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**PREPARATORY SCHOOL STUDENTS' PERCEPTIONS OF THE SOCIAL-
EMOTIONAL FOREIGN LANGUAGE LEARNING IN A UNIVERSITY
CONTEXT**

THESIS BY
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MASTER THESIS

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DEDICATION

To my beloved parents,

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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,

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Bahar KAR

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14/06/2022

Bahar KAR

ABSTRACT**PREPARATORY SCHOOL STUDENTS' PERCEPTIONS OF THE SOCIAL-EMOTIONAL FOREIGN LANGUAGE LEARNING IN A UNIVERSITY CONTEXT****Bahar KAR****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****June 2022, 100 pages**

With the 21st century, the understanding of education is being reshaped, and it is aimed to provide students with 21st century skills. In this direction, Social and Emotional Learning (SEL) has appeared in education world as a necessity of the 21st century education understanding. However, at this point, it is seen that the inclusion of SEL in education at the university level has not received remarkable attention. To this end, this study was conducted to explore preparatory school students' perceptions of the Social-Emotional Foreign Language Learning (SEFLL). In addition, in this mixed methods study, the factors underlying the perceptions of students as well as their SEFLL perceptions and competences were investigated. In the quantitative part of the study, data were collected by using Social-Emotional Foreign Language Learning Scale (SEFLLS) developed by Zaimoğlu (2018) and in the qualitative part by means of semi-structured interview questions. In this study, data were obtained from 222 English preparatory students studying at the School of Foreign Languages of a state university in Turkey. According to the results of the study, it was revealed that the students had high level of SEL perception and Social Emotional Competence (SEC), but they did not have in-depth knowledge about SEL. However, it is clear that preparatory school students need support from their teachers and social environments in the first years of their university life. In conclusion, the findings of this study will shed light on the inclusion of SEL in university-level language education programs and its integration into courses.

Key words: Social and Emotional Learning (SEL), Social and Emotional Competence

(SEC), Social-Emotional Foreign Language Learning (SEFLL), Social-emotional Foreign Language Learning Scale (SEFLLS), English preparatory students.

ÖZET**HAZIRLIK OKULU ÖĞRENCİLERİNİN ÜNİVERSİTE BAĞLAMINDA
SOSYAL-DUYGUSAL YABANCI DİL ÖĞRENİMİNE İLİŞKİN ALGILARI****Bahar KAR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Haziran 2022, 100 sayfa**

21. yüzyıl ile birlikte eğitim anlayışı yeniden şekillenmekte ve öğrencilere 21. yüzyıl becerilerinin kazandırılması hedeflenmektedir. Bu doğrultuda Sosyal ve Duygusal Öğrenme, 21. yüzyıl eğitim anlayışının bir gereği olarak eğitim dünyasında yerini almıştır. Ancak bu noktada Sosyal ve Duygusal Öğrenme'nin üniversite düzeyinde eğitime dâhil edilmesinin dikkate değer bir ilgi görmediği görülmektedir. Bu amaçla bu çalışma, hazırlık okulu öğrencilerinin Sosyal-Duygusal Yabancı Dil Öğrenimi'ne ilişkin algılarını araştırmak amacıyla yapılmıştır. Ayrıca bu karma yöntem çalışmasında öğrencilerin Sosyal-Duygusal Yabancı Dil Öğrenimi ile ilgili algıları ve yetkinlikleri kadar algılarının altında yatan faktörler de araştırılmıştır. Veriler araştırmanın nicel bölümünde Zaimoğlu (2018) tarafından geliştirilen Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği (SEFLLS) kullanılarak, nitel bölümünde ise yarı yapılandırılmış görüşme soruları ile toplanmıştır. Bu çalışmada, veriler Türkiye'de bir devlet üniversitesinin Yabancı Diller Yüksekokulu'nda öğrenim gören 222 İngilizce hazırlık öğrencisinden elde edilmiştir. Araştırmanın sonuçlarına göre, öğrencilerin Sosyal ve Duygusal Öğrenme algılarının ve Sosyal Duygusal Yetkinlik düzeylerinin yüksek olduğu ancak Sosyal ve Duygusal Öğrenme hakkında derinlemesine bilgi sahibi olmadıkları ortaya çıkmıştır. Bununla birlikte, hazırlık okulu öğrencilerinin üniversite hayatlarının ilk yıllarında öğretmenlerinden ve sosyal çevrelerinden desteğe ihtiyaç duydukları açıktır. Sonuç olarak, bu çalışmanın bulguları Sosyal ve Duygusal Öğrenme'nin üniversite düzeyindeki dil eğitim programlarında yer almasına ve derslere entegrasyonuna ışık tutacaktır.

Anahtar kelimeler: Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yetkinlik, Sosyal-Duygusal Yabancı Dil Öğrenme, Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği, İngilizce hazırlık öğrencileri.

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ABBREVIATIONS

CASEL	: Collaborative for Academic, Social and Emotional Learning
EFL	: English as a Foreign Language
SEC	: Social Emotional Competence
SEL	: Social Emotional Learning
SEFLL	: Social Emotional Foreign Language Learning
SEFLLS	: Social Emotional Foreign Language Learning Scale

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1. INTRODUCTION

Introduction

The purpose of the first chapter is to provide a general background to the research topic. It presents an overview of Social Emotional Learning (SEL) and the rationale for the current study. It involves the statement of the problem, purpose statement, research questions, the significance of the study, limitations and the review of the literature.

Background of the Study

In the 21st century, as a result of rapid technological developments, the world has become more and more globalized, and people's lives have been reshaped in this direction. In the globalizing world, the importance of communication and social relations is increasing more than ever. Thus, it is necessary for people to acquire social skills to ensure this communication and to organize their lives.

For the past few decades, the education world is also going through swift changes and transformations. Since people acquire social skills in schools as well as their social environments, it is a necessity to organize schools accordingly. In the light of these changes, it is seen that the understanding of education has been reshaped, and the 21st century skills have become an important part of education. 21st century skills can briefly be explained as knowledge, life skills, career skills, social skills and characteristics that will support people throughout their life. In broad scope, 21st century skills are the competences which will guide individuals to adapt to this globally and digitally interconnected world and to be successful (Battelle for Kids, 2019, p. 4). Moreover, according to the same source, the educational part of these skills is conceptualized as “*creativity and innovation, critical thinking and problem solving, communication and collaboration*” under the heading of “*learning and innovation*”. According to Kay and Greenhill (2011), students, with the education they receive in the 21st century, should be able to reach the level of mastery in 21st century skills, and also they should be able to exhibit these skills in all areas of life. Therefore, it is important to equip students with 21st century skills so that they can act in accordance with the new perspectives created by changing world understanding. With this viewpoint, SEL is gradually gaining attention and importance as a requirement of the 21st century education understanding (Jones & Doolittle, 2017).

Globally, with the effect of the winds of change, many people who are the stakeholders of education are aware that schools are no longer just the environments where academic knowledge is taught, and that they have become environments which prepare individuals for lifelong learning. At this point, SEL provides support for people to become healthy individuals to sustain their lives, and for students to be able to plan their own life and make informed decisions from the very beginning to the end of their education life. SEL promotes academic success not only with the support it provides in the school environment, but also with the external support it provides to individuals. Because, SEL makes it possible to establish positive environments in the whole school area by supporting individuals socially and emotionally. Also, it has been asserted by many studies that the academic success of students increases in positive school environments (MacNeil et al., 2009; Kwong & Davis, 2015; Davis & Warner, 2018). Thus, it can be concluded that SEL affects both the school environment and academic achievement holistically. Therefore, it is important to know in detail what SEL is, and what students' perceptions and competences of SEL are before starting to implement it in language classrooms.

Statement of the problem

Schools are integral parts of life and many of the essential life skills are acquired during school years. Therefore, it is insufficient to equip students with only academic knowledge in schools, where it is expected that students are prepared for all areas of life and guided to acquire 21st century skills. To this end, education programs should be organized in order to provide students with SEL skills from an early age, in which families, teachers, school administration and even students are included as the stakeholders of the education process. As put by Greenberg et al. (2017), cooperation between family and the school is of great importance in order to achieve maximum efficiency from SEL programs and to create positive learning environments to promote public health. However, it should be kept in mind that unlike other educational stages, university education is a process where the involvement of family decreases. In other words, it is a process in which students are expected to be more autonomous and self-focused. In this context, it is of great importance that university students develop their own self-regulation, social relations and decision-making skills. Consequently, they will be able to build their own personalities and create their identities as healthy individuals.

The transition from high school education to university education is the process of creating a new identity for students. In this transition period, students carry all their personal, psychological, socio-cultural, academic and socio-economic backgrounds with them. Blending all these backgrounds with the experiences they gain in their new social contexts, they redesign their identities and thus create a new identity. This presents significant challenges for everyone involved in this process (Briggs et al., 2012). In addition, according to Dyson and Renk (2006), this process, which coincides with the transition from adolescence to adulthood, may be a stress factor for many students. Moreover, according to Arnett (2000), most individuals aged between the late teens and early twenties go through a different developmental period, which he calls *emerging adulthood*. According to him, these individuals, who are usually undergraduate students, do not fully have the characteristics of either adolescence or adulthood. So, the feeling of in-between and the role confusion experienced by the students in this period may hinder their adaptation to university life. At this point, the problems they experience can be diversified such as trying to belong to a group, accepting others and being accepted by others, trying to meet their own expectations, responding to the expectations of the family, feeling lonely or homesick. While students struggle with all these stressful situations and negative emotions, they also have academic concerns. One of the education stages where this is most evident is the preparatory education which many students receive at the beginning of their university education. Consequently, just as students experience a sense of being somewhere in between adolescence and adulthood, they also experience this feeling in their preparatory education, which does not exactly have the characteristics of either high school or university education.

Preparatory education, with its unique dynamics, is an important education period in which students should make considerable effort to learn the target language. However, the effort they make may vary depending on the beliefs and attitudes they have, their backgrounds and the special circumstances they are in. Because many students, especially in the first year of university education, act on the feelings and thoughts they formed in their previous education. From this perspective, Horwitz (1988) states that students participate in the language learning environment with the presumptions they have formed before, and they definitely have an idea about how to complete the tasks. She adds that students' thoughts about the difficulty of language learning are effective in shaping their expectations and efforts about the learning process. For example, if students conclude that foreign language learning is a difficult

task, and they will be unable to complete it successfully, many of them drop out early in the first semester of their preparatory education. For this reason, it is important to reveal students' perceptions of their social emotional learning and language learning and to focus carefully on the results to be obtained, in order to support them to make a good start in university life.

However, globally many stakeholders of the education process may not be aware of SEL, or they may not know how to integrate it to their teaching programmes. Similarly, students may not be enlightened about the importance of having SEL competences and the social and emotional aspects of foreign language learning. Hence, in an environment where the role of SEL is so prominent, it is of the utmost importance to know the stance of students on SEL to better understand and improve the concept. In this way, it can be expected that students will make a smooth transition to university life, successfully complete their preparatory education and continue their education in their faculties.

Purpose statement

Students' perceptions of school climate are among the key components for their learning process. There are myriad number of studies and publications which indicate that school climate affects students' mental and physical health, and positive school climate promotes their learning (Brown et al., 2010; Thapa et al., 2013; Bradshaw et al., 2014). All these studies underscore the prominence of SEL concept in terms of serving this purpose. For this reason, it is essential to reveal how SEL is perceived at school environments and to consider the perspectives of students and teachers about the implementation of SEL at schools.

However, SEL is a virtually new concept that has started to attract attention in the last century, and research has focused more on the definition (Elias et al., 1997; CASEL, 2003; Weissberg et al., 2015), competence (Domitrovich et al., 2007), assessment (McKown, 2017) and implementation (Dresser, 2013) of SEL. Moreover, studies on the student dimension of SEL mostly aimed at measuring SEL competences and perceptions of preschool, primary school, secondary school or high school students (Castro-Olivo, 2014; Poulou, 2017; Tan et al., 2018; Oberle et al., 2020; Strahan, 2020; Ceballos, 2021). Furthermore, it is seen that there is a paucity of research focusing on the SEL skills, awareness or perceptions of preparatory school students while they are learning a foreign language. Therefore, it is essential to examine this topic in many

different contexts and research areas. Considering that, this study aimed at contributing to fill this gap in the field by investigating the SEL perceptions of tertiary level English as a Foreign Language (EFL) learners. Thus, this study focused especially on preparatory school students' perceptions of the Social-Emotional Foreign Language Learning (SEFLL). To this end, this study sought to address the following questions:

1. What are preparatory school students' perceptions of their SEFLL?
2. Is there a statistically significant difference between students' perceptions of SEFLL and their demographic information such as age, gender, department, the high school they graduated from, and the field of study at high school?
3. Is there a relationship among the three subscales of the Social Emotional Foreign Language Learning Scale (self-regulation, social-relations, and decision-making)?
4. What are the underlying factors influencing preparatory school students' SEFLL perceptions?

Significance of the study

Adapting SEL to academic curriculum improves students' social and emotional skills by creating favourable, wholesome, compassionate, cooperative, and participatory learning environments and conditions. According to Zins et al. (2007) students do not acquire knowledge all alone, instead they develop their knowledge base with the help and collaboration of others around them. So, it is necessary to embrace programs organized with a cooperative education approach which will support students' social and emotional development rather than a competitive education approach which will negatively affect students socially and emotionally. Correspondingly, having SEL skills increases students' sense of belonging to the school and learning groups by providing interpersonal cooperation. When positive and collaborative educational environment is created, it encourages students to go to school and participate in classes voluntarily both in social-emotional and academic matters. With this viewpoint, we can conclude that students who are educated by SEL integrated programmes are more likely to accomplish the educational milestones more easily and confidently. For this reason, globally, many schools integrated SEL programmes into their academic programmes (Weissberg et al., 2015). With increasing SEL awareness, many schools seem to continue to include these practices in their education programs. At a time when SEL

programs are so accepted worldwide and included in their curricula by many schools, knowing SEL awareness and perceptions of preparatory school students, who are one of the most important stakeholders of these practices, is extremely important in terms of future regulations and planning of SEL in tertiary education.

Limitations

This study was conducted by using convenience sampling to facilitate data collection process and to choose appropriate participants. However, the use of convenience sampling can be considered a weakness for the study. As put by Fraenkel et al. (2012), when convenience sampling is used, the study needs to be replicated to generalize the findings of the study (p. 100). So, it is better to be replicated for generalizability. Furthermore, in this cross-sectional study, due to time constraints, the data were collected by conducting survey and interview. To have more in-depth perspective, the study may be supported by other qualitative methods such as classroom observation and narrative inquiry, by allocating more time in a longitudinal study. In addition, since this study was conducted at a time when education was mostly conducted online due to pandemic, the data were limited to a single school. As a result, the study may better represent the population if it is replicated with larger sample groups in other contexts.

Review of the Literature

The concept of Social Emotional Learning (SEL)

Collaboration for Academic, Social and Emotional Learning (CASEL) is a non-profit organization of educators, researchers, scholars and policy makers whose objective is to help make SEL an integral part of education. According to CASEL, SEL was shortly conceptualized as the integral part of people's lives and education (CASEL, 2012). Additionally, CASEL defines SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2015, p. 5).

The concept of SEL has its roots in social psychology, which is a theory of human development and learning (Zaimoğlu, 2018). Delamater and Myers (2011) define social psychology as the study of exploring and explaining human social

behaviour (p. 3). On the other hand, the studies of the names such as Goleman, Salovey and Mayer on Emotional Intelligence (EI) form a basis for SEL (McCombs, 2004, p. 27). Therefore, SEL emphasizes the importance of the social and psychological basis of students' behaviour. In substance, it is possible to see the effects of different approaches in the developmental history of SEL.

