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ONLINE SELF-REGULATED LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT OF LEARNERS OF ENGLISH AS FOREIGN LANGUAGE IN DISTANCE EDUCATION IN A HIGH SCHOOL IN TURKEY

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APPROVAL

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I dedicate this thesis to my precious family members who never withhold their support from me.

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ABSTRACT

ONLINE SELF-REGULATED LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT OF LEARNERS OF ENGLISH AS FOREIGN LANGUAGE IN DISTANCE EDUCATION IN A HIGH SCHOOL IN TURKEY

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Self-regulated learning (SRL) has been identified as a crucial premise of academic achievement and effectual learning for students. A self-regulated learner can select, organize, and manage their learning with independent and effective use of suitable strategies and also mediate and observe their own learning process. Due to that duty and responsibility that the students take during their learning progress, they may need to exhibit these strategies in distance learning environment which prioritize students more to regulate their own learning in order to achieve success compared to traditional classes. The main purpose of this study is to know the extent of online self-regulated learning(OSRL) strategy use of learners of EFL across the different academic achievement levels. Additionally, the roles of gender and course attendance in online self-regulatory strategy use were investigated. The participants of the study are 184 students of a public high school in Turkey receiving online education during Covid 19 pandemic. The instruments to gather the data are the OSRL questionnaire and a follow-up semi-structured interview. The collected data were analyzed through SPSS in terms of numbers (n), frequencies, percentages (%), means ($\bar{X}$), medians, standard deviations (Sd.), Shapiro-Wilk Test, Mann Whitney U-Test, and Kruskal Wallis H-Test. The findings revealed relatively less usage of two sub-skills of OSRL, which are help-seeking and self-evaluation, compared to the other skills. For all ORSL strategies scores, the groups of students with different academic achievement level (unsuccessful, mid-level and successful) were compared with each other. As a result, it was found that there was a statistically significant difference between academic achievement level groups only in terms of help seeking strategy use scores. Finally, it was found that

course attendance did not contribute to the use of help-seeking strategies only and also, in terms of all OSLR scores, there was no statistically significant difference between the female and male groups. Furthermore, the interview findings uncovered the underlying reasons of questionnaire findings in depth.

Keywords: online self-regulated learning, distance education, academic achievement

ÖZ

TÜRKİYE'DE BİR LİSEDEKİ UZAKTAN EĞİTİMDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİN ÇEVRİMİÇİ ÖZ-DÜZENLEYİCİ ÖĞRENMELERİ VE AKADEMİK BAŞARILARI

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Öz-düzenlemeli öğrenme (SRL), öğrenciler için akademik başarının ve etkili öğrenmenin çok önemli bir öncülü olarak tanımlanmıştır. Öz-düzenleyici bir öğrenci, uygun stratejilerin bağımsız ve etkili kullanımıyla kendi öğrenmesini seçebilir, organize edebilir ve yönetebilir ve ayrıca kendi öğrenme süreçlerine aracılık edebilir ve bunu gözlemleyebilir. Öğrencilerin öğrenme süreci boyunca üstlendikleri bu görev ve sorumluluk nedeniyle, geleneksel sınıflara göre başarıya ulaşmak için öğrencilerin kendi öğrenmelerini düzenlemeye daha fazla öncelik veren uzaktan eğitim ortamlarında bu stratejileri sergilemeleri gerekebilir. Bu çalışmanın başlıca amacı, İngilizceyi yabancı dil olarak öğrenen farklı akademik başarı düzeylerine sahip öğrencilerin çevrimiçi öz-düzenlemeli öğrenme (OSRL) stratejileri kullanımlarının kapsamını öğrenmektir. Buna ek olarak, cinsiyet ve derslere katılımın çevrimiçi öz-düzenleyici stratejilerin kullanımındaki rolleri araştırılmıştır. Araştırmanın katılımcıları, Türkiye'de bir devlet lisesinin Covid 19 pandemisi sırasında online eğitim alan 184 öğrencisidir. Veri toplama araçları OSRL anketi ve yarı yapılandırılmış müteakip görüşmedir. Toplanan veriler sayılar (n), frekanslar, yüzdelikler (%), ortalamalar ($\bar{X}$), ortancalar, standart sapmalar (Sd.), Shapiro-Wilk Test, Mann Whitney U-Test, and Kruskal Wallis H-Test açısından SPSS kullanılarak analiz edilmiştir. Bulgular, çevrimiçi öz-düzenlemeli öğrenme stratejilerinden yardım isteme ve öz-değerlendirme stratejilerinin, diğer stratejilerle kıyaslandığında, nispeten daha az kullanıldığını ortaya çıkarmıştır. Tüm OSRL strateji skorları açısından, farklı akademik başarı düzeylerine (başarısız, orta seviye ve başarılı) sahip öğrenci grupları birbiriyle mukayese edilmiştir. Sonuç olarak, sadece yardım isteme strateji skorları açısından öğrencilerin akademik başarı

seviye grupları arasında istatistiksel olarak önemli düzeyde fark bulunmuştur. Son olarak, derslere katılımın sadece yardım isteme stratejilerine katkı sağlamadığı ve ayrıca, tüm OSRL strateji kullanım skorları açısından, kız ve erkek öğrenci grupları arasında istatistiksel açıdan önemli bir fark olmadığı bulunmuştur. Görüşme bulguları, anket sonuçlarının nedenlerini derinlemesine ortaya çıkarmıştır.

Anahtar kelimeler: çevrimiçi öz-düzenlemeli öğrenme, uzaktan eğitim, akademik başarı

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ABBREVIATIONS

OSRL : Online Self-Regulated Learning

SRL : Self-Regulated Learning

AA : Academic Achievement

MOOC : Massive Open Online Courses

LGS : High School Entrance Exam

F2F : Face to Face

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CHAPTER 1

INTRODUCTION

Demand for distance education has risen with the need to integrate technology, internet and learning. Recently, many students request studying online due to their increasing responsibilities in their lives and impeding factors for attending school. Distance education offers an accessible and affordable education for those people through removing barriers such as time wasting transportation, economical burden, and other physical efforts required by traditional education. Ekmekçi (2015) draws attention to how Information and Communication Technologies have contributed to facilitate our lives, providing learners who cannot attend regular face to face classes for a variety of reasons, an opportunity studying at "their own pace independent from time and place" (p. 390). This more adaptable kind of learning has eased attending courses in various fields. Thus, language learning via online and distance education is also influenced by these developing educational technologies together with the rise in opportunities to teach languages by schools and other institutions (Ekmekçi, 2015). Likewise, the crucial role of distance education in language teaching is highlighted by Wang and Zan (2020) as they indicated that "the technological tools designed for online learning, such as Blackboard, screen sharing, interactive forums, videoconferencing, and learning materials sharing, etc., provide easier access for foreign language learners to expand their resources and tools" (p. 53).

Distance education, on the other hand, has diverted the responsibilities of learning to learners. Thus, it requires learners to be actively involved in their own learning process. Studies indicate that the requirements of distance education evoke self-regulated learning (SRL) through that active involvement (Bol & Garner, 2011; Nikolaki et al., 2017). Accordingly, compared to traditional face to face courses, distance learning can be more challenging as it requires using more autonomy and self-regulation strategies in terms of the learners. Bol and Garner (2011) propounded that efficacious self-regulation is characterized by "setting goals, monitoring progress towards these goals, and reflecting on outcomes" and these attainments are obviously associated with achievement (p. 105). Another study by Barak et al. (2016, p. 1) revealed that if self-regulatory strategies are applied in online learning, they might enable "the use of cognitive strategies, metacognitive strategies, and motivational

beliefs". Therefore, taking the responsibility and control of their own learning, individuals need self-regulation strategies in distance learning in order to be more successful language learners. After observing confidence and awareness of self-regulated learners in tasks, Zimmerman (1990) stated that "Unlike their passive classmates, self-regulated students proactively seek out information when needed and take the necessary steps to master it." (p. 4). It can be implied that the above-mentioned capabilities play crucial roles in distance learning.

1.1. Research Problem and Justification

The view of learner autonomy and important role of self-regulation in learning roots in Bandura's social cognitive theory which attaches importance to the social context with active involvement of person, behaviour, and environment. Autonomy, a characteristic of online learning that is experienced by the students, leads self-regulation to become a crucial factor for academic achievement. However, the significance of self-regulated learning is sometimes neglected by many teachers and students, and that may cause a failure in learning a language, especially in online learning context. Although many researches have been conducted to show how self-regulatory behaviours facilitate learners' achievement in traditional face to face learning environments, these self-regulatory skills are anticipated to have more crucial role in online learning environment (Barnard et al., 2009). Moreover, Wandler and Imbriale (2017) stated that compared to face to face classes, learners with restricted use of self-regulation strategies suffer more from organizing and making an effort in their learning which is a prerequisite for success, and thus they drop out of online classes more. Therefore, more investigations are to be made to highlight the role of self-regulation in the scope of online learning and its relation with academic achievement of learners as in the traditional learning environment that is aimed to be supported by this study. Studies on self-regulated learning have been proving its significance in terms of academic achievement in a variety of areas and have provided contrasting results; however, the role of self-regulation strategy use for academic achievement requires more to be investigated in the area of language learning. In addition, the studies are usually conducted at university-level students and thus there is a need for understanding the state of the other school levels, especially high schools which is the preparation phase for universities. This study aims to fill this gap in the literature in the scope of state high schools in Turkey.

1.2. Purpose Statement and Research Questions

This study aims at investigating online self-regulatory behaviours of learners of EFL in distance education and how they are associated with academic achievement. Additionally, which sub-domains of online self-regulated learning strategies differ regarding academic achievement is included in the scope of this study. The roles of gender and attendance in use of online self-regulated learning strategies are also examined. The study is to answer the following research questions:

1. What is the online self-regulated learning strategy use of the learners of EFL in a high school?
2. Are there statistically significant differences between the use of online self-regulated learning strategies by EFL learners with different academic achievement levels?
   2.1.*Are there statistically significant differences between the use of online self-regulatory sub-domain skills by EFL learners with different academic achievement levels?*
3. Are there statistical differences between female and male students' use of online self-regulation strategies?
4. Does online self-regulatory strategy use of learners of EFL differ in regards to their course attendance?

1.3. Significance of the Study

Prior studies have focused on the different aspects of self-regulated learning in terms of its relation with or impact on academic achievements, promoting or fostering the use of strategies, cross-cultural differences among strategy use etc. through assessing cognitive, behavioural, and motivational factors of SRL. However, there are few studies investigating the role of academic achievement in self-regulatory strategy use within the context of foreign language learning in distance education. Furthermore, the present study differs from the other studies examining different academic achievement levels in using an Online Self-Regulated Learning Questionnaire (OSLQ) developed by Barnard and his friends to appeal directly to the need for an instrument by which self-regulation can be measured especially in the online learning environment. Besides, most of the studies in the literature focus on the case of university students.

However, this study intends to contribute to the literature in terms of investigating OSRL strategy use of EFL learners at high school which is a critical term of academic life.

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Background of Self-Regulated Learning

Recently, self-regulated learning has attracted attention of many researchers since the focus of learning has shifted to the learners who need to take over the responsibility of their own learning. According to Boekaerts (1997), self-regulated learning skills are highly crucial since people need to educate themselves and revive their philosophy even after formal education as well as directing their own learning during formal schooling. Focusing on the significance of learners' role in their own learning, Zimmerman (1989) also explained learning as something "happens *by* students" rather than "happens *to* students" and believed that students must be proactive to involve in learning process both covertly and overtly (p. 22). Apart from many theorists who defined self-regulation in a variety of specific contexts, Zimmerman (1990), a prominent theorist, defined self-regulation as learners' participating in their own learning actively in terms of metacognitive, motivational, and behavioural aspects. He bases his explanations upon Bandura's (1999) social cognitive theory in which learning is seen as triadic mutual interaction of behaviour, person, and environment. Zimmerman (1989) assumes that "through (a) personal efforts to self-regulate, (b) outcomes of behavioural performance, and (c) changes in environmental context" can modify "the relative strength and the temporal patterning of mutual causation among personal, environmental, and behavioural influences" (p. 330). Metacognitive process refers to "planning, setting goals, organizing, self-monitoring, and self-evaluating" in learning process while behavioural process deals with setting and organizing environment for ideal learning (Zimmerman, 1990, p. 5). On the other hand, motivational process concerns self-efficacy, self-attributions, and intrinsic task interest.

Similarly, other preeminent views on SRL were propounded by Pintrich emphasizing three components of self-regulation as behaviour, motivation and affect, and cognition as well. (Pintrich, 1995). First of all, behavioural aspect of SRL is associated with learners' actively controlling a variety of domains such as environment or time to study and their cooperation with peers and instructors to ask for help. Secondly, its motivational and affective aspect require learners to control their beliefs such as self-efficacy or goal orientation and also their emotions like anxiety to be able

to develop a better learning situation. Thirdly, cognitive aspect of SRL engages in controlling cognitive strategies to lead learners a better learning and performance. To exemplify, a student who can manage and control their learning despite of their noisy classmates or use rehearsal strategies after classes seems to cognitively engage in a task. These efforts of regulating and controlling their learning process most likely result in success. Distinctive from other SRL studies, Pintrich and De Groot (1990) put much emphasis on motivational domain of self-regulation apart from cognitive and metacognitive aspects. From their point of view, aforementioned three components of SRL can be associated with learners' motivation considering their individual differences to be able to comprehend how cognitive engagement and academic success are affected by learners' personal characteristics. Thus, it is indispensable to involve learners' motivation in three components of SRL by taking students' beliefs, values, and emotions into consideration. In this point, learners may self-regulate their learning through asking questions such as 'Can I perform the task successfully?', 'Why am I dealing with this task? and 'How do I feel about doing the task?'.

The changes in understanding individuality in learning bring novelties to the concept of self-regulation. A more recent and extensive cyclical model demonstrating phases and sub processes of self-regulation (see Figure 1) and sharing common elements with prior models has introduced to the literature by Zimmerman. What inspired to develop this method is new conceptualization of SRL by which self-awareness, self-motivation, and behavioural skills are integrated with knowledge and skills; new self-regulatory processes such as setting goals, monitoring performances, restructuring context, or self-evaluating methods are used selectively; underlying beliefs of learners such as self-efficacy is affected by their self-motivation. The dynamic and interactive aspects of self-regulation processes are presented in more detail.
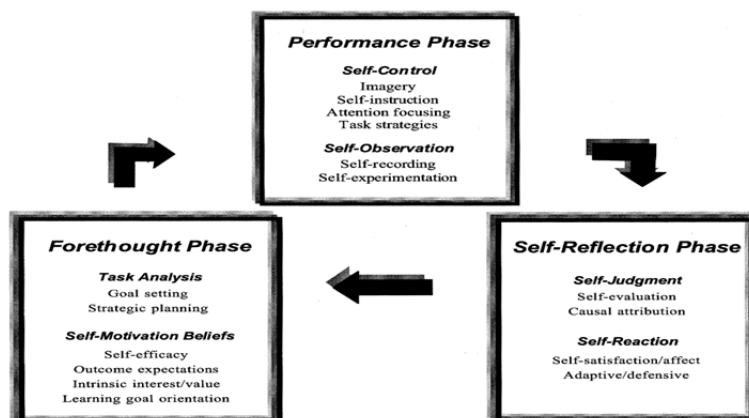
Figure 1. Phases and Sub-processes of Self-Regulation

Note[1]. Zimmerman B. J. and Moylan A. R. Where Metacognition and Motivation Intersect, p. 300. 23 Jun 2009, Self-Regulation from: Handbook of Metacognition in Education © Routledge.

Note[2]. This model of self-regulation is composed of forethought, performance, and self-reflection phases and each phase has sub processes.

As seen in Figure 1, the three distinctive phases compose self-regulation process with their sub-domains including different components. First, forethought phase constructs processes and beliefs 'before' the learning behaviour. Secondly, performance phase stands for the processes 'during' the learning behaviour's emerging. Finally, self-reflection states the processes happening 'after' the learning efforts and behaviours. The phases, sub processes and other constituent parts are considered to be cyclical. This view of self-regulation is significant since the dynamicity and interaction of the phases demonstrate how they affect each other mutually. Self-satisfaction of a learner, for instance, may lead to higher level of self-efficacy and enhance the effort given to a task which is a clear sample of that the following forethought phase is actually affected by the self-reflection phase. Moreover, comparing expert learners to novices resulted from a study related to that cycle, the former ones has been found to have high level of self-motivation and set goals leading them to success which, in turn, raise their satisfaction and exert more effort improving their performance. Hence, these cyclical and interactive processes of self-regulation inspire learners to use more strategies and motivate them while this motivation serves achievement.

