

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

**INVESTIGATING TERTIARY LEVEL EFL LEARNERS' SELF-  
REGULATION AND THEIR ATTITUDES TOWARD DISTANCE LEARNING  
DURING COVID-19 PANDEMIC**

**THESIS BY**

**Beyza KÖSE**

**Supervisor: Dr. Seden TUYAN**

**Member of Jury: Dr. Betül ALTAŞ**

**Member of Jury: Dr. Deniz ELÇİN**

**MASTER THESIS**

**MERSIN / JULY 2023**

**APPROVAL****REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

We **certify** that thesis under the title of “**Investigating Tertiary Level EFL Learners’ Self-Regulation In Distance Learning During Covid-19 Pandemic**” which was prepared by our student **Beyza KÖSE** with number **20198014** is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Inside permanent member-Supervisor-Head of Examining Committee: Dr Seden TUYAN

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Inside - permanent member: Dr. Betül ALTAŞ

(The Original Copy Hold in the Institute Directorate is Signed.)

Univ. Outside - permanent member: Dr. Deniz ELÇİN

**I confirm that the signatures above belong to the academics mentioned.**

(The Original Copy Hold in the Institute Directorate is Signed.)

04 / 07/ 2023

Assoc. Prof. Dr. Murat KOÇ

Director of Institute of Social Sciences

**Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.**

## DEDICATION

To those who are devoted to research and education

**ETHICS DECLARATION**

Name & Surname: Beyza KÖSE

Number : 20198014

Department : English Language Education

Program : Master Thesis

Thesis Title : Investigating Tertiary Level EFL Learners' Self-Regulation and Their Attitudes Toward Distance Learning during Covid-19 Pandemic

I hereby declare that;

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

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

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

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

The work of art in this thesis is original,

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

04/ 07/ 2023

Beyza KÖSE

## ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to God for opening marvelous doors for me on this path and for the faith, strength, and confidence God has bestowed upon me. In this period, which has been filled with ups and downs, I have reached this point today thanks to the people that God has placed in my life.

I would like to express my sincerest thanks to Dr. Seden Tuyan. It is thanks to her understanding and positive attitude toward me during this period that I have been able to continue on this path. I am truly grateful to her for her invaluable contributions and the feedback she has provided.

I would like to extend my heartfelt thanks to the jury member Dr. Deniz Elçin and Dr. Betül Altaş for their invaluable advice and guidance. Benefiting from their exceptional ideas has been a unique experience for me. I am truly grateful for their magnificent insights.

I wholeheartedly thank Prof. Dr. Şehnaz Şahinkarakaş, Dr. Senem Zaimoğlu, and Dr. Aysun Dağtaş for providing me with wonderful experiences and teachings during my master journey, and for enabling me to see things from a different perspective. I am deeply grateful to them for their valuable insights.

I extend my heartfelt gratitude to Emre Artut, Sezai Özel, Merve Ergin, Çiğdem Şeker, Rahime Üzüm, and Çisem Arslan, who have provided unwavering support during this period and have been more than just friends, but also sources of motivation. I offer them my endless thanks.

I express my infinite gratitude to the highly valuable James Mcinerney, who has enabled me to become aware of my own skills and has been like a mirror reflecting myself back to me.

I offer my gratitude and thanks to my mother Hatice Köse, my father Ramazan Köse, and my sister İlayda Köse, who have never left me alone and have supported me endlessly, leading me to the most beautiful places.

**ABSTRACT****INVESTIGATING TERTIARY LEVEL EFL LEARNERS' SELF-REGULATION AND THEIR ATTITUDES TOWARD DISTANCE LEARNING DURING COVID-19 PANDEMIC****Beyza KÖSE****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****July 2023, 86 pages**

This study aimed to investigate the tertiary level of EFL learners' self-regulation level and attitude toward distance learning during the Covid-19 Pandemic. Quantitative method was adopted. The Self-Regulation Foreign Language Learning Scale (SRFLLS) developed by Senem Zaimoğlu and Şehnaz Şahinkarakaş (2019) was used to measure the self-regulation level of EFL students. In addition, the Attitude Scale Towards Distance Learning (ASTDL) developed by Birol Çelik and Hüseyin Uzunboylu (2020) was used to assess students' attitudes toward distance learning. The study examined whether there are significant differences in students' SRFLL competencies and ASTDL attitudes based on their demographic information, such as gender, school department, and English proficiency. The correlation between the two questionnaires and the relationship within the subscales of the questionnaires were examined for this study. The study included a sample of 120 preparatory EFL students. It was conducted in the 2020-2021 academic year. The findings showed that there is a significant relationship between the SEFLL and ASTDL scales. Curiosity and goal setting were shown to have the most significant mean values in SRFLLS, whereas emotional cost had the lowest mean value. Usefulness and distance learning preference subscales on the ASTDL scale exhibited higher mean values than FTF preference and lack of social presence subscales. Significant correlations were found between the SRFLLS subscales and EFL learners' demographic information. EFL learners with a B1 English proficiency level and female learners were shown to have more vital self-regulation abilities. Gender, department, and English proficiency levels did not significantly correlate when the ASTDL subscales were assessed based on the students' demographic information.

*Key Words:* self-regulation, distance learning EFL learners, Self-Regulation Foreign Language Learning Scale (SRFLLS), Attitude Scale Towards Distance Learning (ASTDL)

## ÖZ

# COVID-19 PANDEMİ SÜRESİNDE YÜKSEKÖĞRENİM İNGİLİZCE ÖĞRENCİLERİNİN ÖZ DÜZENLEMESİNİN VE UZAKTAN ÖĞRETİME KARŞI TUTUMLARININ İNCELENMESİ

Beyza KÖSE

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Dr. Seden TUYAN

Temmuz 2023, 86 Sayfa

Bu çalışmanın amacı, Covid-19 Pandemisi sırasında yükseköğrenim düzeyindeki İngilizce öğrenenlerin öz-düzenleme düzeylerini ve uzaktan öğrenmeye karşı tutumlarını araştırmaktır. Nicel bir yöntem benimsenmiştir. İngilizce öğrenenlerin öz-düzenleme düzeylerini ölçmek için Senem Zaimoğlu ve Şehnaz Şahinkarakaş (2019) tarafından geliştirilen "Yabancı Dil Öğreniminde Öz-Düzenleme Ölçeği (YDÖÖDÖ)" kullanılmıştır. Ayrıca, öğrencilerin uzaktan öğrenmeye karşı tutumlarını değerlendirmek için Birol Çelik ve Hüseyin Uzunboylu (2020) tarafından geliştirilen "Uzaktan Öğrenime Karşı Tutum Ölçeği (UÖKTÖ)" kullanılmıştır. Bu çalışma, öğrencilerin YDÖÖDÖ yetkinlikleri ve UÖKTÖ tutumları arasında cinsiyet, okul bölümü ve İngilizce dil yetkinliği gibi demografik bilgilerine göre anlamlı farklılıklar olup olmadığını incelemektedir. Bu çalışmanın amacı doğrultusunda hem iki anket arasındaki ilişki hem de anket alt ölçekleri içindeki ilişkiler incelendi. Çalışmaya 120 hazırlık İngilizce öğrencisi örneği dahil edilmiştir. Çalışma, 2020-2021 akademik yılında gerçekleştirilmiştir. Bulgular, YDÖÖD ve UÖKT ölçekleri arasında anlamlı bir ilişki olduğunu gösterdi. YDÖÖD ölçeğinde merak ve hedef belirleme en yüksek ortalama değere sahipken, duygusal maliyet en düşük ortalama değeri gösterdi. UÖKT ölçeğinde ise yararlılık ve uzaktan öğrenme tercihi alt ölçekleri, yüz yüze tercih ve sosyal varlık eksikliği alt ölçeklerine göre daha yüksek ortalama değerlere sahiptir. YDÖÖDÖ alt ölçekleri ile İngilizce öğrenenlerin demografik bilgileri arasında anlamlı ilişkiler bulunmuştur. B1 İngilizce seviyesine sahip olan İngilizce öğrenenler ve kadın öğrencilerin daha güçlü öz düzenleme becerileri olduğu görülmüştür. UÖKTÖ alt ölçekleri, öğrencilerin demografik bilgileri temel alındığında, cinsiyet, bölüm ve İngilizce seviyeleri arasında anlamlı bir ilişki bulunmamıştır.

*Anahtar Kelimeler:* öz-düzenleme, uzaktan öğrenme, İngilizce öğrenenler, Yabancı Dil Öğreniminde Öz-Düzenleme Ölçeği (YDÖÖDÖ), Uzaktan Öğrenime Karşı Tutum Ölçeği (UÖKTÖ)

## TABLE OF CONTENTS

COVER.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ETHICS DECLARATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
ÖZ.....	vii
TABLE OF CONTENTS.....	viii
ABBREVIATIONS.....	x
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statements of the Problem.....	2
1.3. Purpose Statement.....	3
1.4. Significance of the Study.....	4
1.5. Limitations of the Study.....	4
1.6. Review of the Literature.....	4
1.6.1. Distance Learning.....	4
1.6.2. Self-regulation.....	8
1.6.3. Self-Regulation in Distance Learning.....	11
1.6.4. EFL Learners' Attitude Toward Distance Learning in the Covid-19 Pandemic.....	14
1.6.5. Related Studies in the Field.....	15
2. METHODOLOGY.....	19
2.1. Introduction.....	19
2.2. Research Design.....	19
2.3. The Content and Participants of This Study.....	19
2.4. Data Collection.....	20
2.5. Data Analysis.....	21
2.6. Procedural Details.....	22



2.7. Validity and Reliability .....	22
3. FINDINGS.....	23
3.1. Findings Regarding Tertiary Level EFL learners' self-regulation level and attitude toward distance learning during distance learning process .....	23
3.2. Findings Regarding the Relationship Between Tertiary Level EFL learners' Self-Regulation and Attitude Towards Distance Learning.....	30
3.3. Findings Regarding Tertiary Level EFL Learners' Self-Regulation Based Upon Their Demographic Information.....	33
3.4. Findings Regarding Tertiary Level EFL Learners' Attitudes Toward Distance Learning Based Upon Their Demographic Information.....	37
4. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS .....	41
4.1. Introduction.....	41
4.2. Discussion .....	41
4.2.1. Discussion of the Research Question 1 .....	41
4.2.2. Discussion of the Research Question 2 .....	45
4.2.3. Discussion of the Research Question 3 .....	46
4.2.4. Discussion of the Research Question 4 .....	47
4.3. Implications.....	48
4.4. Conclusion .....	50
4.5. Limitations and Recommendations for Further Research.....	50
REFERENCES .....	52
APPENDICES .....	64

## **ABBREVIATIONS**

- ASTDL** : Attitude Scale Towards Distance Learning
- EFL** : English as a Foreign Language
- L2** : Second Language
- SPSS** : Statistical Package for the Social Sciences
- SRFLLS** : Self-Regulation Foreign Language Learning Scale

## LIST OF TABLES

<b>Table 1.</b>	Kolmogorov-Smirnov Normality Test Results Regarding the SRFLLS and ASTDL .....	22
<b>Table 2.</b>	Descriptive Statistics for Self-Regulation Foreign Language Learning Scale Items .....	23
<b>Table 3.</b>	Descriptive Statistics for Attitude Scale Towards Distance Learning Items .....	27
<b>Table 4.</b>	Descriptive Statistics for Self-Regulation Foreign Language Learning Scale Subscales .....	29
<b>Table 5.</b>	Descriptive Statistics for Attitude Scale Towards Distance Learning Subscales .....	30
<b>Table 6.</b>	Correlation between SRFLLS and ASTDL .....	31
<b>Table 7.</b>	Correlation between Subscales of SRFLLS .....	31
<b>Table 8.</b>	Correlation between Subscales of ASTDL .....	32
<b>Table 9.</b>	Independent Sample T-test Results for SRFLLS Competencies and Gender .....	33
<b>Table 10.</b>	ANOVA Results for SRFLLS Competencies and English Level .....	34
<b>Table 11.</b>	ANOVA Results for Competencies and Department .....	35
<b>Table 12.</b>	Independent Sample T-test Results for ASTDL Competencies and Gender .....	37
<b>Table 13.</b>	ANOVA Results for ASTDL Competencies and English Level .....	38
<b>Table 14.</b>	ANOVA Results for ASTDL Competencies and Department .....	39

**LIST OF FIGURES**

<b>Figure 1.</b> The Subset Relationships Between the Groups of the Terms .....	5
<b>Figure 2.</b> Fostering Self-Regulated Learning by Hall and Goetz.....	11
<b>Figure 3.</b> Challenges in e-learning throughout the COVID-19 pandemic by taxonomy.....	13

**LIST OF APPENDICES**

<b>Appendix 1. Ethics Committee Approval Document .....</b>	<b>64</b>
<b>Appendix 2. Consent Form .....</b>	<b>67</b>
<b>Appendix 3. Self-Regulation Foreign Language Learning Scale (SRFLLS).....</b>	<b>68</b>
<b>Appendix 4. Attitude Scale Towards Distance Learning (ASTDL) .....</b>	<b>70</b>
<b>Appendix 5. Permission from Rectorate of Çağ University for the Questionnaire.....</b>	<b>72</b>
<b>Appendix 6. Official Permission from Çağ University Preparatory School .....</b>	<b>73</b>

## 1. INTRODUCTION

This section includes a general background, the statement of the problem, the purpose statement with research questions, and the significance of the study. It also analyzes the literature related to self-regulation learning and distance learning. Also, this study explains the relationship between self-regulation and distance learning.