When we explore the historical traces of SEL, the research takes us back to 380 B. C. E., to Plato's *The Republic* (Beaty, 2018). In this work, Plato's view of education expresses a holistic understanding of education. Hence, we can conclude that according to the understanding of education in ancient times, social and emotional dimensions were perceived as a part of educational processes as well as academic knowledge.

Although SEL has taken a place in the understanding of education from past to present, it is seen that evidence-based practice, research and policy of SEL began to be systematically addressed in the 20th century. According to Osher et al. (2016), the roots of SEL can be traced back to various educational approaches and specifically to Progressive Education, which encompasses fields and topics such as sociology, psychology, wellness, social learning, emotion and intelligence. Additionally, according to these names, leading researchers such as Lewin, Bronfenbrenner, Vygotsky and Sameroff expanded the scope of ecological thinking and contributed to the development of SEL in the 20th century. By the 1980s, schools' prevention strategies for undesirable behaviours included principles of social learning theory to teach children and young people social, behavioural, and cognitive skills (Jenson, 2010). In 1990s, the publication of Gardner's *Multiple Intelligences*, Goleman's *Emotional Intelligence* (Zins & Elias, 2007) and Elias et al.'s *Promoting Social and Emotional Learning: Guidelines for Educators* contributed to the wider acceptance and popularity of SEL (Hoffman, 2009).

However, conceptually SEL appeared in the literature after it was first mentioned by researchers, educators, and child advocates in a meeting hosted by the Fetzer group in 1994, (Greenberg et al., 2003). This meeting also led to the emergence of CASEL with the aim of integrating evidence-based SEL into education (Weissberg et al. 2015). While CASEL continued to work in this direction, other SEL programs were also on the agenda. For example, PATHS (Promoting Alternative Thinking Strategies), ensured a school-based preventive intervention model for children (Greenberg & Kusché 1998). Responsive Classroom (RC) approach, which was developed by the Northeast Foundation for Children and defined as a social emotional learning intervention to education, is one of the SEL programs in this direction (Rimm-Kaufman

& Chiu, 2007; Baroody et al., 2014). The Reading, Writing, Respect and Resolution (4Rs) Program is a movement in which SEL skills are incorporated, and one another is RULER (recognizing, understanding, labelling, expressing, and regulating emotion), which depends on SEL skills and the success model of emotional literacy (Brackett et al., 2011). In summary, SEL programs continue to exist under various titles and entities.

Although SEL frameworks vary according to purpose and context in different domains (such as for policy or guiding research), frameworks created by CASEL are mostly shaped around principles for practice (Osher et al., 2016) and CASEL lays a foundation for SEL through its research-based work (Cohen, 2006). Thus, CASEL continues to be the leading organization since its establishment, and its frameworks provide a foundation for institutions wishing to incorporate non-academic skills into education. However, SEL programs can be designed taking into account some criteria such as “developmentally appropriate, culturally relevant, systemic, comprehensive, evidence-based, and forward thinking” (Osher et al., 2016), so these factors should also be taken into account when determining a need-based roadmap. In conclusion, all SEL frameworks and programs, although handled from different perspectives, reveal that SEL is the fruitful work of a long adventure.

Social-Emotional Competences (SEC)

CASEL (2012) presents a framework for the capabilities targeted by SEL programmes and units these capabilities under five main categories as “self-awareness, self-management, social awareness, relationship skills and responsible decision making”. All these competencies are interconnected and forms the core of SEL understanding (See Figure 1).

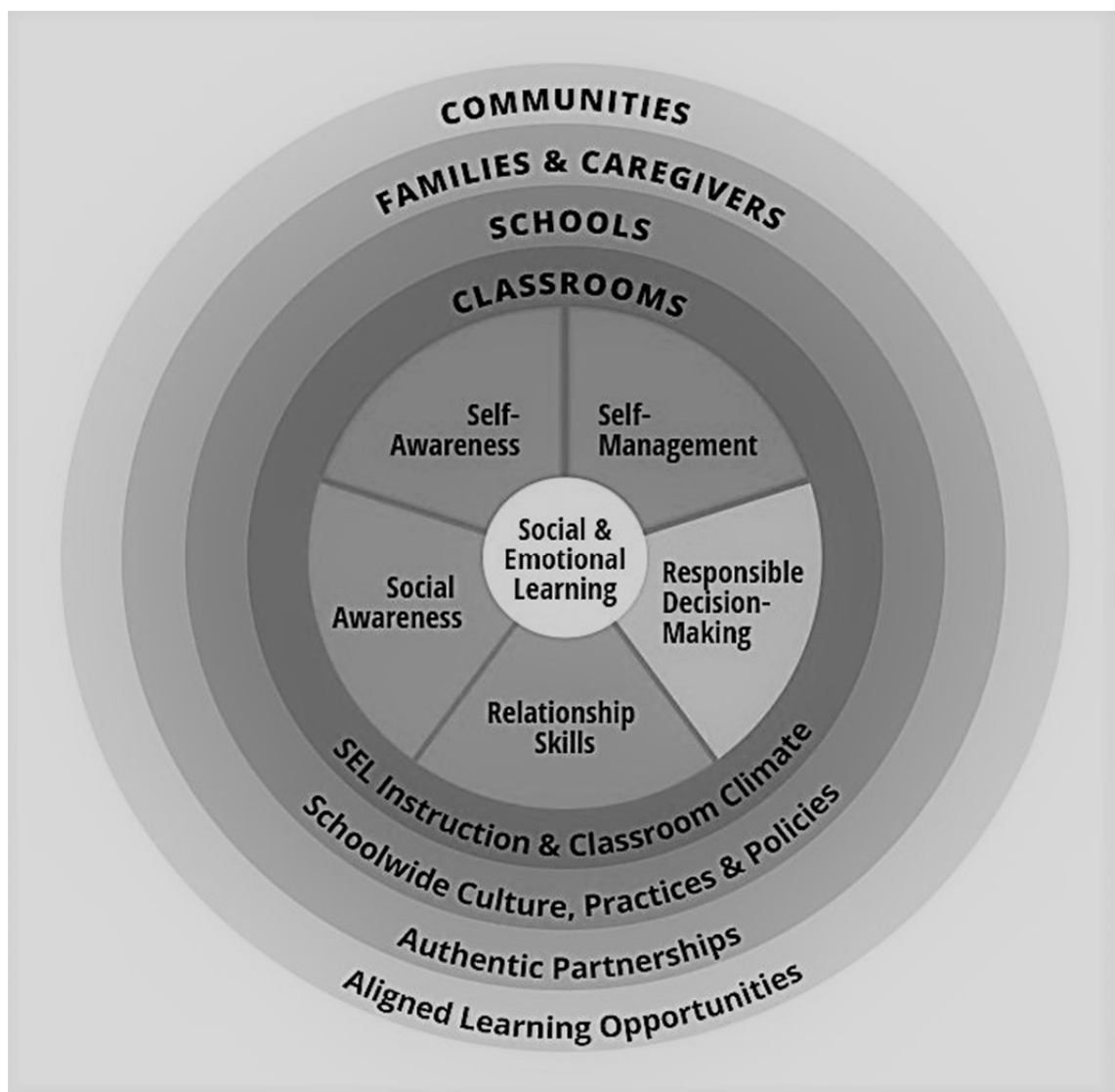


Figure 1. CASEL's Wheel of Social and Emotional Competences

Note. From “CASEL guide: Effective social and emotional learning programs-Middle and high school edition”, by Collaborative for Academic, Social, and Emotional Learning (CASEL), 2015, p. 5. Copyright 2015 by Collaborative for Academic, Social, and Emotional Learning.

These competences explain the cognitive, affective, social, and behavioural dimensions of SEL (CASEL, 2015). In this direction, these competencies are effective in personal and social life, such as organizing people's lives, dealing with problems, labelling emotions, recognizing strengths and weaknesses and acting accordingly, and strengthening communication with others (See Figure 2).

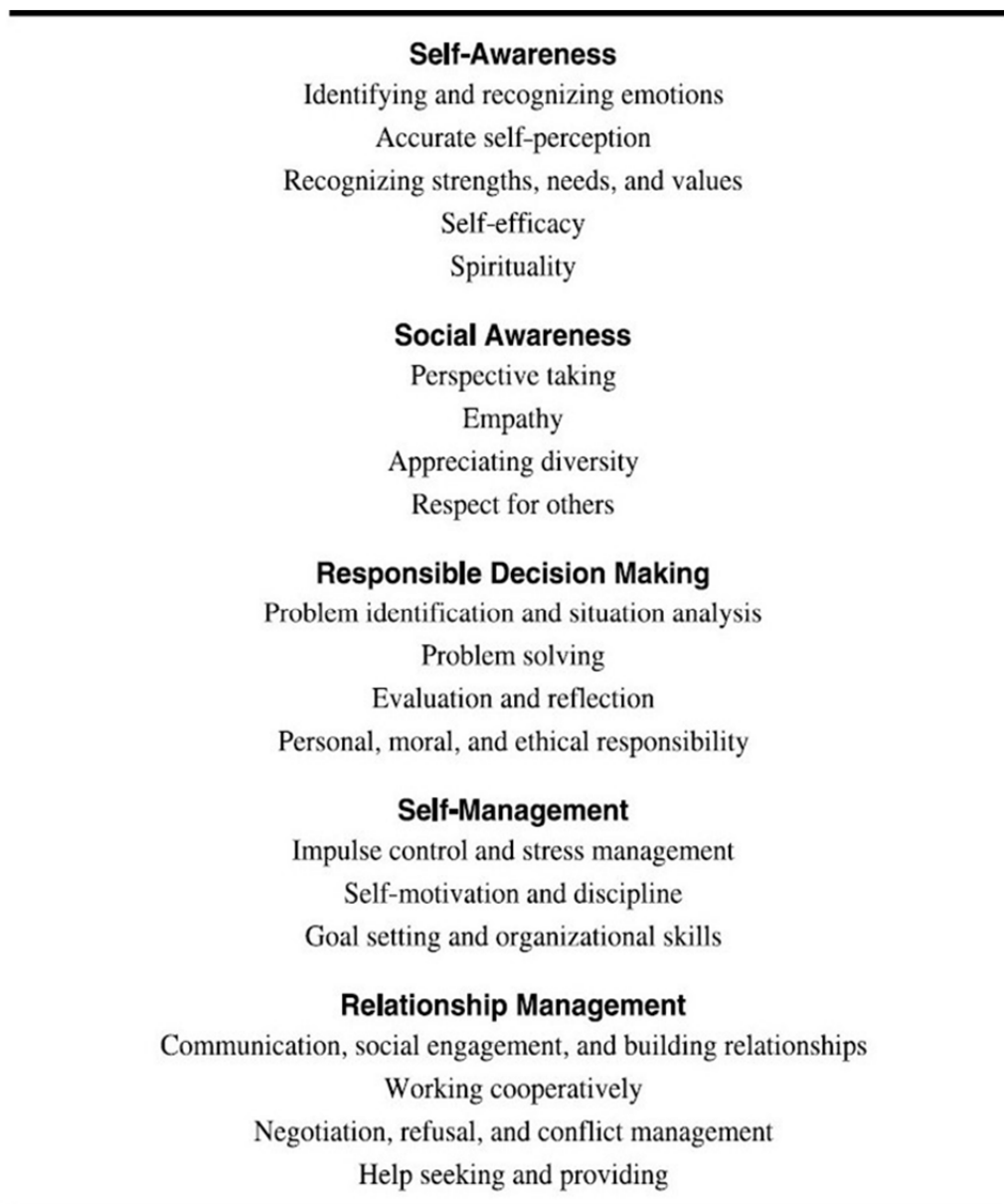


Figure 2. *The Framework of Key SEL Competences*

Note. From “The scientific base linking social and emotional learning to school success”, In J. E. Zins, R. P. Weissberg, M. C. Wang & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* by J. E. Zins, M. R. Bloodworth, R. P. Weissberg, and H. J. Walberg, 2004, p. 7. Copyright 2004 by Teachers College Press.

Likewise, having these competences promotes people in terms of mindfulness, agency, perseverance, grit and growth mindset. People who have these competencies are generally seen as open-minded, innovative and creative. The goals of SEL programs are to promote individuals in this direction and ultimately support the creation of positive life settings. As a result, SEL competences are crucial to promote social and academic life, and research reveals that SEL competences can be fostered by positive school environments and educational programs (CASEL, 2005; Jones & Doolittle, 2017; Taylor et al., 2017). Therefore, it is worth examining each SEL competence individually.

Self-awareness. Self-awareness can be briefly defined as the ability of individuals to examine and evaluate themselves with regard to cognitive, emotional and social skills. According to Sutton (2016) self-awareness, in broad sense, can be defined as people's conscious realization of their inner world and their interactions with the outside world. On the other hand, Elias et al. (1997), refers to self-awareness as "recognizing and naming one's emotions" and understanding the reasons and conditions which lead one to feel that way (p.30).

To this end, developing self-awareness is important because it allows people to identify their individual strengths and weaknesses in a number of different areas and improve their ability to build and maintain healthy relationships with others. As a result, it can be concluded that the perception mechanism that people create about themselves and their environment is of great importance in terms of shaping their lives.

Since education life constitutes an important part of people's lives, the reflections of self-awareness on human life are clearly felt in this area as well. With this viewpoint, Steiner (2014) emphasizes the importance of self-awareness in terms of lifelong learning and development of students. This case is especially true of tertiary level students who are old enough to make their own decisions. Therefore, it is predicted that university students with high level of self-awareness will benefit from the outcomes of this awareness in their lifelong education journey, and be more successful in their business and social lives in the future.

Self-management. Self-management can be defined as people's ability to control their emotions in dealing with all kinds of difficulty which they may encounter in daily life and act in accordance with their goals and desires. People with self-management skills are able to control their emotions, thoughts and behaviours in many

positive or negative situations, and they can exhibit the necessary behaviours in both individual and collective environments (CASEL, 2022).

Having self-management skills is important because people generally take action based on their circumstances and mood, and sometimes this action can be reactive. And, reactive decisions may not always yield the desired results. On the other hand, we are more likely to get positive and desired results when we make rational decisions by managing our negative emotions such as stress and anger. Therefore, learning self-management skills may support us in all areas of life.

In the school environment, it is necessary for students to acquire self-management skills in both coping with their own emotions and regulating their relationships with their friends, teachers and other people at school, as well as in regulating their own academic life. Barry and Messer (2003), as a result of the study they conducted by teaching self-management strategies to students with behavioural problems, concluded that while students' academic success increased, their undesirable behaviours decreased. As a result, this study manifests the importance of introducing self-management strategies to students at schools.

Social-awareness. Social-awareness can be described as the ability to develop relationships based on understanding with people from diverse backgrounds. Thus, individuals with social awareness are those who take the perspective of others, empathize with others, recognize and appreciate similarities and differences (CASEL, 2022). From this point of view, it can be said that people who put themselves in the shoes of others and understand their feelings and thoughts can establish healthier relationships with their environment. All in all, these are very basic skills which help regulate and develop relationships within any society.

Based on the fact that schools and classrooms also are societies, it is necessary to mention the importance of social awareness in these places, as well. Students with social awareness show a sense of belonging to their community (for example; neighbourhood, school or classroom) and show a willingness to contribute to that community by displaying positive attitudes and behaviours (Bai et al., 2021). During courses they need to understand, empathize with and adapt to each other in both individual and interpersonal communication. For this reason, it is important for them to build healthy relationships. To conclude, gaining social awareness may support effective communication in the classroom and ultimately increase students' academic achievement.