2.2. Self-Regulated Learning and Academic Achievement

In recent years, self-regulated learning has been a focal point to investigate its effect on and relation with academic achievement and empirical studies have been conducted by many researchers (Ejubović & Puška, 2019; Pintrich & De Groot, 1990; Sardareh et al., 2012; Zimmerman & Martinez-Pons, 1986; Zimmerman, 1998). To support this idea, Schunk (2005) stated that learners' different level of academic achievement is not only affected by their abilities and skills; but their self-regulation process must be taken into consideration. Regarding this emphasis on SRL; Zimmerman (1990) defined it involving three features: "students' use of self-regulated learning strategies, their responsiveness to self-oriented feedback about learning effectiveness, and their interdependent motivational process" (p. 6). That means these students use self-regulated strategies that they select to achieve their optimal academic outcomes considering the feedback of learning skills and effectiveness.

Researchers have obtained different results of SRL and academic achievement. Zimmerman (1998) examined different domains of self-regulation with a variety of disciplines with his cyclical SRL model and concluded that self-regulation is important both in the course of initial skill development and subsequent performance in natural contexts which means it is a predictor of achievement. Moreover, he found that like academic achievement, academic motivation can also be fostered by using SRL strategies. Another study was conducted by Jafaar et al. (2014) to determine the relationship between motivation and self-regulated learning in academic performance and they concluded that all domains of motivational and SRL such as self-efficacy, cognitive strategy, self-regulation, and intrinsic value highly correlated; however, the students opted for using cognitive strategies compared to other domains. Another study showing different effects of the SRL domains was conducted by Ejubović and Puška (2019) in a high school context. They stated that a positive and significant relation could be found between academic achievement and environment structuring, metacognitive strategies, and social dimension, only. However, Sardareh et al. (2012) revealed that their study showed a positive and close relationship between SRL strategies and academic achievement of pre-university students in English which means students using more SRL strategies scored better in English exam. Another study about students' use of 14 categories of self-regulation strategies by Zimmerman & Martinez-Pons (1986) revealed a high relation between their academic achievement and use of strategies including "self-evaluation, organizing and transforming, goal setting and

planning, seeking information, keeping records and self-monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking peer, teacher, or adult assistance, reviewing notes, tests, or text books" (p. 618). According to the results of the study, the students' academic achievement was highly related to their metacognitive strategy use. Accordingly, it can be affirmed that there is a relationship between academic achievement and use of SRL strategies and its domains in addition, this relationship may differ from context to another one.

The need for self-regulation to enhance academic achievement cannot be ignored in online learning context, as well, since distance education requires students to control and take the responsibility of their own learning more effectively compared to traditional face to face classes. "Effective SRL strategies might be critical in distance learning situations given the high degree of student autonomy resulting from the instructor's physical absence." (Barak et al., 2016, p. 4). That requires students to become more self-regulated to be successful. On the other hand, Wandler and Imbriale (2017) emphasized the role of teacher in fostering SRL stating that SRL in students can be facilitated by implementing various strategies in online courses and that situation can be resulted in successful learners using SRL strategies. Moreover, the studies on the relationship between self-regulated learning and academic achievement in online context has acknowledged the positive relationship between them despite the fact that the subdomains of self-regulation strategies diversely influence academic achievement in different contexts. For instance, Broadbent and Poon (2015) identified that , academic achievement has positive correlation with the strategies of time management, metacognition, effort regulation, and critical thinking, yet, Ejubović and Puška (2019) found out positive correlation between academic achievement and environment structuring, computer self-efficacy and social dimension and contrary to these, Barnard et al. (2008) propounded that "Online self-regulatory learning behaviours were only weakly associated with better academic achievement by themselves" (p. 8). To conclude, self-regulation is considered as a must for effective learning not only for academic framework but also for life-long learning skills and its role cannot be overlooked in distance education to lead students to academic success nevertheless, the learning context may also be a crucial factor to determine which strategies have influence on success.

2.3. Importance of Self-Regulation in Language Learning

The rise of SRL. For a long period of time, educational specialists have studied on language learning strategies. However, the recent 'neurobiological information about the nature of concepts such as knowledge, skills, ability and, more generally, learning' cannot adequately explain learning behaviours which comprise learning strategy use. As a result of that inefficacy, the number of researches on learning strategies decreased considerably in the 1990s and they dramatically shifted to the concept of self-regulation. (Dörnyei, 2005, p.190). Self-regulation, being on the march, have being discussed by many researchers in terms of language learning process. Žaper (2018) justifies this shift because of that learning can be defined more sufficiently by self-regulation considering its various elements including "motivational beliefs, emotions, behaviour, cognition and, metacognition strategies etc." compared to language learning strategies (p.1). Another issue which caused this shift has been seen as the 'definitional fuzziness' and absence of a credible instrument (Tseng et al., 2006). These two terms cannot be differentiated totally, on the contrary, there is an interwoven relationship between them. Redmer (2022) claims that language learning strategy's properties such as 'selected and used by learners' and 'regulate' indicate that it is self-regulatory by its nature. Concentrating on self-regulation is seen much more like going further or proceeding to the next step in language learning. Dörnyei (2005) focuses on the importance of learners' proactivity for an effective learning behaviour. Learning strategically is better to overcome being product-oriented regarding only techniques or tactics that a strategic learner use. Rather, learners need to be involved in their own learning with a wider and more in-depth perspective; "therefore, a new construct, 'self-regulation' or 'self-regulated learning,' was introduced in the educational psychological literature, and most of the research attention has turned toward examining variables that were more dynamic and process-oriented than learning/cognitive strategies". (Dörnyei, 2005, pg. 195).

SRL in SLA. Language learning has always become of interest in this globalized world and it has crossed path with self-regulation as a consequence of the rise of the concepts such as autonomy, self-directedness, learner-centered etc. Being perceived as the most important element of successful learning, self-regulation, a notion in the educational psychology, has gained a great deal of popularity and interest for a variety of education fields, including second language acquisition (SLA) (Tseng et al., 2006; Žaper, 2018; Zheng et al, 2018). Self-regulation assist learners to learn

strategically and is of great importance to understand the psychology of language learner (Dornyei & Ryan, 2015; Weinstein et al., 2011). According to the educational psychologists' definition (Zimmerman & Kitsantas, 2014), "self-regulation in the field of SLA can be referred to as the self-directive processes that language learners use to activate and maintain cognition, emotions, and behaviours in order to attain their academic goals in L2 learning" (Zheng et al., 2018, p. 146). Likewise, Oxford (2011) underlined the importance of self-regulation for a successful language acquisition thanks to its aspects such as behavioural, metacognitional, motivational, and emotional.

The term dates back actually with a variety of concepts and its importance in language learning is undeniable. Ma Ping and Siraj (2012) assert that the idea of self-regulation has emerged in various terms such as learner autonomy, self-directed language learning self-instruction in the field of second language learning since 1970 and it has been the focus of interest the most in language learning among all fields of educational psychology. Thus, it concerns language experts to investigate the term for language learners so as to access and achieve it easily. Once, a language learner achieves it, it may ease to achieve success, too. SRL is regarded as an aptitude that can be developed and affected by experience and help (Tseng & Schmitt, 2008).

One cannot deny the positive effects of SRL in language acquisition. It is argued by the influential educational psychologists that "learners with strategic knowledge of language learning, compared with those without, become more efficient, resourceful, and flexible, thus acquiring a language more easily" (Tseng et al., 2006, p. 78). Habók and Magyar (2018) mentioned complexity of learning a language because of its various components such as learning vocabulary, reading comprehension, writing, and speaking etc. and propounded that it is significant to be self-regulated learner and learn a language proactively, as Zimmermann and Martinez-Pons suggested in their study in 1986, to be able to reach learning goals. That is to say, learners need to use learning strategies, set learning goals, supervise and assess their own learning to learn language more efficiently and successfully (Bošnjak Terzić, 2016, cited in Žaper, 2018).

Motivation and SRL in Language Learning. Another concern worth to mention is motivation of language learner which has been connected to self-regulation frequently. According to Zheng and her colleagues (2018), language learners have to excessively depend on cognitive, affective, and behavioural factors to proceed and attain success every time they face a difficulty in the process of learning the target language. Motivation is seen as a decisive factor for learners to sustain efforts and

succeed more in second language learning. Lamb (2017) asserts that motivating language learners is considerably challenging for language teachers, and advises persevering in learners' capacity of self-regulation to enhance the motivational impacts of language learning. Pintrich (1999) who believes that SRL is neither easy nor automatic for learners but requires engagement, effort, and extra time, suggests that self-regulated learning may be promoted by motivational beliefs such as goal orientation or self-efficacy. Moreover, while learning a language, learners' SRL capacity bridge their strategic learning and primary motivation which is prone to decrease in the course of time (Tseng et al, 2017).

A number of studies have connected language learning motivation to self-regulation (El-Henawy et al., 2010; Redmer, 2022; Yüce, 2019; Zheng et al., 2018). Zheng et al. (2018) conducted a research on a structural relationship model between English language learners' motivation and online self-regulation using two questionnaires, Online Language Learning Motivation (OLLM) and Online Self-regulated English Learning (OSEL). The results unveiled that "students with a positive future image of their language learning and an intrinsic interest in English culture tended to have better self-regulatory capacity in online learning environments" while "students who learn English so as to avoid negative academic results might be less motivated to carry out online self-regulated learning" (p. 153).

Self-efficacy. Like motivation, self-efficacy is considered to be a crucial learner characteristic in the process of learning. Bandura (1999) defines self-efficacy as personal belief in capacity of fulfilling a behaviour in order to produce specific performance achievements. It demonstrates the confidence in the ability to manage and regulate individual's motivation, behaviour and social environment. It is often associated with motivation in many studies and regarded as a key component of motivation and learning. Redmer (2022) defines self-efficacy as the level of belief in individual's abilities and claims that it directly affects every aspects of self-regulation such as goal-setting, planning, motivation, and strategy use. Su et al (2018) also found a connection between self-efficacy and self-regulation in Chinese EFL learners. Another study by Koehler (2007) revealed that integrating SRL strategy instruction in ESL reading curriculum led to an increase in students' awareness of self-efficacy.

The importance of developing self-regulated learning for language learners is considered to promote their language knowledge. In numerous studies, SRL is accompanied by self-efficacy together with learning strategies due to its influence on

academic success. Bošnjak Terzić's (2016) made an extensive literature review on SRL in language acquisition (cited in Žaper, 2018). She reported that studies unveiled that self-regulated learners made use of learning strategies more than others and they had more confidence in their efficacy. According to this study, learning process and success were shaped by a variety of components such as self-efficacy or motivational belief etc. Another study by Wang and Zhan (2020) utilized highly reliable instruments to evaluate online English learners' beliefs, anxiety, motivation and SRL and hereby found that self-regulation and motivation were promoted by learners' strong belief of self-efficacy. To investigate OSRL and self-efficacy relationship in the course of English learning, Su et al. (2018) conducted a study collecting data from two questionnaires, the online self-regulated English learning (OSEL) and the English language self-efficacy (ELSE) among Chinese university students. They concluded that there was a positive relationship of language learners' self-evaluation, environment structuring and goal-setting with their self-efficacy in English language. Finally, Tomak (2017) searched for EFL learners' choice of self-regulation strategies and their impacts on self-efficacy and linguistic proficiency in a state university in Turkey. Quantitative analysis showed a high positive correlation between self-efficacy and strategy use and the significance of strategies and their relation with self-regulation and self-efficacy were emphasized. Moreover, quantitative data analysis unveiled that students needed to be capable of developing their self-efficacy by means of strategy use, thus; students should be encouraged to develop their self-efficacy with strategy use to learn English.

2.4. Studies on SRL in Language Learning

There have been a large number of studies on the role of self-regulated learning in the field of language learning. Ammar (2004) examined how a self-regulated teaching program affected critical reading skills and reading motivation of 81 EFL students who were studying English Language Teaching. The results showed that participants' self-regulation in terms of their EFL reading increased both their critical reading skills and motivation of reading English as a foreign language in comparison with using traditional reading methods. Similarly, Morshedian et al. (2016) investigated the influence of a SRL training model on EFL students' literal and critical reading comprehension skills. They taught self-regulatory reading strategies to experimental group while control group continued to receive traditional reading instruction. The

findings demonstrated that participants' EFL reading comprehension could considerably be developed by self-regulation instruction.

Another study to reveal the influence of SRL on certain language skills was conducted by Göy to focus on the importance of SRL for language learners. In her action on the development of self-regulated writing strategies of Turkish EFL students, Göy (2017) concluded that strategy training could affect students' writing skills, however, they need more feedback and instruction since they utilized few strategies based upon the data collected via the diaries, reflections, essays, questionnaires and checklists of 18 participants in the classroom. Likewise, Abadikhah et al. (2018) examined SRL attitudes of 98 EFL university students in writing academic papers by means of a 60 item questionnaire. According to the findings of the study, the participants were found to be moderate to slightly high in terms of using self-regulation strategies and they need to improve some specific writing. Finally, a study to reveal the relationship between Chinese learners' OSRL and their effectiveness of language learning in online environment was conducted by Peng (2020). Learning effectiveness, here, means what learning outcomes are achieved by the learners and whether the learning is effective or not. The findings obtained through two questionnaires of the Effectiveness of Learning English (EOLE) and Online Self-regulated English Learning (OSEL) showed that students' English learning effectiveness was crucially influenced by six factors of OSEL i.e. goal setting, environment structuring, task strategies, time management, help seeking, and self-evaluation and also, environment structuring and goal setting constructs of SRL are crucial factors predicting language learning effectiveness in writing.

As another important language skill, listening, was investigated in the scope of Self-Regulated Learning by Lastochkina and Smirnova (2017). They researched the ways learners developed listening skills in an English for Special Purpose (ESP) course and found that students' performance was improved through adapting a self-regulatory teaching model for ESP listening skills.

Senturk (2016) conducted a study to show the relationship between EFL learners' self-regulated learning capacity and vocabulary knowledge at university level. After administering a vocabulary test and Self-Regulation questionnaire to total number of 179 students, the data analysis unveiled a strong relationship between vocabulary knowledge and self-regulation level.

In addition to instruments measuring self-regulated learning highly related to language learning strategies, Zaimoglu and Sahinkarakas (2019) considered self-regulated language learning from a different angle and developed a SRL scale for foreign language learning based on social and emotional learning (SEL). They assessed the role of gender in self-regulation skills of foreign language learners. The findings of the data collected from 1439 preparatory school students presented a significant difference between male and female students' self-regulatory competences of Self-Discipline, Help-seeking and Curiosity. Female students were more competent in achieving goals, seeking assistance, handling problems, and improving themselves. It was emphasized that social and emotional skills should be considered as crucial factors for self-regulated language learning as well as LLS or motivational factors.

Another crucial factor in language learning has been seen as autonomy especially after the rise of student-centered learning. Autonomy is the competency and eagerness to learn independently. There are some studies concerning learner autonomy related to SRL. Kulusakli (2022) investigated SRL skills of language learners in an online English course. She found out that students were good at environment structuring and moderately successful in metacognitive skills, persistence, help-seeking and time management factors of SRL and suggested that foreign language learners need to enhance their SRL skills and be more autonomous during distance education. Likewise, Cong-Lem (2018) researched the effect of self-regulated learning and self-efficacy on EFL learners' affective factors. This correlational study revealed that English language learning perception of learners were highly related to goal setting and self-evaluation components of online SRL. Furthermore, it was suggested in the study that students need to develop online SRL skills to be more autonomous EFL learners.

The significance of self-regulated learning for a successful language learning has been emphasized by a number of researchers (Barnard et al., 2009; Peng, 2020; Wjaya, 2022; Yüce, 2019; Žaper, 2018; Zimmerman, 1998). Barnard et al (2009) indicated that self-regulated learning consist of goal setting, time management, environmental structuring, help-seeking, task strategies and self-evaluation and these six factors are all interrelated during the course of language learning. Thus, SRL, a critical determinant of achievement, cannot be overlooked in order to learn a language successfully. Peng (2020) found that low-achievers in English language learning performed poorly in SRL strategy use compared to academically medium-level and successful learners. To highlight the role of self-regulation as a key to academic

success, Žaper (2018) states that developing self-regulated learning is of great significance in order to enhance language knowledge. In addition, Yüce (2019) suggests that effectiveness of language education might be advanced through activities supporting SRL. Similarly, Wjaya (2022) mentions the role of student-centered activities through which learners' independence to learn a language is promoted. In the light of all the information given, English language teaching curriculum had better to be revised by educational parties to keep up pace with developments in self-regulated learning.