### 1.1. Background of the Study

Second language learning process is considered as a complicated issue and time-taking by many EFL learners. Because many factors play a role in second language learning, such as motivation, attitude, environmental factors, age, learning strategies, and so on. According to Gilakjani et al. (2012), when pressure from others is the only motivation for learning a second language, internal motivation may be low, and attitudes toward learning are likely to be negative. External factors might direct tertiary-level EFL learners during second language learning. For example, EFL learners can focus on their teachers' teaching attitude, giving feedback, organizing lesson plans, and reviewing lessons to pass the exams. Therefore, their main expectation is to pass the exam in second language learning. For this reason, EFL learners may not draw their second language learning map in their minds. This language learning map may teach them how to regulate their learning and encourage them to the next steps in their second language learning process. Then, the teachers may be perceived as facilitators or guides for EFL learners. At this point, EFL learners are aware of their learning capabilities via using their metacognitive and cognitive skills. With self-regulated learning, metacognition, which is defined as 'cognitions about knowledge and actions,' may involve significant higher-order processes like knowledge of the applicability, effectiveness, growth, and domain specificity of self-regulated learning (Hall & Goetz, 2013b). After they realize their power of learning and organize their learning, EFL learners can be active in their learning. All negative attitudes and lack of motivation toward second language learning might turn into positive attitudes thanks to their self-regulation learning. Learning can be optimized and modified by assessing the efficacy of one's methods for learning and by comparing one's present situation to the desired state (Hall & Goetz, 2013b). Hence, realizing self-regulation decreases anxiety toward foreign language learning and increases self-motivation, self-discipline, and self-study. Besides, the setting in which students learn is crucial that affects EFL learners' second

language learning. According to a study, three factors; psychological environment, academic environment, and physical environment have an impact on the learning environment (Kiatkheeree, 2018). In addition, distance learning is one of the newest methods to learn and teach a second language. Especially the world has faced a big pandemic, and most education society has to change its current system by applying distance learning in recent times. A study (Mahyoob, 2020) indicates that most EFL students dislike online learning because they have not made the anticipated gains in language proficiency. Contrary to this, a study conducted throughout the COVID-19 pandemic states that online instruction is beneficial and emphasizes the valuable aspects of funding, internet accessibility, and the adoption of online education (Allo, 2020). This study sheds light on EFL learners' self-regulation capabilities and attitudes toward distance learning in foreign language learning.

### **1.2. Statements of the Problem**

This study investigates tertiary-level EFL learners' self-regulation in distance learning throughout the Covid-19 Pandemic. At this point, some conflict may have appeared related to tertiary-level EFL students' self-control management and attitudes toward distance learning. Especially, EFL learners may have difficulty regulating their self-study without getting help from their environment, unlike their school environment, and exposure to direct interaction with their second-language (L2) instructors in second language learning during distance learning. Even if students employ the same instructional materials and strategies for self-directed learning, there are still notable differences between the accomplishments of various disciplines (Cai et al., 2020). Because of their lack of using online platforms in the learning process, EFL learners may not establish open communication with their L2 teachers in terms of facing some trouble in connection or distance learning software programs. Hence, they could have anxiety when using distant education. A study's findings showed that most EFL learners experienced typical interruptions, including outside sounds, erratic internet access, the detrimental consequences of spending too much time online, etc. (Pham et al., 2022). Hijazi and Al-Natour (2021) argue that reducing students to being merely passive recipients of the educational process has a negative impact on the overall educational system, resulting in poorer effective communication between the educators and the students, a drop in motivation, and an uptick in social barriers that the learners encounter. Additionally, it is possible to say that their self-regulation in the second

language learning process is how to balance with their distance learning process in terms of seeing specific changes.

### **1.3. Purpose Statement**

This study aims to examine tertiary-level EFL learners' self-regulation abilities and attitudes toward distance learning in terms of becoming active, independent and increasing their foreign language learning through distance learning at a private college in Mersin, Turkey. The aim is to gain an in-depth understanding of tertiary-level EFL learners' self-regulation learning by using the Self-Regulation Foreign Language Learning Scale (SRFLLS), which was designed by Senem Zaimoğlu and Şehnaz Şahinkarakaş (2019) and find the relationship with distance learning by implementing Attitude Distance Learning Scale (ASTDL), which was developed by Birol Çelik and Hüseyin Uzunboylu (2020) on EFL learners. Besides, one of the aims is to examine some factors in self-regulation learning through distance education, such as gender, departments, and EFL learners' foreign language proficiency levels. These questions should be responded to in the context of the study.

1. What are tertiary-level EFL students' Self-Regulation levels and attitudes toward distance learning during the distance education process?
2. What is the relationship between tertiary-level EFL students' self-regulation and attitude toward distance learning?
3. Are there any significant differences in tertiary-level EFL students' self-regulation according to their demographic data, such as;
  - a) Gender
  - b) Department
  - c) English level
4. Are there any significant differences in tertiary level EFL students' attitudes toward distance education according to their demographic data, such as;
  - a) Gender
  - b) Department
  - c) English level



#### **1.4. Significance of the Study**

Following a thorough assessment of the literature, it could be stated that there is insufficient research looking at EFL students' self-regulation skills and attitudes toward distance learning about their department, gender, and English proficiency levels. Thus, it is anticipated that this investigation will help advance the literature by examining the self-regulation competencies and attitudes toward distance learning among EFL students, considering the factors of gender, department, and English proficiency levels. Furthermore, an extensive literature review reveals that self-regulation skills are predominantly addressed within the classroom setting. In addition, studies have also shown that self-regulation techniques are frequently used with groups of middle or high school students. A study of secondary school English learners emphasized that self-regulation and participation in distance learning are essential elements of students' language acquisition (Zheng et al., 2023). This study examines tertiary-level EFL students' self-regulation skills and attitudes toward distance learning throughout the Covid-19 Pandemic. This study is significant because it might contribute to future related studies and researchers.

#### **1.5. Limitations of the Study**

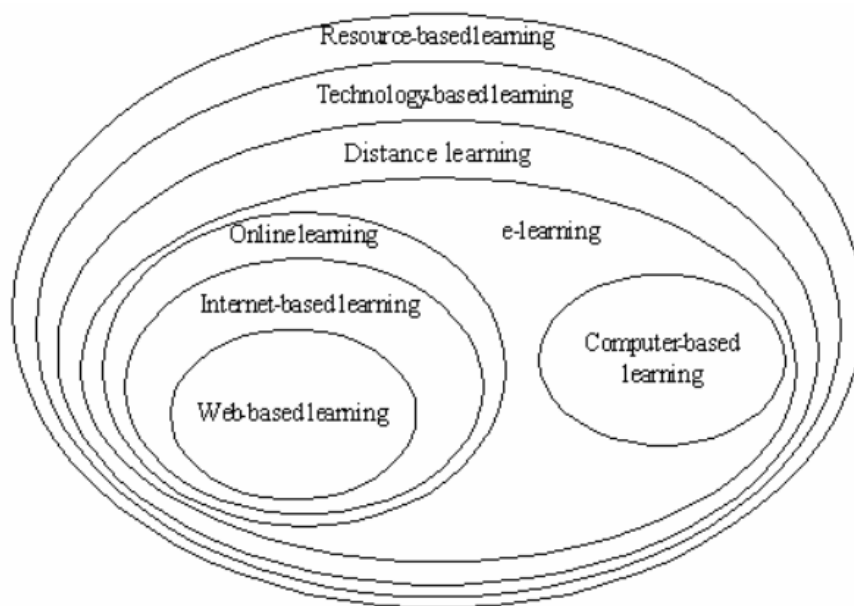
The study's first drawback is that it cannot generalize its findings to all Turkish EFL university students because it will only be utilized at a college's preparation English School. Other studies may be conducted in both state and private universities and show more results in a broad perspective in terms of generalizability. Secondly, the number of participants might be considered insufficient due to very little participation during the Covid-19 Pandemic. Although both scales were handed out to tertiary-level EFL learners three times by the Institute of Social Sciences, the number of participants was observed as 120 tertiary-level EFL learners. Lastly, qualitative data collection was discluded, and only two questionnaires were employed to gather quantitative data.

#### **1.6. Review of the Literature**

##### **1.6.1. Distance Learning**

Many people in the world have benefited from different learning systems. Recently, a new education system has been developed to serve learners by communicating with them via the Internet. It is called "distance learning" in the education world. This concept often pertains to the endeavor of facilitating educational opportunities for

individuals residing in remote locations where physical proximity to educational institutions is limited (Moore et al., 2010). Bates (1995) explained distance learning as a different perspective of a learning system that suggests devoted students who are motivated, despite their geographical location and the opportunity for them to study in a specific field thanks to technology. Distance learning involves interaction between an instructor and students, allowing for prompt instructor responses to students (Tsai & Machado, 2002). King et al. (2001) redefined Distance learning and distance education in a different viewpoint. Distance learning is behavioral skills and the development of information through mediated experiences confined by space and time, so the student is not in the same environment as the material being studied. Distance education is a formalized form of instruction where time or geographic constraints prevent face-to-face interactions between learners and educators (King et al., 2001). Valentine (2002) identified Distance learning, and it is clear that the learner and educator are divided by occasion and area.



*Figure 1.* The Subset Relationships Between the Groups of the Terms (Anohina, 2005)

Anohina (2005) formed this schema to show subset connections of virtual learning. She stated that it is wrong to say the terms used by different groups share the same meaning; relations between them are more like subset relationships.

A distance learner may go on studying at home or another appropriate place, so distance learning provides convenience to the learners without having time and place constraints. Many learners might have preferred a distance learning system in second language learning. One of the main reasons could be some traveling issues to master the goal language in its country, intensity of working-studying hours, or face time limitation to attend a natural English course environment. The survey of learners at one of the top Russian universities that provide distance learning showed that distance enlightenment brings positive aspects of introduction and implementation (Kolyada et al., 2021). Primary motivations for studying foreign languages through the distance learning educational system are flexibility, career-related goals, and social status improvement (Kudryavtseva, 2014). Following an investigation into the technical aptitude and attitudes of college students without prior experience with online learning, it was discovered that these students displayed some positive attitudes and a moderate level of technological competence (Cabangcala et al., 2021). A study implemented during the Covid-19 Pandemic disclosed that behavior objectives to utilize online education among postgraduate learners are positively impacted by all factors, including performance anticipation, expected efforts, social effects, and enabling circumstances (Yunus et al., 2021). Warschaver (1996) stated that online courses offered to second language learners may have a more positive effect on their literacy skills by comparison to their natural classroom environment. Second language learners may find a chance to enhance their listening, writing, reading, and speaking abilities during the distance learning process. Related to a study Adair-Houck et al. (1999) stated that learners who learn from a distance are good at improving their reading and writing ability. Also, second language learners' oral performance development was found to have increased via distance learning. Blake & Delforge (2006) indicated that second language distance learners show their improvement in grammatical accuracy and oral proficiency through online content-based activities. Indeed, the distance learning system may be seen as a facilitator for second language learners in terms of accessibility and flexibility. Bowen (1996) stated that online learning settings were handy for learners to establish internal control. According to the study, most learners liked the evaluation task. They are of the same mind that participating in the program's online discussion board had aided them in acquiring a variety of social learning and cognitive goals as well as vital graduate-level competencies. Especially ESL students noted that participating in the discussion board

allowed them to share their experiences with others and lessen their sense of loneliness (Birch & Volkov, 2007).