Relationship skills. Relationship skills can be defined as the ability to build and maintain contextually appropriate, healthy and positive relationships with people. According to CASEL (2015), having relationship skills “includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed” (p. 6). When the literature is reviewed, it is seen that the concept of relationship skills is also called as relationship management (Zins et al., 2004; Zaimoğlu & Sahinkarakas, 2021). However, in terms of content, it is clear that both terms refer to the same thing - the ability to establish and maintain relationship-.

In an epoch of education, where collaborative education is prioritized, students cannot be expected to sit still and passively listen to their teachers without engaging with each other. It is a necessity for students to establish relationships with each other and their teachers in the classroom. Thus, it is important for them to build healthy relationships to maintain constant communication and always support each other inside and outside the classroom. As a result, relationships based on mutual understanding, respect, devotion and cooperation support students in both social and academic life.

Responsible decision making. Responsible decision making is, in short, the ability to make sound choices appropriate to the context. According to CASEL (2015), people who can make responsible decisions consider “ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others” (p. 6). According to Weissberg et al. (2015), this competence requires having certain “knowledge, skills and attitudes” to make effective decisions in different areas of life.

The decisions students make will have consequences in their future lives. In this respect, every decision they make is critical. So, having this competence is important for students to identify problems, brainstorm about the subject, analyse the data and the situation, negotiate with those around them, and finally make a careful evaluation and an informed decision. Finally, it may be concluded that students with responsible decision-making skills make better academic, social, prosocial and economic decisions for the benefit of themselves and society.

Teachers’ role in implementing SEL

The periods in which human life is shaped to a great extent are spent at schools. In this shaping process, schools are expected to have positive contributions to students in affective and prosocial issues as well as academic subjects. Furthermore, meeting

these expectations requires acting collaboratively. Thus, all the agents of education need to work together to promote and structure effective and holistic learning opportunities for students.

When we consider holistic education, *Whole Child Approach* provides a proper perspective to shed light on our path. As put by Slade and Griffith (2013) “a whole child approach to education is one which focuses attention on the social, emotional, mental, physical as well as cognitive development of students” (p. 21). Likewise, Darling-Hammond and Cook-Harvey (2018) state that “new knowledge about human development from neuroscience and the sciences of learning and development demonstrates that effective learning depends on secure attachments; affirming relationships; rich, hands-on learning experiences; and explicit integration of social, emotional, and academic skills” (p. 1). Moreover, according to Jennings and Greenberg (2009), teachers impress their students not only by the content of the lessons and the way they teach it but also by teaching and modelling social emotional competences, and by their classroom management skills. Likewise, Dewaele (2011) states that “the teacher’s verbal and non-verbal behaviour affects learners’ perception of them from the first few minutes of class” (p. 28). Therefore, the creation of suitable learning environments is largely under the guidance of teachers at schools. In this context, by adopting a whole child approach, teachers can support their students to be socially, emotionally and academically motivated and engaged learners.

All too often, negative effects are also experienced at schools. Many students experience problems during school life and in social life due to bad habits and wrong friendships, and many drop out because they have difficulty in coping with these difficulties. Undesirable habits and behaviours such as substance use, violence, and bullying negatively affect students’ mental health, and as their mental health deteriorates, the incidence of these behaviours increases. In other words, these social and physical bad habits and behaviours turn into a vicious circle in students’ lives. Students often have to struggle with these situations alone, and they cannot solve their problems on their own. As a result of all these, students may feel even more alienated, traumatised, disengaged, demotivated, and helpless. In summary, inability to deal with distress may eventually cause students to fail both in school and private life.

At this juncture, teachers play a pivotal role in supporting the positive characteristics and helping reduce the negative ones. For instance, they can help their students to label their feelings so that they can understand themselves and others, and

help them cope with the conflicts and disagreements (Smith & Low, 2013). Smith and Low also state that teachers can help students to build emotion management skills (such as taking deep breath and having self-talk when stressed), form social problem solving skills (such as dealing with bullying) and develop social competence (such as making friends with peers). Also, one of the most important emotional regulations is empathy, which helps people to consider how others are feeling. Thus, students who can empathize will develop greater tolerance towards others, and they will be able to clearly express and understand different standpoints. Consequently, all these emotional regulation skills will promote students to retain proper distance with people and build stronger relationships which is based on mutual understanding. All things considered, it is a necessity to equip students with social and emotional skills at schools to ensure the well-being of communities.

All in all, it is clear that if SEL is to become a part of educational curricula, its practitioners in the classrooms will be teachers. Therefore, in the planning and implementation process, it is a necessity for teachers to be primarily equipped with SEL competences and trained to teach SEL skills. Moreover, teachers should be aware of their students' knowledge, attitudes and perceptions on the concept. In this direction, SEL programs offer effective solutions which organize school life and guide teachers in this direction (Greenberg et al., 2017).

SEL in foreign language learning

In the globalizing world, individuals need interaction and integration more than ever. The most important tool which helps to meet these needs is a common language which can be used by both interlocutors. Thus, millions of people from various age groups strive for learning languages for different purposes. Undoubtedly, university students are one of the most important groups of people who endeavour to learn a foreign language.

Turkey is one of the countries which attach importance to foreign language education and prioritize foreign language education. In Turkey, foreign language education is provided at schools from an early age. However, at the university level, a more in-depth foreign language proficiency is required for some departments. At this point, preparatory education is delivered for some departments of universities. Foreign language education at the university level in Turkey can basically be evaluated in two different systems: basic foreign language education provided at any level of university education and a year-long preparatory education provided at the initial stage of

university education. In accordance with the regulations of the Higher Education Council (HEC), compulsory preparatory education in a foreign language is delivered in many universities in Turkey (Resmi Gazete, 2016). In this context, many universities include English preparatory education in their curricula. For this reason, thousands of students are massively relocating to other cities for educational purposes. For many students, this means having to deal with many problems as they are adapting to the academic environment, and they have to cope with the difficulties of leaving their families and starting a new life in a new city (Zaimoğlu & Sahinkarakas, 2021). Moreover, schools can sometimes be sources of stress and manifest social inequality (Schonert-Reichl, 2019). Students may be overwhelmed in coping with stress and negative situations. Moreover, some students may not know how to learn the target language, which contains structures which are quite different from their mother tongue. Thus, these students can feel helpless when they try to learn a new language and culture which is completely foreign to them. Furthermore, these students are expected to learn a foreign language at a certain level in order to continue their education in their departments, and some students are worried from the very beginning that they will not be able to reach the desired level within a year. To summarise, all these problems can cause students to be reluctant to learn a foreign language.

While students are trying to overcome their problems and struggling to learn new languages, researchers in the field of language teaching and learning continue to conduct research on people's foreign language learning processes and the factors which affect these processes. Although the issues of what an effective foreign language education is and how it should be handled have been discussed for years, these are the questions which have not been clearly answered yet. However, for many years, language learning was regarded as a process shaped only by cognitive factors. For this reason, the focus of past research and education system was primarily on the cognitive aspects of individuals, and language learning was viewed as a cognitive process related only to intelligence (Öz et al., 2015).

However, it has recently been supported by many studies that social, emotional and psychological factors are extremely important as well as cognitive factors in language learning (Dewaele, 2011; MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014). According to Mercer et al. (2018) language education has already broken the mould in which it has long been restricted to linguistic competences only. Gardner (2010), who was emphasizing the socio-affective factors in language learning, asserts

that motivation about language learning has cognitive, affective and behavioural characteristics, and an individual motivated to learn a language shows all these aspects (p. 10). As a result, language learning has recently started to be seen as a process which is too complex to be explained by cognitive processes alone.

As for language classrooms, Gkonou and Mercer (2017) state that "... the language classroom is special in its dependence on co-operation, communication and intercultural competence, for which socio-emotional skills and positive peer relationships are central" (p. 42). Beyond language proficiency, it is important to ensure successful interpersonal communication in language classrooms by having socio-cultural skills of the target language. To this end, language classrooms are special environments shaped around the common ground of language learning, and they are mostly shaped by the incorporation of interpersonal communication, collaboration and social emotional skills. Thus, foreign language classes in which emotions are not taken into account do not prepare foreign language learners to become proficient users of that language (Dewaele, 2011). For this reason, the ability to communicate emotions in the target language is essential for meaningful social interactions in that language. In conclusion, learning a foreign language becomes meaningful when the learners are communicating their emotions in socio culturally relevant contexts.

Consequently, the aforementioned and many other studies draw attention to the importance of social and emotional factors in the field of language learning and teaching. To this end, Melani et al. (2020) state that "... SEL promotes social interaction, allowing L2 learners to link their cognitive and affective factors to develop their second language competence" (p. 8). In this direction, with the understanding of the importance of SEL in foreign language learning, studies have been carried out in many different contexts in this field (Mortimore, 2017; Crisafulli, 2020). SEL is likely to gain greater acceptance as evidence-based results show that SEL helps to create atmosphere for optimal foreign language development. In conclusion, as a result of the paradigm shifts in foreign language learning and teaching, it is clear that SEL will be more integrated to foreign language classes.

2. METHODOLOGY

2.1. Introduction

This chapter presents methodological approach of the study. The research design, participants, instruments, data analysis, and procedure of the study are explained in this chapter. Furthermore, ethical issues related to the study are discussed under the heading of methodology.

2.2. Research Design

It is very important to determine the right research design when starting to conduct a scientific research. According to Creswell (2009), research design consists of “the intersection of philosophy, research strategies, and specific methods” (p. 5). Thus, when deciding on the design of the study, issues such as the aim of the study, research questions, context, timing and weighting are all important.

In this study, a mixed methods approach was adopted. According to McMillan and Schumacher (2014) “mixed methods studies combine qualitative and quantitative paradigms in meaningful ways” (p. 426). There is a prevailing opinion in different sources that mixed methods studies serve to strengthen the study by bringing together the strengths and minimising weaknesses of quantitative and qualitative studies (Onwuegbuzie & Johnson, 2006; Creswell, 2009; Teddlie & Tashakkori, 2009; Bryman, 2012; McMillan & Schumacher, 2014). Therefore, both quantitative and qualitative methods were conducted in accordance with the content and context of the study.

There are a number of mixed methods designs which can be used depending on the purpose and scope of the research. McMillan and Schumacher (2014) state that there are three main types of mixed methods research designs: Sequential explanatory, Sequential exploratory, and Concurrent triangulation (p. 431). Again, as stated in the same source and page, in the *sequential explanatory design*, the researcher(s) conducts quantitative research first and then continues with the qualitative research, and the emphasis is mostly on the quantitative part of the study. In the *sequential exploratory design*, which is another mixed methods research type, qualitative research methods are followed by quantitative research methods, and is generally preferred either to develop a quantitative tool based on qualitative data or to explore the relationship between qualitative data (McMillan & Schumacher, 2014, p. 432). Finally, the third type of

mixed methods research is the *concurrent triangulation design* in which both quantitative and qualitative data are collected, analysed and interpreted simultaneously (McMillan & Schumacher, 2014, p. 433).

This study has a sequential explanatory mixed methods design. Regarding this study, as indicated by the research questions in the first chapter, the first three research questions were investigated by using quantitative research methods. The fourth research question was a qualitative one generated to explain quantitative results and to gain more in-depth information. According to Benson and Lor (1999) “the typical research strategy in the field of learner beliefs is to talk to learners about language learning in interviews or focus group discussions and analyse what they say...” (p. 460). Thus, although the quantitative part predominates the study, it was supported by the qualitative research. Consequently, it is obviously seen that the design of the study is a sequential explanatory mixed methods design.

Firstly, quantitative research was conducted by collecting data through an online survey. In survey studies data are collected from a group of participants to describe some aspects or characteristics of the population which the participants belong to (Fraenkel et al., 2012, p. 393). Similarly, according to McMillan and Schumacher (2014) surveys are conducted to gather information about people’s “attitudes, beliefs, values, demographics, behaviour, opinions, habits, desires, ideas, and other types of information” (p. 253). In this study, I investigated preparatory school students’ perceptions of the SEFLL, and collecting data by conducting a survey was in line with the study. To this end, the first three research questions of this study report on a quantitative study which uses descriptive, inferential and correlational research methods to investigate and reveal students’ perceptions of SEFLL in a university context in Turkey.

Afterwards, the qualitative part of the study was completed in line with the research design. For the qualitative phase, in-depth interviews were held with the voluntary participants. Qualitative in-depth interviews are mostly preferred as they provide the opportunity to ask more probe questions rather than have more specific forms of questions (McMillan & Schumacher, 2014, p. 383). Thus, qualitative interviews are usually in a semi-structured format; they are started with general questions and followed by more specific probe questions (McMillan & Schumacher, 2014, p. 385). In semi-structured interviews, there are questions related to the subject to be explored, but the progress is not in a predetermined, precise word order (Merriam,

2009, p. 90). Consequently, it can be concluded that semi-structured interviews are well suited for the investigation of respondents' perceptions, views and preferences on subjective issues and for the exploration of the reasons behind them. Moreover, they help to clarify the responses obtained by quantitative methods. Hereby, the data were collected and analysed through semi-structured interviews for the fourth research question.

All in all, on one hand, this study sought to examine age, gender, department or other statistical data related to SEFLL, on the other hand it aimed to explore the feelings, thoughts and perceptions of students in depth. While quantitative data provided more objective information for the study, qualitative data allowed participants to express their subjective views. In addition, it was aimed to support the validity and reliability of the study by obtaining data through adopting a mixed methods research design. As a result, a mixed methods approach was deemed to be the best way to conduct this study as it dealt not only with numbers but also with words.

2.3. The Participants

This study was conducted with preparatory school students studying English as a Foreign Language (EFL) at the School of Foreign Languages at a public university in Turkey. The participants were from the departments of English Language Teaching, English Language and Literature, American Culture and Literature, Translation and Interpreting, Computer Engineering (English), Medicine (English), and Nursing (English). To better represent the population, many students from different faculties, departments and backgrounds were included in the study. Thus, in line with the study, the participants were determined according to the convenience sampling method. In convenience sampling method, the participants who are available for the study are chosen, and most probably they are the best option for the researcher (Fraenkel et al., 2012, pp. 99-100).

The students have a total of 24 hours of English lessons per week under the name of three different courses as “*grammar, reading and writing, listening and speaking*”. Attendance is compulsory for these students, and they are required to attend to at least 80% of the classes. Before collecting data, the participants were informed about the study. An informed consent form was attached to the online survey, and the

students to be interviewed were asked to sign the informed consent form to get their permission (see Appendix B and C).

For the quantitative part of the research, data were collected from a total of 222 EFL students at the preparatory school. Demographic information regarding the participants can be seen in Table 1. For the qualitative part of the study, semi structured interviews were conducted with 14 students. These 14 students were selected among the 222 students who participated in the first phase of the study. Two students from each department were selected for the interviews. One student was chosen among the students who were more introverted in the classroom, and one student was chosen among the students who were more extroverted in the classroom. While determining the students according to these criteria, the decisions were made based on the classroom observations of the instructors who lectured in that classrooms.

Table 1.