2.5. Self-Regulated Learning in Online Learning Context

In the time of digitalization and switching to online forms of every action, there has been a rising need also for distance education because of its flexibility both in time and place. Especially COVID-19, which started in the mid-March 2020, accelerated this transformation of online operation irreversibly relying on digital technologies, commonly in all areas, including education. This shift in education was regarded to make distance learning more and more common and then turn it into new normal even after the pandemic (Edisherashvili et al., 2022). F2F, traditional education was interrupted and replaced with online learning actions at schools all around the world to reduce the effect of virus. As a result of this, shareholders in the field of education, i.e. schools, teachers, students, and parents, underwent a rapid change without any prior acknowledgment and experience. First, it was regarded as a life-saving solution. He et al. (2022) explains online learning to be "based on open and distributed learning, without the limitations of place, time and physical materials, compared with traditional school-based education" (p. 26). Likewise, it offers flexibility for students as it is stated that students are permitted to manage how, what, and when they can study thanks to online learning environments which considerably reduces such barriers in education as time, space, and material accessibility (Korkmaz & Kaya, 2012).

Although the enforcement of online learning may provide some benefits to students such as resilience, adaptability and security (Mahmud & German, 2021), it has brought some disadvantages and challenges for both teachers and students since online learning has laid a burden on students demanding more independent and active involvement in learning process. According to a study on Online Self-Regulated Learning during a global pandemic Mahmud and German (2021), lack F2F interaction with instructors and peers, inefficacy to decide the time, place, and efficiency of their studies, and

accessibility of learning materials are some common problems of distance education. In addition to these problems, Aboagye et al. (2020) mention difficulties in Internet and device accessibility, and academic and generic issues, i. e. insufficient writing or communication skills etc., for online learners. It has also been reported that managing time and lack of motivation and preparedness for online learning activities were other challenges which are faced by students (Mahmud & German, 2021). In a sense, students should be in charge of their own learning and regulate the action of learning by themselves which requires more autonomy compared to face to face classes. This process may seem challenging to practise in academic life and eventually influence learners' self-regulating skills. Broadbent and Poon (2015) support this idea stating that students are already anticipated to be skilled at performing independently, therefore; they need to be encouraged to be self-regulated for academic success. However, most students cannot even realize the significance of administering their learning efficiently. At this point, they are recommended to have the abilities of setting learning goals, monitoring learning progress, and evaluating learning outcomes (Zhao & Chen, 2016). During the course of online learning, accordingly, learners are expected to manage and regulate their own learning process independently which is strongly attributed to self-regulated learning (SRL).

Currently, a number of scholars have propounded that students may utilize especially self-regulating skills in various ways in online learning through monitoring the metacognitive, motivational, and behavioural aspects of learning (Artino, 2007; Edisherashvili et al., 2022; He et al., 2022; Mahmud & Germen, 2021; Zimmerman et al., 1996). SRL has been seen relevant to F2F learning context; however, distance learning has been realized to be mentioned more connected with self-regulation. For instance, Dabbagh and Kitsantas (2004) have clarified that students must practice self-regulation skills at the maximum level to achieve learning goals in online learning format compared to traditional F2F learning environment where the instructors supervise and manage learners' learning behaviour. According to Edisherashvili et al. (2022), the absence of the instructor's control over the learners during online learning process makes the use of SRL skills more crucial to implement the learning process successfully and improve learners' academic achievement. Furthermore, self-regulatory competences allow students to enhance their general learning goals and opinions on self-efficacy since they have all the responsibility of their learning (Zimmermann et al., 1996), and they have been found to be mediating variables which prompt learners'

satisfaction in distance education (Lim et al., 2020; Zalli et al. 2019). Today, in the era of technology and digitalization, students are required to be self-regulated learners who manage planning their own ways of learning, deciding upon goals, benefiting from strategies in order to realize their purposes, observes their own progress, assess themselves and adapt appropriately (Carter et al., 2020). Therefore, the applicability of SRL to online learning environments has been believed to give learners more autonomy (He, & Su, 2022; Mahmud & German, 2021) and bring success (Artino, 2007). On the contrary, Baticulon et al. (2021) has asserted that the lack of SRL competence and operation under the circumstances of new education form is being resulted with learning difficulties. Besides, involving learners in self-regulated learning efficiently and actively in a digital and online learning environment should not be expected to happen spontaneously or automatically. It is stated that learners' self-regulatory skills must be improved and reinforced in a planned way (Panadero & Alonso Tapia, 2014; cited in Edisherashvili et al., 2022), and thus this given support should enhance learners' transferable self-regulatory skills rather than provide a direct assistance attached to the support mechanism (Edisherashvili et al., 2022).

2.6. Studies on SRL in Online Learning Context

Generally, understanding how students become more professional in their learning process is the focus of researchers who study self-regulated learning in academic fields (Pintrich& De Groot, 1990; Zimmerman; 1990; Schunk&Zimmerman, 2001; Zimmerman, 2002). Recently, investigators have revealed positive relationship between students' SRL strategy use, their academic achievement, and relevantly, self-efficacy and motivational believes of learners within the online learning environments (Zheng et al, 2018; Wei Wang & Ju Zhan, 2020; Peng, 2020). The abovementioned factors such as motivation, self-efficacy, and strategy use are emphasized within social cognitive models (Artino, 2007) as well as social and environmental factors (Richardson & Swan, 2003) since they assist students in extremely autonomous learning environments. Therefore, a social cognitive view on SRL that focuses on the learners themselves, their behaviours, and social environment relations help understand how successful students perform in online context. By means of this perspective, a variety of researches conducted the role on self-regulated learning within the scope of online learning.

With the rise of a rapid and mandatory online learning implementation for educational institutions all over the world right after the beginning of Covid-19, Mahmud and German (2021) investigated EFL university students' SRL levels, the difficulties that students faced, and strategies from which they benefit during online learning process in an English academic writing course. They used Online Self-Regulated Learning Questionnaire (OSRL) developed by Barnard et al. and an open-ended questionnaire to understand the students' use of self-regulatory skills and their role in academic writing. The results showed that students had a medium level of SRL skills and they had technical, material, time management, study space, and motivation problems within the context of OSRL. On the other hand, students utilized technical, academic, and affective strategies in addition to improve collaboration and time management skills. This study suggests universities and lecturers to improve students' SRL skills and some strategies to overcome problems in online learning environments through supporting the learners.

Another study in the time of COVID-19 was done by He, Zhao and Su in 2022 to examine the relationship between the three phases of SRL (preparatory, performance, and appraisal) and learning ineffectiveness. The findings of this study revealed that performance and appraisal phases had negative relationship with learning ineffectiveness, but the preparatory stage was positively related with learning ineffectiveness, mediated by the other two stages. In other words, learning ineffectiveness in online context can be decreased with better performance in these three SRL stages. Likewise, another study on students' online learning effectiveness in open and distributed education was conducted by Charo et al. (2020) to compare students who had high and low level of self-regulated learning. Students who had better ability to self-regulate their online learning were found to have higher level of perceived effectiveness, i.e., to perform better in learning than the latter group.

Some researchers directed their studies to understand whether implementation of self-regulation into courses would affect students' learning performances in online learning contexts. For instance, Kramarski and Gutman (2006) divided the participants into two groups one of which took self-regulatory support through self-metacognitive questioning whereas the other one did not receive any manipulation, both in the form of E-learning. The results revealed that students who took self-regulatory support considerably outperformed the other group regarding mathematical performance, problem-solving procedural and transfer tasks, and self-regulatory strategy uses (self-

monitoring). The study offers supporting self-regulated learning in online mathematical teaching.

In a nutshell, self-regulated learning skills are predicted to be useful in a variety of methods in the course of distance education which triggers autonomy and independency of students since learners gain competence in monitoring the metacognitive, motivational, and behavioural phases of their learning. Self-regulation has been seen to enhance learning achievement and self-efficacy beliefs of learners as well as being a mediating factor which influences learners' satisfaction (Lim et al., 2020; Zalli et al., 2019; Zimmerman, 1996). Therefore, investigating SRL levels of students is of great importance, especially in online learning context which encourages students to supervise and direct the learning progress all by themselves.

2.7. Online Self-Regulated Learning (OSRL) Strategies

The relevant studies in the literature revealed that self-regulated learning can be measured through applying various methods and tools such as Motivation and Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and de Groot (1990) or more individual data collection processes such as diaries and interviews. However, self-regulatory behaviours of learners are considered to be dependent on the context (Zimmerman & Shunk, 2001); therefore, learners' self-regulated learning has been assessed by various instruments in online learning environments, all of which is based on the traditional SRL theoretical framework (Cong-Lem, 2018). Moreover, Barnard and his colleagues (2009) emphasized that self-regulation skills in online education requires to be measured separately from traditional, face to face learning environments as a result of its distinctive features like physical and emotional distance, flexible use of time and space, unlimited information supplies. For that reason, especially for the use of online and blended learning environments, Barnard and her colleagues developed a questionnaire called Online Self-Regulated Learning Questionnaire (OSRL). The scale incorporates goal setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation strategies which are essential domains promoted by Zimmerman to assess self-regulation skills. It was used for the purpose of this study and explained by its details in this section.

Goal Setting. As a fundamental and outstanding component of self-regulated learning strategies, goal setting refers to specify a purpose or aim to be able to direct one's own learning for a certain course. Setting their own goals leads students to be

more responsible for and adherent to their own learning, and thus they become "more proactive, empowered and motivated" (Elliot & Fryer, 2008, p. 348, cited in Ejubović & A. Puška). Zimmerman (1998) focuses on the question 'why' as an indicator of motivation and believes to be able to self-regulate one's own learning, students must freely choose how much to study. For instance, when a teacher gives a homework, only the student decides the details of the study in accordance with their motivation. Kırmızı (2013) has found out that setting a goal is crucial to complete courses.

Environment Structuring. Environment structuring means enabling an appropriate environment to study. According to Zimmerman (1998), students control 'where' they study and how they benefit from their setting. It is very well-known that students are affected by their setting due to noise, crowd, and other distractions. Self-regulated learners are expected to create or choose the best environment for themselves as some students prefer studying in a silent place or some others remove all distracting materials around them. Specifically, online learners have more control of their learning environment. Lynch and Dembo (2004, p. 4) emphasized that in their study as "Since they do not study in a structured and controlled classroom context, online learners must be able to structure their own physical learning environment, whether at home or elsewhere."

Task Strategies. Students have their own ways and methods to study and learn. Zimmerman (1998, p. 76) pointed out that the students "analyse tasks and identify specific, advantageous methods for learning" during self-regulating their task strategies. The methods influence how they study or what they think about their ways of study. A student may "create mnemonics to remember facts" (Zimmerman, 1998, p. 76).

Time Management. Time management is student's taking in charge of planning, controlling and regulating their study time effectively and productively. Zimmermann (1998) addresses 'when' question to attribute to time element of studying and indicates that self-regulated students can manage how to use their time more effectively compared to unregulated ones. According to Lynch and Dembo (2004), these students perform and learn better considering that they are conscious of homework deadlines or time to dedicate for a work, and how to use time. In fact, time management is a crucial domain of self-regulation for especially online learning. Palloff and Pratt (1999) revealed that "interacting in a Web-based course can require two to three times the

amount of time investment than in a face-to-face course." (cited in Lynch & Dembo, 2004, p. 4).

Help-Seeking. Another important element of self-regulation is regarded as help-seeking. It is the capability of learners to ask for assistance from others. Zimmerman (1998) addresses 'with whom' question to refer to social aspect of learning and points out that "Socially self-regulated students are aware of how study partners, coaches and instructors help or hinder their learning, and they can be readily identified by their sensitivity and resourcefulness in seeking help." (p. 75). In distance learning, peers and instructors are not the only suppliers of assistance. In this case, students are required to be enthusiastic in utilizing the technology "through email, chat rooms, bulletin boards, as well as occasional face-to-face meetings" to reduce the social distance in their learning situation (Lynch & Dembo, 2004, p. 5). Thus, students should detect how and where to get assistance from, and decide the best sources for a successful learning.

Self-Evaluation. As the last component of self-regulation strategies, self-evaluation means to be aware of students' own performance and evaluate the effectiveness and relatedness of their work to the given task. According to Kırmızı (2013), it is critical in directing the learning process in distance education due to the fact that being apart from their classmates obliges them to take the control of their learning by themselves. The students, in this situation, must evaluate their work, e.g., "I check over my work to make sure I did it right." or controlling it before handing to teacher (Zimmerman & Martinez-Pons, 1986, p. 616).

As a consequence of a detailed review of literature on the relevant subject, it has been recognized that there are limited numbers of studies in Turkey aiming to measure self-regulated learning skills of English as a Foreign Language (EFL) learners in online learning environments and their academic achievement (Göy 2017; Kulusakli, 2022; Senturk, 2016; Tomak, 2017). Details of these studies were given in 'Studies on SRL in Language Learning' part of the present study. Within the scope, this study aims to investigate the roles of academic achievement, gender, and course attendance of learners of EFL in online self-regulated learning strategy use in distance education.

CHAPTER 3

METHODOLOGY

In the methodology section, the research design of the study is presented first. The demographic information about the participants is also shared. Then, detailed information about the measures used in the study is given along with the procedure. Finally, this chapter explains how both quantitative and qualitative data were analysed.

3.1. Research Design

In the research, survey model was selected to obtain descriptive and explanatory information. The purpose of this research is to investigate online self-regulation strategy use and how it varies by academic achievement levels of learners of EFL who study in the first grade of a state high school in Turkey. Additionally, the roles of course attendance and gender in online self-regulation strategy use were analysed. Thus, the descriptive survey design was used to achieve a deeper understanding of the research problem and identify the effects of other variables on self-regulation strategy use. Descriptive survey research design is utilized to acquire information about the characteristics, opinions, attitudes, or previous experiences of one or more group of people by asking questions and arranging the answers (Salaria, 2012). This research design eases to analyse and interpret the data to arrive at generalizations and predictions.

Several ways can be followed to conduct a reliable and valid research in the field of language teaching (Tomak, 2017). Concerning educational programmes, Riazi and Candlin (2014) explains the reasons to traditionally use quantitative and qualitative methods jointly as "triangulation, complementarity, development, initiation, and expansion" in their research on mixed methods in language teaching and learning (p. 143). For this study, merging these two methods are believed to lead "a depth-understanding of the phenomenon, to interpret its different aspects, understand its formation and development, gaining new perspectives on it, and extend the breadth and depth of inquiry" (p. 144,145). Thus, both qualitative and quantitative data collection tools were used to obtain more grounded, realistic, and reliable results. Quantitative method was used to appeal to all research questions extensively and qualitative method

was applied to yield a deeper understanding of the self-regulatory strategies and other variables in addition to verify quantitative findings.

Variables. One variable of the study is self-regulation strategy use which exhibits participants' abilities to use these strategies by implementing Turkish version of Online Self-Regulated Learning Questionnaire (OSLQ), a quantitative measurement comprised of 24-items. The other variables are students' academic achievement that will be obtained from their English exam scores in the high school entrance exam (Liselere Giriş Sınavı-LGS) in Turkey, their attendance to courses and their gender. Follow-up semi-structured retrospective interviews were also used to provide insights into OSRL and other variables.

3.2. Research Setting and Participants

Research setting addresses to the environment and context of the study. It is a significant determinant for studies since findings and their interpretations may heavily rely on it. This study was conducted in a state high school in İstanbul, the most crowded and largest metropolitan city of Turkey. English is learned as a foreign language in Turkey and it is regarded highly important for people living in İstanbul, a popular tourist attraction. The students are taught two hours of English from 2nd to 4th classes, four hours from 5th to 8th classes. English is one of the critical lessons since English knowledge is assessed in the high school entrance exam (LGS) which is one of the most important exam for the students in Turkey. When the students start high school, English course hours vary regarding the type of the school. As in most of the other high schools, English courses are determined to be four hours at the relevant school in this study. At schools affiliated with the Ministry of Turkish National Education (Milli Eğitim Bakanlığı), the principals of Common European Framework (CEFR) has been taken as a basis for high school English courses, thus the language proficiency levels are expected to alternate between A1, A2 as basic users and B1, B2 as independent users (Milli Eğitim Bakanlığı [MEB], 2018). The English language proficiency level of the students in this study is regarded to be A1-A2.