Besides, some researchers indicated negative aspects of distance learning in second language learning. A study showed that computer technology still has flaws and restrictions, like isolatedness and financial and knowledge requirements problems (Lai & Kritsonis, 2006). According to Hurd (2006), distance learning has long been regarded as problematic for acquiring, implementing, and evaluating foreign language speaking skills due to an educator's isolation, restricted possibilities, and physical absence to communicate with the intended tongue. Distance language learning was more challenging than a natural classroom and in-class language instruction, with the majority of participants indicating insufficient communication with their educator and peer as the biggest obstacle. (Zhang & Cui, 2010). Budiman (2018) expressed that the student's inability to balance their obligations to their families, jobs, and studies, a lack of fundamental English language skills, unfulfilled expectations, and feelings of isolation were the main factors that caused them to drop out of distance language learning.

Covid-19 Pandemic process, there can be both positive and negative aspects of distance learning. A relevant study (Çelik et al., 2022) stated opportunities for distance learning in terms of creating a positive attitude toward technology, removing class pressure, and preventing ordinary discipline matters; compared with this, Çelik et al. indicated benefits of formal education such as mutual communication that includes face to face and eye contact, using body language effectively, receiving instant feedback, being part of a natural classroom environment. Another research emphasized the adverse point of implementing distance learning in second language learning. Bozavli (2021) revealed that students' digital literacy abilities are insufficient for distant learning, lack learning motivation, and think it is impossible to acquire a foreign language without going to a traditional school during the Covid-19 Pandemic. Researchers (Alawawdeh & Alshtaiwi, 2020) expressed that teachers must have the equipment and the required education to maximize their students' virtual education experiences, and students need to improve their digital literacy and dispel myths about distance learning. A study (Erdogan, 2020b) stated that most students prefer distance learning due to flexibility in accessing the teaching content in sections without time limitations. Additionally, the findings show that students prefer printed publications because they are better for remembering new words and phrases and taking notes,

particularly when they can be highlighted (Klimova, 2021). Utami et al. examined students' perception of distance learning, and they stated that The majority of students reached a consensus that the utilization of video-based instructional materials contributes to enhanced learning outcomes, as it serves to amplify motivation levels, enrich vocabulary acquisition, and refine pronunciation skills in the English language (Utami et al., 2021). Additionally, Nenakhova (2021) discussed online settings' positive and negative aspects during the Covid-19 Pandemic. She stated that advantages were the absence of pressure and the capacity for home study to appear intelligent were benefits which were mentioned, and disadvantages were more numerous and included poor communication, lack of in-person interactions, an excessive amount of homework, and an excessive amount of written assignments.

### **1.6.2. Self-regulation**

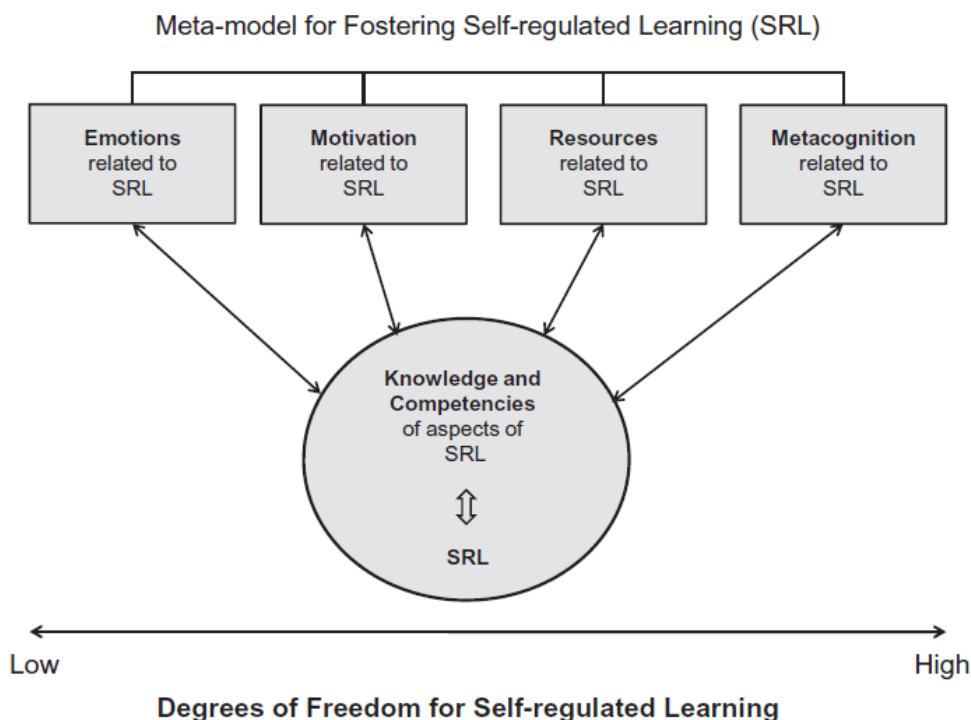
Self-regulation provides second language learners to be aware of their learning maps. Zimmerman (1989) explains learners who have self-regulation ability “ the degree that students are metacognitively, motivationally, and behaviorally active participants in their learning process” (p. 329). It can be concluded that a learner notices how to find various ways to study, so a self-controlled student has autonomy and self-awareness in using learners' cognitive skills. Another viewpoint of the self-regulation concept is that Self-regulation refers to a broad range of procedures and actions that help people follow their goals in a constantly changing environment (De La Fuente et al., 2020). Self-regulated learning involves controlling motivation, behavior, and cognition in a classroom environment (Macklem, 2015a). Self-regulation includes keeping an eye on and controlling one's cognitive functions and being aware of and in control of one's feelings, motivations, behavior, and surroundings as they relate to learning (Nilson, 2013). A form of knowledge and skill acquisition known as self-regulated learning involves independent, self-driven learners (Hall & Goetz, 2013b). Self-regulation is a procedure by which people manage their education and plan by exercising control over their thinking, including their beliefs about their efficacy, and managing their emotions, both happy and sad, during the learning process. Furthermore, self-regulation encompasses exercising deliberate control over one's actions and the learning context to optimize personal growth and achievement. (Kormos & Csizer, 2014, as cited in Elcin, 2018).

Metacognition and motivation are the main points in self-regulated second language learning. Hacker et al. (2009) stated that examining the relationship between metacognition and motivation has undoubtedly provided new insights into how students manage and sustain their learning. Another assumption is that second language learners can easily follow strong awareness of their thinking on their path to developing, taking charge of their education, and developing their capacity for self-regulation (D. Zhang & Zhang, 2019). Adıgüzel and Orhan (2017) researched the connection between self-regulation and metacognitive. Findings showed that students with high levels of metacognition abilities are also essential strategies, are conscious of their strengths, and have the capacity to build new learning strategies. Alzubaidi et al. (2016) state that allowing students are more likely to connect and exhibit stronger motivation and self-regulation in their English language learning when they collaborate and communicate during English language courses, getting to know each other well and forming positive social relationships. Another researcher remarks that self-regulation is a crucial function of the agented self in order to manage conflicts between internal motivations and between internal motives and external constraints (Soureshjani, 2013). A combination of self-regulation and motivation work together to make more straightforward EFL learners' classroom success and learning easier (Mahmoodi et al., 2014). Self-regulation is the capacity of an individual to identify and adaptively respond to situational cues, encompassing behavioral, cognitive, and metacognitive aspects, by employing appropriate adjustments within specific learning environments or situations (Collet, 2014, as cited in Elcin, 2018).

Besides, according to some researchers, self-regulation has an effect on students' academic success. A study (Nota et al., 2004) reveals that learners' academic achievement may increase by using self-regulatory strategies in their learning process. Researchers (Tilfarlioglu & Delbesoglugil, 2014) claim that the fact that self-regulation and achievement are positively correlated suggests that improving self-regulation has an impact on improving success with foreign languages. McClelland and Wanless (2012) state advanced level of self-regulation considerably anticipated an advanced level of academic skills regardless of risks, and this self-control's impact on performance did not diversify as a risk factor. A study showed that high-achieving learners were observed to have upper-level self-regulation, self-evaluation, and academic reliance in contrast with Turkish EFL learners at the intermediate or upper level (Kirmizi, 2015). A learner with self-regulation may manage to direct their learning, choose appropriate strategies,

regulate their learning shapes, and volunteer to participate in classroom activities, unlike a learner who does not have self-regulation. Zimmerman (1998) compares a lack of self-regulated and skillful self-regulated learners. Zimmerman clarifies that a lack of self-regulated learners has low self-efficacy, difficulty concentrating on courses, and negative self-reflection. In contrast, skillful self-regulated learners have self-monitoring and high self-efficacy, have robust strategies to interpret the central idea related to the course, have positive self-reflection, and manage their learning process.

Some researchers draw attention to the significance of self-regulation in using strategies in second language learning. A study demonstrating the viability of strategy instruction as a teaching tool in second-language classrooms highlights more advantageous aspects of strategy instruction design and points to the necessity of emphasizing self-regulated learning in strategy instruction interventions and research (Ardasheva et al., 2017). Oxford (1999) stated that learning methods are crucial for learner autonomy and self-regulation and significantly impact learning outcomes. Research showed that most self-regulation learning techniques significantly predicted EFL writing ability (Teng & Zhang, 2016). A study of students studying a foreign language in China; indicated that Chinese EFL students use affective, memory, and social strategies more frequently than others. Regulation is the most prevalent motivational orientation, so one self-regulated learning strategy they frequently employ is effort regulation. Motivation, self-control, and language learning strategies correlate significantly (Banisaeid & Huang, 2015).



*Figure 2.* Fostering Self-Regulated Learning by Hall and Goetz (2013b)

According to Figure 2, Hall and Goetz (2013b) expressed that ‘Emotions, motivation, available resources, and metacognition, as these relate to self-regulatory processes, are each important predictors of how well students acquire knowledge and competencies relevant to self-regulated learning’ (p.150).

### **1.6.3. Self-Regulation in Distance Learning**

Distance learning may have an impact on learners' how to manage their self-concept, especially self-regulation. Through distance learning, learners are far from a natural classroom environment. Thus, they need to take their self-study under control without getting help from their teachers. Although many studies examining second language learners' self-regulation ability have been conducted in a natural classroom environment, various researchers have implemented studies relevant to self-regulation through distance learning. According to Zheng (Zheng et al., 2016), Chinese second-language learners directed their self-regulation in second-language learning by arranging time and environmental conditions and finding different learning strategies. Also, distance learning may help them to find opportunities to regulate their self-study. According to Chang (2005), web-based learning creates an appropriate environment for students to be accountable for their learning. Hence, if the learners lack some skills,



they may have time to relearn or regulate their learning schema via distance learning. By using self-regulation strategies, learners may see their learning process differently through online education. A study (Whipp & Chiarelli, 2004) shows that participants' self-regulation ability increases by using a social cognitive framework, planning, self-monitoring, organizing, controlling the surroundings, introspection techniques, and enlisting support thanks to web-based learning. That is, web-based learning may encourage them to bring under control their learning process. There are some studies related to self-regulation in distance learning throughout the Covid-19 Pandemic. One revealed that the motivation to learn English online was evident in the students, who also displayed optimistic attitudes, mild anxiety, and robust self-regulation (Puntularb et al., 2021). Another study indicated that students employed more healthy coping mechanisms (positive revaluation, admittance, and a renewed focus on planning) and fewer unhealthy ones (accusing others, catastrophizing). Additionally, it was stated that setting objectives and environment structuring were two self-regulated learning strategies that students regularly used, while task methods were less frequently used. (Jurišević et al., 2021). A study revealed the bad and good sides of self-regulation in distance learning. Researchers (Diasti & Hartono, 2023) explained that students encountered challenges when learning online, particularly those related to an unstable internet connection, negative feelings, and a hostile learning environment, moreover they used self-regulated learning techniques like feeling regulation, time management, self-consequential nation, and environmental structuring to help them with online learning activities. Apart from this, a study implied that students' procrastination habits and beliefs about their ability for self-regulation are linked to one another and jointly affect their performance in courses. Time management issues were cited by students as the most challenging part of asynchronous online learning (Han et al., 2023).