Demographic Characteristics of the Participants

	<i>n</i>	%
Gender		
Female	151	68
Male	71	32
Age		
18-20	181	81.5
21-21+	41	18.5
Department		
English Language Teaching	32	14.4
English Language and Literature	46	20.7
American Culture and Literature	18	8.1
Translation and Interpreting	25	11.3
Computer Engineering (English)	25	11.3
Medicine (English)	33	14.9
Nursing (English)	43	19.4
High School		
Public	205	92.3
Private	17	7.7
Field of Study at High School		
Social Sciences	5	2.3
Science	108	48.6
Turkish Language-Mathematics	6	2.7
Foreign Language	103	46.4
Total	222	100

2.4. Data Collection Instruments

In this study, the data were collected in two stages: respectively, quantitative and qualitative. For the quantitative part of the study the data were collected by using Zaimoğlu's (2018) *Social Emotional Foreign Language Learning Scale* (SEFLLS) (see Appendix B). In the qualitative part, the interview questions which were created by the researcher herself and the thesis supervisor were used (see Appendix C).

SEFLLS scale was developed to evaluate the social and emotional competences of university students who are learning a foreign language (Zaimoğlu, 2018). It was presented by the developer in both English and Turkish in order to prevent misinterpretations during answering. There are 24 items in the scale, which are grouped under three categories of SEL: Self-Regulation, Social-Relations and Decision-Making.

As for the construct and the reliability of the SEFLLS, the scale has five point Likert Scale questions, and the internal consistency reliability is Cronbach's α -coefficient .91 ($\alpha = .91$). The developer also calculated Cronbach's α -coefficient values of the subscales of Self-Regulation as .81 ($\alpha = .81$), Social-Relations as .84 ($\alpha = .84$) and Decision-Making as .85 ($\alpha = .85$). When the coefficient (Cronbach's) alpha is over .70 it can be admitted as reliable (Muijs, 2004, p. 73), which means this scale has a high level of internal consistency. The reliability and the validity of this study was ensured choosing appropriate measurements and participants. According to Fraenkel et al. (2012), reliability is related to the instrument's giving consistent results from one application to another and having a consistency among the items in the instrument (p. 147). Thus, using this scale which has a Cronbach's alpha = .91 helped to ensure reliability of the study.

For the qualitative part of the study, semi-structured interview questions were developed by the researcher herself and the thesis supervisor by reviewing the literature (see Appendix D). Afterwards, they were checked by experts and colleagues in the field of EFL to ensure the credibility of the questions. The interview questions were prepared both in English and Turkish (the mother tongue of most of the participants) in order for the participants to understand the questions correctly and to facilitate answering. At this stage, the questions were reviewed by applying back translation strategy.

2.5. Data Analysis Procedure

In this sequential explanatory mixed methods study, the data were analysed in two separate stages in accordance with the nature of the research design. First of all, the quantitative data were collected and analysed, then the qualitative data were collected and analysed. The quantitative data were analysed using “Statistical Package for the Social Sciences” (SPSS) software programme. Considering the sample size and the results of the data analysis, it was decided that the distribution was normal, and it was appropriate to conduct parametric analysis. Thereupon the qualitative data were collected, and the thematic analysis was conducted according to emergent coding strategy.

For the first research question, descriptive analysis was conducted to see the statistical values such as mean, standard deviation, and the frequency. Investigating these statistical values helped to report the statistical differences among participants. For the second research question, I conducted Independent Sample *t*-test and ANOVA to check if there was statistically significant difference between the demographic variables of the participants. I checked the mean, standard deviation, *t* value and *p* value (significance level) of the data. Then, I conducted one-way ANOVA and did post hoc analysis to see the interactions among the variables. For the third research question, I conducted correlational statistics to check if there was a relationship among the three subscales of the SEFLLS (self-regulation, social-relations, and decision-making). I checked correlation coefficient (*r*) to describe the strength of the relationship among these three variables.

Finally, since the last research question was a qualitative one, it was analysed by conducting qualitative data analysis methods. Thematic analysis was conducted for the qualitative data. First of all, the video recordings of the interviews were transcribed according to verbatim transcription immediately after the interviews. Afterwards they were analysed and coded according to emergent coding. The emergent codes and the themes were formed by the researcher by labelling the sentence fragments. Then, the codes and themes were revised for overlap and redundancy. After all the codes and themes were identified by the researcher herself, two randomly selected raw interview data were coded by the researcher’s thesis supervisor and a few colleagues. According to Creswell (2012) this process is called as *intercoder agreement*, and it is used to check whether the same piece of data would yield compatible codes and themes when

processed by different people (p. 253). After this process, the codes were revised and rearranged. After all these processes, the participants were interviewed again and their opinions about the processed data were asked. Guba (1981) calls these follow-up interviews *member check*, and they are done to ensure credibility of the qualitative studies.

2.6. Procedure of the Study

This study was conducted at the preparatory school of a public university in Turkey during the academic year of 2021-2022. The initial stages of this study (ethical permission processes, writing research questions, determining the questionnaires and preparing semi-structured interview questions) were completed in the fall semester of 2021-2022 academic year. The data collection and analysis processes were realized in the spring semester of 2021-2022 academic year.

As stated earlier, the participants were chosen from already existing groups at the School of Foreign Languages. In the first weeks of the spring semester participants were asked to complete the online questionnaire. The questionnaire was applied in the beginning of the spring semester in order to find out the perceptions of the students towards SEFLI after they had passed the process of adapting to the English preparatory programs and completing the fall semester. In addition, since the school environment is one of the factors that affect social and emotional learning, it was presumed that it would be better to collect data after the students had taken some time to form perceptions about university life and school environment.

Firstly, the participants were informed about the study and the confidentiality. Then, the online questionnaire was sent to the voluntary students. After collecting the data, the quantitative data were analysed using SPSS software programme's analysis techniques. As the second stage of the study, the qualitative data were collected and analysed afterwards. Consequently, data collection and analysis processes were completed towards the end of the spring semester.

3. RESULTS

Introduction

This chapter presents the results of the study in which findings and the data analyses are addressed. Quantitative and qualitative data are discussed under separate headings. This study sought to answer four research questions. The first three research questions were analysed with quantitative analysis methods, and the fourth research question was explored and interpreted with qualitative research methods.

Analysis of Quantitative Data

In the quantitative analysis section, the first three research questions were interpreted by using different statistical methods. The first question was analysed using descriptive statistics to report the nature of the data. The second question was subjected to inferential statistics to make inferences about the sample group. Lastly, correlational statistics was applied to the third question to see the relationship among the subscales. To interpret the results, Oxford's (1990) guideline was adopted as a criterion for determining students' competency levels according to the SEFLL scale (p. 300). According to the guideline, mean scores between 1.0-2.4 are considered low, between 2.5-3.4 as medium and between 3.5-5.0 as high.

Research Question 1- Descriptive Statistics

The first research question was analysed using the descriptive statistics since it aimed to investigate the SEFLL perceptions of the participants. In this analysis, both the overall SEFLL competences and the competences in the subscales of SEFLLS were examined separately. There are 24 items in the scale; the items between 1-10 constitute Self-regulation subcategory, the items between 11-18 are under the subcategory of Social Relations, and the items between 19-24 form the category of Decision Making. In Table 2, both general SEFLL competences and self-regulation, social relations and decision making competences of the students can be seen.

Table 2.*Descriptive Statistics Results for SEFLL Competences*

	<i>M</i>	<i>SD</i>
Overall SEFLL Competency	3.95	0.48
Self-Regulation Competency	3.74	0.59
Social Relations Competency	4.18	0.56
Decision Making Competency	4.12	0.62

N=222

Table 2 shows the SEFLL competences of the participants on both overall and subscale bases. According to Table 2, participants were found to have high level of competency in SEFLL. The overall SEFLL competency of the students is high ($M = 3.95$, $SD = 0.48$). As for the subscales of the SEFLL, the results vary. When the three subscales are compared, it is clearly seen that the participants have the highest competency in Social Relations ($M = 4.18$, $SD = 0.56$) and the lowest competency in Self-regulation ($M = 3.74$, $SD = 0.59$). However, all things considered, it can be concluded that the participants are highly competent in all the SEFLL subscales.

Table 3.*Results of the Self-Regulation Subscale*

Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree		<i>M</i>	<i>SD</i>
	F	%	F	%	F	%	F	%	F	%		
	1. I am curious about learning different languages.	4	1.8	1	0.5	17	7.7	102	45.9	98		
2. I can recognize my own emotions.	2	0.9	6	2.7	37	16.7	127	57.2	50	22.5	3.98	0.76
3. I do not hesitate to reflect my feelings while learning English.	8	3.6	44	19.8	58	26.1	83	37.4	29	13.1	3.36	1.05
4. If I try, I can do even the hardest work in the class.	5	2.3	15	6.8	59	26.6	86	38.7	57	25.7	3.79	0.97
5. I can easily motivate myself when I feel bad.	23	10.4	45	20.3	57	25.7	73	32.9	24	10.8	3.14	1.16
6. I always concentrate on my lessons during English class.	10	4.5	38	17.1	71	32.0	86	38.7	17	7.7	3.28	0.98
7. I shape my life in accordance with my goals.	4	1.8	11	5.0	36	16.2	118	53.2	53	23.9	3.92	0.87
8. I overcome every difficulties to achieve my goals.	4	1.8	17	7.7	42	18.9	103	46.4	56	25.2	3.86	0.94
9. I get my family to help me when I have social problems.	16	7.2	34	15.3	44	19.8	82	36.9	46	20.7	3.49	1.18
10. I get my friends to help me when I do not solve the problem on my own.	10	4.5	12	5.4	42	18.9	120	54.1	38	17.1	3.74	0.95

N=222

In line with the first research question, descriptive analysis was applied to the Self-regulation subscale and the results are presented in Table 3. The mean values of the items are between 3.14 ($SD = 1.16$) and 4.30 ($SD = 0.78$). According to the table, 102 (45.9%) and 98 (44.1%) respondents agreed or strongly agreed respectively with Item 1 ($M = 4.30$, $SD = 0.78$). This shows that students are highly open to learning different languages. Moreover, 127 (57.2%) and 50 (22.5%) participants agreed or strongly agreed respectively with Item 2 ($M = 3.98$, $SD = 0.76$). It can be said that most of the participants are quite competent in recognizing their own emotions. Lastly, of all the participants 73 (32.9%) agreed and 45 (20.3%) disagreed with Item 5, and 57 (25.7%) had no idea about Item 5. The participants showed the lowest competence in Item 5 which had an average mean score ($M = 3.14$, $SD = 1.16$). This indicates that students have an average proficiency in being able to motivate themselves easily when they feel bad. In sum, all things considered, it can be concluded that the participants demonstrate above-average self-regulation competence.

Table 4.*Results of the Social Relations Subscale*

Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree		<i>M</i>	<i>SD</i>
	F	%	F	%	F	%	F	%	F	%		
	11. I cooperate with my friends.	2	0.9	8	3.6	29	13.1	132	59.5	51		
12. I can motivate my friends to do their best in group work.	2	0.9	7	3.2	24	10.8	116	52.3	73	32.9	4.13	0.79
13. I try not to criticize my friends when we argue.	8	3.6	44	19.8	52	23.4	83	37.4	35	15.8	3.42	1.08
14. I try to prevent others to be alienated.	4	1.8	4	1.8	23	10.4	94	42.3	97	43.7	4.24	0.84
15. I help others when they have problems.	2	0.9	1	0.5	11	5.0	120	54.1	88	39.6	4.31	0.67
16. I respect others' thoughts.	2	0.9	5	2.3	12	5.4	85	38.3	118	53.2	4.41	0.77
17. I recognize how people feel by looking at their facial expressions.	3	1.4	3	1.4	33	14.9	110	49.5	73	32.9	4.11	0.80
18. I am sensitive to others' feelings.	1	0.5	6	2.7	16	7.2	111	50.0	88	39.6	4.26	0.74

N=222

Table 4 shows the competence levels of the students in Social relations subscale. The table indicates that 85 (38.3%) and 118 (53.2%) of the participants agreed or strongly agreed respectively with Item 16 ($M = 4.41$, $SD = 0.77$). They can be said to be highly respectful for others' thoughts. Likewise, 120 (54.1%) and 88 (39.6%) agreed or strongly agreed respectively with Item 15 ($M = 4.31$, $SD = 0.67$). This shows that most of the participants are willing to help others when they have problems. Moreover, 52 (23.4%) respondents had no idea about Item 13, and 83 (37.4%) respondents agreed with Item 13 ($M = 3.42$, $SD = 1.08$). It can be said that, compared to other items, students show less competence in not criticising their friends when they argue.

Table 5.*Results of the Decision-Making Subscale*

Item	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree		<i>M</i>	<i>SD</i>
	F	%	F	%	F	%	F	%	F	%		
	19. I can discuss the decisions that I consider unfair.	2	0.9	6	2.7	17	7.7	106	47.7	91		
20. While making decisions, I also think about the future consequences of my actions.	6	2.7	15	6.8	27	12.2	104	46.8	70	31.5	3.98	0.97
21. While making decisions, I select the one with positive outcomes.	4	1.8	8	3.6	43	19.4	118	53.2	49	22.1	3.90	0.84
22. I can decide between right or wrong.	1	0.5	7	3.2	35	15.8	117	52.7	62	27.9	4.05	0.77
23. While making decisions about my future, I search a lot.	2	0.9	16	7.2	51	23.0	94	42.3	59	26.6	3.86	0.92
24. I make decisions that are appropriate for my personal values.	2	0.9	3	1.4	14	6.3	121	54.5	82	36.9	4.25	0.71

N=222

Table 5 presents the competence levels of the participants with regard to Decision-Making subscale. According to the table, 121 (54.5%) and 82 (36.9%) respondents agreed or strongly agreed respectively with Item 24 ($M = 4.25$, $SD = 0.71$). This shows that students are highly competent in making decisions that are in line with their personal values. Likewise, 106 (47.7%) and 91 (41.0%) of the participants agreed or strongly agreed respectively with Item 19 ($M = 4.25$, $SD = 0.78$). It is seen that students are quite open to discuss the decisions that they think are unfair. Furthermore, 94 (42.3%) and 59 (26.6%) respondents agreed or strongly agreed respectively with the idea of searching a lot while making decisions about their future ($M = 3.86$, $SD = 0.92$). All in all, looking at the table, it can be concluded that students' lowest competence in this subscale is in doing a lot of research when making decisions about their future.

Research Question 2- Inferential Statistics

The second research question was analysed using inferential statistics to make inferences from the findings. In line with the research question 2, it was investigated whether there was a statistically significant difference between students' perceptions of SEFLL and their demographic variables such as age, gender, department, the high school they graduated from, and the field of study at high school. For the independent variables of *age*, *gender* and *the high school they graduated from* an Independent sample t-Test was applied. As for the variables of *department* and *the field of study at high school*, one-way ANOVA was conducted. The statistical results are given in the tables.

Table 6.*Independent Sample t-Test Results for Age*

	Age	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Overall SEFLL	18-20	181	3.96	.44	.62	.003
Competency	21-21+	41	3.90	.62		
Self-Regulation	18-20	181	3.76	.55	1.09	.004
Competency	21-21+	41	3.63	.73		
Social Relations	18-20	181	4.19	.53	.79	.266
Competency	21-21+	41	4.12	.67		
Decision Making	18-20	181	4.13	.61	.59	.677
Competency	21-21+	41	4.07	.68		

An Independent Sample t-Test was performed for the *Age* variable, and the results were presented in Table 6. According to the table, there is a statistically significant difference between the age groups of 18-20 and 21-21+ considering their Overall SEFLL Competency ($t = .62, p < .05$). 18-20 age group scored higher ($M = 3.96$) than 21-21+ age group ($M = 3.90$). Similarly, there is a statistically significant difference between the age groups of 18-20 and 21-21+ in terms of Self-Regulation Competency ($t = 1.09, p < .05$). 18-20 age group scored higher ($M = 3.76$) than 21-21+ age group ($M = 3.63$). However, there is no statistically significant difference for the subscales of Social Relations and Decision Making ($p > .05$).