There are 590 first-grade students in the school. The number of the female students are 288 while 302 of them are male. The students range in age from 13 to 14. The high school is located in the middle of a metropolitan area, serving a middle class urban community. The participants of the study are 184 freshmen among the 590 students who study at the first grade in this state high school. Students enrol into this

school based on their residential address. Thus, it can be said most of the students at this school live in the same neighbourhood. The sample for this study is homogeneous considering their similar demographic features as all of the students are almost at the same age, reside in or near the same neighbourhood, graduate from middle schools with approximately equal levels; however, the participants consist of female and male students at a varying number which is given in Table 1.

Education in this school is normally given in traditional face to face classes. The classes were online since March 13, 2020 until September 6, 2021 because of the coronavirus pandemic. When the survey was conducted in April 2021, the students had been attending classes online for about one year. They had 17 subjects and 40 online lessons in total on weekdays, four of which were English. Attendance in online classes was not compulsory for the students.

Table 1.

The characteristics of the participants

Gender	Frequency	Percent	Cumulative Percent
Female	113	61,4	61,4
Male	71	38,6	100
Duration of Attending Weekly Online Classes			
0 class	9	4,9	4,9
1-10 classes	49	26,6	31,5
11-20 classes	38	20,7	52,2
21-30 classes	50	27,1	79,3
31-40 classes	38	20,7	100
Academic Achievement			
Unsuccessful	42	22,8	22,8
Mid-level	75	40,8	63,6
Successful	67	36,4	100

Note: Clusters for academic achievement were calculated by the number of students' correct answeres in English test of LGS

The characteristics of the participants in the study as gender, the time they spend in online lessons, and their academic standing are given above in the Table 1. Examining the characteristics of the participants, gender distribution seems to be unequal. There are 184 participants, 61.4% female and 38.6% male, within the scope of the research, which means more female students participated in the study compared to males.

When the duration of attending weekly online classes, which is forty hours per week, is viewed, 26.6% of the participants attended online classes for 1-10 hours a week, 20.7% attend 11-20 hours a week, 27.1% attend 21-30 hours, and 20.7% attend 31-40 hours. A very small amount of the students (.4.9%) were reported as absent. The group of students who ensure 31-40 and 21-30 hours of attendance consist of nearly half of the class population (%47,8), and the group of students who attended less than 30 hours is the rest of the class (%52,2). In the light of all the information above, it can be claimed that approximately half of the students attended online classes to a large extent.

When the participants' academic achievement levels which were determined based on the number of their correct answers in English test section of LGS are examined, it seems that 22,8% of them are unsuccessful, 40,8% are mid-level, and 36,4% are successful (Figure 2). The number of mid-level and successful students are similar. Hence, it can be concluded that most of the participants are academically successful or mid-level. (Please see the below section for the details of categorization).

Selection and Categorization of the Participants for the Quantitative Data

Although the students have not been required to take the National High School Entrance Exam (LGS) to be able to enrol for this school as mentioned above, 568 out of 590 (freshman) students in this school took LGS and all of the them had received seven years of formal English education before. All of the students who took the exam were asked to participate in the survey and 184 of them accepted to be part of the study and answered the questionnaire. For this reason, non-random purposive sampling technique was used for this study as the participants were only chosen among those who had taken the high school entrance exam to be able to measure their academic achievement which is one of the crucial variables of this study.

The number of correct answers in English test section of this exam provided the data to measure academic achievement. According to the results of the test, the students were divided into three categories as unsuccessful, mid-level, and successful based on

the number of their correct answers. This categorization was used to determine their academic performance and it eased to compare the levels of the students with their OSRL levels rather than examining OSRL levels with overall academic performance.

Cluster Sizes
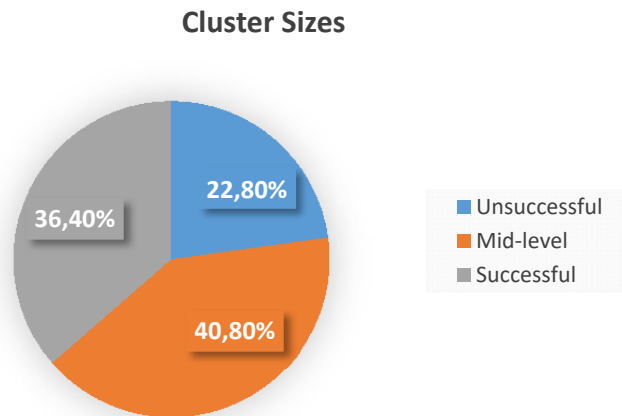
Figure 2. Cluster Distribution Figure

Note. Consequential clusters formed by Two Step Cluster Analysis (Unsuccessful, Mid-level, Successful)

The analysis of the method used to divide students into groups as unsuccessful, mid-level and successful is given in Figure 2.

Two-step cluster analysis has been used to divide the students into three groups based on the number of their correct answers in English test section of LGS, demonstrating their Academic Achievement (AA). This analysis is an exploratory tool designed to reveal natural groupings (IBMdocs, 2021). Clusters called unsuccessful, mid-level and successful have been formed at the rates shown in Figure 2. The unsuccessful, mid-level and successful groups' centres were 0.90, 4.20 and 7.40.

In this two-step cluster analysis, log-likelihood values were used as distance measure. Therefore, there are no fixed threshold values to determine which class the resulting clusters belong to. Since the clusters are determined according to the distribution of the clusters, for example, the person who has 3 correct answers is included in both the unsuccessful cluster and the mid-level cluster. Hereby, it can be said the approximate numbers of correct answers to be regarded as unsuccessful is 0-3; mid-level 2-7, and successful 6-10.

Selection of the Participants for the Qualitative Data

As stated before, interview was used for collecting qualitative data in this study. Following the questionnaire, the participants were requested to be part of the interview voluntarily after explaining the procedure. Fifteen out of 184 agreed to participate in the interviews. As the eagerness of the students was taken into consideration while selecting interviewees, convenience sampling technique was used. As a type of nonprobability sampling, convenience sampling is used when the target group has corresponding qualifications such as being easily accessible, geographically close, available at a given time, or willing to participate in the study (Etikan, 2016). Six of the interviewees were female while nine of them were male. They were all studying at the same grade with approximate English proficiency levels. The participants were interviewed face to face.

3.3. Data Collection Instruments

To collect the data, a questionnaire and an interview were used. Both quantitative and qualitative data collection tools were utilized for this study to achieve confirmatory results. As mentioned before, this study includes four variables; attendance, gender, academic achievement and online self-regulated learning strategies. Two instruments required to gather the data are an online self-regulated learning questionnaire and a follow-up online self-regulated learning strategies interview.

3.3.1. Online Self-Regulated Learning Questionnaire (OSLQ)

Online Self-Regulated Learning Questionnaire was developed by Barnard and her colleagues to "address the need for an instrument measuring self-regulation in the online learning environment" (Barnard et al., 2009, p.1). Turkish adapted version of this scale has been used for the study developed by Korkmaz and Kaya (2012). There are a few other self-regulation learning strategy scales in literature; nevertheless, this one has been used for the present study as it corresponds to the aim of this study that is to investigate self-regulation strategies of students who attend online courses through 'distance education'. The reason for using Turkish version of the scale is to make its items more comprehensible for the students since they are not adequately competent in English. The scale consists of 24 items with a 5-point Likert-type response format scored along a range from *strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), strongly agree (5)*. In this scale, higher scores mean better self-

regulation in online learning. It includes six sub-scale constructs: environment structuring (4 items); goal setting (5 items); time management (3 items); help-seeking (4 items); task strategies (4 items); and self-evaluation (4 items). Self-regulated learning level of the participants is identified as "20-51: Low Level; 52-67: Medium Level; 68-100: High Level "for each sub scales. (Korkmaz & Kaya, 2012, p. 56). To prove the reliability and validity of the instrument, they conducted an extended study of first and second level confirmatory factor analyses. According to the results; the internal consistency measure of the scale was found to be 0,931, 0,919, and 0,948 respectively for Spearman Brown, Guttmann Split-Half value, and Cronbach alpha. Furthermore, all constructs also showed good internal reliability with Cronbach's alpha value above 0.70. If reliability coefficient is $0.60\alpha \leq 0.80$, the scale is reliable, if it is $0.80\alpha \leq 1.00$, the scale is highly reliable. Thus, they concluded the scale could be employed to measure students' online self-regulated learning skills in Turkey.

OSRL scale is a comprehensive data collection tool developed to attach to strategies that seems significant for specifically online lessons. It consists of six sub-domains. A brief description of the six constructs in OSRL scale is as follows:

1. Goal Setting (5): It means determining expected actions and outcomes. The five items are asking whether the participants set standards, short term or long term goals, goals to manage study time, and keep high standards for their own learning as well as producing high quality works during online courses. A sample item: "I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester)."

2. Environment structuring (4): These items involve in deciding and orbiting for a proper and comfortable place to study efficiently and without distractions. A sample item: "I find a comfortable place to study."

3. Task strategies (4): These items are inquiring students' use of strategies such as taking notes, reading aloud, preparing questions before classes, or doing extra works. A sample item: "I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom."

4. Time management (3): Time management is about considering and arranging the study time by allocating extra time for lesson, scheduling study time, and distributing time evenly. A sample item: "I try to schedule

the same time every day or every week to study for my online courses, and I observe the schedule."

5. Help-seeking (4): These items assess participants' skills to request help from peers, parents, and instructors during online classes. A sample item: "I find someone who is knowledgeable in course content so that I can consult with him or her when I need help."

6. Self-evaluation (4): These items asks whether the students can decide upon some standards and judge their own learning during online sessions. A sample item: "I ask myself a lot of questions about the course material when studying for an online course."

In addition to the OSRL scale, the questionnaire which was approved by the research ethics committee (see Appendix A) incorporates necessary information such as the number of correct answers in English test section of LGS as academic achievement determinant and demographic information such as genders, age, and also frequency of online course attendance which are the other relevant variables and were added to the questionnaire by the researcher. This information was used to find the role of gender, age (this variable was removed later; please see 'procedure' section for more details), and attendance in addition to the role of academic achievement in the use of online self-regulated learning skills (see Appendix B). The students reported the number of correct answers in the English exam and the frequency of their weekly attendance themselves.

National High School Entrance Exam (LGS)-English Test. As a significant determinant, academic achievement levels in this study are determined according to the cluster analysis based on the number of correct answers in English test of LGS which is prepared and conducted by Turkish Ministry of Education for all of the students who graduate from secondary school. This exam is not compulsory to take. However, approximately 90 percent of the graduate students take this exam every year, according to the explanations from Ministry of Education. The students are enrolled in high schools by 'central placement' (according to their scores and rank in the exam) or 'local placement' (regarding their permanent address). In conjunction with these two types of placement, there are two types of high schools in Turkey in general: the ones which accept students based upon their scores on the above-mentioned exam, and the other ones which approve students based on criteria such as their residential address allowing

students to study at near schools to their homes, their weighted secondary school GPA, and attendance-absenteeism rates. As a consequence, all of the students are allowed to enter the exam; however only the successful ones are accepted by the former schools mentioned above. The school where the study is conducted is the latter and the participants reside around the same neighbourhood. However, nearly 96% of the students in this school took the exam and the participants were this majority group of students.

In this exam, the students are supposed to answer questions for the subjects of Mathematics, Turkish, Science, English, History of Turkish Revolution, and Religious Culture in the exam. It is composed of 100 questions, 10 of which is English. English test comprises multiple-choice type of questions to assess grammatical knowledge, vocabulary knowledge, and reading comprehension. The subjects compose of basic functional language items such as expressing likes-dislikes, accepting an invitation, or expressing preferences.

The students took this exam one year before the time of study. The reason why a past exam scores were used for the study was that these students had not subjected to any examination since the beginning of the coronavirus pandemic. Thus, utilizing their last and official exam is considered to be appropriate.

3.3.2. Online Self-Regulated Learning Interview

The other data collection tool for the study is a follow-up online self-regulated learning interview to measure students' use of self-regulation strategies for online English lessons in detail. Interviews enable interviewer and interviewee to negotiate the topics in depth and additionally, semi-structured interviews assist interviewer to "use cues or prompts to encourage the interviewee to consider the question further" when interviewee is challenged with or confused about a question (Mathers, Fox, & Hunn, 2000, p. 113).

After analysing the quantitative data, the researcher in this study developed this semi-structured interview. Since the interview questions were written targeting the remarkable findings obtained from the questionnaire, retrospective interviews were used in order to obtain more detailed information about the self-regulatory habits and practice of the students taking questionnaire findings into account. Thus, the researcher focused on self-evaluation and help-seeking skills of the students.

The interview consisted of four questions one of which was about self-evaluation and the three of which were related to help-seeking. The first question was seeking the reason why students did not make much effort to know what they had learned and what their levels were during the online classes. The second question was searching why students hesitate to ask for help when they needed during the online classes. These two questions referred to the self-evaluation and help seeking skills which were found relatively low compared to other OSRL skills in questionnaire analysis. The third question was, again, related to help-seeking. The students were asked why they might have been abstaining from asking for assistance even if they participated online classes more referring to the finding that course attendance influenced all OSRL skills but help-seeking. The last question again attributed to quantitative data analysis findings that there was a statistically significant difference between the groups of students with different academic achievement level in only help-seeking strategy use among all OSRL skills. They were asked what could be the reasons that academically low students avoided seeking for assistance (see Appendix C). As mentioned under the title of '*Selection of the Participants for the Qualitative Data*', convenience sampling technique was used considering willingness of the students to participate the study. For the reason that the interviewees were not selected among low-achievers who used help-seeking strategies less but only the volunteers among all of the participants, the qualitative data reflects only the opinions and beliefs of the students concerning underlying reasons of why some students might have applied the aforementioned two strategies less compared to the other strategies. The retrospective interview questions helped participants explain their opinions freely based on their answers within the questionnaire and previous experiences and provide researcher a chance to gain different points of views and recontextualize the findings in the present study.

3.4. Procedure

In data collection process, first of all, research ethics committee approval was received from relevant committee members from Çağ University via e-mails (see Appendix A). Following the approval, the necessary permission was obtained from İstanbul Provincial Directorate of National Education to be able to conduct the study in a high school affiliated with Ministry of Education (see Appendix E) through Çağ University thesis questionnaire application and permission request letter (see Appendix

D). Subsequently, online version of the questionnaire was formed by means of Google Forms, an online survey maker website, to reach the students who received online education because of Covid-19.

The students were informed about the aim of the study and how they should answer the questionnaire items in a briefing online meeting after an online course. They received a link on WhatsApp groups of their classes to access the online self-regulated learning questionnaire (OSLQ). The due time was stated as one week in March 2021. They were informed that they could send e-mails or text messages about any questions or confusion to the researcher. The participants were asked to accept participation in the questionnaire clicking 'agree' button before they started to answer it in order to confirm their consent. They were informed that their responses would be confidential and identifying information such as names, e-mail addresses, and IP addresses would not be collected. They were also sent notification twice before the due date of completing the questionnaire to avoid the loss of any subject. Additionally, the institute is informed to receive permission to be able to conduct the study there. The students were asked to provide information of their gender, age, the number of correct answers in English test of LGS, and the time they were spending in online lessons per week.

The data obtained from OSRLQ was analysed and compared with the students' academic achievement in the LGS exam by means of SPSS computer program so that the research questions, seeking to answer whether there were relationships between self-regulation and its sub-domain strategies' use and academic achievement of foreign language learners, were answered. Moreover, the relationship between their use of OSRL strategy and gender and status of joining online classes were measured. The age of the students, as a variable, was removed from the data since all the participants were found to be at the same ages (13-14) with the thought that it would not bear meaningful results.

In the light of the results obtained, there was prepared and conducted a follow-up retrospective semi-structured interview with 15 interviewees. The interviews were also conducted in Turkish which is the mother tongue of the participants because of English proficiency level of the students. They were asked some questions to enlighten outstanding findings of the OSRL. Those interviewees' approvals of participating the interview were received with a consent form (see Appendix F) to confirm volunteering and additionally, they were assured the confidentiality for their participation.