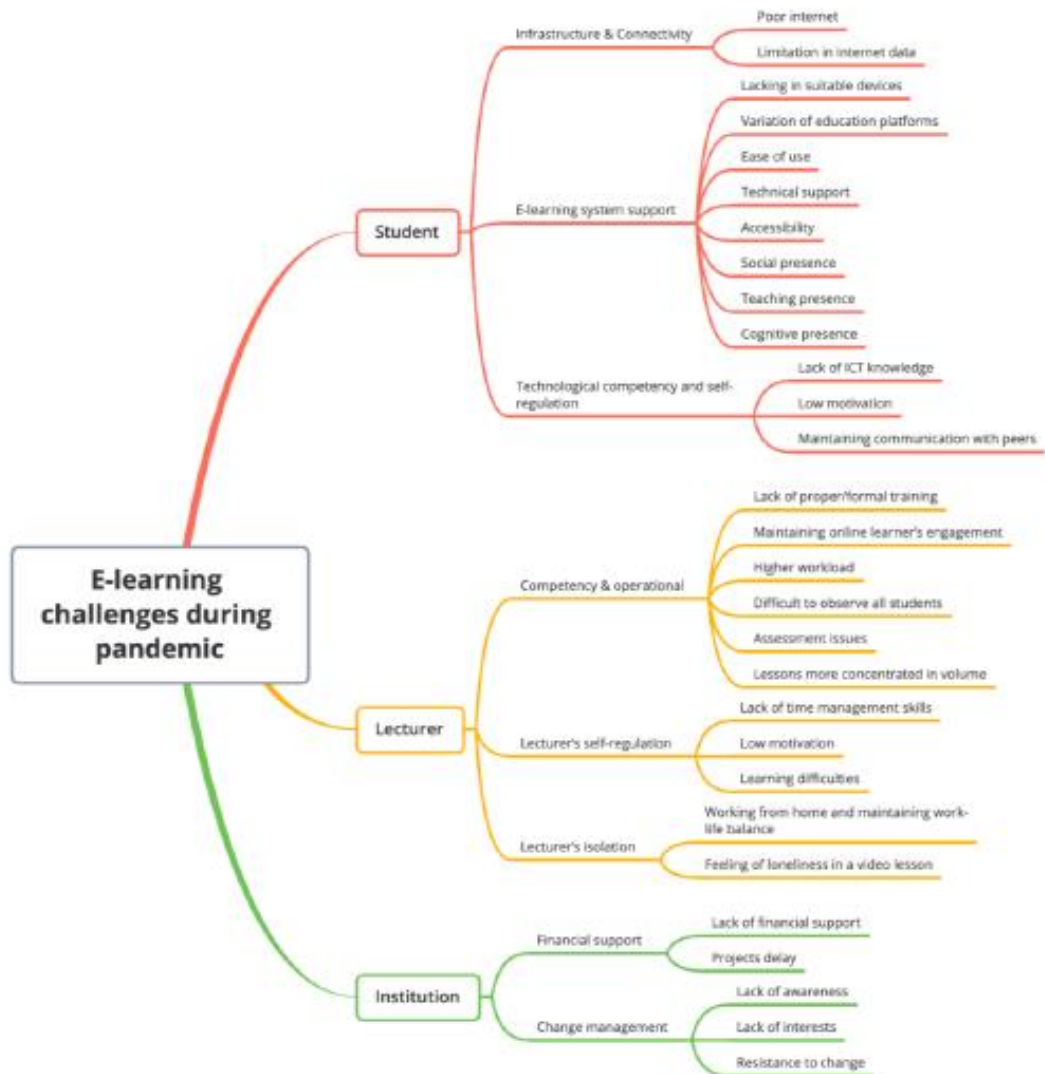


Figure 3. Challenges in e-learning throughout the COVID-19 pandemic by taxonomy (Rahardja et al., 2020)

A study by Rahardja et al. (2020) demonstrates that self-regulation issues, technology, e-learning system support, and connectivity present challenges during the Covid-19 Pandemic. These problems may affect the institution, students, and teachers' interest in, commitment to, and involvement in distance learning.

#### **1.6.4. EFL Learners' Attitude Toward Distance Learning in the Covid-19 Pandemic**

With the start of the COVID-19 pandemic, which had a remarkable global impact on several areas, including education, the world entered a new era. The pandemic caused many adjustments in the educational system. Distance learning replaced in-person instruction, and students had to complete their coursework using computers, smartphones, tablets, and other comparable technology. Throughout this time, academics have examined how students who could not attend traditional schools learned through distance learning. At this point, Researchers have attempted to explain EFL students' attitudes, perspectives, and abilities concerning distance learning. A study showed that students favored conventional education over online classes (Evişen et al., 2020; Sahbaz, 2020). A similar study showed that e-learning was complicated because of the technical skills, the teachers' inexperience, and the students' social circumstances (Benadla & Hadji, 2021). According to a study (Barzani & Jamil, 2021), students were unsatisfied with their online education. The students' obstacles while pursuing their education online included internal and external variables, such as problems managing time, having trouble focusing, and opening webcams because of social concerns. External factors included inconsistent internet connections and electricity. A study showed that students showed a very favorable attitude toward improving their listening abilities. However, they exhibited a poor opinion of online courses for developing one's reading, writing, and speaking abilities (Khanum & Alam, 2021). An opposite study found that learners had an excellent approach to online education and thought it was the most outstanding solution during the COVID-19 epidemic, despite meeting certain pedagogical, technological, and personnel hurdles when taking virtual classes (Ta'amneh, 2021). A study that showed the importance of the Zoom platform stated that studying English with Zoom allows learners to practice their capacity for language, improves the efficiency of the instruction and learning process, and facilitates communication between teachers and students. Additionally, it demonstrates that these advantages favorably influence students' English learning outcomes (Mu'awanah et al., 2021). Irwandi (2020) emphasized on eclectic method and claimed that the eclectic

method could be used to guide students toward autonomous English language learning and is a viable method for teaching English via distance education throughout the Covid-19 pandemic. A study showed that undergraduate EFL learners in Indonesia are mindful that throughout the COVID-19 outbreak studying at home and online learning are the best options and that online learning contributes to learner autonomy (Melvina et al., 2021). In a study that examined student autonomy and gender differences in distance learning, female students had higher levels of learner autonomy than their male peers. A similar study claimed that most students concur that information and communication technologies (ICT) facilitated collaborative learning has a beneficial impact on their views during the pandemic. Additionally, in most categories, students with a greater interest in using the internet in their daily lives seem more likely to be female than male students (Dewi & Muhid, 2021). A study also found that students attributed five critical aspects of their learner autonomy to online education: goal setting and time management, use of the Internet and social media as learning resources, receiving performance feedback, self-assessment, and developing computer skills (Kassem, 2022). A study that examined learners' perspectives in virtual education claimed that participants had varying degrees of familiarity with using search engines, apps for learning, social networking sites, and e-resources, which enabled them to understand the learning content. They were found to have digital literacy skills and could learn course materials independently and improve their language skills (Tanjung & Utomo, 2021).

#### **1.6.5. Related Studies in the Field**

Self-regulation abilities are a fascinating topic that has drawn the interest of many scholars in recent years. Numerous investigations have been carried out in this area by researchers. According to a research study (Tulgar, 2018) that investigates linguistic factors from a sociocultural and pragmatic perspective, it has been suggested that curiosity contributes to second language acquisition. A study investigating language learning concerning goal setting and metacognitive awareness underlined the significance of setting objectives in metacognition. It underscored the significance of self-regulation and student engagement in achieving successful language acquisition (Bursali & Oz, 2018). A study investigating emotion regulation strategies in second language learners found that students understood achievement emotions and emotion regulation strategies. The study found that students excelled at controlling their feelings

in four main areas: a) appropriate perceived control over negative emotions in high-pressure situations, b) effective use of skill-based strategies, c) effective use of explicit emotion regulation strategies, and d) reduced distraction from negative simulators (Karimi et al., 2022). Self-efficacy is seen as a substantial and advantageous factor of foreign language students' academic success, according to a study that looked at the relevant connections among foreign language academic success, self-efficacy, self-control, anxiety, and class attendance (Özer & Akcayoglu 2021). According to a study (Alnoori, 2019) examining the behaviors and approaches of Iraqi second language learners in seeking help to improve their reading skills, it was found that the help-seeking strategy is successful for first-year foreign language students. As for self-motivation, Pintrich (1999) declared that the promotion of learners' self-regulated learning might depend heavily on their “motivational beliefs, such as self-efficacy, task value beliefs, or goal orientations” (as cited in Zheng et al., 2018, p.145). When self-regulation was examined in terms of gender, a study (Cadime et al., 2017) that looked at homework self-regulation tactics showed that in comparison to male students, female students demonstrated better levels of carrying out, planning, and evaluating self-regulation. When examining the relationship between English proficiency and self-regulation among EFL students, a study examining the connection between English proficiency and reading comprehension abilities revealed a significant relationship among advanced-level English proficient students (Kamgar & Jadidi, 2016).

Due to the impact of the Covid 19 pandemic on the education sector, distance learning has been recognised and is currently being used. Numerous academics have published their observations of students' views and attitudes about distance learning in the literature. According to a study examining the pros and cons of distance learning, Sadeghi (2019) claimed several benefits to distance learning, including the ability to study whenever and wherever you want, time savings, and the elimination of travel. In a study examining the perceptions of second language learners studying English online and blending language learning platforms, it was observed that students found online language learning environments to be positive and flexible (Istifci, 2016). A study comparing the depth, scope, duration, comfort, and flexibility of online and in-person instruction activities discovered that a small percentage of learners did not notice any differences between the two types of classroom activities (Yusny et al., 2021). In a study looking at how students' online social presence affects their willingness to communicate (WTC) in English as a Foreign Language (EFL), it was discovered that

some aspects of online social contexts, such as poor keyboard skills, impersonality, inadequately structured discussions, and little interaction, have a negative impact on learners' willingness to communicate in the second foreign language ( Al-Amrani & Harrington, 2020). When examining the effects of gender on perceptions of distance education, according to a study that looked at and compared the expression of voice, control over learning, and perceived profound learning outcomes among students in online learning while considering gender factors, The expression of voice played a role in the perception of deep learning among female students in online courses compared to traditional classroom settings (Anderson & Haddad, 2019). According to a study looking at gender variations in online learning satisfaction, Female online learners demonstrated higher levels of pleasure, better learning planning, and more active instructor contact compared to their male classmates (González-Gómez et al., 2012). When examining the impact of English proficiency on attitudes toward online learning, according to a study looking at the relationship between gender, language ability, major, and students' perceptions of an online learning environment, Intermediate-level EFL students showed more favorable attitudes toward online learning than beginners and advanced-level students. It indicates that English proficiency level significantly influences attitudes toward distance learning and student involvement (Cha et al., 2022).

The literature examined the attitudes of students learning English as a foreign language towards distance learning throughout the COVID-19 pandemic regarding their self-concepts. Additionally, some researchers examined the connection between self-regulation skills and attitudes toward distance learning. According to a study investigating students' academic achievement in terms of self-efficacy, self-regulation, and motivation in distance learning, the self-regulation skills of learners in distance learning significantly impact their academic success (Semmar, 2006). A study examining how online learning affects students' self-regulated learning found that first-time distance learners performed exceptionally well in goal planning, time management, self-monitoring, and self-evaluation. (Mou, 2021). According to a research study looking into how first-year undergraduate students controlled their online learning in a Small Private Online Course (SPOC) for English language teaching during the pandemic period, It was found that English language learners typically displayed intermediate levels of self-regulated learning strategies and that there was a positive relationship between their metacognitive abilities and time management (Chen, 2020). In a study examining online learning in terms of self-regulation skills among first- and

second- generation college students, it was reported that first-generation students with lower levels of academic achievement had significantly lower levels of self-regulation for online learning compared to second-generation students with higher levels of academic achievement (Williams & Hellman, 2004).

## **2. METHODOLOGY**

### **2.1. Introduction**

This study aims to explain the level and attitudes of the university tertiary level EFL learners' self-regulation through distance learning. So, in this section, research design, context and participant, data collection, ethical procedures, and data analysis sections are detailed.

### **2.2. Research Design**

This quantitative study adopted a correlational research design. Quantitative research refers to the process of analyzing data using mathematically based methods, particularly statistics (Sukamolson, 2007). In correlational research, the relationships between two or more variables are investigated without manipulation of the variables (Fraenken, Wallen, and Hyun, 2019). For the purpose of this study, the correlation between EFL learners' self-regulation and attitudes toward distance learning was examined. Descriptive and inferential statistical methods were used in this study. Descriptive research aims at describing a phenomenon and its traits is the aim of descriptive research (Nassaji, 2015). The definition of inferential statistics states is used to estimate the population by concluding samples of descriptive statistics (Sutanapong & Louangrath, 2015). Predictions from the data were also made using inferential statistics. Pearson's Correlation was also used to determine whether the questionnaire subscales were correlated. The descriptive and inferential research design was used to measure the Self-Regulation Foreign Language Learning (SRFLL) and Attitude Scale Towards Distance Learning (ASTDL). SRFLL competencies of the participants and explore the relationship between the competencies (dependent variables) and the independent variables. Participants' gender, English level, department, and attitude toward distance learning are the independent variables of this study.