Table 7.
Independent Sample t-Test Results for Gender

	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Overall SEFLL	Female	151	3.95	.49	-.05	.678
Competency	Male	71	3.95	.46		
Self-Regulation	Female	151	3.76	.60	.66	.804
Competency	Male	71	3.70	.57		
Social Relations	Female	151	4.21	.58	1.05	.086
Competency	Male	71	4.12	.50		
Decision Making	Female	151	4.13	.64	.44	.682
Competency	Male	71	4.09	.58		

Regarding the *Gender* variable, both the overall SEFLL competences and the competences in the sub-scales of SEFLLS were separately subjected to an Independent Sample t-Test. According to Table 7, the mean score of each group differs between 3.70 and 4.21. However, the *Gender* variable did not show any statistically significant difference in terms of either the Overall SEFLL Competency or the sub-scales ($p > .05$). Therefore, it can be concluded that there is no significant gender difference in SEFLL competency.

Table 8.*ANOVA Results for Department*

	Department	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Overall SEFLL	English Language Teaching	32	4.00	.50	1.01	.415
Competency	English Language and Literature	46	4.00	.55		
	American Culture and Literature	18	4.00	.48		
	Translation and Interpreting	25	4.08	.27		
	Computer Engineering (English)	25	3.96	.35		
	Medicine (English)	33	3.81	.63		
	Nursing (English)	43	3.88	.39		
Self-Regulation	English Language Teaching	32	3.75	.56	2.40	.029
Competency	English Language and Literature	46	3.86	.65		
	American Culture and Literature	18	3.77	.54		
	Translation and Interpreting	25	3.96	.61		
	Computer Engineering (English)	25	3.84	.37		
	Medicine (English)	33	3.54	.61		
	Nursing (English)	43	3.55	.58		
Social Relations	English Language Teaching	32	4.25	.50	1.98	.069
Competency	English Language and Literature	46	4.23	.60		
	American Culture and Literature	18	4.38	.50		
	Translation and Interpreting	25	4.36	.48		
	Computer Engineering (English)	25	4.04	.53		
	Medicine (English)	33	4.00	.66		
	Nursing (English)	43	4.11	.49		
Decision Making	English Language Teaching	32	4.00	.67	1.96	.072
Competency	English Language and Literature	46	4.08	.66		
	American Culture and Literature	18	4.33	.68		
	Translation and Interpreting	25	4.40	.57		
	Computer Engineering (English)	25	4.24	.43		
	Medicine (English)	33	3.96	.63		
	Nursing (English)	43	4.06	.59		

A one-way ANOVA was conducted to see if there was a statistically significant difference between the participants' departments and SEFLL skills. As Table 8 indicates, the mean score of each group varies between 3.54 and 4.40. Analysis of variance showed a statistically important difference between the department of the respondents and their self-regulation competences ($F = 2.40, p = .029$). Thus, post hoc analysis was also conducted for Self-Regulation subscale (see Appendix E). The Post hoc results revealed that Translation and Interpreting group had the highest self-regulation competency among other groups ($M = 3.96, SD = 0.61$). However, there was no statistically important difference in terms of either the Overall SEFLL Competency or the subscales of Social Relations and Decision Making ($p > .05$).

Table 9.

Independent Sample t-Test Results for High School

	High School	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Overall SEFLL	Public	205	3.95	.47	.12	.28
Competency	Private	17	3.94	.55		
Self-Regulation	Public	205	3.76	.59	1.97	.60
Competency	Private	17	3.47	.51		
Social Relations	Public	205	4.18	.55	.41	.06
Competency	Private	17	4.17	.63		
Decision Making	Public	205	4.10	.63	-1.56	.73
Competency	Private	17	4.35	.49		

An Independent Sample t-Test was performed to explore if there was a significant difference between the participants who graduated from public high school and those who graduated from private high school. As shown in Table 9, the mean scores of the groups differ between 3.47 and 4.35. However, there is not a statistically significant difference in terms of either the Overall SEFLL Competency or the subscales ($p > .05$). Consequently, it can be inferred from the results that public or private high schools is not an effective factor on students' SEFLL competences.

Table 10.*ANOVA Results for the Field of Study at High School*

	The Field of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Overall SEFLL	Social Sciences	5	3.40	.89	3.09	.028
Competency	Science	108	3.92	.44		
	Turkish Language-Mathematics	6	4.16	.40		
	Foreign Language	103	4.00	.48		
Self-Regulation	Social Sciences	5	3.00	1.00	5.19	.002
Competency	Science	108	3.65	.54		
	Turkish Language-Mathematics	6	4.00	.63		
	Foreign Language	103	3.85	.58		
Social Relations	Social Sciences	5	3.40	.89	6.19	.001
Competency	Science	108	4.10	.52		
	Turkish Language-Mathematics	6	4.16	.40		
	Foreign Language	103	4.31	.54		
Decision	Social Sciences	5	3.40	.89	2.79	.041
Making	Science	108	4.10	.54		
	Turkish Language-Mathematics	6	4.33	.81		
	Foreign Language	103	4.17	.66		

A one-way ANOVA was conducted to see if there was a statistically significant difference between the participants' field of study at high school and their SEFLL competences. According to Table 10, there were statistically significant differences between the participants' field of study at high school and their SEFLL competences ($p < .05$). Thus, post hoc analysis was also conducted for each SEFLL subscale (see Appendix F). According to post hoc results, for the Overall SEFLL Competency students who graduated from the field of Turkish Language-Mathematics had the highest mean score ($M = 4.16$, $SD = .40$). Likewise, for the Self-Regulation Competency students who graduated from the field of Turkish Language-Mathematics had the highest mean score ($M = 4.00$, $SD = .63$). Moreover, for the Social Relations Competency students who graduated from the field of Foreign Language had the highest mean score ($M = 4.31$, $SD = .54$). Lastly, for the Decision Making Competency students who graduated from the field of Turkish Language-Mathematics had the highest mean score ($M = 4.33$, $SD = .81$). As a result, it is clear that there are

statistically significant differences between students' field of study at high school and their SEFLL competences.

Research Question 3- Correlational Statistics

The third research question was analysed using correlational statistics to explore whether there was a relationship between the subscales of SEFLLS. Pearson Product Moment Correlation was performed to reveal the relationship between each SEFLL subscale. The statistical test results are presented in Table 11.

Table 11. *Correlation Results for the Subscales of SEFLLS*

	Self-Regulation Competency	Social Relations Competency	Decision Making Competency
Self-Regulation Competency	1		
Social Relations Competency	.427**	1	
Decision Making Competency	.403**	.437**	1

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

The relationship among the subscales of SEFLL was investigated using a Pearson correlation test. Although it is interpreted differently for different fields, and there is no definite consensus in the literature on the interpretation of the effect size of the correlation coefficient, it can be interpreted as small between $r = .10$ and $.29$, medium between $r = .30$ and $.49$, and large between $r = .50$ and 1.0 (Pallant, 2016, p. 137). According to Table 11, there was a moderate, positive correlation between social relations competency and self-regulation competency ($r = .427$), decision making competency and self-regulation competency ($r = .403$), and decision making competency and social relations competency ($r = .437$), which were all statistically significant ($p = .01$). In summary, it can be interpreted that all SEFLL subscales have positive interactions with each other.

Analysis of Qualitative Data

In the qualitative analysis section, the fourth research question was analysed by using qualitative analysis methods. By analysing the data obtained from 14 participants in total, three themes were generated. These are *Self-Regulation*, *Social Skills*, and *Decision Making*. These themes emerged from the answers given by the students based mostly on their perceptions of school, lessons, and social and emotional foreign language learning. The subscales of the SEFLLS were also taken into account in the creation of these themes.

Research Question 4- Thematic Analysis

In order to understand participants' perceptions about SEL, they were asked what SEL means to them, and most of them expressed their opinions about the concept. However, the students' answers were more about socializing experiences while acquiring academic knowledge than SEL. It is obvious that they do not have a real sense of SEL, and they have no in-depth knowledge about the concept. It can be clearly seen in the words of Participant-5B:

That is, since we can have the lessons face-to-face in the preparatory class, I interact with my friends in the classroom socially, and I can get more efficient training from our teachers. It has many positive effects for me.

However, two of the participants asked for additional explanations about the concept and stated that they did not know much about what it was. One of the respondents (Participant-1B) stated that:

Social and emotional learning? How? ... The social dimension, namely in the preparatory class, socially I don't know for now.

When the participants were asked when they did their best at school, twelve of them expressed that they did their best on something academic. They mentioned the effort they made studying for the lessons or the exams. Only two participant stated that they had not done anything yet. Students, who stated this, thought that preparatory education did not require much effort, so they did not need to make much effort because they did not take their department courses, and they had a more comfortable academic year. Therefore, they expressed that they could allocate more time to social activities. But the knowledge they had about SEL was on socializing with their friends. They thought they knew SEL, but actually their knowledge was based on word similarity. One of these two participants stated that he did nothing in terms of lessons, but made a lot of effort socially. We can see it in his (Participant-6A) own expression:

Frankly, I never thought that I did my best because I was in the preparatory class for this semester. But if we look at it from this point of view, from social point of view, I have bent over backwards for some associations. To fight things, to fight abuse. That's why I think I did my best for them. But I don't think I have done my best in terms of education as I am in the preparatory class right now.

As a result of the interview questions asked to get information about the SEL competences of the students, *Self-Regulation* theme was created as one of the factors underlying their SEL perceptions. Three categories emerged depending on this theme. These are *Self-motivation*, *Help seeking*, and *Goal setting*.

Theme 1: Self-Regulation

Table 12.

Self-Regulation

Categories	Number of participants
Category 1	
Self-motivation	14
Category 2	
Help seeking	14
Category 3	
Goal setting	14

When students were asked about their resources of motivation, two codes emerged as *Intrinsic* and *Extrinsic*. Some of the students with intrinsic motivation stated that they wanted to communicate in the target language, and this willingness encouraged them to learn that language. In the same vein, some participants stated that they did their best during the academic year as they really wanted to be successful academically, which shows their intrinsic motivation as a catalyst for their high performance. Others stated that role models such as native speakers, characters in TV series or teachers who speak English well motivated them. Participant-7A stated that:

My sources of motivation, namely, as I said, I have dreams or my teachers. A few teachers, that is how they are, I want to be like them. I mean, they become someone like my idol. This is how I move forward.

Also there were others who stated that they loved to learn languages, and therefore they did not need another source of motivation. Students who had extrinsic motivation stated that their teachers, families and friends gave them motivational speeches about language learning. These people supported them when they needed help. Thus they were motivated to learn the language. You can see the excerpts of Participant-6B and Participant-2B, respectively:

When I consult my teachers, like what I can do to improve this, what I can do to improve that, their answers give me motivation. Their suggestions are motivation source for me.

I have a friend. She is my best friend, even we share the same desk. We met at school. And, for example, when I have a problem, we always support each other about the school and the lesson. That motivates me, namely my friend.

Help Seeking emerged as the second category of *Self-Regulation* theme. In terms of help seeking most of the respondents stated that they received help from more than one person or thing. Four of the participants replied that they received help from their family members and friends who were more knowledgeable. Eight of the respondents stated that they consulted their teachers. Lastly, four of them said that they received technological support. As a result, each of the participants had the competence to ask for help when they needed it. Participant-6B stated that:

I will try to consult someone who is knowledgeable. Maybe my teachers or I try to do research on the Internet, you know, I watch videos about what I need to do to overcome this situation.

As for *Goal Setting* category, eight of the participants stated that they set academic goals. These students' goals were more related to issues such as finishing their homework, passing the course or related to their future occupation. You can see the response of Participant-2B:

I definitely set goals when learning a foreign language. I have already graduated from the language department. I set my goals there. I wanted to be an English teacher. And, I have a dream of going abroad, I do my best for this, I work.

Three of the participants stated that they set their goals according to the results of their work. It is clearly stated in the words of Participant-5B:

The goal should always be in our lives, but I determine my goals mostly according to the results of my studies. You know, instead of setting a goal from the

beginning, I move forward somehow and set goals according to the results. I'm trying to go this way.

Lastly, three of the students stated that they set no goals while learning a foreign language. Participant-7B states that:

I usually do not set goals when learning a foreign language.

Theme 2: Social Skills

Table 13.

Social Skills

Categories	Number of participants
Category 1	
Showing Empathy	6
Category 2	
Collaboration	14

One of the factors underlying students' SEL perceptions was *Social Skills*. Two categories emerged related to *Social Skills* theme. The first category is *Showing Empathy*, and the second one is *Collaboration*. Six respondents stated that they were good at identifying others' feelings, and they could show empathy for others. Participant-3A states that:

In other words, because my ability to empathize is very high, I can understand how a person feels even when I look at their face. Or, I can understand how someone feels when I say something to them. So I have strong feelings about this issue.

Regarding the *Collaboration* category, eight participants stated that they preferred to work all alone. These participants think that they focus on the task better when they are alone, and working together is a waste of time. Three of the participants think that group work is more efficient. However, two of the participants stated that they could prefer individual or group work depending on the situation. They had a contextual preference based on what the task was and who the people in the groups were. Participant-5B states that:

Sometimes, I think I can understand much better on my own in certain situations, and I progress quite a lot that way. But sometimes, two heads are better than one. When we exchange ideas, we can understand better. I'm very much like fifty-fifty on this.

Theme 3: Decision Making

Table 14.

Decision Making

Categories	Number of participants
Category 1	
Perseverance	10
Category 2	
Hesitation	4

As a result of the interview, one of the factors underlying students' SEL perceptions was *Decision Making*. Two categories were created as a result of the questions asked about the decision making skills of the participants. These categories are *Perseverance* and *Hesitation*.

As for *Decision Making* category, 10 out of 14 participants replied that they made the right decisions and that they followed their decisions. They think that they take their decisions consciously. Thus, even if they occasionally make the wrong decisions, most of the time they make the right decisions. Therefore, these participants are more conscious about the decisions they make, and they have perseverance to follow their decisions. You can see the own words of Participant-2B:

There are cases where I make wrong decisions, but I usually make the right decisions. Because I give great importance to my family's thoughts, my friends' thoughts, together with them, for example, I make such a decision by combining both my family's thoughts and my own thoughts on a subject. I don't want to make a single decision like this because I'm younger, so as not to make mistakes. That's how I make joint decisions, so I try to make the right decisions.

The other four participants either expressed that they did not think that they made the right decisions, or stated that they had doubts about whether they made the right decisions or not. People in this group have lower decision-making skills, and these are the ones who are hesitant. For example, Participant-6A stated that he made no decisions:

I do not think, my teacher, because I am not a person who thinks a lot when making decisions. Since I decide instantly, according to what I think at that moment, I also bear the consequences of the decisions I make. But I always think it is better to make spontaneous decisions like this.

4. DISCUSSION

Introduction

In this section, the results of the study are discussed with respect to research questions. Then, the findings of the study are linked to relevant research. Moreover, this section presents implications, recommendations for further research and conclusion.

The aim of this study was to explore the perceptions of students, who received preparatory education at university, on social emotional learning. In this context, this study was conducted by collecting quantitative and qualitative data. In accordance with the method of the study, they were analysed respectively. In the discussion part of the study, firstly the quantitative results and then the qualitative results were interpreted following the same order. Therefore, research questions were discussed in order.