The content of the interviews focused on the self-evaluation and help-seeking skills through four questions as mentioned before. When it was realized that a student had difficulty in understanding a question or they did not seem to answer the question in detail, they were asked some prompting questions only to make the students to comprehend the question better. However, those probing questions were used only to encourage the students to talk more about a question when it was regarded necessary rather than leading them to an idea despite the fact that they were prepared semi-structured.

They were interviewed face-to-face at school in order that they could feel at ease while answering questions and create a more relaxed atmosphere. At the time of the interview, face-to-face classes had begun because of the reduced Covid-19 precautions. Thus, they had the chance to compare face to face classes with online classes which was the focal point for this study. They were interviewed one by one and each interview lasted nearly seven minutes. The interviews were recorded in order to be transcribed later for the data analysis.

3.5. Data Analysis

The data gathered from 184 students participated in the OSL questionnaire were transferred from Web to MS Excel format and then imported into the Statistical Package for the Social Sciences (SPSS). Statistical Analysis were made with IBM SPSS Statistics 22.0 program. Significance level (p value) was regarded 0,05 to state whether the finding was statistically significant. "Shapiro-Wilk" test was applied to test whether the variables are appropriate for normal distribution. It was determined that the data tested were not normally distributed. Thus, the variables which are not appropriate for normal distribution were given with median, min and max values. Additionally, the "Mann Whitney U" test was used to analyze the differences between the two gender groups, and the "Kruskal Wallis H" test was used for the differences between 3 or more groups (course attendance and academic achievement). Those tests were used to identify whether there is a significant difference among different groups of students' use of OSRL strategies. Among the total 24 items of OSRL, the first five items correspond to 'goal setting'; the next four items 'environment structuring'; items 10, 11, 12, and 13 'task strategies'; items 14, 15, and 16 'time management'; items 17, 18, 19, and 20 'help-seeking' and the last four items

'self-evaluation' sub-scales. Each finding was demonstrated in tables in the next section.

At the next step, the interviews were transcribed and written down verbatim by listening to the interview recordings. The data gathered from the interviews were transcribed manually on computer by the researcher herself because of the confidentiality agreement between the researcher and the interviewees. The data was analysed with thematic content analysis adopting an inductive approach. This method is used to analyse qualitative data which requires examining a data set to identify, analyse, and report the repeated patterns (Braun & Clarke, 2006). Common themes in the interview transcriptions are identified to explain in the analysis. First, the transcriptions were read by the researcher a few times carefully to become familiar with the data set. Some notes were taken on potential data items of interest. Once a transcript is read and coded, the same process was repeated for the others one by one. Then, initial codes were written down to organize the data. Coding process was repeated three times at certain intervals for the purpose of intra-rater reliability. The codes were collated and refined revising the data. At the next step, the relevant codes were grouped and sorted into categories. Four categories were created in accordance with the codes that were classified regarding their close meanings. Finally, two categories formed a theme and the other two categories made another one. Two themes were constructed through analysing how categories relate to one another. This process was conducted manually by the researcher.

In terms of credibility, a follow-up open-ended interview was carried out on the purpose of achieving an in-depth understanding of OSRL use of the students. Interview as another data collection instrument ensured triangulation of data which was expected to enhance trustworthiness by using more than one method in this study. Peer debriefing was also utilized to delve into the process and establish credibility.

For peer debriefing the set of the data with a framework of the codes, categories and themes were sent to a colleague of the researcher, as an outsider, who had the experience of coding and knew the nature of the qualitative research. The names of the participants in the transcriptions were changed to numbers as P1, P2 and the rest so as to keep them anonymous. She read the set of data along with codes, categories and themes to ensure that they were relatable with the purpose of the study. Her ideas about the codes were evaluated and discussed so as to perceive a different perspective. After critiquing, the researcher reviewed the data set again to make arrangements. To ensure

inside perspectives, the researcher also sent the thesis supervisor a word file which includes themes, categories, and codes with the frequency of each mentioned by the participants in addition to a few samples of transcriptions for her verification. The coding process was edited based on her feedback and sent for checking again.

CHAPTER 4

FINDINGS

The results from the questionnaires and interviews conducted in this study are introduced in this section. The results were analysed regarding the research questions of the present study. First the quantitative findings were given; next the qualitative findings were presented to validate former results.

4.1. Findings of the Questionnaire

The questionnaire used in the present study incorporates Online Self-Regulated Learning scale and the knowledge of gender, duration of attendance, and the number of correct answers in LGS-English test of the students. SPSS was utilized to analyse the quantitative data obtained from the questionnaires. Descriptive statistics were used to examine the students' online self-regulated learning scores and levels. "Kruskal Wallis H" and "Mann Whitney U" tests were utilized to determine if there are statistically significant differences between two (gender) or more (course attendance and academic achievement) groups of an independent variable on a dependent variable (OSRL strategy use).

4.1.1. Analysing Participants' Online Self-Regulated Learning

The analysis of data from the questionnaire with 24-items with a 5-point Likert-type response format is presented utilizing descriptive statistics. The scores and standard deviations of OSRL strategy use of the students for each sub-scale are given in Table 2 and Figure 3. Maximum score is considered to be 100 while minimum score is 20. The scores were calculated according to the responses of the participants and each item was calculated to score along a range from *strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), strongly agree (5).*

Table 2.

Descriptive Statistics of the Students' Online Self-Regulated Learning Scores

	N	$\bar{X}$	Std. Deviation	Min	Maks
Goal Setting	184	70,15	17,24	20	100
Structuring the Environment	184	83,47	17,17	20	100
Task Strategies	184	66,76	18,59	20	100
Time Management	184	67,21	19,61	20	100
Help Seeking	184	60,7	20,58	20	100
Self-Evaluation	184	61,84	20,63	20	100
Total	184	68,48	15,4	20	96,67

Note. Construct items were measured on a five-point scale from 1 "Strongly Disagree" to 5 "Strongly Agree."

As shown in Table 2, self-regulated learning skills scores of the students range between 60,7 and 83,47, and the total OSRL skills mean is $\bar{X}$=68,48. The scores of the scales used in the present study are identified as "20-51: Low Level; 52-67: Medium Level; 68-100: High Level" for each subscale (Korkmaz & Kaya, 2012, p. 56). The score given to each item in the scale is analysed by converting it into a 100-point system. Hence, the item score= ((Given Score/Number of Items) *20) formula was used.

Given these score ranges, it can be reported that the students have high levels in goal setting ($\bar{X}$=70,15) and structuring the environment ($\bar{X}$=83,47) whereas task strategies ($\bar{X}$=66,76), time management ($\bar{X}$=67,21), help-seeking ($\bar{X}$=60,7), and self-evaluation ($\bar{X}$=61,84) levels are medium. Meanwhile, 'Structuring the Environment' ($\bar{X}$=83,47) has been the highest average; on the other hand, 'Help Seeking' ($\bar{X}$=60,7) is the construct yielding the lowest mean.

As a result, students seem to be successful at structuring their studying environment and setting goals for their studies, while they have a relatively moderate attitude towards strategies such as seeking help from others, managing their studying time, evaluating themselves and also using task strategies. In other words, having a remarkably high level of structuring the environment, the participants select a comfortable and proper place to study efficiently without distractions when needed. Moreover, as the students' setting goal levels are high, they set standards for their studies and keep them high. They set both short-term and long-term goals for their

daily, weekly, monthly assignments and also goals to help them manage their study time. These students can be described to be paying enough attention to the quality of their work even if it is online.

On the other hand, they can use strategies assisting them such as taking notes, reading aloud to understand better, preparing related questions before the classes, and working more than required for the course at a medium level. In order to manage their time which is at a medium level, they spare a great deal of time for their studies and schedule it by distributing equally every day to some extend even though attendance is not compulsory. Besides, they can ask themselves many questions about the course materials and summarize their learning to check whether they comprehend what they learn, also contact their friends to evaluate their own learning, comparing it with their friends as a consequence of having mid-level self-evaluation. In terms of help-seeking, which has been found the lowest subdomain but still at mid-level, the students share their learning problems with their friends online and, if needed, even face to face to be able to solve them together. They can also consult with knowledgeable people and ask their teachers for help online when they need it.

While Table 2 provides the descriptive statistics of students' OSRL scores with means and standard deviations of all subdomains, Figure 3 shows the percentages of within group distributions, which have been divided into three categories according to the OSRL scores. Online Self-Regulated Learning Levels of the participants are presented in Figure 3, examining all sub-domains one by one.
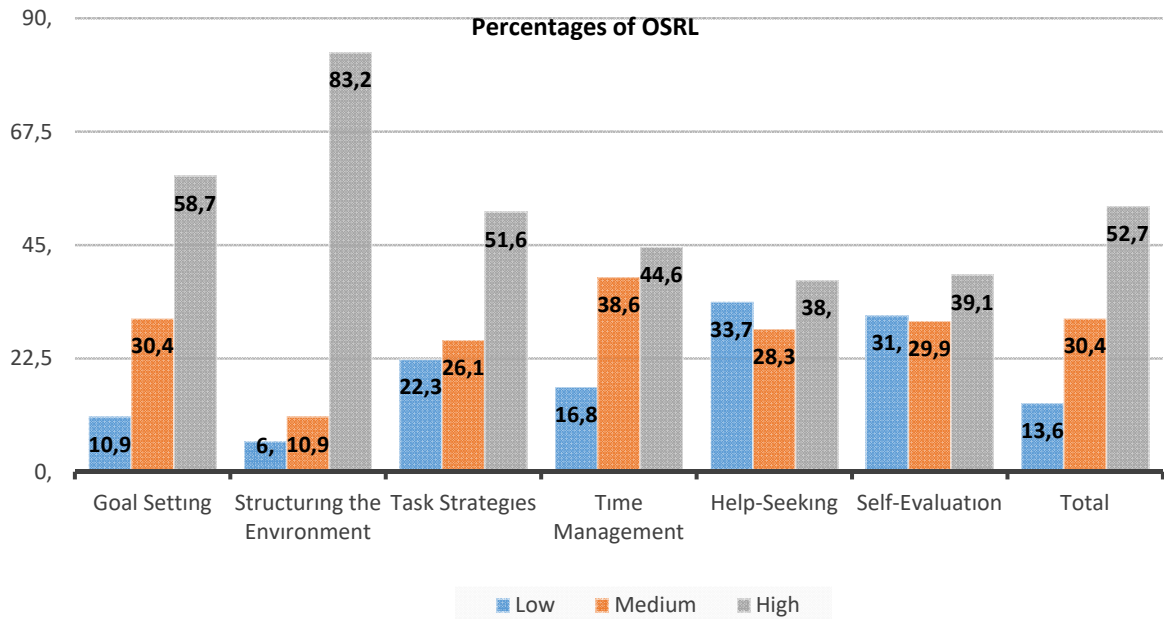
Figure 3. Students' Online Self-Regulated Learning Levels

According to Figure 3, students have been found to have high levels rather than medium or low levels in all subdomains. Nearly or more than half of the students have high levels of goal setting, structuring the environment, task strategies, and time management (respectively 58.7%, 83.2%, 51.6%, 44.6%). However, the percentages have not been found so high in help-seeking and self-evaluation subdomains of OSRL (38%, 39.1%). The numbers of high and low-level students have been ranged relatively equally in these two subdomains, especially in help-seeking, compared to the prior four subdomains. As a result, it can be deduced that most of the students have high levels of 'Goal Setting, Structuring the Environment, Task Strategies, and Time Management' while there is no such a critical difference in the number of high and low-level students in respect to 'Help-seeking and Self-evaluation.'

Analysing OSRL levels within the sub-domains, students with a high level of Structuring the Environment remarkably outnumber the others, which means most of the students have control over the settings and the surrounding conditions while they study. Another noteworthy point is that although the students are at mid-level in Help-Seeking ($\bar{X}$=60,7 given in Table 2), 33.7% of the students are reluctant to ask for help or social support from others such as peers, teachers, and parents that is a tidy sum. Nearly the same situation can be accepted for Self-Evaluation. The number of students who are unaware of their academic performance and lack in providing feedback for their own studies seems to be reasonably high.

Ultimately, it is clear that 52, 7% of the students have high, 30, 4% have medium, and 13, 6% have a low level of online self-regulated learning skills, and levels rise from low to high. Therefore, it can be concluded that the students' overall online self-regulated learning level is perceived as high by themselves.

4.1.2. EFL Learners' Use of Online Self-Regulated Learning Strategies and their Academic Achievement Levels

A "Kruskal Wallis H" test was conducted to reveal whether the students' self-regulatory strategy use differ based on the different academic achievement (AA) levels of the participants, as shown in Table 3. This test was utilized, as the non-parametric alternative to "ANOVA", as a result of that the data tested with "Shapiro-Wilk" test was found not to be distributed normally. According to the analysis results, the differences between the OSRL levels of the students at different AA levels were found to be statistically insignificant in all dimensions except Help-Seeking ($p > 0.05$). The differences between the groups of students with different academic achievement levels were found to be statistically significant in terms of help-seeking scores ($p = 0.018 < 0.05$).

Whether the students' online self-regulated learning level statistically significantly differ according to their academic achievement level is presented in Table 3 and the help-seeking construct in terms of group levels in table 4.

Table 3.

Analysis of Students' Online Self-Regulated Learning Levels Regarding Academic Achievement Levels

	Academic Achievement	N	Median	Min	Maks	p value
Goal Setting	Unsuccessful	42	68	20	100	
	Mid	75	68	36	96	0,108
	Successful	67	72	20	100	
Structuring the Environment	Unsuccessful	42	87,5	20	100	
	Mid	75	85	40	100	0,617
	Successful	67	90	30	100	
Task Strategies	Unsuccessful	42	65	20	90	
	Mid	75	70	20	100	0,567
	Successful	67	70	20	100	
Time Management	Unsuccessful	42	66,67	20	100	
	Mid	75	66,67	20	100	0,696
	Successful	67	66,67	20	100	
Help Seeking	Unsuccessful	42	52,5	20	100	
	Mid	75	65	20	100	0,018
	Successful	67	60	20	100	
Self-Regulation	Unsuccessful	42	55	20	100	
	Mid	75	65	20	100	0,072
	Successful	67	65	20	100	
Total	Unsuccessful	42	65,65	31,3	92.17	
	Mid	75	71,3	44,35	95,65	0,233
	Successful	67	73,04	41,74	100	

p<0,05, Kruskal Wallis H Test

The results of multiple comparisons carried out to investigate which of the unsuccessful, mid and successful groups differed from each other in the help-seeking dimension are given in Table 6. This comparison analysis was conducted only for help-seeking since it is the only sub-scale which was found to have a statistically significant difference of its use among the groups of students with different academic achievement levels.

Table 4.

Multiple Comparisons of Academic Achievement Levels in Help Seeking

Sample1- Sample2	Test Statistics	Std. Error	Std. Test Statistic	P
Unsuccessful - Successful	-25.499	10.454	-2.439	0.015
Unsuccessful – Mid	-27.31	10.237	-2.668	0.008
Successful – Mid	1.811	8.93	0.203	0.839

When Table 6 is examined, the help-seeking scores of the unsuccessful group were statistically significantly lower than the other two groups, which were successful and mid (p=0.015, p=0.008<0.05). According to these results, the scores of the students with low academic achievement in the help-seeking dimension, which is a sub-domain of online self-regulated learning, are seriously low. The highest statistical difference is between low and mid-level students. Students with low ability to ask for help may remain at a low level academically. Hence, help-seeking can create a statistically significant difference with academic achievement levels of students. Furthermore, it can be concluded from the results that there is no statistically significant difference between mid-level and successful students regarding their use of help-seeking strategies. In other words, it can be inferred that the students may not be asking for assistance from others after they reach mid-level.

4.1.3. Online Self-Regulated Learning Strategy Use and Gender

In Table 3, the findings related to OSRL skills regarding students' gender are introduced to reveal whether there is a statistically significant difference between using OSRL strategies regarding gender.

Table 5.