### **2.3. The Content and Participants of This Study**

This study was conducted at the Foreign Language Department in a private university in Mersin, Turkey. The study involved tertiary-level EFL students from different English proficiency levels and departments. There are eight departments: law, English Interpreting & Translation, psychology, International Finance and Banking, International Relations, International Bussiness Management, International Trade and



Logistics, and Applied English and Translation. Their English proficiency level includes A1, A2, and B1. The proficiency exam is prepared based on the CEFR (Common European Framework of Reference for Languages) and consists of listening, reading, writing, vocabulary, and the use of English sections. Students who score 70 or above on the exam are considered proficient and can enroll in diploma programs. Students who fail to demonstrate proficiency are placed according to their levels through a placement test. The content of the placement test also consists of similar tasks and is based on the CEFR. Placement is determined based on the number of correct answers given by the students. Also, learners are given the lessons such as speaking, listening, writing, reading, and coursebook. Turkish instructors are in charge of coursebooks, reading, and writing, while foreign instructors are in charge of the curriculum's listening, speaking, reading, and writing courses. In this study, convenience sampling was used because it was easy to reach participants to be able to implement the study during the pandemic. 120 tertiary-level EFL students participated in the study. The necessary permission from the University's Foreign Language Department was taken to conduct questionnaires to all learners.

#### **2.4. Data Collection**

Two scales were used for this study. These are Self-Regulation Foreign Language Learning Scale (SRFLLS) and the Attitude Scale Towards Distance Learning (ASTDL). SRFLLS was designed by Zaimoglu & Şahinkarakaş and consisted of 25 items (see Appendix A). The scale includes eight subcomponents: Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting, Help-Seeking, and Curiosity. Each scale includes five items that are scored on a five-point Likert scale. Items were scored as 5, 4, 3, 2, and 1 for strongly agree, agree, neutral, disagree, and strongly disagree. Celik and Uzunboylu developed the ASTDL, consisting of 16 items (see Appendix B). There are four subcomponents: Usefulness, Lack of Social Presence, Distance Learning Preference, and Preference for Face to Face Learning. Each scale includes four items that are scored on a five-point Likert scale which ranges from “strongly disagree” to “strongly agree.”. Both questionnaires were carried out in Turkish to minimize misunderstanding—students filled in information about gender, English level, and school department. The necessary permission was taken from Zaimoğlu and Celik. All data were gathered through Google Forms by the

vice principal, and data collection took three months. Because of the Covid-19 Pandemic, data collection had delays.

## **2.5. Data Analysis**

After data were gathered from learners, all data were entered into Statistical Package for the Social Sciences (SPSS). The relationship between tertiary-level EFL students' self-regulation competencies and their attitudes toward distance learning was examined by using correlational research. Inferential statistics and descriptive statistics were used. The correlation coefficient (Pearson's  $r$ ) was examined to interpret the relationship between self-regulation and distance learning. It was taken into consideration as a 0,05 significant value. In order to determine EFL students' level of self-regulation and attitude toward distance learning, this range was used to analyze descriptive data: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). For the first question, descriptive statistics were used to examine how participants learned self-regulation through distance learning. The second correlational research question examined the relationship between tertiary-level EFL students' self-regulation and attitude toward distance learning. The third and four research questions examined the differences in students' self-regulation based on gender, department, and English proficiency. In order to address this question, inferential statistics were used. To ascertain whether there was a gender difference, a separate t-test was conducted. The differences between three or more variables, including English proficiency and department, were also determined using one-way ANOVA. Additionally, correlation statistics were used to investigate whether the SRFLLS subscales (Self-Discipline, Recognition of Strengths and Emotions, Self-Efficacy, Curiosity, Emotional Costs, Self-Motivation, Help-Seeking, and Goal-Setting) and ASTDL subscales (Usefulness, Distance Learning Preference, Lack of Social Presence, and Face to Face Preference) overall SRFLLS and ASTDL competency are correlated. To look at subscales of relationships was used Pearson's Correlation.

Table 1.

*Kolmogorov-Smirnov Normality Test Results Regarding the SRFLLS and ASTDL*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
SRFLLS	.066	120	.200*	.986	120	.269
ASTDL	.094	120	.011	.987	120	.328

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the test's findings, the data appeared to have a normal distribution. In order to conduct the analysis, parametric statistical techniques were used.

## 2.6. Procedural Details

Due to the pandemic, information was gathered online using Google Forms. The university provided the official approvals required for the questionnaire's administration. In the questionnaires, necessary study explanations were made. The vice-principal of the preparatory school oversaw the data collection.

## 2.7. Validity and Reliability

The reliability of the items was checked with Cronbach's Alpha. Zaimoglu and Sahinkarakas found Self-Regulation Foreign Language Learning Scale (SRFLLS) Cronbach's alpha .87. It was calculated Cronbach's alpha for each subscale; 82, .77, .76, .90, .70, .87, .73, and .85 for Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting, Help-Seeking, and Curiosity respectively (Zaimoglu and Sahinkarakas, 2019). Second, the Attitude Scale Towards Distance Learning (ASTDL) of each subscale Cronbach's alpha values are; Usefulness ( $\alpha = 0.81$ ), Lack of social presence ( $\alpha = 0.73$ ), Distance Learning Preference ( $\alpha = 0.67$ ) and FTF Preference ( $\alpha = 0.82$ ) (Celik and Uzunboylu, 2020). After gathering data from EFL learners, Cronbach's Alpha was calculated after the scales were implemented for this study. There were no differences in SRFLLS ( $\alpha = 0.76$ ), but the ASTDL scale had low Cronbach's Alpha. It was observed that two items decreased Cronbach's Alpha. After two items (item 4 and item 13) were removed from the scale, it was seen that Cronbach's Alpha increased to 0,70. Also, in this process, professional help from experts was received.

### 3. FINDINGS

#### 3.1. Findings Regarding Tertiary Level EFL learners' self-regulation level and attitude toward distance learning during distance learning process

Under this heading, data analyses were conducted on the first research question for the subdimensions and items of the SRFLLS and ASTDL scales, examining them by means and standard deviations using descriptive statistics.

Table 2.

*Descriptive Statistics for Self-Regulation Foreign Language Learning Scale Items*

Items		Totally Disagree	Disagree	Neutral	Agree	Totally Agree	M	SD
1. I am curious about learning new information	<i>f</i>	-	-	4	59	57	4.44	0.56
	<i>%</i>	-	-	3.3	49.2	47.5		
2. I am curious about learning new languages	<i>f</i>	-	4	5	59	52	4.32	0.71
	<i>%</i>	-	3.3	4.2	49.2	43.3		
3. I am curious about everything that leads me to get a new point of view	<i>f</i>	-	1	2	55	62	4.48	0.58
	<i>%</i>	-	.8	1.7	45.8	51.7		
4. I can recognize my own emotions	<i>f</i>	1	1	25	54	39	4.07	0.80
	<i>%</i>	.8	.8	20.8	45	32.5		
5. I reflect my feelings too much while learning English	<i>f</i>	5	15	60	27	13	3.23	0.95
	<i>%</i>	4.2	12.5	50	22.5	10.8		
6. I do not mind reflecting my feelings while learning English	<i>f</i>	3	16	35	48	18	3.52	0.98
	<i>%</i>	2.5	13.3	29.2	40	15		
7. I am unkind when I get angry	<i>f</i>	3	24	35	35	23	3.43	1.09
	<i>%</i>	2.5	20	29.2	29.2	19.2		

8. I know what I need to do to improve my learning	<i>f</i> 3	10	19	65	23	3.79	0.93
	% 2.5	8.3	15.8	54.2	19.		
9. If I try, I can do even the hardest work in the class.	<i>f</i> 2	4	30	39	45	4.01	0.95
	% 1.7	3.3	25	32.5	37.5		
10. I have an idea of what I can do in my class	<i>f</i> 1	2	27	58	32	3.98	0.79
	% .8	1.7	22.5	48.3	26.7		
11. I have difficulty in expressing myself in the lesson	<i>f</i> 18	50	26	19	7	2.56	1.10
	% 15.0	41.7	21.7	15.8	5.8		
12. I am afraid when facing new situations or activities	<i>f</i> 26	43	30	17	4	2.42	1.08
	% 21.7	35.8	25	14.2	3.3		
13. I am afraid when facing new situations or activities	<i>f</i> 11	34	33	32	10	2.97	1.12
	% 9.2	28.3	27.5	26.7	8.3		
14. I can easily motivate myself when I feel bad	<i>f</i> 11	30	38	31	10	2.99	1.10
	% 9.2	25	31.7	25.8	8.3		
15. I can easily motivate myself when I fail	<i>f</i> 6	32	36	39	7	3.07	1.01
	% 5	26.7	30	32.5	5.8		
16. I can motivate myself when I face a difficult situation	<i>f</i> 6	14	38	51	11	3.39	0.98
	% 5	11.7	31.7	42.5	9.2		
17. I always concentrate on school subjects during class	<i>f</i> 2	16	25	59	18	3.63	0.95
	% 1.7	13.3	20.8	49.2	15		
18. I can solve the problems without hurting anyone	<i>f</i> 1	7	24	64	24	3.86	0.83
	% .8	5.8	20	53.3	20		
19. I do something for the things that are not going well	<i>f</i> 1	6	23	69	21	3.86	0.79
	% .8	5	19.2	57.5	17.5		
20. I overcome every difficulties to achieve my goals	<i>f</i> 1	6	20	55	38	4.03	0.87
	% .8	5	16.7	45.8	31.7		
21. I shape my life in accordance with my goals	<i>f</i> 1	5	13	57	44	4.15	0.83
	% .8	4.2	10.8	47.5	36.7		
22. I never give up until I achieve my goals	<i>f</i> 1	8	24	49	38	3.96	0.92
	% .8	6.7	20	40.8	31.7		
23. I get my family to help me when I have social problems	<i>f</i> 6	22	18	41	33	3.61	1.21
	% 5	18.3	15	34.2	27.5		
24. I get my friends to help me when I do not solve the problem on my own	<i>f</i> 3	9	17	71	20	3.80	0.89
	% 2.5	7.5	14.2	59.2	16.7		
25. I get my teachers to help me when I do not understand the lesson	<i>f</i> 1	3	11	71	34	4.12	0.73
	% .8	2.5	9.2	59.2	28.3		

According to Table 2, the mean and standard deviation of the SRFLLS items were shown and given to the definition of subscales related to SRFLLS. "Curiosity" is a part of intrinsic motivation and has great potential to improve student learning. (Pluck & Johnson, 2011). Items were of this subscale item 1 (M=4.44, SD=1.25), item 2 (M=4.32, SD=0.71), item 3 (M=4.48, SD=0.58). According to the results, it can be said that participants strongly agreed with item 3, which asserted that participants were interested in different points of view.

"Goal-Setting" refers to the capacity to pursue, act, and set according to one's own academic goals (Zaimoglu, 2018). The items of this subscale were item 20 (M=4.03, SD=0.87), item 21 (M=4.15, SD=0.83) and item 22 (M=3.96, SD=0.92). Results indicated that participants strongly agreed with item 21 and shaped themselves to their goals.

"Recognition of Emotions and Strengths" scale contains questions that test how well-grounded and confidently students can assess their strengths, emotions, and limitations (Zaimoglu, 2018). Items were of this subscale were item 4 (M=4.07, SD=0.80), item 5 (M=3.23, SD=0.95), item 6 (M=3.52, SD=0.98) and item 7 (M=3.43, SD=1.09) and the highest mean score of this subscale was item 4 which they illustrated the awareness of students about their feelings.

"Self-Efficacy" is defined as people's assessments of their capacities to plan and carry out the courses of action necessary to achieve specified types of performances (Bandura, 1986, as cited in Cubukcu, 2008). Items were of this subscale item 8 (M=3.79, SD=0.93), item 9 (M=4.01, SD=0.95), and item 10 (M=3.98, SD=0.79). Regarding this subscale, item 9 had the highest mean score, indicating that participants can do the most demanding work if they try.

"Help-Seeking" includes items that illustrate the support students require when encountering difficulties (Zaimoglu, 2018). Items of this subscale were item 23 (M=3.61, SD=1.21), item 24 (M=3.80, SD=0.89), item 25 (M=4.12, SD=0.73), and the highest mean score of this dimension was item 25 which indicated that participants seek help from their teachers.

"Self-Motivation" refers to when faced with difficult learning situations, students' optimism motivates them to participate in educational activities (Zaimoglu, 2018). Items of this subscale were item 14 (M=2.99, SD=1.10), item 15 (M=3.07, SD=1.01), item 16 (M=3.39, SD=0.88), and participants agreed and strongly agreed with item 16 that they can motivate themselves when they face with difficult situations.