Discussion of Research Question 1:

The first research question was generated in order to reveal the perceptions of the preparatory school students about SEFLL. Thus, descriptive analysis was conducted to reveal students' perceptions. Considering the answers given by the respondents to the SEFLL scale, it is seen that they have high level of SEL perceptions and competences. With a result of 3.95 mean score out of 5.00 on the overall SEFLL scale, it can be interpreted that their perception of SEFLL are quite high. In similar contexts, Berk (2020), Artut (2021), and Bakır (2021) who conducted studies using the same scale, found that students showed high competency in overall SEFLLS.

When comparisons are made on the basis of sub-scales, it is clear that the construct in which students scored the highest level of competency is Social Relations. Berk (2020), Artut (2021), and Bakır (2021) also stated that their students had high level of competency regarding Social Relations subscale. Thus, the fact that these students, who are still preparatory school students at the university, have high level of social relations perception is promising for their SEL. Furthermore, if students have high level of social skills, it will be easier for teachers to engage them in the lessons (Bremer & Smith, 2004). As for Decision Making subscale, the participants showed high level of competency. It was revealed that students with high decision-making skills were better at displaying prosocial behaviours (Yang et al., 2021), which is one of the primary goals of SEL. Moreover, the fact that these students, who have just started university and are in the emerging adulthood period, have high decision-making skills

show that they are competent in planning their education in the following years and designing their post-graduation life. For example, many students are considering pursuing postgraduate studies and managing successful academic careers in the future, and therefore they are aware that they must study hard throughout their undergraduate education and graduate with a high undergraduate GPA. Furthermore, these students showed the lowest competency in Self-regulation subscale; however, it does not mean that they are not competent in self-regulation. Considering that the scale is scored out of 5.00, 3.74 can be regarded high, which may suggest that these students are also quite good at self-regulation competence. Thus, having high level of self-regulation skills helps students produce practical solutions in difficult situations (Zaimoğlu & Sahinkarakas, 2021). Moreover, according to the results of Berk (2020) and Bakır (2021) students had high level of decision making competency. Therefore, the results of this study are consistent with their results.

Self-regulated learning emphasizes learners' autonomy and control over their learning (Paris & Paris, 2001). Therefore, in self-regulated learning, students are expected to regulate their emotions, thoughts and behaviours towards their learning goals. According to the results of the Self-regulation subscale, more than half of the students agreed that they were curious about learning different languages. Thus, it can be concluded that most of the participants are highly open to learning foreign languages. Paris and Paris (2001) also state that students with high self-regulation skills exhibit goal-directed and controlled actions for specific situations. Thus, as these students exhibit high level of self-regulation competence, it can be thought that students' self-regulation skills may support their interest and curiosity in learning foreign languages. Furthermore, a self-regulated learning approach is not only relevant to students' self-regulation of learning, but also has significant implications for teachers' and the schools' educational arrangements (Zimmerman, 1990). To this end, the selection of activities that will appeal to their curiosity towards foreign languages, the use of authentic materials from different languages and cultures in lessons can serve the curiosity of these students and support their language learning processes.

In addition, most of the participants are quite competent in recognizing their own emotions, which is another expression in the Self-regulation subscale. The fact that students are competent in recognizing their own emotions might help them easily understand the reflections of their emotions on their thoughts and behaviours. Thus, having this competence may help them consider their situation before taking action.

Moreover, knowing the degree to which students are aware of the emotions they experience during learning is crucial to help them facilitate their emotion regulation strategies (Lavoué et al., 2019). Consequently, students' conscious awareness of their own emotions and self-regulation strategies are important for both SEL and academic contexts, and thus for EFL contexts.

As for self-motivation, more than half of the participants do not agree with the idea that they can easily motivate themselves when they feel bad. It can be thought that they are not very good at motivating themselves when they are down. People's beliefs about self and learning are motivational drives which support individuals toward action or cause them to decide not to continue with the action (Yoder & Skoog-Hoffman, 2021). At this point, if we consider that students are not very successful at motivating themselves when things go wrong, we may conclude that they need more support in terms of extrinsic motivation. As a result, it may be helpful to provide teacher support when they need motivation related to self-concept or learning. Consequently, although these students showed high level of self-regulation competence, they specifically need support in motivating themselves when they feel bad. Therefore, these students can be guided on how to increase their self-motivation by providing SEL training.

As for Social-Relations subscale, the majority of the participants agreed that they were respectful for the opinions of others. Similarly, the majority of the participants agreed that they were willing to help others when they needed help. Nearly half of the students agreed not to criticize their friends while arguing, and nearly half of them either did not agree with this idea or declared that they had no opinion about it. All in all, considering that they showed high level of competence in the Social-Relations subscale, we can conclude that these students have high level of social awareness. According to the results of Bai et al.'s (2021) study with secondary school students in the Hong Kong context, it was found that social awareness skills support self-regulation skills, which can later contribute to students' English learning skills. For this reason, it will be beneficial to include tasks in the lessons which promote the sense of achievement of the students in cooperation, and the ones which maximize the feeling of happiness among students while helping each other. Also, it will be useful to minimize the activities in which individuality comes to the fore, and there is the high risk of personal conflicts among students. Consequently, as relationship skills get stronger, environments of criticism which may negatively affect the quality of education will be

reduced, and peaceful educational environments which may support success will be increased in EFL classrooms.

Lastly, the decisions which students make during the foreign language learning process remarkably affect the outcomes of their learning (Demir & Zaimoğlu, 2021). According to the results of the Decision-making subscale the majority of the participants think that they make decisions which are appropriate for their personal values. Likewise, most of the participants expressed that they were open to discuss the decisions which they considered unfair. More than half of the participants stated that they did a lot of research when making decisions about their future, and about a quarter of them stated that they had no idea about it. In the light of these data, we can interpret that the participants are quite competent in making decisions which are pertinent to their own values and in discussing the decisions they think are not right. However, they are not very inclined to do research while making decisions about their future. Moreover, university students may not be entirely cognisant of their strengths and weaknesses, thus they may have difficulty in making responsible decisions, and therefore they may need to be supported in this regard (Zaimoğlu & Sahinkarakas, 2021). Since they are not fully competent in language learning, the decisions they take without research and help from more competent people may not yield positive results. This reveals preparatory school students' needs for SEL education.

Considering all these results, it is revealed that students have high level of SEFLL perception and competence. Furthermore, students do not see foreign language learning as one-dimensional, academic process, but they also have perceptions of non-academic dimensions of language learning. However, it is also clear that these students need support for some SEL skills. Therefore, including non-academic affordances in learning environments will be beneficial for students. Consequently, these affordances may support their holistic education.

Discussion of Research Question 2:

The second research question was created to see if there was a statistically significant difference between students' perceptions of SEFLL and their demographic variables. To this end, inferential statistical analysis methods such as Independent sample t-Test and one-way ANOVA were used. Each demographic variable was explored separately.

According to Independent Sample t-Test results for *Age* variable, there is a statistically significant difference between the age groups of 18-20 and 21-21+ considering their Overall SEFLL Competency. 18-20 age group scored higher than 21-21+ age group. Another subscale where there is a statistically significant difference between age groups is Self-Regulation Competency. As in the Overall SEFLL Competency, students in 18-20 age group scored higher than 21-21+ age group in the Self-Regulation subscale. Therefore, we can conclude that participants aged 18-20 have higher level of Self-Regulation competency. Although both age groups are in the emerging adulthood period, it can be considered that the students in the 18-20 age group are in a more active age period in terms of self-regulation competence, as they are in the process of separating from their families and gaining more autonomy to adapt to their new life. For example, although many of them still depend on their families for their expenses, they most probably gain independence for the first time in terms of time and money management, planning their daily activities, arranging their social relationships, and establishing emotional relationships. Furthermore, they need to regulate themselves more in order to survive in their language learning process at preparatory school. Moreover, emerging adults, unlike adolescents, seek more social support and have more adaptive regulation competence (Zimmermann & Iwanski, 2014). Therefore, as they are in the initial stage of university life, they may experience their emotions more intensely and use social and emotional regulation strategies more to survive in academic environments. However, when the literature is reviewed, it is seen that Berk (2020) and Artut (2021) did not find a statistically significant difference in terms of age variable. Furthermore, the results of this study are consistent with the studies of Berk (2020) and Artut (2021) with regard to social-relations and decision making competences.

Pertaining to *Gender* variable, both the overall SEFLL competences and the competences in the sub-scales of SEFLLS were separately subjected to an Independent Sample t-Test. However, *Gender* variable did not show any statistically significant difference with regard to either the Overall SEFLL Competency or the sub-scales. Likewise, Berk (2020) found no statistically significant difference in terms of gender. However, Artut (2021) found statistically meaningful difference between only self-regulation competence and gender. He stated that females were more competent than males with regard to Social Relations competence. Conflicting results were also obtained according to the results of a 6-year of longitudinal study conducted by Shek and Leung (2016) with high school students in a different SEL context, in which the

gender factor was also investigated. According to their study, it was revealed that 7th grade girls showed higher emotional competence than boys, but there was no significant difference in other grade levels. In fact, there is not much research on the relationship between gender and the effectiveness of SEL programs (Newman et al., 2020) to compare the results in similar contexts. However, in the actions to be taken for the support to be given to students regarding social and behavioural concerns in schools, teachers' opinions are taken into account, and one of the variables that affect teachers' opinions is gender (Romer et al., 2011). Therefore, although there does not seem to be a significant difference between the genders in terms of SEL in many studies including this one, it would be effective to investigate it in more depth, since gender variable is a factor that affects teachers' opinions and decisions. The results of the current study show that social emotional levels are similar between genders, and this may suggest that educators are spending time on students' self-regulation, social skills and decision making skills, though it may not be formally and explicitly in the curricula.

As for *Department* variable, a one-way ANOVA was conducted to see if there was a statistically significant difference between the participants' departments and SEFLL competences. Analysis of variance revealed that there was a statistically significant difference between the departments of the students and their competences in Self-regulation subscale. According to post hoc results it has been revealed that these students, who are studying at seven different departments, differ only in terms of self-regulation competences, and students studying at the Translation and Interpreting department have higher self-regulation competences compared to other students. Similarly, Artut (2021) found that students studying at the department of Applied English Translation had higher self-regulation skills. Students studying at this department should have the skills to work in a more organized manner. While these students are working on a text they have received, they need to focus more to have more control over the text and to interpret it better. Thus, if they are aware of this heavy responsibility, they may be better at self-regulatory competences.

Students' SEFLL competences were also investigated in terms of the high school they graduated from. It was revealed that there was not a statistically significant difference between the participants who graduated from public high school and those who graduated from private high school in terms of either the Overall SEFLL Competency or the sub-scales. Nevertheless, it can be thought that teachers might be helping their students gain SEL skills at similar rates in both public and private high

schools, even though there is no formal education for SEL. According to Esen-Aygun and Şahin-Taşkın (2017) even if the teachers had not heard of the concept of SEL before, they stated that when they encountered a social-emotional problem in their classroom, they made an effort to solve it. Thus, although teachers do not provide formal education of SEL, they can contribute to their students' social and emotional learning. Moreover, it is also possible that these students may be good observers, and they may acquire SEL competences by doing peripheral learning. In a way, they are almost equally competent at SEL skills regardless of their high school background. However, Artut (2021) found statistically significant relationship between decision-making competency and the high school the participants graduated from, and according to his results the students who graduated from private high school were more competent in decision making. In a similar study, Demir and Zaimoğlu (2021), used the Decision making subscale of SEFLLS and found that students graduating from public high schools had lower decision-making skills, and this was attributed to higher anxiety levels among public school students.

Participants' field of study at high school and their SEFLL competences were also investigated. According to the results of the research, statistically significant differences were found in terms of both Overall SEFLL competences and the other three subscales, and therefore post hoc analyses were also performed. Students who graduated from the field of Turkish Language-Mathematics were found to be more competent for the Overall SEFLL competency, Self-Regulation Competency, and Decision Making Competency. Aksoy (2020) also found that the students studying at the field of Turkish Language-Mathematics had higher self-management skills, which overlaps with self-regulation subscale. It can be thought that these students have more multidimensional perspectives as they develop both their verbal and numerical skills. Thus, their self-awareness, self-motivation and self-efficacy skills are higher, they have more accurate self-perception, they think more about their future professions, and they make more efforts to make the right decision for their future. Lastly, for the Social Relations competency students who graduated from the field of Foreign Language were found to be more competent. This may be because of the reason that language learning requires having strong social skills, and these students have made an intense effort in language learning since their high school years as a requirement of their field of study at high school. Thus, starting from high school years, these students' social relations skills may develop more. For example, while trying to develop effective communication skills in

the target language, they learn to manage turn-taking strategies, respect others, get used to working collaboratively and develop perspective-taking skills. Accordingly, it can be concluded that students who graduated from the field of Foreign Language may be better at garnering social skills.

Discussion of Research Question 3:

According to the result of the correlation test conducted to investigate whether there was a relationship among the three subscales of the SEFLLS, there was a moderate, positive correlation between social relations competency and self-regulation competency ($r = .427$), decision making competency and self-regulation competency ($r = .403$), and decision making competency and social relations competency ($r = .437$), which were all statistically significant ($p = .01$). It is obvious that all SEFLS subscales have positive interactions with each other. According to Jagers et al. (2019) SEL competences are seen “interrelated, synergistic, and integral” to promote the emergence and development of healthy people and society (p. 166). According to the results of this study, the fact that there was a positive relationship between them suggests that SEL skills affect each other, and that the development in one of these SEL clusters may positively affect the development of other clusters. When the synergy of all SEL clusters is captured, it can support faster and more efficient SEL development of students.

Moreover, Bai et al.’s (2021) study which was conducted with EFL learners at secondary school revealed that “... SEL competence clusters worked interactively to influence the students’ English results, thus bringing evidence and insights on the importance of SEL skills into EFL contexts” (p. 14). From the view of this interconnectedness and interaction among SEL competences, it can be interpreted that studies on the competences of any of the SEFLS subscales may have positive reflections on the competences of other subscales as well. In other words, a training which will contribute to the development of students on any SEFLS subscale may indirectly support the progress of other SEFLS competences of the students. For example, students may improve their self-perception skills by receiving training on competences related to the self-regulation subscale, and as a result, they can indirectly improve their empathy skills, which is one of the competences of the social skills subscale. As this positive interaction increases and students’ SEL skills improve, it can be hoped that their success in EFL classrooms will also increase. Consequently, it is

expected that the positive reflections of these interactions will also be observed in the foreign language development of the students.

Discussion of Research Question 4:

For qualitative research, data were collected through semi-structured interviews. According to the results, three themes were generated. These are *Self-Regulation*, *Social Skills*, and *Decision Making*. These themes were also created based on the subscales of SEFLLS. Creating themes by taking into account the SEFLLS, made it possible to more accurately compare quantitative and qualitative data.

