Cevaplarınız, "Üniversitenin Hazırlık Sınıfı Öğrencilerinin Yabancı Dil Öğrenimi Sosyal Duygusal Yeterliliklerinin İncelenmesi" konulu bir yüksek lisans tezi için kullanılacaktır. Bu bir sınav kağıdı değildir, bu nedenle doğru veya yanlış cevap yoktur. Kişisel görüşlerinizle ilgileniyoruz. Lütfen cevaplarınızı içtenlikle veriniz.

Yardıminız için çok teşekkürler)

<b>1. PART : DEMOGRAPHIC INFORMATION (DEMOGRAFİK BİLGİLER)</b>
<b>Gender (Cinsiyet):</b> <input type="checkbox"/> Male (Erkek) <input type="checkbox"/> Female (Kadın)
<b>Age (Yaş):</b> <input type="checkbox"/> 18-20 <input type="checkbox"/> 21-22 <input type="checkbox"/> 23 and above (ve üstü)
<b>The school graduated from (Mezun olduğunuz okul):</b>
<b>Where were you raised (Nerede büyüdünüz)?</b> <input type="checkbox"/> Province (İl) <input type="checkbox"/> District (İlçe) <input type="checkbox"/> Village (Köy)
<b>Mother's Educational Background (Annenizin Eğitim Durumu) :</b> <input type="checkbox"/> Illiterate (Okuma Yazma Bilmiyor) <input type="checkbox"/> Primary (İlkokul mezunu) <input type="checkbox"/> Secondary (Ortaokul mezunu) <input type="checkbox"/> High School (Lise mezunu) <input type="checkbox"/> University (Üniversite mezunu)
<b>Mother's Knowledge of Foreign Languages (Annenizin Yabancı Dil Durumu):</b> <input type="checkbox"/> None (Hiçbiri) <input type="checkbox"/> English (İngilizce) <input type="checkbox"/> German (Almanca) <input type="checkbox"/> Arabic (Arapça) <input type="checkbox"/> Kurdish (Kürtçe) <input type="checkbox"/> Other (Diğer)
<b>Father's Educational Background (Babanızın Eğitim Durumu) :</b> <input type="checkbox"/> Illiterate (Okuma Yazma Bilmiyor) <input type="checkbox"/> Primary (İlkokul mezunu) <input type="checkbox"/> Secondary (Ortaokul mezunu) <input type="checkbox"/> High School (Lise mezunu) <input type="checkbox"/> University (Üniversite mezunu)
<b>Father's Knowledge of Foreign Languages (Babanızın Yabancı Dil Durumu):</b> <input type="checkbox"/> None (Hiçbiri) <input type="checkbox"/> English (İngilizce) <input type="checkbox"/> German (Almanca) <input type="checkbox"/> Arabic (Arapça) <input type="checkbox"/> Kurdish (Kürtçe) <input type="checkbox"/> Other (Diğer)
<b>Income (Aylık Gelir Durumu):</b> <input type="checkbox"/> 0-1000 TL <input type="checkbox"/> 1001-2000 TL <input type="checkbox"/> 2001-3000 TL <input type="checkbox"/> 3001 TL and above (ve üstü)

	<b>2. PART: SOCIAL EMOTIONAL FOREIGN LANGUAGE LEARNING SCALE (SOSYAL DUYGUSAL YABANCI DİL ÖĞRENME ÖLÇEĞİ)</b>	<b>Strongly disagree (Kesinlikle katılmıyorum)</b>	<b>Disagree (Katılmıyorum)</b>	<b>Neutral (Taraftasım)</b>	<b>Agree (Katılıyorum)</b>	<b>Strongly agree (Kesinlikle katılıyorum)</b>
<b>1</b>	I am curious about learning different languages (Farklı diller öğrenmeye meraklıyım)					
<b>2</b>	I can recognize my own emotions (Duygularımı tanıyabilirim)					
<b>3</b>	I do not hesitate to reflect my feelings while learning English (İngilizce öğrenirken duygularımı dile getirmekten çekinmem)					
<b>4</b>	If I try, I can do even the hardest work in the class (Eğer denersem sınıftaki en zor çalışmayı bile yapabilirim)					
<b>5</b>	I can easily motivate myself when I feel bad (Kötü hissettiğim zaman kendimi kolayca motive edebilirim)					
<b>6</b>	I always concentrate on my lessons during English class (Sınıfta daima derslerime odaklanırım)					
<b>7</b>	I shape my life in accordance with my goals (Koyduğum hedefler doğrultusunda hayatıma yön veririm)					
<b>8</b>	I overcome every difficulties to achieve my goals (Hedeflerime ulaşmak için her türlü zorluğun üstesinden gelirim)					
<b>9</b>	I get my family to help me when I have social problems (Sosyal sorunlarım olduğu zaman ailemden yardım alırım)					
<b>10</b>	I get my friends to help me when I do not solve the problem on my own (Bir problemi kendi başıma çözemediğim zaman arkadaşlarımdan yardım alırım)					
<b>11</b>	I cooperate with my friends (Arkadaşlarımla işbirliği yaparım)					
<b>12</b>	I can motivate my friends to do their best in group work (Grup çalışmasında arkadaşlarımla en iyisini yapmaları konusunda motive edebilirim)					