“Self-Discipline” sub-scale consists of items that represent the ability to control desires and inclinations in order to maintain focus on the tasks at hand and complete that goal (Zaimoglu, 2018). Items of this subscale were item 17 (M=3.63, SD=0.95), item 18 (M=3.86, SD=0.83), item 19 (M=3.86, SD=0.79), item 18 and item 19 had the most outstanding mean score in this dimension, which indicated that solving the problems and something for the things that are not going well.

The last dimension, "Emotional Costs," includes things like fear, vulnerability, and shyness that represent the potential adverse effects of increasing self-awareness (Zaimoglu, 2018). Items of this subscale were item 11 (M=2.56, SD=1.10), item 12 (M=2.42, SD=1.08), item 13 (M=2.97, SD=1.12), and because they were all on the negative side of the scale, they all received the lowest mean scores.

Table 3.

*Descriptive Statistics for Attitude Scale Towards Distance Learning Items*

		Totally Disagree	Disagree	Neutral	Agree	Totally Agree	M	SD
1.Distance learning provides equal opportunity in education.	<i>f</i>	38	32	23	23	4	2.36	1.20
	<i>%</i>	31.7	26.7	19.2	19.2	3.3		
2.The certificates/diplomas obtained through distance learning are equivalent to those obtained through face-to-face education.	<i>f</i>	25	36	31	21	7	2.58	1.17
	<i>%</i>	20.8	30	25.8	17.5	5.8		
3.Distance learning provides the opportunity to study at my own pace.	<i>f</i>	13	16	27	52	12	3.28	1.15
	<i>%</i>	10.8	13.3	22.5	43.3	10		
5.I want to be able to determine my own working hours with distance learning.	<i>f</i>	5	10	26	46	33	3.77	1.07
	<i>%</i>	4.2	8.2	21.7	38.3	27.5		
6.In terms of study discipline, having a fixed class schedule increases my motivation to study.	<i>f</i>	4	11	18	60	27	3.79	1.00
	<i>%</i>	3.3	9.2	15	50	22.5		
7.Working with a teaching style/strategy that suits me increases my success.	<i>f</i>	1	-	7	66	46	4.30	0.65
	<i>%</i>	.8	-	5.8	55	38.3		
8.I am concerned about not being able to reach the teacher/instructor during distance learning	<i>f</i>	18	45	20	17	20	2.80	1.32
	<i>%</i>	15	37.5	16.7	14.2	16.7		
9.Distance learning saves time.	<i>f</i>	15	14	22	45	24	3.41	1.28
	<i>%</i>	12.5	11.7	18.3	37.5	20		
10.As in face-to-face education, a fixed lesson schedule helps me to work regularly.	<i>f</i>	5	11	26	49	29	3.72	1.06
	<i>%</i>	4.2	9.2	21.7	40.8	24.2		
11.I would like to participate in courses/lessons that are not available in my surroundings through distance learning.	<i>f</i>	9	15	30	42	24	3.48	1.66
	<i>%</i>	7.5	12.5	25	35	20		
	<i>f</i>	32	28	32	19	9	2.54	1.25
	<i>%</i>	26.7	23.3	26.7	15.8	7.5		
12.In a virtual setting, I can express myself more readily.	<i>f</i>	33	36	30	17	4	2.36	1.12
	<i>%</i>	27.5	30	25	14.2	3.3		
14.Learning through distance learning is easier	<i>f</i>	18	31	16	28	27	3.12	1.41
	<i>%</i>	15	28.5	13.3	23.3	22.5		
15.I find it difficult to establish friendships with my virtual classmates.	<i>f</i>	15	18	23	34	30	3.38	1.34
	<i>%</i>	12.5	15	19.2	28.3	25		
16.Distance learning is more affordable.	<i>f</i>	15	18	23	34	30	3.38	1.34
	<i>%</i>	12.5	15	19.2	28.3	25		



Table 3 means and standard deviation scores of the ASTDL items were shown and given the meaning of subscales. The usefulness of Distance Learning refers to the word "usefulness" to describe the advantages of distance learning in terms of time, money, and accessibility (Celik & Uzunboylu, 2020). Items of this subscale were item 1 (m=2.36, sd=1,20), item 3(M=3.28, SD=1,15), item 5 (M=3.77, SD=1,07), item 7 (M=4.30, SD=0,65), item 9 (M=3.41, SD=1,32), item 11 (M=3.48, SD=1,12), item 16 (M=3.38, SD=1,34). Item 7 received the highest average rating for this dimension., indicating that they apply their learning styles in distance learning.

Distance Learning Preference refers to "social presence" with the socialization requirements of distance learning (Celik & Uzunboylu, 2020). Items of this subscale were item 2 (M=2.58, SD=1,17), item 12 (M=2.54, SD=1,25), item 14 (M=2.36, SD=1,25). Item 2 had the greatest mean score in this dimension, indicating that they know there is no difference between a normal diploma and an online education diploma.

Lack of Social Presence refers to being socially isolated. Items of this subscale were item 8 (M=2.80, SD=1,32), item 15 (M=3.12, SD=1,41). In this dimension, item 15 had the most significant average score, indicating difficulties in creating online friendships.

FTF Preference refers to choosing in-person interactions. Items of this subscale were item 6 (M=3.79, SD=1,00), item 10 (M=3.72, SD=1,06). Item 6 had the most outstanding mean score on this dimension, indicating that having a fixed timetable increases motivation.

Table 4.

*Descriptive Statistics for Self-Regulation Foreign Language Learning Scale Subscales*

	N	M	Std. Deviation
<i>Curiosity</i>	120	4.41	0.50
<i>Goal Setting</i>	120	4.04	0.81
<i>Recognition of Emotions and Strengths</i>	120	3.56	0.58
<i>Self-Efficacy</i>	120	3.92	0.71
<i>Help Seeking</i>	120	3.84	0.70
<i>Self-Motivation</i>	120	3.15	0.94
<i>Self-Discipline</i>	120	3.78	0.65
<i>Emotional Costs</i>	120	2.64	0.90
<b>SRFLLS</b>	120	3.66	0.36

Table 4 gives the mean and standard deviation scores of the SRFLLS subscales. Also, the study demonstrated the number of participants who attended the study. Participants were found to be highly competent in SRFL. The mean scores for Curiosity (M=4,41 SD = 0,50), the mean scores of Goal Setting are (M=4,04, SD = 0,81), and the mean scores of Self-Efficacy are (M=3,92 SD =0,71). Moreover, the mean scores for Help-Seeking are (M=3,84 SD = 0,70), the mean scores for Self-Discipline are (M=3,78 SD = 0,65), and the mean scores for Recognition are (M=3,56 SD = 0,58). It can be said that these competencies' scores were high compared to the other competencies.

Furthermore, the mean scores of Self-Motivation are (M=3,15 SD = 0,65), and the mean scores of Emotional Costs are (M=2,64 SD = 0,90). It can be said that these competencies have moderate scores compared to other competencies.

Finally, the overall SRFL mean scores are (M=3,66 SD = 0,36). Findings showed that students' curiosity and goal-setting skills were higher than their other skills. Moreover, Emotional Costs subscale has the lowest mean score because it represents negative items. Also, it can be said that participants have high SRFL competency.

Table 5.

*Descriptive Statistics for Attitude Scale Towards Distance Learning Subscales*

	N	Mean	Std. Deviation
Usefulness	120	3.42	0.67
Distance Learning Preference	120	2.49	0.99
FTF Preference	120	3.07	0.82
Lack of Social Presence	120	2.96	1.04
ASTDL	120	3.20	0.52

According to Table 5, the mean and standard deviation of the ASTDL subscales were given. Also, the number of participants who attended the study was demonstrated. Participants had moderate attitudes in terms of distance learning. The mean scores of Usefulness ( $M=3,42$   $SD = 0,67$ ), and the mean scores of Distance Learning preference are ( $M=2,49$   $SD = 0,99$ ). These dimensions represent positive attitudes. It can be said that participants have moderate attitudes toward distance learning.

The mean scores of FTF Preference are ( $M=3,07$   $SD = 0,82$ ), and the Lack of Social Presence scores are ( $M=2,96$   $SD = 1,04$ ). These dimensions represent negative attitudes toward distance learning. It can be said that participants have a moderate negative attitude in terms of distance learning. Finally, the overall attitude mean scores are ( $M=3,20$ ,  $SD= 0,52$ ). Overall, it might be stated that students have a moderate attitude toward distance learning.

### **3.2. Findings Regarding the Relationship Between Tertiary Level EFL learners' Self-Regulation and Attitude Towards Distance Learning**

According to the second research question, Pearson correlation was used to analyze the relationship between the SRFLS and ASTDL scales.

Table 6.

*Correlation between SRFLLS and ASTDL*

		SRFLLS	ASTDL
SRFLLS	Pearson Correlation	1	.282**
	Sig. (2-tailed)		.002
	N	120	120
ASTDL	Pearson Correlation	.282**	1
	Sig. (2-tailed)	.002	
	N	120	120

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

Table 7.

*Correlation between Subscales of SRFLLS*

		Curiosity	Goal Setting	Recognition of Emotions and Strengths	Self Efficacy	Help Seeking	Self Motivation	Self Discipline	Emotional Costs	SRFLLS
Curiosity	Correlation	1	.521**	.393**	.381**	.439**	.263**	.373**	-.300**	.674**
	Sig.		.000	.000	.000	.000	.004	.000	.001	.000
	N	120	120	120	120	120	120	120	120	120
Goal_Setting	Correlation		1	.457**	.422**	.273**	.501**	.445**	-.466**	.751**
	Sig.			.000	.000	.003	.000	.000	.000	.000
	N		120	120	120	120	120	120	120	120
Recognition_of_Emotions_and_Strengths	Correlation			1	.471**	.387**	.369**	.314**	-.437**	.700**
	Sig.				.000	.000	.000	.000	.000	.000
	N			120	120	120	120	120	120	120
Self-Efficacy	Correlation				1	.284**	.388**	.185*	-.541**	.601**
	Sig.					.002	.000	.043	.000	.000
	N				120	120	120	120	120	120
Help_Seeing	Correlation					1	.176	.410**	-.218*	.625**
	Sig.						.054	.000	.017	.000
	N					120	120	120	120	120
Self_Motivation	Correlation						1	.477**	-.553**	.658**
	Sig.							.000	.000	.000
	N						120	120	120	120
Self_Discipline	Correlation							1	-.405**	.647**
	Sig.								.000	.000
	N							120	120	120
Emotional_Costs	Correlation								1	-.429**
	Sig.									.000
	N								120	120

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

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 8.

*Correlation between Subscales of ASTDL*

		Distance Learning Preference				
		Usefulness	Distance Learning Preference	FTF Preference	Social Presence	ASTDL
Usefulness	Pearson Correlation	1	.741**	.462**	-.254**	.884**
	Sig. (2-tailed)		.000	.000	.005	.000
	N	120	120	120	120	120
Distance Learning Preference	Pearson Correlation		1	.452**	-.255**	.835**
	Sig. (2-tailed)			.000	.005	.000
	N		120	120	120	120
FTF Preference	Pearson Correlation			1	-.152	.576**
	Sig. (2-tailed)				.097	.000
	N			120	120	120
Social Presence	Pearson Correlation				1	.037
	Sig. (2-tailed)					.692
	N				120	120

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

Based on the findings in Table 6, the SFRLLS (Self-Regulation for Foreign Language Learning Scale) and ASTDL (Attitudes toward Distance Learning) variables exhibited a significant Pearson correlation. Tables 7 and 8 further illustrate the specific subscales of SFRLLS and ASTDL, providing corresponding Pearson r correlation coefficients. The application of Pearson r correlation analysis aimed to ascertain the presence of a relationship between SFRLLS and ASTDL. As indicated in Table 6, the results of the Pearson correlation analysis demonstrated a statistically significant association between SFRLLS and ASTDL. According to Cohen's (1992) categorization of correlation coefficients, which classifies them into different levels of impact, a small correlation ( $0.10 \leq r < 0.30$ ) was observed. Therefore, a statistically significant, positively oriented, small correlation ( $r = 0.28$ ,  $p < 0.01$ ) emerged between SFRLLS and ASTDL. These findings suggest that an increase in SFRLLS will likely correspond with a rise in positive attitudes toward distance learning.

### 3.3. Findings Regarding Tertiary Level EFL Learners' Self-Regulation Based Upon Their Demographic Information

Under this heading, data based on participants' demographic information was examined in the SRFLS scale. Independent sample t-tests were used for gender, and ANOVA was used for English proficiency level and school departments.

Table 9.