First of all, it was investigated whether the students had knowledge about SEL. As revealed in the first research question, majority of the participants had SEL perceptions; however, according to qualitative research results, it can be said that their perceptions on the concept were mostly related to academic issues. Most of the participants stated that social and emotional learning can be achieved when effective communication is provided in terms of student-teacher or student-student relations during the lessons. It is obvious that the priority of the students is academic subjects, and they explain SEL over academic subjects. Therefore, they also give academic answers when asked when they do their best at school. The majority of the students stated that they were trying to do their best when they had a presentation or during exam weeks. On the other hand, students who had the idea that they did their best socially stated that they were able to make effort socially because they did not need to make intense effort academically as they were at preparatory school. The possible reason for this may be that students' priority is academic success (Khan, 2013), thus they see social emotional activities as by-products of education. That is most probably why they see social-emotional activities as the ones which they can do when they are not academically busy or when they have spare time. Probably because of all these perceptions, when they are asked about their satisfaction with the school, they say that they are satisfied with the school and the teachers, and the lessons are going well. The only things they want to change are about academic matters. In other words, they have requests such as having extra lessons, having extra sessions where they can have their homework checked, clubs where they can do speaking activities, and so forth. Therefore, although they have high perception of SEL according to the quantitative research results, it can be concluded that students do not have much knowledge about SEL, and their perception is more about socializing in the lessons or at school. But

socializing and social emotional learning are two different concepts, and students are not aware of this distinction. So, they think they have SEL knowledge, but actually they do not have accurate knowledge of SEL.

Thereupon, when the factors underlying students' SEL perceptions were investigated, the theme of Self-Regulation was created. It is clear that students with high self-regulation skills are more successful in self-motivation, help seeking and goal setting. It was revealed that university students with high self-regulation skills were more successful in controlling their emotions, coping with problems, overcoming anxieties about academic performance, and motivating themselves to learn (Fuente & Cardelle-Elawar, 2011). Therefore, students with high self-regulation skills are expected to increase both their SEL success and their academic success.

As for *Self-Motivation*, there are two codes as *Intrinsic* and *Extrinsic*. Most of the participants who had intrinsic motivation attributed motivation factor to academic success. Many indicated that they were either motivated to succeed academically or when they were academically successful, they were motivated by the results. Some of the students with intrinsic motivation stated that they had willingness to communicate in the target language, and for this reason they endeavour to learn that language. Others stated that role models such as native speakers, characters in TV series or teachers who speak English well motivated them to learn the target language. Also there were others who stated that they loved to learn languages, and therefore they did not need another source of motivation. Therefore, since they are in an academic environment and have academic goals, it can be thought that the motivation of these students is mostly shaped by the environment and the circumstances they are in. According to Pekrun (2014) enjoyment of learning not only increase students' intrinsic motivation for learning, but also increase their interest in learning material. Therefore, their love for learning languages is promising for the sustainability of their language learning. Furthermore, their high level of academic motivation can guide them to be motivated in other areas of life. On the other hand, students who had extrinsic motivation stated that their teachers, families and friends motivated them about their learning. They strive for learning languages, or to be successful to meet these people's expectations, and they try not to disappoint these people. However, whether it is internal or external, it is always academic concerns which mostly direct students' motivation.

As a result, it is clear that some of the students need intrinsic motivation and some need extrinsic motivation. At this point, we can interpret that individual

differences come to the fore related to motivational factors. Therefore, we cannot expect every student to get efficiency from the same source of motivation. However, whether they are nourished by intrinsic or extrinsic motivation, these motivational constructs are key elements to promote social-emotional development of the students. As put by Zaimoğlu (2018), Self-regulation subscale overlaps with self-awareness and self-management skills of SEL, and self-motivation is one of the components of self-management skills. Also, motivational elements are one of the most important components of both the theory and the practice of SEL (Getty et al., 2021). Therefore, when students are motivated their self-regulation skills develop, they ensure self-discipline, and they trust themselves to succeed. Which, in turn, helps students develop their self-efficacy, become aware of their strengths and weaknesses, requirements and merits.

As the second theme, *Help Seeking* was formed by questioning the stance of students towards the problems they experience while learning a language. Most of the respondents stated that they received help from people or technology. Some students tend to receive help from their family members and friends who are more knowledgeable. It is likely that those people may prefer to seek help from people they consider emotionally close to them. There is also another group who prefer getting help from their teachers. This is probably because they see their teachers as more knowledgeable people, and at the same time they feel close to them because these students are away from their families, and they need social and emotional support. Others stated that they got help from technology when they needed, and they preferred doing research on the Internet. There are probably two reasons for this; nowadays, accessing to technology is easier and therefore the first thing which comes to mind may be to apply to technology, and another reason is that these students may be too introverted and timid to seek help from other people. However, according to Järvelä (2011), help seeking is an academic strategy related to the concept of self-regulation, and the ability to get help from other people is of great importance for learning environments. Therefore, it is very important for these emerging adults to acquire the competence of help seeking, as it is one of the most important SEL skills for education.

Pertaining to *Goal Setting* category, most of the students tend to set academic goals. The possible reason for this may be that these students think about everything academically. Therefore, they may always create their goals with an academic focus. Another group of student stated that they set their goals according to the results of their

work. These may represent more success-oriented people. If the work they do is going well, they set a goal in this direction, otherwise they relinquish and create a new route for themselves. Moreover, there were the third group who stated that they set no goals at all. These students may not know how to set goals for themselves, or they may think that more competent people can set better goals for them. Instead of setting goals for themselves, they may expect people they see as more authoritative, such as their teachers, to set goals for them. For example, when students are given options about preparing homework or completing a task, some students state that they get lost among the options, thus they prefer the teacher to determine the subject rather than giving them options. Because most of the time, they do not know how to set the most appropriate goal for themselves and how to move forward in this direction. However, goal setting reveals the role of students in taking the initiative to achieve their learning goals and is also one of the essential features for self-regulated learning to take place (Hardwin et al., 2011). Moreover, according to Duckworth et al., (2007), grit is the common characteristic of people with leadership qualities and can be defined as “perseverance and passion for long-term goals” (p. 1087). Therefore, it is necessary to raise awareness of these students and support them about being grittier. In this way they will be able to set long-term goals in life and strive for success.

Related to *Social Skills* theme, the first category is *Showing Empathy*. Some students stated that they were good at recognizing emotions, and they could distinguish both their own and other people’s emotions. Moreover, they stated that they could show empathy for others. These students also stated that they could generally catch non-verbal expressions as well, thus they could easily shape their relationships with people. Furthermore, at this point, qualitative analysis results overlap with quantitative analysis results. Students highly agreed with the items related to understanding other people’s emotions by looking at their faces and to be sensitive to others’ emotions. Understanding the target language and being productive in that language requires the ability to empathize with other people, especially those belonging to the target culture (Oxford, 1990, p. 172). Therefore, we can think that students who have developed empathy skills may positively contribute to the classroom atmosphere in terms of social-emotional learning, as well as shaping their own foreign language learning journey.

Related to *Collaboration* category, most of the students do not tend to collaborate with others. Although the results of the survey revealed that they wanted to cooperate with others, according to interview results they linked collaboration to academic issues and stated that they mostly wanted to work alone. These participants think that they focus on the task better when they are alone. Mostly, they think that while they are working with their group mates, they are having a conversation, and they are wasting time because of the disruption of the work. This is probably because these students are more focused on academic achievement and perceive social-emotional learning as a leisure time activity, which is separate from classes. Therefore, they may think that the time allotted to socialization during the task is a waste of time for them, and it slows down the academic process. For instance, when given a group task during class, some students ask for permission to work alone and often state that they have difficulty working with others. However, there are some students who think that group work is better. They think that when they think collaboratively, different ideas emerge, thus the outcome is better, and they learn better. To this end, collaboration with other people is of great importance for their foreign language learning, as language learning is a social activity in every sense (Oxford, 1990, p. 172). Furthermore, there were other participants who stated that they could prefer individual or group work depending on the situation. They had a preference based on what the task was and who the people in the groups were. In this context, activities can be organized taking into account the preferences of the students. In this sense, teachers can support students to gain awareness of the importance of working collaboratively so that they can get maximum efficiency from their tasks both academically and socially-emotionally.

As for *Decision Making* theme, *Perseverance* and *Hesitation* codes were formed based on the answers of the participants. Majority of the students think that they made the right decisions and therefore they prefer standing behind their decisions. By and large, these students know themselves better, and they have higher awareness of their learning, thus they tend to make sound decisions about their learning. We can think that these students have a disposition to take responsibility for their decisions, so they continue their way with perseverance. Therefore, they may also make informed decisions about foreign language learning and stand behind the decisions they make. There were also a small number of students who did not think that they made the right decisions or the ones who had hesitation on the decisions they made. We can conclude that it is still early for some students to make responsible decisions as they are mostly in

the emerging adulthood period. Because concepts such as independence, responsibility and freedom may not be fully established for individuals in emerging adulthood (Reifman et al., 2007).

However, Demir and Zaimoğlu (2021) states that in many cases collaboration leads to the development of decision making skills. However, most of the students who participated in the interview stated that they were not very willing to work collaboratively. Students may have resisted cooperating with others due to the impact of the pandemic. The fact that people became a little more individualized by the lockdowns may have had an effect on this situation. Therefore, first of all, students should be made aware of the efficiency of working together, and then they should be motivated to work together. Thus, creating environments where students can work together will be supportive for their decision making skills.

Implications

This research was conducted to investigate the SEL perceptions of preparatory school students in higher education. The results of the study offer some insightful and feasible implications for teachers, students, researchers, authorities and educational policy makers. In this respect, suggestions for the stakeholders of the educational processes are presented in this section.

Studies investigating SEL perceptions and competences of preparatory school students while learning a foreign language are quite limited. Thus, this study provides an in-depth perspective in terms of researching SEL perceptions and skills of preparatory school students with mixed method approach. Although students' SEL perceptions and skills are quite high according to the quantitative research results, the qualitative research results do not completely support this. Therefore, it was concluded that these students had limited SEL knowledge but needed social and emotional support to a significant extent. However, students' perceptions and thoughts are malleable, and SEL competences are teachable. Moreover, these students have disposition to benefit from extracurricular activities. Thus, these activities may also be utilised to support them socially and emotionally. Supporting students in this direction will help them distinguish between their strengths and weaknesses, establish strong social relationships and make cognitive adjustments. Therefore, students equipped with these SEL skills will be motivated to learn English and will be able to make the right decisions for their education.

As a result, preparatory school students need support from their teachers and social environments in the first years of their university life when they gain independence from their families in the real sense. For this reason, the studies and plans to be made may be arranged to address these needs of the students. In addition, if SEL is included in the programs of pre-service teachers, it can be ensured that pre-service teachers also acquire SEL knowledge. To this end, SEL can be included in the curricula under a separate course title for pre-service teachers. Moreover, in-service teachers can also be supported with SEL training programs. Thus, it can be ensured that SEL reaches wider audiences. In summary, the findings of this study will shed light on the inclusion of SEL in university-level language education programs and its integration into courses.

Recommendations for further Research

This study was conducted with students learning English as a foreign language in the preparatory school in university context. However, the sample is limited to a single state university in Turkey. Studies involving more students from different state and foundation universities may provide more enlightening findings. Furthermore, this study is limited to Turkish students; however, studies which include students from different countries and thus investigate whether culture is an important factor in terms of SEL perception and competences will contribute to the field. Finally, present study only explores students' perception of SEL; however, researching the SEL perceptions of students and EFL instructors together in university contexts may be an important study in terms of comparing the views of the stakeholders of the process.

Conclusion

Although SEL has a history of more than quarter century, studies conducted at the university level, especially on foreign language learning, are quite limited. Therefore, the social, emotional and academic situations experienced by university students while learning a foreign language do not come to light much. However, tertiary level students need an SEL integrated education as much as the students at the other levels of education.

While university students are struggling with academic concerns, they try to cope with the problems they experience without being aware of their social and emotional needs. This study provides the chance to see the wider picture as it ensured in-depth data from EFL learners. Although the quantitative results of the study revealed

that the students had high level of SEL perception and competences, the qualitative results revealed that the students' perceptions and competences of SEL were more academically oriented, and they did not have thorough knowledge of SEL. This is why they are aware that they need support from their environments, even if they cannot name it.

As a result, supporting preparatory students with SEL integrated programs is expected to yield fascinating results. In this way, it can be aimed to create an environment in which students' self-regulation, social relations, and decision-making skills develop, and thus the development of foreign language learning skills. Making SEL part of the curriculum will support the possibility of its implementation in the classroom. Hopefully, this study provides fresh insights for L2 scholars, researchers and practitioners.

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APPENDICES

APPENDIX A. Approval of the Ethics Committee

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	Bahar KAR
ÖĞRENCİ NO	2020008004
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021 / 2022 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Hazırlık Okulu Öğrencilerinin Üniversite Bağlamında Sosyal-Duygusal Yabancı Dil Öğrenimine İlişkin Algıları
TEZİN AMACI	Bu çalışma, hazırlık okulu öğrencilerinin üniversite bağlamında sosyal-duygusal yabancı dil öğrenimine ilişkin algılarını araştırmayı amaçlamaktadır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, üniversitelerin hazırlık sınıflarında okuyan öğrencilerin İngilizce öğrenirken hem sınıf içinde hem de sınıf dışında gösterdikleri sosyal ve duygusal becerileri öğrenmek üzere yürütülmektedir. Bu çalışmada, karma yöntem araştırma deseni uygulanacaktır. Öncelikle, öğrencilerin sosyal-duygusal yabancı dil öğrenimi konusundaki farkındalıklarının yaş, cinsiyet, mezun oldukları lise, lise mezuniyet alanları, üniversitede okudukları bölüm gibi demografik değişkenler açısından bir farklılık gösterip göstermedikleri Zaimoğlu (2018) tarafından geliştirilmiş olan Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği (Social-Emotional Foreign Language Learning Scale) kullanılarak yürütülecektir. Yapılacak anket çalışması sonucunda elde edilecek olan nicel veriler SPSS programı yardımıyla analiz edilecek ve değerlendirilecektir. Sonrasında, öğrencilerin sosyal-duygusal yabancı dil öğrenimine ilişkin algılarını etkileyen temel faktörlerin neler olduğu konusunda derinlemesine bilgi edinmek için öğrencilerle görüşme yapılacaktır. Görüşme sonucunda elde edilecek olan nitel veriler içerik analizi yapılarak yorumlanacaktır. Çalışma sonucunda elde edilecek bulguların, hazırlık okulu öğrencilerinin üniversite bağlamında sosyal-duygusal yabancı dil öğrenimine ilişkin algılarını ortaya çıkarması ve ileriye dönük olarak konuyla ilgili yapılacak çalışmalara katkıda bulunması beklenmektedir.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Atatürk Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Atatürk Üniversitesi Yabancı Diller Yüksekokulu - Yakutiye / ERZURUM
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	Bu çalışma, Atatürk Üniversitesi, Yabancı Diller Yüksekokulu tüm İngilizce hazırlık sınıflarında ders görmekte olan İngilizce Öğretmenliği, İngiliz Dili ve Edebiyatı, Mütercim Tercümanlık, Amerikan Kültürü ve Edebiyatı, İngilizce Tıp, İngilizce Hemşirelik, Bilgisayar Mühendisliği Bölümü öğrencileriyle yürütülecektir. Çalışmada kullanılacak olan Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği (Social-Emotional Foreign Language Learning Scale) Google Forms aracılığıyla çevrimiçi olarak uygulanacaktır. Ayrıca, öğrencilerle çevrimiçi görüşme yapılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Bu çalışmada, Zaimoğlu (2018) tarafından geliştirilmiş olan Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği (Social-Emotional Foreign Language Learning Scale) ve görüşme formu uygulanacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 4 (Dört) Sayfa - Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeği (Social-Emotional Foreign Language Learning Scale). 2) 1 (Bir) Sayfa - Görüşme formu.
ÖĞRENCİNİN ADI - SOYADI: Bahar KAR	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrağın ash imzalıdır. TARİH: 15/12/2021

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI			SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Senem ZAIMOĞLU	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ			Adı - Soyadı: Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.			Unvanı: Doç. Dr.	
İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır.			İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.	
... / ... / 20...	... / ... / 20...	... / ... / 20...			... / ... / 20...	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tefvik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.	İmzası: Enstitü müdürlüğünde evrağın aslı imzalıdır.
... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...	... / ... / 20...
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
<p> <input checked="" type="radio"/> </p> <p> OY BİRLİĞİ İLE </p>		<p> Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ... / 20... - ... / ... / 20... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur. </p>				
<p> <input type="radio"/> </p> <p> OY ÇOKLUĞU İLE </p>						
<p> AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR. </p>						

APPENDIX B. Social Emotional Foreign Language Learning Scale

SOSYAL VE DUYGUSAL YABANCI DİL ÖĞRENME ANKETİ

Sayın katılımcı,

Sizleri "Hazırlık Okulu Öğrencilerinin Üniversite Bağlamında Sosyal-Duygusal Yabancı Dil Öğrenimine İlişkin Algıları" başlıklı bir araştırmaya katılmaya davet ediyorum. Bu anket sizin İngilizce öğrenirken hem sınıf içinde hem de sınıf dışında gösterdiğiniz sosyal ve duygusal becerilerinizi öğrenmek amacıyla hazırlanmıştır. Bu anket 2 bölümden oluşmaktadır. Birinci bölümde demografik bilgilerinizle ilgili sorular yer almaktadır. İkinci bölümde ise Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği yer almaktadır.

Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya katılmama hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan çıkabilirsiniz. Bu formu onaylamanız, araştırmaya katılım için onam verdiğiniz anlamına gelecektir. Katkılarınız için şimdiden teşekkür ederim.

Bahar KAR

E-mail:

1. Cinsiyetiniz: Kadın Erkek
2. Yaşınız: 18-20 21+
3. Bölümünüz: _____.
4. Mezun olduğunuz lise: Devlet Okulu Özel Okul
5. Lise mezuniyet alanınız: Sözel Sayısal
 Eşit Ağırlık Yabancı Dil

Aşağıdaki değerlendirme ölçeğini kullanarak sizin görüşünüzü en iyi açıklayan seçeneği işaretleyiniz.

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am curious about learning different languages (Farklı diller öğrenmeye meraklıyım)					
2. I can recognize my own emotions (Duygularımı tanıyabilirim)					
3. I do not hesitate to reflect my feelings while learning English (İngilizce öğrenirken duygularımı dile getirmekten çekinmem)					
4. If I try, I can do even the hardest work in the class (Eğer dersenim sınıftaki en zor çalışmayı bile yapabilirim)					
5. I can easily motivate myself when I feel bad (Kötü hissettiğim zaman kendimi kolayca motive edebilirim)					
6. I always concentrate on my lessons during English class (Sınıfta daima derslerime odaklanırım)					
7. I shape my life in accordance with my goals (Koyduğum hedefler doğrultusunda hayatıma yön veririm)					
8. I overcome every difficulties to achieve my goals (Hedeflerime ulaşmak için her türlü zorluğun üstesinden gelirim)					
9. I get my family to help me when I have social problems (Sosyal sorunlarım olduğu zaman ailemden yardım alırım)					
10. I get my friends to help me when I do not solve the problem on my own (Bir problemi kendi başıma çözemediğim zaman arkadaşlarımdan yardım alırım)					
11. I cooperate with my friends (Arkadaşlarımla işbirliği yaparım)					
12. I can motivate my friends to do their best in group work (Grup çalışmasında 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 olmadığımı düşündüğüm kararları tartışabilirim)					
20. While making decisions, I also think about the future consequences of my actions (Karar verirken, kararların 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. Informed Consent Form

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanızı ile ilgili izin almaktır.

Bu kapsamda "Hazırlık Okulu Öğrencilerinin Üniversite Bağlamında Sosyal-Duygusal Yabancı Dil Öğrenimine İlişkin Algıları" başlıklı araştırma "Bahar KAR" tarafından gönüllü katılımcılarla yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya katılmama hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan çıkabilirsiniz. Bu formu onaylamanız, araştırmaya katılım için onam verdiğiniz anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu araştırma, hazırlık okulu öğrencilerinin üniversite bağlamında sosyal-duygusal yabancı dil öğrenimine ilişkin algılarını ortaya çıkarmayı amaçlamaktadır.

Araştırmanın Nedeni: Bu araştırmanın nedeni, hazırlık okulu öğrencilerinin üniversite bağlamında sosyal-duygusal yabancı dil öğrenimine ilişkin algılarını ortaya çıkarmak ve ileriye dönük olarak bu konuyla ilgili yapılacak çalışmalara katkıda bulunmaktır.

Araştırmanın Yürütüleceği Yer: Atatürk Üniversitesi Yabancı Diller Yüksekokulu

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

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

Katılımcının (Islak imzası ile***)

Adı-Soyadı:
İmzası***:

Araştırmacının

Adı-Soyadı: Bahar KAR
e-posta:
İmzası:

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

APPENDIX D. Social-Emotional Foreign Language Learning Semi Structured Interview Questions

SOCIAL-EMOTIONAL FOREIGN LANGUAGE LEARNING SEMI-STRUCTURED INTERVIEW QUESTIONS

- 1- What does social and emotional learning (SEL) mean to you when you consider your courses in the preparatory school? (Hazırlık sınıfındaki derslerinizi düşündüğünüzde sosyal ve duygusal öğrenme (SEL) sizin için ne ifade ediyor?)
- 2- How do you motivate yourself to learn English? (İngilizce öğrenme konusunda kendinizi nasıl motive edersiniz?)
- 3- What do you do if you encounter a problem while learning English? (İngilizce öğrenirken bir problemle karşılaşırsanız ne yaparsınız?)
- 4- Do you prefer to work alone or in groups while working on any subject in English lessons? Why? (İngilizce derslerinde herhangi bir konuda çalışırken yalnız mı yoksa grupla mı çalışmayı tercih edersiniz? Neden?)
- 5- Do you set goals while learning a foreign language? If so, what influences your decisions? Do you think you make the right decisions? (Yabancı dil öğrenirken hedef belirler misiniz? Eğer öyleyse, kararlarınızı ne etkiler? Doğru kararlar verdiğinizi düşünüyor musunuz?)

APPENDIX E. Post Hoc Results Regarding Participants' Departments

Multiple Comparisons						
Dependent Variable: SelfRegulation						
Tukey HSD						
(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
ELT	ELL	-,11957	,13453	,974	-,5200	,2809
	ACL	-,02778	,17219	1,000	-,5403	,4847
	INTPRETATION	-,21000	,15600	,829	-,6743	,2543
	COMPUTER	-,09000	,15600	,997	-,5543	,3743
	MEDICINE	,19186	,13644	,798	-,2143	,5980
	NURSING	,20455	,14500	,796	-,2270	,6361
ELL	ELT	,11957	,13453	,974	-,2809	,5200
	ACL	,09179	,16248	,998	-,3918	,5754
	INTPRETATION	-,09043	,14522	,996	-,5227	,3418
	COMPUTER	,02957	,14522	1,000	-,4027	,4618
	MEDICINE	,31143	,12397	,160	-,0576	,6804
	NURSING	,32411	,13332	,191	-,0727	,7209
ACL	ELT	,02778	,17219	1,000	-,4847	,5403
	ELL	-,09179	,16248	,998	-,5754	,3918
	INTPRETATION	-,18222	,18066	,952	-,7199	,3555
	COMPUTER	-,06222	,18066	1,000	-,5999	,4755
	MEDICINE	,21964	,16407	,833	-,2687	,7080
	NURSING	,23232	,17125	,824	-,2774	,7420
INTPRETATION	ELT	,21000	,15600	,829	-,2543	,6743
	ELL	,09043	,14522	,996	-,3418	,5227
	ACL	,18222	,18066	,952	-,3555	,7199
	COMPUTER	,12000	,16530	,991	-,3720	,6120
	MEDICINE	,40186	,14699	,095	-,0356	,8394
	NURSING	,41455	,15496	,110	-,0467	,8758

COMPUTER	ELT	,09000	,15600	,997	-,3743	,5543
	ELL	-,02957	,14522	1,000	-,4618	,4027
	ACL	,06222	,18066	1,000	-,4755	,5999
	INTPRETATION	-,12000	,16530	,991	-,6120	,3720
	MEDICINE	,28186	,14699	,471	-,1556	,7194
	NURSING	,29455	,15496	,482	-,1667	,7558
MEDICINE	ELT	-,19186	,13644	,798	-,5980	,2143
	ELL	-,31143	,12397	,160	-,6804	,0576
	ACL	-,21964	,16407	,833	-,7080	,2687
	INTPRETATION	-,40186	,14699	,095	-,8394	,0356
	COMPUTER	-,28186	,14699	,471	-,7194	,1556
	NURSING	,01268	,13525	1,000	-,3899	,4153
NURSING	ELT	-,20455	,14500	,796	-,6361	,2270
	ELL	-,32411	,13332	,191	-,7209	,0727
	ACL	-,23232	,17125	,824	-,7420	,2774
	INTPRETATION	-,41455	,15496	,110	-,8758	,0467
	COMPUTER	-,29455	,15496	,482	-,7558	,1667
	MEDICINE	-,01268	,13525	1,000	-,4153	,3899

APPENDIX F. Post Hoc Results Regarding Participants' Field of Study at High School

Multiple Comparisons								
Tukey HSD								
Dependent Variable	(I) Hsfield	(J) Hsfield	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Overall	SocialSciences	Science	-,52593	,21785	,077	-1,0899	,0381	
		TurkishMath	-,76667*	,28837	,042	-1,5132	-,0201	
		ForeignL	-,60000*	,21808	,032	-1,1646	-,0354	
	Science	SocialSciences	,52593	,21785	,077	-,0381	1,0899	
		TurkishMath	-,24074	,19975	,624	-,7579	,2764	
		ForeignL	-,07407	,06559	,672	-,2439	,0957	
	TurkishMath	SocialSciences	,76667*	,28837	,042	,0201	1,5132	
		Science	,24074	,19975	,624	-,2764	,7579	
		ForeignL	,16667	,20000	,839	-,3511	,6845	
	ForeignL	SocialSciences	,60000*	,21808	,032	,0354	1,1646	
		Science	,07407	,06559	,672	-,0957	,2439	
		TurkishMath	-,16667	,20000	,839	-,6845	,3511	
	SelfRegulation	SocialSciences	Science	-,65741	,26497	,066	-1,3434	,0286
			TurkishMath	-1,00000*	,35074	,024	-1,9080	-,0920
			ForeignL	-,85437*	,26525	,008	-1,5411	-,1676
Science		SocialSciences	,65741	,26497	,066	-,0286	1,3434	
		TurkishMath	-,34259	,24295	,494	-,9716	,2864	
		ForeignL	-,19696	,07977	,068	-,4035	,0096	
TurkishMath		SocialSciences	1,00000*	,35074	,024	,0920	1,9080	
		Science	,34259	,24295	,494	-,2864	,9716	
		ForeignL	,14563	,24326	,932	-,4842	,7754	
ForeignL		SocialSciences	,85437*	,26525	,008	,1676	1,5411	
		Science	,19696	,07977	,068	-,0096	,4035	
		TurkishMath	-,14563	,24326	,932	-,7754	,4842	

SocialRelations	SocialSciences	Science	-,70185*	,24780	,026	-1,3434	-,0603
		TurkishMath	-,76667	,32802	,093	-1,6159	,0826
		ForeignL	-,91068*	,24807	,002	-1,5529	-,2684
	Science	SocialSciences	,70185*	,24780	,026	,0603	1,3434
		TurkishMath	-,06481	,22721	,992	-,6531	,5234
		ForeignL	-,20883*	,07461	,028	-,4020	-,0157
	TurkishMath	SocialSciences	,76667	,32802	,093	-,0826	1,6159
		Science	,06481	,22721	,992	-,5234	,6531
		ForeignL	-,14401	,22750	,921	-,7330	,4450
	ForeignL	SocialSciences	,91068*	,24807	,002	,2684	1,5529
		Science	,20883*	,07461	,028	,0157	,4020
		TurkishMath	,14401	,22750	,921	-,4450	,7330
DecisionMaking	SocialSciences	Science	-,70185	,28272	,065	-1,4338	,0301
		TurkishMath	-,93333	,37424	,064	-1,9022	,0355
		ForeignL	-,77476*	,28302	,034	-1,5075	-,0420
	Science	SocialSciences	,70185	,28272	,065	-,0301	1,4338
		TurkishMath	-,23148	,25922	,809	-,9026	,4396
		ForeignL	-,07291	,08512	,827	-,2933	,1475
	TurkishMath	SocialSciences	,93333	,37424	,064	-,0355	1,9022
		Science	,23148	,25922	,809	-,4396	,9026
		ForeignL	,15858	,25955	,929	-,5134	,8306
	ForeignL	SocialSciences	,77476*	,28302	,034	,0420	1,5075
		Science	,07291	,08512	,827	-,1475	,2933
		TurkishMath	-,15858	,25955	,929	-,8306	,5134

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

APPENDIX G. Approval Request from Rectorate of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100010277
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

16.12.2021

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Bahar Kar** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

APPENDIX H. Approval of Rectorate of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100011424

27.12.2021

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 14.12.2021 tarih ve E-23867972- 050.01.04-2100010237 sayılı yazımız.
b) 16.12.2021 tarih ve E-23867972- 050.01.04-2100010277 sayılı yazımız.

İlgi yazılarda söz konusu edilen Bahar Kar ve Erkut Aydemir isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

APPENDIX I. Approval Request from Atatürk University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100011467

27.12.2021

Konu : Bahar KAR'ın Tez Anket İzni Hk.

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Bahar KAR** isimli öğrencimiz, “**Hazırlık Okulu Öğrencilerinin Üniversite Bağlamında Sosyal-Duygusal Yabancı Dil Öğrenimine İlişkin Algıları**” konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Senem ZAIMOĞLU** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında Üniversitemiz **Yabancı Diller Yüksekokulu bünyesinde hazırlık sınıflarında halen okuyan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Tez Anket İzni Onay Dosyası.

APPENDIX J. Approval of Atatürk University

T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı



Sayı : E-88179374-302.08.01-2200005225
Konu : Uygulama İzni (Bahar KAR)

06.01.2022

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi : 27.12.2021 tarihli ve E-23867972-044-2100011467 sayılı belge.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Bahar KAR tarafından yapılan tez çalışmasının uygulaması ile ilgili Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünden alınan 05.01.2022 tarih ve E-61570131-000-2200003724 sayılı yazı ve ekleri ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Ömer ÇOMAKLI
Rektör

Ek : 5.1.2022 tarihli E-61570131-000-2200003724 sayılı belge



T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı : E-61570131-000-2200003724
Konu : Tez Anket İzni (Bahar KAR)

05.01.2022

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 27.12.2021 tarihli ve E-23867972-044-2100011467 sayılı belge.

Üniversitemiz Belge Yönetimi birimi tarafından ilgede kayıtlı yazı ile Yüksekokulumuza gönderilen, Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 2020008004'nolu öğrencisi Bahar KAR'ın "Hazırlık Okulu Öğrencilerinin Üniversite Bağlamında Sosyal-Duygusal Yabancı Dil Öğrenimine İlişkin Algıları" konulu tez çalışması anket ve görüşme uygulama izni talebi Yüksekokulumuzca uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Mehmet TAKKAÇ
Yüksekokul Müdürü