The Role of Gender on Participants' OSRL Skills

	Gender	N	Median	Min	Maks	p value
Goal Setting	Female	113	68	20	100	0,718
	Male	71	72	20	100	
Structuring the Environment	Female	113	90	20	100	0,081
	Male	71	85	35	100	
Task Strategies	Female	113	70	20	100	0,083
	Male	71	65	20	100	
Time Management	Female	113	66,7	20	100	0,900
	Male	71	66,7	20	100	
Help Seeking	Female	113	60	20	100	0,644
	Male	71	65	20	100	
Self-Regulation	Female	113	60	20	100	0,074
	Male	71	60	20	100	
Total	Female	113	68,3	20	96,67	0,242
	Male	71	68,3	26,66	96,66	

p<0,05, Mann Whitney U Test

"Mann Whitney U" test was implemented to analyse the difference between female and male students' online self-regulation skills. The reason why this test was used instead of t-test is that the data tested with "Shapiro-Wilk" test were not normally distributed. As given in Table 3, while medians of the male and female participants are equal for some constructs, they are different in others when all the subdomains are examined. These differences are not statistically significant; however, as reported by the p-value of the constructs, there is no statistically significant difference in students' self-regulation skills with regard to gender. (respectively, p=0,718, p=0,081, p=0,083, p=0,900, p=0,644, p=0,074, p=0,242). Accordingly, it can moderately be inferred that students' online self-regulation skills are not affected by their gender.

Furthermore, the scores between the two groups accumulate close numbers with a slight difference in most subdomains, although the female participants outnumber the male ones.

4.1.4. Online Self-Regulated Learning Strategy Use and Attendance

The results of online self-regulated learning level regarding attendance to lessons are demonstrated in Table 4, including p-value for all subdomains and also pairwise comparisons to analyse factors dichotomously.

Table 6.

Analysis of Participants' Online Self-Regulated Learning Skills with regard to Attendance

	Duration of Attending Weekly Online Classes	n	Median	Min	Maks	p value	Pairwise Comparisons
Goal Setting	0 class	9	36	20	84	**<0,001**	0 class < 1-10,21-30,31-40 classes ; 1-10,11-20 classes < 31-40 classes
	1-10 classes	49	68	20	100		
	11-20 classes	38	64	36	100		
	21-30 classes	50	72	36	96		
	31-40 classes	38	82	52	100		
Structuring the Environment	0 class	9	60	20	100	**0,017**	0 class < 31-40 classes
	1-10 classes	49	90	40	100		
	11-20 classes	38	90	30	100		
	21-30 classes	50	87,5	35	100		
	31-40 classes	38	90	55	100		
Task Strategies	0 class	9	40	20	100	**0,003**	0 class, 11-20 classes < 31-40 classes
	1-10 classes	49	70	20	95		
	11-20 classes	38	62,5	35	95		
	21-30 classes	50	65	30	100		
	31-40 classes	38	75	30	100		
Time Management	0 class	9	40	20	100	**0,001**	0 class, 1-10 classes < 31-40 classes
	1-10 classes	49	66,6	20	100		
	11-20 classes	38	60	33,33	93,33		
	21-30 classes	50	66,7	26,67	100		

		N				p	
	31-40 classes	38	73,3	73,33	100		
Help Seeking	0 class	9	55	20	100		
	1-10 classes	49	65	25	100		
	11-20 classes	38	55	20	100	0,054	
	21-30 classes	50	60	20	100		
	31-40 classes	38	72,5	20	100		
Self-Evaluation	0 class	9	40	20	100		
	1-10 classes	49	60	20	100		11-20 classes < 31-40 classes
	11-20 classes	38	55	25	90	**0,005**	
	21-30 classes	50	60	20	100		
	31-40 classes	38	75	20	100		
Total	0 class	9	42,5	20	96,67		
	1-10 classes	49	69,1	26,67	94,17		
	11-20 classes	38	66,7	35,83	87,5	**<0,001**	0, 11-20 classes < 31-40 classes
	21-30 classes	50	67,5	30,83	95		
	31-40 classes	38	81,3	41,67	96,67		

p<0,05, Kruskal Wallis H Test

"Kruskal Wallis H" test was carried out in the analysis of participants' online self-regulated learning skills concerning their attendance to the English courses, in order to see the differences among the five groups, which were categorized according to the students' duration of attendance to the courses. This test was utilized, as the non-parametric alternative to "ANOVA", as a result of that the data tested with "Shapiro-Wilk" test was found not to be distributed normally.

The goal-setting, environment structuring, task strategies, time management, self-evaluation, and overall self-regulated learning levels of the participants within the scope of this study create a meaningful differentiation on the time that they attend weekly online classes (respectively $p<0,001$, $p=0,017$, $p=0,003$, $p=0,001$, $p=0,005$,

p<0,001). There is, notwithstanding, no such difference in the help-seeking construct (p=0,054).

After finding a difference in most subdomains, dual comparisons have been made between constructs to discover their link to online self-regulation. As shown in the pairwise comparison column of Table 4, the least duration of attending classes is at the lowest level and the most duration of attendance, on the other hand, ranks the highest, which means there is a statistically significant difference between the groups of students who attend different numbers of classes regarding their use of goal setting, structuring environment, task strategies, time management, self-evaluation strategies. To rephrase it, spending more time in lessons may positively affect students' OSRL skills for all subdomains except for help-seeking. Additionally, it can be concluded that regardless of the number of the classes that they attend, these students may be hesitating to ask for assistance from others.

4.2. Findings of the Follow-up Interview Analysis

In order to reveal the underlying reasons of questionnaire findings and analyse them in detail, a retrospective semi-structured interview was conducted with 15 students who had participated in the questionnaire. Corresponding to the aim of the study which is examining self-regulatory strategy use of students in distance education, the interview questions were searching the reasons why students abstained from assessing what they learned and learning their academic level. Additionally, searching the reasons why students used less strategies to seek for assistance was the other subject of the interview. These two subjects addresses to the outstanding points of quantitative data analysis which are associated with two sub-scales of OSRL, help-seeking and self-evaluation. These two skills are the main focus for the interview for the reason that quantitative findings revealed they were being used relatively less compared to the other strategies despite the fact that they were still being used at medium level. Additionally, the other reasons are students' concerns to ask for help regarding their course attendance and academic achievement levels. The aim of the study was explained for the students before beginning the interviews and they were requested to answer the questions considering the online education process.

Thematic content analysis was used to find out the reasons for lower use of self-regulated learning strategies in online learning setting. The responses from the participants were coded thematically and the relevant codes were categorized. There

has been decided on two themes, each including two categories. Themes, categories, and codes are designated as;

1. External Factors (Theme 1)
   a. Lack of social engagement (Category 1)

      (Codes: lack of communication, interaction, acquaintance with classmates, physical distance, collaboration opportunities, external study sources)
   b. Assessment related factors (Category 2)

      (Codes: lack of assessment tools, competitive atmosphere of the classroom, no assignment-projects, need for learning assessment methods)
2. Students' Individual Factors (Theme 2)
   a. Learner characteristics/personality (Category 1)

      (Codes: shyness-introversion, lack of self-confidence/self-esteem, fear of being humiliated)
   b. Learner attitudes-beliefs (Category 2)

      (Codes: low motivation, unwillingness to learn, indifferent attitudes)

The findings of the qualitative data have been mainly written under the titles of the abovementioned themes. The categories have been explained with the examples which have formed the codes in detail. Some extracts from participants' responses have been transcribed and demonstrated so as to support the results.

4.2.1. External Factors for Lower Use of SRL Strategies in Online Learning Setting

Examining OSRL strategy use of the students is the main purpose of this study and the quantitative findings have revealed that the students have relatively lower use of self-evaluation and help-seeking strategies compared to the other sub-domains of OSRL which are time management, goal setting, environment structuring, and task strategies. When the underlying reasons were questioned during the interview, it was realized that *lack of social engagement* and some *assessment related factors* may have caused the students to apply these two sub-skills less.

Lack of social engagement seems to be a main problem during online learning since the students emphasized lack of any interaction or communication with both teachers and classmates, the physical distance as a result of attending classes on their

own homes, being unfamiliar with others, and need for any common activity with peers. Moreover, the students indicated that they were utilizing external study sources such as YouTube and internet forums when they needed help which decreases the need for communication for others. They mostly complained about the acquaintance issue with others stating that they were not provided any opportunity to meet their classmates and teachers before, thus they were unable to get in contact with others as demonstrated below;

Excerpt 1

P3. *"Last year, we didn't know each other so I couldn't compare myself to the others because of minimum interaction with the teacher and my classmates...Everybody was out of contact..."*

Excerpt 2

P 9. *"I could reach anything stuck in my mind via the Net... the ones who attended classes more, also, didn't consult others for help since they were able to find anything that they want to know on their own"*

Excerpt 3

P12. *"... We had no communication last year because we had not met each other... That's why we didn't ask for help from each other."*

Most of the students stated the need for meeting friends and teachers, knowing them to feel more comfortable and thus to start communicating more for assessing their levels and seeking for assistance. The findings correspond with lower use of some OSRL strategies in questionnaires and provides a deeper understanding of its underlying reasons. Another factor related with lower use of OSRL strategies relates to the students' self-assessment of their knowledge. During online education, there was not hold enough examination and additionally failing the class rules were removed as reported by the interviewees; thus every student passed the classes disregarding their academic levels. The students stated that 'lack of assessment tools' such as exams, assignments, and projects negatively affected their assessment of their own and their classmates' levels. Thus, they were unable to compare what they had learned differently from others. Furthermore, some students complained about the atmosphere of online classes. It lacked a competitive environment compared to traditional face-to-face classes since students were not allowed to use cameras on and thus the importance of active participation decreased which caused the students not to be able to compare themselves with others so as to evaluate themselves. A few students mentioned that

they were unfamiliar with any method to evaluate themselves. Some quotes from the participants are given to justify their reasons to use less strategies related to self-evaluation as;

Excerpt 1

P11. *"... Because, at the end of the day, what I learned or what I knew was not questioned by the school. So, I didn't feel the need to evaluate myself as there wasn't anything like an exam to measure my knowledge."*

Excerpt 2

P10. *"We didn't try hard because there wasn't a controlling system. During online education, the teachers' influence on the students is not like in the F2F education... Even I felt like it was not necessary to attend online classes.*

The interviewees agreed on the idea that a need for assessment should have been provided by the school. Otherwise, they were unable to compare themselves with others and accordingly, stimulate themselves and evaluate what they learned. The absence of a competitive atmosphere in online learning, also, caused the students to assess themselves less.

4.2.2. Students' Individual Factors in OSRL Strategy Use

When the interviewees were questioned about the use of strategies to assess themselves and seek for assistance especially for the academically low students, they addressed to the issues related to 'learner characteristics' and 'learner beliefs and attitudes'. According to most of the participants' responses, the sense of humiliation, for instance, prevents students to ask for help from their teachers and classmates. They feel like the others will insult them due to demanding any knowledge that the others already know. In addition, some students are described to have a shy personality or less confidence to ask a question. These traits have been demonstrated as reasons not to contact others for assistance as in the excerpts;

Excerpt 1

P7. *"Some may feel shy. Let's say I fail to understand something; other students may make fun of me. The same age group may ridicule each other... I'm 14 and they are also 14. But an older person, let's say in her 30s, may not ridicule; but students may abstain from asking their own friends."*

Excerpt 2

P1. *"The ones who hesitate to ask for help with low academic achievement, they worry about being humiliated. Or being teased, ridiculed…"*

The individual differences mentioned by the interviewees are considered to inhibit students' use of some strategies. Some students may refrain to contact others as a personality trait regardless of their academic standing. Moreover, applying less strategies can cause failure and conversely, students with low-academic achievement may be hesitating more to use some strategies, according to the interviewees' opinions. These types of characteristics were attributed to create a context where students demanded less from each other and collaborated in a limited amount.

As another critical point, participants discussed the role of learner beliefs and attitudes in OSRL strategy use. Indifferent attitudes and being reluctant for the classes were mentioned as the reasons not to ask for help since it was not regarded meaningful for some students, especially academically poor ones. Besides, motivation was asserted to be a critical factor the lack of which might have caused to conduct strategies less frequently. Some quotes from the interviewees are given below;

Excerpt 1

P11. *"Actually the students with low achievement do not mind the lessons much. So they don't feel the need to ask any question or seek help."*

Excerpt 2

P4. *"Because of pandemic, the students were bored at home… and in this situation, we were afraid of facing our academic standing since we weren't eager to study. So we didn't feel like evaluating ourselves.*

The findings of the interviews have revealed that students have a number of reasons to use some OSRL strategies less than others in the context of their learning. Some are reported to be external such as lack of a more engaging learning environment and assessment tools. Getting contact with others, meeting their friends, communication and interaction for the sake of learning, cooperation, and dependence to other sources prevent the need for help-seeking and self-evaluation in addition to more evaluative and competitive learning context. Furthermore, some individual differences such as personality and attitudes among students may inhibit the use of the same aforementioned strategies. Shyness, low self-esteem, low motivation, and reluctance to learn seem to be salient factors in using specific strategies.

This part of the study has provided information from interviewees explaining the underlying reasons of Self-Regulated Learning Strategy use of students in distance education. The quantitative data results have been justified through analysing qualitative data. The next section will present the discussion of all the findings concerning the relevant literature.

CHAPTER 5

DISCUSSION AND CONCLUSION

Right after the Covid-19 pandemic in the beginning of 2020, Turkish government announced to start online educational activities for all students around the country. A critical shift was experienced in learning process by all stakeholders of educational field, particularly students and teachers, since online learning platforms immediately replaced traditional classrooms. Therefore, students were required to be autonomous to manage this brand new learning process. It is noteworthy to shed lights on the importance of self-regulation in distance education. The primary aim of this study was to examine high school students' use of online self-regulation strategies and the differences in using these strategies between the groups of students with different academic achievement levels; additionally, the role of gender and course attendance in OSRL strategy use were examined for high school students. In this section, the results and findings of the study are interpreted in consideration of the related literature on OSRL. Concluding part propounds a summary of discussions, limitations and offerings for future researches. The discussions were written addressing to the research questions.

5.1. Research question 1: What is the online self-regulated learning strategy use of the learners of EFL in a high school?

When the OSRL levels of the participants were investigated, it was found out that structuring environment and goal setting level of the students are high while time management, task strategies, self-evaluation, and help-seeking skills are at medium-level which means the students reported themselves as successful or moderately successful in all constituents of OSRL. However, as a remarkable finding, this study revealed that structuring the environment ranked the highest level in keeping with the previous studies by Korkmaz and Kaya (2012), Su et al. (2018), and Kulusakli (2021) who obtained the highest score in the factor of 'structuring the environment' likewise. This finding proved that the students perceived themselves evidently successful at creating an appropriate studying atmosphere and finding a comfortable location and setting where they can study efficiently without distractions. The reason may be that it involves nobody else but only the learners themselves to arrange their learning setting.

In online learning, it can be easy for students to organize their setting as they are free to choose any place or any time to study so as to be highly concentrated. It, also, can be considered as the most effortless strategy to follow as it requires only setting a physical atmosphere and does not require any specific knowledge. When the participants of this study is considered, they were at home during distance education because of the Covid-19 restrictions. Therefore, finding a place to study at home must have been easy since most of the students have their personal PCs or smartphones that they could take anywhere with themselves. Lynch and Dembo (2004) made a point of that the students are not in structured and controlled classroom in distance learning, hence they can take the responsibilities easily to structure environment at home or any other place. Those students also can be assumed to be successful at preparing themselves mentally. Zimmerman (1998) asserts that forethought phase of SRL skills and strategies is responsible for the environmental structuring which leads us to the idea that "these learners may be best described as belonging to a profile of forethought-endorsing self-regulators" and they need "to be concerned with self-regulation in the a priori or proactive sense." (Barnard-Barak et al., 2010, p. 73). Additionally, the senses of people who can direct their learning themselves "are mobilized to strategically regulate behaviour and the immediate learning environment." (Zimmerman, 1989, p. 336). It is a crucial strategy boosting learning in the first phase of self-regulation and learners are suggested to reorganize their studying setting by using this strategy for a more efficient and concentrated online learning. Contrary to this, help-seeking mean score was the lowest among all strategies, following the factor of self-evaluation. In accordance with some previous findings, the finding that seeking for assistance ranked the lowest was supported in the study by Puzziferro (2008) which reached the same conclusion. Nevertheless, apart from being the lowest factor, participants regarded themselves moderately successful at asking for help from others as in the studies by Kirmizi (2013) and Kulusakli (2021) which means even if it is the strategy that the students adopted the least, they still use it quite fairly. This strategy is critical to organize and direct learning by requesting assistance from others who are thought to be more knowledgeable and it engages students in interacting and sometimes collaborating with others as in the definition by Newman (2002, p. 137) "a self-regulative strategy that students must carry out through social interaction with others." According to Zimmerman (1998), seeking for help and deciding 'with whom' to collaborate reflects

'social aspect of learning'. Thus, this strategy may seem more demanding especially for hesitant or shy people as it involves others to use it.