#### *Independent Sample T-test Results for SRFLS Competencies and Gender*

	Gender	N	M	SD	t	P
Curiosity	Female	86	4.46	0.49	1.53	0.12
	Male	34	4.30	0.53		
Goal_Setting	Female	86	3.96	0.85	-1.71	0.08
	Male	34	4.42	0.66		
Recognition_of_ Emotions_and_ Strengths	Female	86	3.56	0.56	0.04	0.96
	Male	34	3.55	0.61		
Self_Efficacy	Female	86	3.91	0.73	-0.41	0.68
	Male	34	3.97	0.66		
Help_Seeking	Female	86	3.93	0.67	2.34	<b>0.02</b>
	Male	34	3.60	0.71		
Self_Motivation	Female	86	3.08	0.93	-1.32	0.18
	Male	34	3.33	0.96		
Self_Discipline	Female	86	3.80	0.65	0.68	0.49
	Male	34	3.71	0.66		
Emotional_Costs	Female	86	2.68	0.90	0.75	0.45
	Male	34	2.54	0.90		
SRFLS	Female	86	3.67	0.36	0.20	0.83
	Male	34	3.65	0.36		

As seen in Table 9, subscales of SRFLS relationship with gender were examined. An Independent t-test was utilized to see whether SRFLS differed according to gender. According to Table 9, there was a relation between subscales of the SRFLS and gender. The findings revealed a considerable difference between help-seeking and gender ( $t=2.34$ ,  $p=0.02$ ). It is possible to infer that female students are better at seeking help than male students. Furthermore, there was no significant difference between curiosity, goal setting, recognition of emotions, self-motivation, self-discipline, emotional costs, overall SRFLS, and gender. As a result, it can be seen that the participants' SRFLS competencies were unaffected by their gender.

Table 10.

*ANOVA Results for SRFLLS Competencies and English Level*

		N	Mean	Std. Deviation	f	p
Curiosity	A1	17	4.19	.66	2.40	0.09
	A2	27	4.37	.38		
	B1	76	4.48	.49		
Goal_Setting	A1	17	3.66	1.10	3.54	<b>0.03</b>
	A2	27	3.90	.64		
	B1	76	4.17	.76		
Recognition_of_Emotions _and_Strengths	A1	17	3.48	.47	4.66	<b>0.01</b>
	A2	27	3.29	.46		
	B1	76	3.67	.61		
Self_Efficacy	A1	17	3.92	.57	7.99	<b>0.001</b>
	A2	27	3.48	.63		
	B1	76	4.08	.71		
Help_Seeking	A1	17	3.60	.66	5.06	<b>0.008</b>
	A2	27	3.56	.73		
	B1	76	3.99	.65		
Self_Motivation	A1	17	3.13	1.02	1.47	0.23
	A2	27	2.88	.74		
	B1	76	3.25	.98		
Self_Discipline	A1	17	3.60	.80	1.28	0.28
	A2	27	3.69	.58		
	B1	76	3.85	.64		
Emotional_Costs	A1	17	2.84	.91	3.32	<b>0.03</b>
	A2	27	2.96	.83		
	B1	76	2.49	.89		
SRFLLS	A1	17	3.55	.45	5.59	<b>0.005</b>
	A2	27	3.51	.26		
	B1	76	3.74	.34		

In Table 10, participants' English level was shown in SRFLLS. Furthermore, ANOVA was utilized to see whether participants' distance learning attitude differs according to participants' English level. Results shown in Table 10 revealed a significant difference between SRFLLS competencies and participants' English levels. In order to determine the significance of the difference, a Posthoc test was carried out. The Posthoc findings showed that students from the B1 level are more competent in terms of Goal Setting (0.03), Recognition of Emotions and Strengths (0.01), Self-Efficacy (0.001), Help Seeking (0.008), and Emotional Costs (0.03) than the students in other levels. Moreover, students from the B1 level are more competent at other levels. Other competencies and departments did not significantly differ from one another.

Table 11.

*ANOVA Results for Competencies and Department*

		N	Mean	sd	f	p
Curiosity	Law	45	4.38	.44	0.75	0.62
	English Interpreting & Translation	12	4.52	.38		
	Psychology	18	4.40	.50		
	International Finance and Banking	5	4.73	.36		
	International Relations	7	4.38	.29		
	International Business Management	5	4.20	1.09		
	International Trade and Logistic	13	4.28	.71		
	Applied English and Translation	15	4.53	.41		
Goal_Setting	Law	45	4.13	.71	1.38	0.21
	English Interpreting & Translation	12	4.27	.78		
	Psychology	18	3.94	.67		
	International Finance and Banking	5	4.60	.54		
	International Relations	7	3.95	.52		
	International Business Management	5	3.53	1.42		
	International Trade and Logistic	13	3.64	.88		
	Applied English and Translation	15	4.08	1.01		
Recognition_of_E motions_and_Stre ngths	Law	45	3.49	.55	0.69	0.68
	English Interpreting & Translation	12	3.66	.41		
	Psychology	18	3.45	.55		
	International Finance and Banking	5	3.70	.44		
	International Relations	7	3.60	.34		
	International Business Management	5	3.65	.37		
	International Trade and Logistic	13	3.46	.74		
	Applied English and Translation	15	3.80	.80		



Self_Efficacy	Law	45	3.93	.70	1.06	0.39
	English Interpreting & Translation	12	4.19	.30		
	Psychology	18	3.87	.63		
	International Finance and Banking	5	4.33	.62		
	International Relations	7	3.66	.63		
	International Business Management	5	4.33	.62		
	International Trade and Logistic	13	3.76	.94		
	Applied English and Translation	15	3.75	.89		
Help_Seeking	Law	45	3.68	.66	2.37	<u>0.02</u>
	English Interpreting & Translation	12	4.05	.67		
	Psychology	18	3.98	.58		
	International Finance and Banking	5	4.40	.54		
	International Relations	7	3.42	.65		
	International Business Management	5	3.86	.44		
	International Trade and Logistic	13	3.58	.78		
	Applied English and Translation	15	4.20	.78		
Self_Motivation	Law	45	3.28	.90	0.73	0.64
	English Interpreting & Translation	12	3.16	.96		
	Psychology	18	2.79	.75		
	International Finance and Banking	5	3.46	.44		
	International Relations	7	3.14	1.13		
	International Business Management	5	3.40	1.34		
	International Trade and Logistic	13	3.23	1.17		
	Applied English and Translation	15	2.93	.97		
Self_Discipline	Law	45	3.77	.69	0.99	0.43
	English Interpreting & Translation	12	3.94	.312		
	Psychology	18	3.62	.52		
	International Finance and Banking	5	4.20	.18		
	International Relations	7	3.57	.53		
	International Business Management	5	3.40	1.34		
	International Trade and Logistic	13	3.76	.68		
	Applied English and Translation	15	3.93	.66		
Emotional_Costs	Law	45	2.71	.94	1.09	0.37
	English Interpreting & Translation	12	2.80	.52		
	Psychology	18	2.70	.91		
	International Finance and Banking	5	1.80	.44		
	International Relations	7	2.66	.47		
	International Business Management	5	2.20	.83		
	International Trade and Logistic	13	2.87	1.05		
	Applied English and Translation	15	2.48	1.06		

SRFLLS	Law	45	3.66	.33	1.02	0.41
	English Interpreting & Translation	12	3.82	.24		
	Psychology	18	3.59	.26		
	International Finance and Banking	5	3.89	.27		
	International Relations	7	3.55	.16		
	International Business Management	5	3.57	.68		
	International Trade and Logistic	13	3.57	.47		
	Applied English and Translation	15	3.72	.43		

According to the findings in Table 11, there was a substantial difference between participants' departments and SRFLL skills. A Posthoc test was performed to ascertain whether the differences were significant. However, the Posthoc results revealed no significant changes between groups.

#### **3.4. Findings Regarding Tertiary Level EFL Learners' Attitudes Toward Distance Learning Based Upon Their Demographic Information**

The ASTDL scale's results were reviewed in accordance with the fourth research question, which was based on participant demographic data. Gender data were analyzed using independent sample t-tests, and data on English competence and school divisions were analyzed using ANOVA.

Table 12.

#### *Independent Sample T-test Results for ASTDL Competencies and Gender*

	Gender	N	M	SD	T	P
FTF_Preference	Female	86	3.08	0.66	0.13	0.89
	Male	34	3.05	0.69		
Usefulness	Female	86	3.42	1.03	-0.12	0.90
	Male	34	3.43	0.87		
Distance_Learnin g_Preference	Female	86	2.46	0.84	-0.53	0.59
	Male	34	2.56	0.78		
Lackof_Social_Pr esence	Female	86	3.01	1.04	0.81	0.41
	Male	34	2.83	1.06		
ASTDL	Female	86	3.23	0.66	-0.38	0.70
	Male	34	3.28	0.54		

In Table 12, the relationship between gender and ASTDL sub-scales was shown. Moreover, An Independent t-test was utilized to see whether participants' distance learning attitude differs according to participants' gender. According to the findings in Table 12, there was no significant relationship between participant gender and attitude toward distance learning. Consequently, it can be seen that the participants' attitudes toward distance learning did not change based on their gender.

Table 13.

*ANOVA Results for ASTDL Competencies and English Level*

		N	Mean	Std. Deviation	f	P
FTF_Preference	A1	17	2.94	.82	0.42	0.65
	A2	27	3.01	.80		
	B1	76	3.12	.84		
Usefulness	A1	17	3.37	.69	0.64	0.52
	A2	27	3.51	.57		
	B1	76	3.44	.65		
Distance_Learning_Preference	A1	17	2.61	1.11	0.05	0.94
	A2	27	2.51	.86		
	B1	76	2.55	1.08		
Lack_of_Social_Presence	A1	17	3.05	0.74	0.16	0.84
	A2	27	3.01	1.08		
	B1	76	2.92	1.09		
ASTDL	A1	17	3.16	.71	0.16	0.85
	A2	27	3.27	.54		
	B1	76	3.25	.64		

In Table 13, participants' English level with ASTDL was demonstrated. ANOVA was utilized to see whether participants' distance learning attitude differs according to participants' English level. Results shown in Table 13 indicate no significant difference between distance learning attitudes and participants' English levels. Therefore, it can be observed that the participants' English levels did not differ according to their attitudes regarding distance education.

Table 14.

*ANOVA Results for ASTDL Competencies and Department*

		N	Mean	sd	f	p
FTF_Preference	Law	45	2.97	.73	1.65	0.12
	English Interpreting & Translation	12	2.91	1.04		
	Psychology	18	3.08	.80		
	International Finance and Banking	5	4.00	.00		
	International Relations	7	2.78	1.18		
	International Business Management	5	3.60	.54		
	International Trade and Logistic	13	3.26	.83		
	Applied English and Translation	15	2.96	.81		
Usefulness	Law	45	3.48	.55	0.96	0.46
	English Interpreting & Translation	12	3.44	.76		
	Psychology	18	3.37	.59		
	International Finance and Banking	5	3.66	.20		
	International Relations	7	3.16	.73		
	International Business Management	5	4.00	.40		
	International Trade and Logistic	13	3.37	.85		
	Applied English and Translation	15	3.37	.69		
DistanceLearning_Preference	Law	45	2.45	.88	1.37	0.22
	English Interpreting & Translation	12	2.54	1.11		
	Psychology	18	2.80	1.09		
	International Finance and Banking	5	3.50	.50		
	International Relations	7	1.92	.73		
	International Business Management	5	3.00	.50		
	International Trade and Logistic	13	2.73	1.25		
	Applied English and Translation	15	2.26	1.26		
Lackof_Social_Presence	Law	45	2.76	1.03	0.70	0.66
	English Interpreting & Translation	12	3.33	0.86		
	Psychology	18	2.94	1.05		
	International Finance and Banking	5	2.90	0.82		
	International Relations	7	3.07	0.88		
	International Business Management	5	2.80	0.27		
	International Trade and Logistic	13	3.34	1.51		
	Applied English and Translation	15	2.96	1.04		

	Law	45	3.25	0.51	1.19	0.31
	English Interpreting & Translation	12	3.15	0.84		
	Psychology	18	3.19	0.64		
ASTDL	International Finance and Banking	5	3.70	0.04		
	International Relations	7	2.89	0.62		
	International Business Management	5	3.71	0.29		
	International Trade and Logistic	13	3.30	0.83		
	Applied English and Translation	15	3.17	0.68		

Table 14 displays the participants' school departments in relation to ASTDL. ANOVA was utilized to see whether participants' distance learning attitude differs according to the participants' department. The findings in Table 14 reveal no significant difference between participants' departments and attitudes regarding distance learning. Thus, it can be seen that the participants' departments did not differ in terms of their views on distant learning.