13	I try not to criticize my friends when we argue (Tartıştığımız zaman arkadaşlarımı eleştirmemeye çalışırım)					
14	I try to prevent others to be alienated (Başkalarının dışlanmasını engellemeye çalışırım)					
15	I help others when they have problems (Başkalarına problem yaşadıkları zaman yardım ederim)					
16	I respect others' thoughts (Başkalarının düşüncelerine saygı duyarım)					
17	I recognize how people feel by looking at their facial expressions (İnsanların ne hissettiklerini yüz ifadelerine bakarak anlayabilirim)					
18	I am sensitive to others' feelings (Başkalarının duygularına karşı duyarlıyım)					
19	I can discuss the decisions that I consider unfair (Adil olmadığını düşündüğüm kararları tartışabilirim)					
20	While making decisions, I also think about the future consequences of my actions (Karar verirken, kararlarımın gelecek sonuçlarını da düşünürüm)					
21	While making decisions, I select the one with positive outcomes (Karar verirken olumlu yönleri ağır basan tarafı seçerim)					
22	I can decide between right or wrong (Doğru veya yanlış arasında karar verebilirim)					
23	While making decisions about my future, I search a lot (Geleceğimle ilgili karar verirken çok araştırma yaparım)					
24	I make decisions that are appropriate for my personal values (Kişisel değerlerime uygun kararlar veririm)					

## Appendix C. Thesis Survey Permission Request Letter from Çağ University



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : 23867972-044-E.2000004638  
Konu : Esra BAKIR'a Ait Tez Anket İzni  
Hakkında

21.12.2020

### ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20188012 numaralı öğrencimiz olan **Esra BAKIR**, "**Sosyal-duygusal Öğrenmenin Üniversite yabancı dil hazırlık grubu öğrencilerindeki etkisinin daha önceden yapılmış bir ölçüğe demografik sorular ekleyerek ölçülmesi**" konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Prof. Dr. Şehnaz ŞAHİNKARAKAŞ** danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversiteniz Yabancı Diller Yüksekokuluna bağlı İngilizce Hazırlık Bölümü, İngilizce Öğretmenliği, İngiliz Dili ve Edebiyatı Bölümlerinde halen eğitim görmekte olan hazırlık sınıfı öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY  
Rektör

Ek : 2 sayfa tez etik kurul izin formu, 5 sayfa Anketler, 5 sayfa tez etik kurul izin onay e-postaları.

E-Posta: [aycankol@cag.edu.tr](mailto:aycankol@cag.edu.tr)

Evaluasyon  
Versiyon



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

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: 370D6D7



## Appendix D. Thesis Survey Permission from Erciyes University



T.C.  
ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı

Sayı : E-14065294-044-22132  
Konu : Anketler

30.12.2020

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : 21/12/2020 tarihli ve 2000004638 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencilerinden Esra BAKIR'ın, "Sosyal-duygusal Öğrenmenin Üniversite yabancı dil hazırlık grubu öğrencilerindeki etkisinin daha önceden yapılmış bir ölçeğe demografik sorular ekleyerek ölçülmesi" konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksekokuluna bağlı İngilizce Hazırlık Bölümü, İngilizce Öğretmenliği, İngiliz Dili ve Edebiyatı Bölümlerinde halen eğitim görmekte olan hazırlık sınıfı öğrencilerine anket uygulaması yapma talebi Rektörlüğümüzce uygun görülmüştür. Bilgilerinizi ve gereğini arz ederim.

**Prof.Dr. Recai KILIÇ**  
**Rektör a.**  
**Rektör Yardımcısı**

*Bu belge, güvenli elektronik imza ile imzalanmıştır.*

Belge Doğrulama Kodu :BEL96YDZ4 Pin Kodu :27412

Belge Takip Adresi : [http://ebys.erciyes.edu.tr/en/Vision-Sorgula/validate\\_doc.aspx?V=BEL96YDZ4](http://ebys.erciyes.edu.tr/en/Vision-Sorgula/validate_doc.aspx?V=BEL96YDZ4)

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Kep Adresi:erciyesuni@hs01.kep.tr

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Unvanı: Bilgisayar İşletmeni  
Tel No: 0354-2175098