However, using this strategy requiring social interaction may seem challenging for especially online students who do not meet face to face and have difficulty in making friends or develop a relationship with others such as peers and teachers as in the context of the present study. As a result, it cannot be neglected that online learning have caused not only a physical but also a psychological distance between student-student and student-teacher. Hood et al. (2015) justified that a more detailed and specific analysis could be achieved using qualitative methods in self-regulation and study context by the help of investigating learning behaviour regarding its background. A follow-up interview thoroughly examined why students' help-seeking skills are not developed as the other strategies. The interviewees reported that *lack of social engagement* caused them not to apply this strategy much. They added that some students benefited from *external supplementary resources* such as Internet or books when they needed help during distance education. Use of external resources were reported generally to be used by high-achievers during the interviews. Successful students apply other materials, especially the Internet, instead of contacting with peers or teachers when they need assistance. This idea would be supported with a study by Gonida et al. (2018) who found out that most talented students perceive help-seeking strategy disgracing and ego threat and thus avoid getting assistance and become a more self-regulated learner. The use of external study sources such as YouTube videos or websites seem to be quite common among students. This generation, as born digital, takes the advantage of technology upmost. Accordingly, it can be thought rather sensible for students to apply to the Internet instead of asking other people who they do not interact or even have ever met.

As another considerable finding, the reasons why self-evaluation skills were being used less compared other constituents were asked in the interview. The participant claimed *lack of assessment tools, competitive atmosphere of the classroom and also lack of communication and interaction* as the main causes. According to Zimmerman (1989) "self-evaluation depends on such personal processes as self-efficacy, goal setting, and knowledge or standards, as well as self-observed responses." (p. 334). Requiring all these skills, self-evaluation could not be a preferred strategy for the students in this study seeing that they suffered from lack of integration in the classes and being far from school in addition to their lack of awareness and knowledge

how to evaluate their own performance. They were not assessed by exams or given tasks, projects, and assignments as often and strict as in the traditional lessons which left nothing impulsive for them to endeavour and learn their levels to comprehend subjects better. Additionally, lack of cooperation and group works, which were also mentioned by the interviewees, might be causing less interaction, thus they may difficulty in comparing themselves with others to see their levels in a more competitive learning environment.

In conclusion, use of self- evaluation and help-seeking may be more demanding for the students since it requires controlling one's own behaviour. According to Barnard-Brak et al. (2010), help seeking and self-evaluation are regarded "behaviours more typically associated with the performance control and self-reflection phases" in the process of developing SRL strategies and skills, and they recommend that "these learners may be best described as belonging to a profile of performance control or self-reflection-endorsing self-regulators." (p. 73). These skills might be more formidable and though to adopt especially during distance education when the students had difficulties in socializing online and getting contact to others. However, it should be remembered that if the students have the chances to freely communicate without hesitation so as to ask for assistance or evaluate themselves, these skills can be enhanced. Consequently, the crucial role of self-regulatory skills such as help seeking and self-evaluation should be considered specifically for more autonomous learning which is required in online learning context.

5.2. Research Question 2: Are there statistically significant differences between the use of online self-regulated learning strategies by EFL learners with different academic achievement levels?

In accordance with the literature, this study hypothesized to find statistically meaningful differences between OSRL use of students with different academic achievement (AA) levels as in the study by Barnard-Brak et al. (2010). However, the findings on the role of OSRL for AA vary in accordance with different context and the studies may generate contrasting results. Price (2017) unveiled that there was a negative and weak relationship between academic performance and overall OSRL among a group of online high school students. Likewise, in terms of the present study, the differences between the OSRL levels of the students at different AA levels were found to be statistically insignificant in all dimensions except help-seeking.

Academically low-achievers (unsuccessful students) were found out to be abstaining from asking for help compared to the other two groups

When the students were asked to clarify this finding during the interview, they indicated those students may have individual factors affecting their strategy use such as *learner beliefs and attitudes toward learning* or suffer from some *learner characteristics* in addition to *lack of social engagement* as mentioned earlier. Learners' beliefs and attitudes such as low motivation, unwillingness to learn and indifferent attitudes were articulated by interviewees to cause the hesitation to use help-seeking strategy especially among low-achievers. As the participation was not compulsory, most students lost their attention to the lessons, hence adopted uninterested attitudes during online learning. Berger et al (2021) reported that loneliness, social isolation, being out of touch with friends, and feeling bored were main problems for students because of lockdowns and restricted study time at home schooling during Covid 19 period. This frustration is clearly seen in the responses of the interviewees in this study. In addition, low self-confidence and shyness as personality traits seem to be barriers to request assistance since help-seeking strategy requires to have social skills. In their study to develop a structured interview for assessing SRL strategies, Zimmerman and Martinez-Pons (1986) revealed that successful students depended on social resources for aid compared to unsuccessful ones in accordance with emphasizing social learning. The successful ones received more support from instructors, classmates, and adults. However, low-achievers, in this study, most probably hesitate to talk to others when they need help as it involves in being more self-confident and social in addition to demanding motivation with a positive attitude towards learning. If those students had an opportunity to meet their friends at school face to face and interact more often, they could have felt more confident in the times of need. Rivers et al. (2021) emphasized the importance of peer-to peer communication explaining that low-achievers lacked support from their peers to be able to deal with high rates of anxiety and decreasing motivation when they were feeling lonely and had to study separately, far from their friends during the pandemic. Some students have trouble with asking for assistance from peers and teachers due to the feeling of embarrassment and so avoid getting help (Karabenick & Dembo, 2011, cited in Kulusakli, 2021).

Help-seeking may be a remedy for students to achieve better academic result if they can get in contact with peers for certain. Raising their help-seeking level may stimulate their motivation to actively participate in classes and prevent the feeling of

blankness especially for low-achievers. Besides, the roles of communication, interaction, and cooperation cannot be neglected as mediators of academic achievement in online self-regulated learning. Barnard et al (2008) did not find a strong relationship between OSRL and academic achievement; however, they defended the crucial role of self-regulated learning behaviour in online learning. According to their ideas, a sufficient degree of engagement in online self-regulation can be maintained with positive perceptions of online course communication and collaboration which may positively influence academic achievement.

To sum up, considering social learning, the students should be encouraged to socialize more so as to be better self-regulators in online learning. Encouraging them to control self-beliefs can trigger their motivation and self-efficacy which may possibly result with better academic achievement. Otherwise, it would become a vicious circle that the more they hesitate to communicate, the more they lose their interest and; the more they are uninterested, the more they are handicapped to seek help. The interaction of SRL processes are also needed for better academic outcomes as seen in the present study that behavioural process which involves help-seeking is highly interrelated with motivational process requiring affective factors such as self-efficacy and motivation.

5.3. Research question 3: Are there statistical differences between female and male students' use of self-regulation strategies?

When the use of OSRL between female and male students were analysed, it was detected that their level of OSRL did not differ with regard to their gender. Similarly, Korkmaz and Kaya (2012), Kırmızı (2013), and Gonida et al. (2018) have obtained a similar result and did not find a positive and meaningful relationship between female and male students. In the scope of the present study, the number of female participants are noticeably higher than the male students which might have affected the results.

5.4. Research question 4: Does online self-regulatory strategy use of learners of EFL differ in regards to their course attendance?

Attendance is a determinant for learning behaviour in traditional classes however it has been a matter of research only for few studies. The results of a study on online engagement and performance by Lu and Cutumisu (2022) revealed that attendance is not the only predictor of performance, yet it has a positive effect on

performance by activating OSRL and so leads to a better performance. In the context of this study, there has been found that attendance is predictor of using OSRL strategies including goal setting, structuring environment, task strategies, time management, self-evaluation constructs except for help-seeking. For the reason that OSRL strategy use can be raised with attendance, the students need to continue attending online classes.

When the interviewees were asked why the students did not request any help independently of attendance, they stated *lack of communication* and *external study resources* as main reasons. During online learning, conscious students are expected to consult other resources to find the necessary information for themselves, instead of asking other people. However, if the communication barrier is negotiated, seeking for assistance when needed can be a more often applied strategy for all students. Indeed, these responses bring us to the same results with relatively low use of help-seeking among all OSRL strategies mentioned before. Thus, increasing the use of this strategy can be beneficial for students to make them more autonomous.

Furthermore, attendance is a crucial matter of subject for OSRL. However, as it was not compulsory during the pandemic and the classes were not interactive, students being online in class did not literally mean they were actively there engaging in lessons. It should be provided in online learning settings that attendance mean active participation rather than hiding behind screens. Since it was reported several times during the interviews that some students were physically online in classes as they had stated in the questionnaire; however, that does not mean that their focus is on the lesson. Thus, some precautions for more active participation can be resulted in better OSRL strategies, actually. In this way, they can communicate more and develop better relationships for more use of help-seeking strategy which was the only subdomain found to have a negative relationship with attendance. In addition, their indifferent attitudes can be altered with active participation and they may develop a concerning attitude, instead. This result seems related with relatively low help-seeking level of students mentioned above. If their level of seeking for assistance raises in general by socializing, their attendance may increase with the feeling of belonging.

5.5. Conclusion

Teachers and students abruptly encountered radical changes as a result of that schools were obliged to switch to distance learning in spring 2020 owing to the COVID-19 pandemic. Shifting from traditional learning to online in a short notice can

be seen as the source of the problems; for the reason that educational institutions were not ready for such an enormous change. Focusing on the necessity of self-regulated learning in distance education, our study suggests that online self-regulatory behaviours should be taken into consideration for a better learning environment in which such problems are removed. Developing self-regulated learning is considered to be a proactive process (Barnard et al., 2009) and therefore it must evolve as the learning context transforms and enhances.

The vast majority of students in this study reported that asking for assistance and evaluating themselves were relatively challenging. Considering the challenges in distance education such as social isolation, lack of interaction, low-motivation, and need for collaboration, students can be expected to have a little problem in meeting self-regulatory demands and organizing their own learning process. Fundamentally, various contexts where self-regulated learning is measured may affect the use self-regulatory strategies and its connection with academic achievement. Thus, how self-regulated learning mediate or affect academic achievement should be investigated as many times as possible in various learning contexts. Additionally, it is evident that understanding and using self-regulated learning strategies extensively differ from a student to another. (Zimmerman & Martinez-Pons, 1990). Thus, it may help educational stakeholders focus on the individual differences to determine what is needed for learners to regulate their own learning.

To sum up, self-regulation is of vital importance for distance learners since they are far from a classroom atmosphere and need self-directed learning more. In this self-directedness, a self-regulator cannot be considered to be separate from the social environment. This process is associated with social learning which does not occur on its own, yet necessitates 'environment and social behaviour'. An ideal learning can generate with mutual and active involvement of person, behaviour, and environment as highlighted in Bandura's social cognitive theory attaching importance to social context. It may not be incorrect to say that self-regulation is context-dependent, accordingly; it should be measured in a variety of learning environment so as to see the needs of the students in that context to make them better self-regulators. Thus, it must be understood by the educational institutions that self-regulated learning should be the focal point for distance education. Promoting student-centered learning and encouraging learners to regulate their own learning can gain favour not only for language learning but also for

life-long learning. Thus, online learning settings are to be designed to motivate students and raise their self-efficacy to be able to engage them in their own learning.

5.6. Educational Implications for the Present Study

Concerning the rising demand for distance education, the learners have been required to take more responsibility for their own learning. It is likely that methods of teaching and learning vary in consideration of this kind of education. As a results of that, self-regulatory process which attaches importance to autonomy and self-directedness has gained more significance in online learning settings. In respect to the need in focusing students' attitudes toward learning in online learning after the Covid-19 outbreak, the present study undertook to investigate the self-regulatory behaviours of learners of EFL in an online learning environment. The use of online self-regulated learning strategies was examined in regard to the students' academic achievement, gender and course attendance. Based on the findings, several practical recommendations can be suggested particularly to promote OSRL.

In terms of enhancing help-seeking strategy use, spending a little time at school together or mingling in a variety of activities to break the ices between students might encourage students to socialize. Some precautions for more active participation can also be resulted in better OSRL strategies. In this way, they can communicate more and develop better relationships for more use of help-seeking strategy which was the only subdomain found to be statistically insignificant in terms of attendance. In addition, their indifferent attitudes can be altered with active participation and they may develop a concerning attitude, instead. The online learning platforms are also needed to be formed and arranged accordingly. Some engaging activities may be favourable to raise student-student and teacher-student communication and collaboration.

In addition, self-evaluation skills which was reported to be relatively low among all can be improved by online group works and various assessment methods so that students will be able to find opportunities to compare and evaluate themselves. An assessment system in distance education, preferably as strict as the traditional education, is needed to inform students about their current academic levels. Therefore, the students can take the online lessons more seriously and their attitudes and beliefs may change which may lead to higher motivation. Moreover, without any prior knowledge, students were expected to regulate their online learning during that process; however, they should be provided awareness of self-regulated learning and their use of

strategies should be enhanced following the decision of starting online education. Online learning should be aligned with a certain amount of support provided by teachers and institutions so as to equip students with self-regulatory behaviours. Furthermore, transferring self-regulated learning to online setting requires use of cognitive, metacognitive and motivational beliefs. Especially self-motivation can trigger their self-efficacy believes with a variety of online learning activities which may result in more self-directed and independent learning which is the ultimate aim in online education.

At the end, it should be remembered that all students are capable of acquiring if they are supported efficaciously and OSRL strategy use develops their control over learning behaviour and setting. According to Hood et al. (2015), each person's self-regulation is unstable yet alters based on the learning context. The significant point is to unveil the needs of the students in terms of OSRL and clear the path ahead to make them more independent learners who can direct and manage their own learning by raising their motivation, self-efficacy and confidence. The first step should be removing barriers of the learning environment and turn learning from distance into an advantage.

5.7. Suggestions for Future Researches

The outcomes of this study can provide beneficial and significant recommendations for future OSRL and teaching for high schools, especially for English Language lessons. As the findings of the present study revealed weak or no relationship between OSRL and academic achievement, relationship of OSRL with some other variables such as motivation or self-efficacy beliefs can be a matter of research for future studies.

Improving OSRL of students may lead to more autonomous and independent learners who can direct their own learning for life-long. Teachers may emphasize the importance of actively attending online lessons more and encourage students to interact and communicate more often. A future research may implement self-regulation strategies in curriculum so that students may be acknowledged and encouraged to adopt them by their teachers explicitly.

As this study's social profile of participants was homogenous and the students did not have much varieties, there could not be found a great deal of outstanding results. Future research may analyse different profiles in terms of OSRL and academic achievement. Additionally, how to develop help-seeking skills of online learners can be

added to the literature to trigger social learning which is an inevitable necessity for online learning.

Another implication for future researches may be conducting a study using a correlation or regression analysis on academic achievement and self-regulation strategy use of learners of EFL in online learning environment so as to reach more steady results.

5.8. Limitations

First, the academic achievement was based on students' exam results belonging to the previous year. It was a short and multiple choice test. Multiple choice tests may be deceptive as they do not reflect the exact knowledge of students. However, it was the only option to use as an indicator of academic achievement seeing that there were not exams and it was impossible to assess their academic levels in some other ways.

Secondly, in terms of reliability, students sometimes give inconsistent answers in questionnaires. A few students had reported not to attend any classes; however, they answered the questions about lessons. When they were asked about this problem during the interview, one student told that he had attended lessons first few weeks and also considered the previous year when the pandemic and online education had started. They actually had an idea about online classes although they reported not to participate any classes.

In regards to the follow-up interviews, the participants were chosen among those who were volunteer to participate the study because of that students would not like to be forced to participate in interviews and there was a time limit to find participants. However, reaching and selecting the interview participants among the ones who were academically low and also had lower level of help-seeking and self-evaluation skills might have provided more precise results.

Finally, the students' attendance duration and number of correct answers in English test of LGS are self-reported. They were not accessed through since it would be really time-consuming to request all the participants to find and hand in their exam results which belonged to the previous year. This might have reduced the number of participants which might cause loss of data. In addition, attendance was non-compulsory, accordingly; the knowledge of attendance for per student was inaccessible through the institution.

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APPENDICIES

Appendix A. Ethics Committee Approval

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Merve DEMİREL
ÖĞRENCİ NO	20198021
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Türkiye'de Bir Lisedeki Uzaktan Eğitimde Yabancı Dil Olarak İngilizce Öğrenenlerin Çevrim içi Öz-Düzenleyici Öğrenme Stratejileri ve Akademik Başarıları
TEZİN AMACI	Çalışmanın amacı uzaktan eğitimde yabancı dil öğrenenlerin öz-düzenleyici öğrenme stratejileri kullanımlarını ve bu stratejilerin akademik başarı, cinsiyet ve derse katılım süresi ile arasındaki ilişkiyi bulmaktır.
TEZİN TÜRKÇE ÖZETİ	Öz-Düzenlemeli Öğrenme (SRL) öğrencilerin etkili öğrenmesi ve akademik başarısının önemli bir öncülü olarak kabul edilmektedir. Öz-düzenleyici öğrenmesi yüksek öğrenciler kendilerine uygun stratejileri bağımsız ve etkili şekilde kullanarak öğrenme süreçlerini seçer, düzenler ve yönetir; ayrıca, bu süreci gözlemleyebilirler. Öğrenciler, öğrenme süreçlerinde aldıkları bu görev ve sorumluluktan dolayı, geleneksel yüz yüze yapılan derslere kıyasla, başarıya ulaşmak için kendi öğrenme süreçlerini daha fazla düzenlemeleri gereken uzaktan eğitimde bu öz-düzenleyici öğrenme stratejilerine daha çok ihtiyaç duyarlar. Bu korelasyon çalışmasının amacı, uzaktan eğitimde yabancı dil öğrenenlerin akademik başarıları ve öz-düzenleyici öğrenme stratejileri arasındaki ilişkiyi araştırıp, bulmaktır. Buna ek olarak, öz-düzenleyici öğrenmenin alt basamakları ve akademik başarı ilişkisi de bu araştırmanın konusudur. Araştırmanın katılımcıları yaklaşık olarak bir yıldır uzaktan eğitim alan 376 lise öğrencisidir. Katılımcılar, rastgele olmayan örneklem tekniğiyle seçilmiştir. Veri toplama araçları çevrim içi öz-düzenleyici öğrenme anketi ve öğrencilerin LGS sınavı İngilizce test skorlarıdır. Veri analizi için, değişkenlerin ortalama, medyan, mod ve standart sapma gibi betimsel istatistikleri ve Pearson korelasyon katsayısı bulunacaktır. Bulgular, öğrencilerin öz-düzenleyici öğrenme strateji kullanımı ve akademik başarıları olarak iki nicel değişkenin korelasyonunu ve ayrıca, akademik başarının her bir alt basamakla korelasyonunu açığa çıkaracaktır. Son olarak, kız ve erkek öğrencilerin öz-düzenleyici öğrenmeleri arasındaki istatistiksel fark, t-test ortalamaları aracılığıyla belirtilecektir. Anahtar sözcükler: Öz-düzenleyici öğrenme, uzaktan eğitim, akademik başarı
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	T.C. MİLLÎ EĞİTİM BAKANLIĞI İSTANBUL/KAĞITHANE-AHMET BUHAN ANADOLU LİSESİ
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Ahmet Buhan Anadolu Lisesi-Kağıthane İlçe Milli Eğitim Müdürlüğü-İstanbul-Kağıthane
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	Çalışma, İngilizce'yi yabancı dil olarak öğrenenlerin uzaktan eğitimde, Çevrimiçi Öz-düzenlemeli Öğrenme Stratejileri ve akademik başarıları arasındaki ilişkiyi ölçmek amacıyla Milli Eğitim Bakanlığı bünyesindeki Kağıthane İlçe Milli Eğitim Kurumu'na bağlı Ahmet Buhan Anadolu Lisesi'ndeki 9. sınıf öğrencilerine anket ve görüşmeler aracılığıyla uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Çevrimiçi Öz-Düzenleyici Öğrenme Anketi - Öz-düzenleyici Öğrenme Görüşmesi
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, …. V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 2 (iki) Sayfa Çevrimiçi Öz-Düzenleyici Öğrenme Anketi. 2)1 (bir) Sayfa Çevrimiçi Öz-Düzenleyici Öğrenme Görüşmesi.

ÖĞRENCİNİN ADI - SOYADI: MERVE DEMİREL	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır. TARİH: 16 / 02 / 2021	TARİH: 16 /02/ 2021

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ....faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Jülide İNÖZÜ	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz Şahinkarakaş
Unvanı : Prof. Dr.	Unvanı:	Unvanı: Doç.Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınm	İmzası:	İmzası:Evrak onayı e-posta ile alınmıştır.	İmzası:Evrak onayı e-posta ile alınmıştır.
... / ..... / 20....	.... / .... / 20....	.... / .... / 20......	.... / .... / 20....

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER	

Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN (y. Dr. Öğr. Üyesi Sami DOĞRU)**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA (y. Arş. Gör. Özge ÇETİNER)**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: ....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : ....
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : ....
...... / ..... / 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 Yedek Üyesi

OY BİRLİĞİ İLE	X	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.
OY ÇOKLUĞU İLE	◯	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix B. Online Self-Regulated Learning Questionnaire

Çevrimiçi Öz-Düzenleyici Öğrenme Ölçeği	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1 Çevrimiçi derslerdeki görevlerim/ödevlerim için ölçütler belirlerim.	5	4	3	2	1
2 Uzun vadeli (aylık veya dönemlik) hedeflerimi belirlemenin yanı sıra kısa vadeli (günlük veya haftalık) hedeflerimi de belirlerim.	5	4	3	2	1
3 Çevrimiçi derslerimde, öğrenebilmek için beklentilerimi yüksek tutarım.	5	4	3	2	1
4 Çevrimiçi derslerimde, çalışma zamanımı yönetmeme yardımcı olması için hedefler belirlerim.	5	4	3	2	1
5 Çalışmalarımın çevrimiçi olması, onların kalitesinden ödün vermemi gerektirmez.	5	4	3	2	1
6 Dikkatimi çok fazla dağıtmayacak bir çalışma ortamı seçerim.	5	4	3	2	1
7 Çalışmak için rahat edebileceğim bir yer bulurum.	5	4	3	2	1
8 Çevrimiçi derslerime en verimli nerede çalışabileceğimi bilirim.	5	4	3	2	1
9 Çevrimiçi derslerime çalışmak için dikkatimi derslere en fazla verebileceğim zamanı seçerim.	5	4	3	2	1
10 Çevrimiçi derslerimde daha kapsamlı ve dikkatli not tutmaya çalışırım. Çünkü çevrimiçi derslerde not tutmak, geleneksel sınıf ortamındaki derslerle karşılaştırıldığında öğrenme açısından çok daha önemlidir.	5	4	3	2	1
11 Dikkatimin dağılmasını önlemek için çevrimiçi gönderilen öğretim materyallerini yüksek sesle okurum.	5	4	3	2	1
12 Sormak istediğim soruları, çevrimiçi tartışma veya sohbete katılmadan önce hazırlarım.	5	4	3	2	1
13 Ders içeriğini daha iyi öğrenebilmek için, tüm öğrencilere verilen alıştırmalara ek olarak farklı alıştırmalar üzerinde çalışırım.	5	4	3	2	1
14 Çevrimiçi derslerin geleneksel derslere göre daha fazla zaman gerektirdiğini bildiğim için, bu tür derslere daha fazla çalışma zamanı ayırırım.	5	4	3	2	1
15 Çevrimiçi derslerime çalışmak için günlük veya haftalık tutarlı bir zaman çizelgesi hazırlarım ve bu çizelgeye uyarım.	5	4	3	2	1
16 Çevrimiçi derslerde devam zorunluluğumuz olmamasına rağmen, çalışma zamanlarımı günlere eşit olarak dağıtmaya çalışırım.	5	4	3	2	1

17	Yardıma ihtiyacım olduğunda, danışabilmek için ders içeriği ile ilgili, bilgili birisini bulurum.	5	4	3	2	1
18	Uğraştığımız problemlerin neler olduğunu ve bu problemleri nasıl çözeceğimizi öğrenmek için çevrimiçi sınıf arkadaşlarımla problemlerimi paylaşırım.	5	4	3	2	1
19	Gerektiğinde, sınıf arkadaşlarımla yüz yüze görüşmeye çalışırım.	5	4	3	2	1
20	E-posta yoluyla öğretmenimden yardım alma konusunda ısrarcıyımdır.	5	4	3	2	1
21	Öğrendiklerimden neler anladığımı denetlemek için özet çıkarırım.	5	4	3	2	1
22	Bir çevrimiçi ders çalışırken, ders materyalleri hakkında kendi kendime pek çok soru sorarım.	5	4	3	2	1
23	Çevrimiçi derslerde ne kadar başarılı olduğumu ortaya çıkarmak için sınıf arkadaşlarımla haberleşirim.	5	4	3	2	1
24	Sınıf arkadaşlarımdan farklı olarak neler öğrendiğimi ortaya çıkarmak için sınıf arkadaşlarımla haberleşirim.	5	4	3	2	1

Bu araştırma, öz-düzenlemeli öğrenme ve akademik başarı arasındaki ilişkiyi ölçmeyi hedeflemektedir. Bu ankette sizlere, strateji kullanımınızla ilgili kişisel görüşleriniz sorulmaktadır. Lütfen soruları yanıtlarken, çevrim içi İngilizce derslerinizdeki strateji kullanımınızı dikkatlice düşünün. Yanıtlarınız ve isimleriniz gizli tutulacaktır, katılımınız gönüllü olacaktır. Lütfen, sizin için en uygun BİR seçeneği işaretleyiniz. İşbirliğiniz ve katılımınız için teşekkür ederim.

Items taken from Korkmaz, O. & Kaya, S. (2012). Adaptıng Onlıne Self-Regulated Learnıng Scale Into Turkısh. *Turkish Online Journal of Distance Education, 13*(1), 52-67.

Appendix C. Online Self-Regulated Learning Interview

OSRL Interview Questions

1. Öğrenciler çevrimiçi derslerde neler öğrendiğini ölçmek ya da kendilerinin ne seviyede olduğunu bilmek için pek çaba göstermiyor. Bunun sebebi ne olabilir? (Kıyaslama yapmak için sınıf arkadaşlarıyla online iletişime geçmek mi zor geliyor? Ya da kendi kendine sorular sorarak düzeyini ölçmek zor mu? Uzaktan eğitimde diğer öğrencilerin durumunu görmediği için kendi seviyesini de merak etmiyor mu? Sınıfta olsa durum ne olur?)

2. Öğrenciler çevrimiçi derslerle ilgili yardıma ihtiyaç duyduğunda neden birilerine danışmaktan uzak duruyor? (Online olduğu için sürekli temas halinde olmadığınız öğretmen veya arkadaşlarınızdan yardım istemeyi zorlaştırıyor mu? Ya da yardım isteme konusunda internet siteleri veya videolar gibi başka kaynaklara mı başvuruyorsunuz? Yüz yüze olsa yardım isteme konusunda daha rahat hisseder miydiniz?)

3. Öğrencilerin derse katılma düzeyleri yardım isteme düzeylerini etkilemiyor. Yani derse az katılan da çok katılan da yardım için kimseye danışmıyor. Derslere katılım yüksek olsa bile öğrencinin yardım istememesinin sebebi ne olabilir? (Siz ne düzeyde katıldınız? Derslere ne kadar çok katılsanız da yardım isteme konusunda öğretmen ya da arkadaşlarla iletişim eksikliği ya da yeterli bağı kuramama gibi sorunlar mı oluyor? Uzaktan olması sebebiyle derste veya farklı kanallar üzerinden yardım isteyecek kadar yakın hissedemiyor musunuz?)

4. Başarı düzeyi düşük öğrencilerin yardım isteme konusunda çekimser olmasının sebebi ne olabilir? (Bu öğrenciler daha mı çekingen yoksa önemsemiyor mu mesela? Online olması mı bu durumu zorlaştırıyor?)

Appendix D. Çağ University Thesis Questionnaire Application and Permission Request Letter

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T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100002036   15.03.2021
Konu : Merve DEMİREL'e Ait Tez Anket
       İzni Hakkında

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198021 numaralı öğrencimiz olan **Merve DEMİREL**, **"The Relationship Between Self-Regulated Learning and Academic Achievement of English as a Foreign Language Learners in Distance Education at a High School in Turkey"** konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Prof. Dr. Jülide İNÖZÜ** danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışmasında **İstanbul İli Kağıthane İlçe Milli Eğitim Müdürlüğüne bağlı Ahmet Buhan Anadolu Lisesinde halen eğitim görmekte olan 9.Sınıf öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 4 sayfa tez etik kurul izin formu, 5 sayfa Ölçek ve Anketler, 6 sayfa tez etik kurul izin onay e-postaları.

Dağıtım:
Gereği: Bilgi:
İstanbul İl Milli Eğitim Müdürlüğüne   İstanbul Valiliğine

Appendix E. Permission from İstanbul Provincial Directorate of National Education

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-59090411-20-23552284   02/04/2021
Konu : Anket ve Araştırma İzinleri

VALİLİK MAKAMINA

İlgi : Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi.

Aşağıda bilgileri verilen araştırmaların; 6698 sayılı Kişisel Verilerin Korunması Kanununa aykırı olarak kişisel veri istenmemesi, öğrenci velilerinden açık rıza onayı alınması, yüz yüze eğitime geçmiş olan kurumlarımızda, Covid-19 tedbirlerinin araştırmacı ve ilgili kurum idarelerince alınması, bilimsel amaç dışında kullanılmaması, bir örneği Müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun kamuoyuyla paylaşılmaması ve araştırma bittikten sonra 2 (iki) hafta içerisinde Müdürlüğümüze gönderilmesi, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim ve öğretimi aksatmayacak şekilde, 2020-2021 eğitim ve öğretim yılında ilgi genelge esasları dâhilinde uygulanması kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Menderes KAYA
İl Millî Eğitim Müdürü V.

OLUR
02/04/2021
Dr. Hasan Hüseyin CAN
Vali a.
Vali Yardımcısı

Ek:
1- Yazılar ve Ekleri (40 Sayfa)
2- Genelge (3 Sayfa)

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-59090411-20-23552284   02/04/2021
Konu : Anket ve Araştırma İzinleri

ANKET VE ARAŞTIRMA İZNİ UYGUN GÖRÜLENLER
ÇAĞ ÜNİVERSİTESİ

2020 - 2021 EĞİTİM VE ÖĞRETİM YILINDA GEÇERLİDİR

Araştırmacı	Yazı Tarihi	Sayısı	Araştırma Konusu	Araştırma Yeri	Araştırma Kişiler
Merve DEMİREL	15.03.2021	21000 02036	Türkiye'de Bir Lisede Uzaktan Eğitimde İngilizceyi Yabancı Dil Olarak Öğrenenlerin Öz-Düzeyleyici Öğrenme ve Akademik Başarısı Arasındaki İlişki	Kağıthane İlçesi	Ahmet Buhan Anadolu Lisesi Öğrencileri

Appendix F. Consent Form

ÇAĞ UNIVERSITY ELT MA PROGRAMME

RESEARCH TITLE: THE RELATIONSHIP BETWEEN ONLINE SELF-REGULATED LEARNING AND ACADEMIC ACHIEVEMENT OF ENGLISH AS A FOREIGN LANGUAGE LEARNERS IN DISTANCE EDUCATION AT A HIGH SCHOOL IN TURKEY

RESEARCHER NAME: Merve DEMİREL

TEL:

E-MAIL:

NAME OF THE PARTICIPANT:

Thank you for your interest in participating in this research project. The following will provide you with further information about the project, so that you can decide if you would like to take part in this research.

Please take the time to read this information carefully. You may ask questions about anything you don't understand or want to know more about.

Your participation is voluntary. If you don't wish to take part, you don't have to. If you begin participating, you can also stop at any time.

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

2. I understand that the purpose of this research is to analyze and explore personality, motivational and socio-cultural factors and their relationship with second language learning of a successful foreign language learner.

3. I understand that my participation in this project is for research purposes only.

4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

5. In this project I will be required to answer the interview questions asked to me by the researcher.

6. I understand that my interviews will be audio recorded.

7. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

9. I understand that given only one participant involved in the study, it may not be possible to guarantee my anonymity.

10. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant's Signature:_____   Date: _____