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

### **4.1. Introduction**

This chapter provides a discussion of the current study's conclusions and implications. The chapter ends with limitations and suggestions for further study.

### **4.2. Discussion**

#### **4.2.1. Discussion of the Research Question 1**

The first research question examined EFL students' self-regulation and attitudes toward distance learning during the distance education period. First, the data gathered from SRFLLS were analyzed by considering the scale's items and subscales. The results showed that the items and subscales of SRFLLS have yielded positive results, and their mean values have been found to be high. Curiosity, Goal-Setting, Self-Efficacy, Help-Seeking, Self-Discipline, and Recognition of Emotions and Strengths were the factors that had high frequencies, with Curiosity and Goal-Setting being determined as the highest ones in SRFLLS. On the other hand, Self-Motivation and Emotional Cost fell behind others and remained at a moderate level. The presence of negative items primarily caused the Emotional Cost subscale's moderate level.

Similar to the findings of our study, a study by Tulgar (2018) found that their curiosity influenced participants' linguistic knowledge and language development. According to the examination of the subscale, Curiosity was observed to have a high proportion, with the third item, in particular, having the highest mean value. This is because the students aligned their curiosity with their self-regulation capacities to be interested in situations that would lead them to gain a new perspective.

Regarding the students' Goal-Setting, our study found that the items in this dimension, particularly Item 21, had the highest mean score on the scale. It can be assumed that the students will design their further steps according to their objectives. Concerning that, researchers evaluated the strength of goal commitment in terms of cognition (such as making plans), affect (an emotional connection that an individual may experience), and behavior (level of dedication) (Oettingen et al., 2001). A study supporting this states that having well-defined objectives and being highly aware of one's metacognition enhances people's performance on a decision-making task (Ridley et al., 1992). These findings emphasize the crucial role of learner engagement, autonomy, and self-control in achieving effective language learning. They highlight the

importance of setting goals in metacognition and suggest that educators should consider incorporating goal orientation into the curriculum (Bursali & Oz, 2018). The self-regulation theory is proposed as a robust theoretical foundation for goal-setting, which strongly emphasizes the fundamental concepts of motivation and emotion (Siegert et al., 2004).

Another subscale that had high significance was the Recognition of Emotions and Strengths. Item 4 showed that the students demonstrated awareness of their own emotions. It can be said that students can recognize their own emotions and know how to navigate them in terms of self-regulation. Moreover, students' ability to recognize emotions such as anxiety, sadness, happiness, excitement, burnout, and affirmation empowers them to manage these emotions. It can be predicted that a student who has developed emotional mastery can pre-establish their roadmap for any challenges they may face. In accordance with our research findings, a study revealed that students demonstrated improvement in their emotional control across four key dimensions: (a) perceiving sufficient control over negative emotions during high-pressure situations, (b) employing effective strategies focused on building competence, (c) utilizing explicit strategies for regulating emotions, and (d) experiencing reduced distraction caused by negative stimuli (Karimi et al., 2022). Similarly, Pekrun et al. (2002) argued that a significant correlation exists between academic emotions and factors such as students' motivation, learning styles, cognitive abilities, self-regulation, academic achievement, individual characteristics, and classroom dynamics (p. 91). As a result, it can be concluded that the management of emotions plays a vital role within the self-regulation framework.

The evaluation of the Self-Efficacy subscale concluded that item 9 had a significant value. In terms of self-efficacy, it may be said that students can overcome even the most difficult tasks with effort. Moreover, one could argue that enhancing and utilizing their self-efficacy capacities in self-regulation will greatly assist EFL students academically and personally in the later stages of their lives. A similar study has indicated that foreign language self-efficacy significantly and favorably predicts academic success for EFL learners (Özer & Akcayoglu 2021). However, another study revealed that the significant role of learners' self-assessment, environmental structuring, and goal setting explains their English language self-efficacy by shedding light on the complex correlation between online self-regulation and self-efficacy among EFL learners (Su et al., 2018).

As for Help-Seeking, item 25 was observed to be the most preferred item among the learners. EFL learners remarked that they could get help from their instructors when they did not comprehend the information provided. Realizing they may get help when necessary may indicate that they will participate more actively in class. Additionally, this awareness can positively motivate students toward lessons. Identifying the topics that students lack or struggle to understand and seeking help from their teachers can enrich their self-regulation capacities. Furthermore, teachers' positive attitudes toward students seeking help can facilitate the development of a favorable response from students for the next lesson. Similar to the findings of our study, Alnoori (2019) stated in her study that help-seeking has been proven helpful for EFL students in their first year of college, and encouraging students to seek help brings them the realization that their problems can be solved promptly and effortlessly. Similarly, a study suggested that students possessed a positive mindset and displayed proactive behavior in employing help-seeking strategies whenever necessary (Averina & Kuswandono, 2022). It can be claimed that help-seeking enhances EFL learners' consciousness in terms of positive attitudes toward the lesson and connections with their instructors.

Regarding Self-Motivation, item 16 had a high mean value, which implied that students use self-control abilities and motivating methods to maintain persistence when confronted with challenges. Pintrich (1999) declared that the promotion of learners' self-regulated learning might depend heavily on their "motivational beliefs, such as self-efficacy, task value beliefs, or goal orientations" (as cited in Zheng et al., 2018, p.145). It can be deduced that self-motivation is related to all self-regulatory competencies. Also, It can be defined as EFL learners' inner motivation is a magic key to open undiscovered doors into their souls.

The other subscale, Self-Discipline, indicated that items 18 and 19 drew the most attention from the students. It can be explained that they choose to overcome problems or difficulties that arise in their lives. Additionally, It can be assumed that considering the self-discipline proficiency of EFL students, their actions and attitudes will help them maintain self-control. They expressed that although problems or challenges appear in their lives, they choose to overcome them. At this point, EFL learners' attitudes toward self-discipline competency cannot be ignored since their behavior and attitudes may stimulate their awareness of self-regulation.

As stated earlier, the emotional cost had a lower value than the others. No high-scoring items were found in the Emotional Cost, which had the lowest score among the



SRFLL questionnaire items. This part of the questionnaire included negative items representing the unfortunate aspect of being self-conscious. The fact that students have no trouble expressing themselves and overcoming their fears can be used to explain why the sub-dimension "Emotional Cost" has a low value.

Finally, the overall attitude toward distance learning in the survey was found to be moderate. The assessment of the mean values of the subscales of the ASTDL questionnaire showed that the dimensions of Usefulness and Distance Learning Preference exhibited a favorable attitude. Participants had a moderate attitude toward both aspects of distance education. When examining the dimensions of FTF Preference and Lack of Social Presence, they demonstrated a negative attitude.

During the investigation of the subscale Usefulness, it was found that the value of item 7 was high. It was observed that students unanimously agreed that studying with an appropriate instructional method would increase their success. One could argue that EFL learners wanted to form their study methods during distance learning. Furthermore, EFL students' continuous use of self-determined strategies in distance education provided them with convenience and consistency. Parallel to this finding, Sadeghi (2019) suggested that distance learning has many advantages, such as studying anytime or anywhere, freedom to decide, saving time, and zero commuting. Istifci (2016) also revealed that students appreciated the adaptability of online learning.

Regarding the Distance Learning Preference subscale, item 2 had the highest value. EFL students perceive certificates or diplomas obtained through distance or face-to-face learning are equally valuable. It can be concluded that EFL students do not consider the mode of delivery when it comes to awarding diplomas or certificates. They focused on the outcomes by ignoring the process. A study supporting this idea showed that few students saw any differences between taking part in offline and online class learning activities (Yusny et al., 2021).

In terms of the Lack of Social Presence subscale, it was found that the mean value of item 15 was high. Students stressed that they found making friends in the online classroom difficult. Students may have had trouble making friends in the virtual environment before the Covid-19 Pandemic because they were used to the physical classroom setting. Furthermore, it is possible that students did not find the physical aspects of distance learning conducive to developing friendships, explaining the high value of item 15. Similarly, the study conducted by Al-Amrani and Harrington students explained that certain aspects of online social contexts, such as limited keyboard skills,

lack of immediacy, poorly structured discussions, and limited interaction, negatively impacted their willingness to engage in communication using their second language (2020). Moreover, EFL learners can consider that social presence motivated them to connect in a natural classroom environment they were deprived of during the pandemic. A study supporting this idea showed that “allowing students to control their social presence in online communication can embolden shy students and increase their willingness to communicate” (Cunningham & Watson, 2018, p. 43).

During the review of the FTF Preference subscale, it was observed that item 6 had a high value. EFL students emphasized that having a fixed class schedule increased their motivation, which implies that such students experience a lack of motivation due to their changing class schedules. In addition, It can be concluded that maintaining a set class schedule might help students concentrate on their classes when taking part in distance learning.

#### **4.2.2. Discussion of the Research Question 2**

The relationship between tertiary-level EFL students' self-regulation and attitudes toward distance learning was analyzed. Both the SRFLL and ASTDL scales were examined with Pearson's  $r$  correlation. As can be seen in Table 7 and Table 8, Pearson's  $r$  correlation revealed a statistically significant relationship between the SFRL and ASTDL scales. The correlation was found to be small and statistically positive. There is a cyclical relationship between the two scales. This result may be the most prominent one for this study since it finds a statistically positive small relationship between the two scales, distinct from the other studies. It was hypothesized that increasing the SFRL scale would also improve attitudes toward distance learning. It may be stated that distance learning makes it easier to observe students' self-regulation abilities. In short, the answer to the second research question is that there is indeed a relationship between the SRFLL and ASTDL scales, and this relationship is small, positive, and significant.

The study examining the relationship between self-regulation and achievement through distance education, including constructs such as goal orientation, academic self-efficacy, effort regulation, metacognitive regulation, and interaction regulation, found positive correlations between academic self-efficacy and student regulation. It also indicated positive relationships in other subcategories (Cho & Shen, 2013). In a similar study, Semmar (2006) posited that self-efficacy beliefs, self-regulated strategies, and

motivation play a crucial role in the academic success of distance learners. In line with our findings according to a similar study conducted during the Covid-19 pandemic, it was observed that students who encountered distance education for the first time demonstrated a strong performance in goal setting, time management, self-monitoring, and self-evaluation skills (Mou, 2021). A study measuring students' ability to self-regulate in distance learning found that EFL learners often had moderate stages of self-regulated learning and a positive association between their metacognitive skills and time management (Chen, 2020). Similarly, Tajudin et al. (2022) stated that students demonstrated a good attitude, high academic inspiration, and effective self-learning control during distance education. In contrast, according to the study conducted by Williams and Hellman (2004), students with lower levels of achievement demonstrated a decline in their self-regulation toward online learning compared to students with higher levels of achievement.

#### **4.2.3. Discussion of the Research Question 3**

The third research question investigated whether there were significant differences in self-regulation among EFL students based on demographic information such as gender, department, and English proficiency level.

Firstly, the relationship between the subscales of the SRFLQ questionnaire and gender was observed. With the usage of the t-test method, a relationship was found between gender and the SRFLQ questionnaire. Female EFL learners engaged in help-seeking behaviors more frequently than male EFL learners. It can be considered that female students, in comparison to male students, are more inclined to utilize their communication skills actively, resulting in greater proactivity in seeking help. Furthermore, it can be said that female students' social attitudes and communication abilities help them develop their unique qualities, including planning, self-studying, and self-control abilities. A relevant study implied that females performed better than males in online learning in both Self-Regulation Learning and Epistemic Curiosity (Akgün et al., 2022). A study advocated that females scored higher than males on planning, implementing, and evaluating self-regulation strategies for homework (Cadime et al., 2017). Weis et al. (2013) stated that female students were good at self-regulation strategies. Another study supporting this finding found that females were more likely to complete their homework than males (Xu & Wu, 2013). Apart from Help-Seeking, no

relationship was found between gender and the other subscales. Other SRFL skills did not differ by gender.

Secondly, the students' school departments were examined in relation to the subscales of the SRFL. Post hoc tests were conducted to detect any significant differences. According to the test results, no significant differences were found between the two groups. This situation demonstrates that self-regulation skills do not affect students' school departments.

Finally, the English proficiency of students from EFL was explored in relation to the subscales of the SRFL. Post hoc tests were conducted to determine this. As a result, a significant difference was found between the subscales of the SRFL and English proficiency. According to the Post-hoc test results, B1 level students were more proficient than students with other proficiency levels in the subscales of Goal Setting (0.03), Recognition of Emotions and Strengths (0.01), Self Efficacy (0.001), Help Seeking (0.008) and Emotional Costs (0.03). It can be said that a student at the B1 level has acquired the ability to self-regulate in the target language. A relevant study identified that there was a significant relationship between self-regulation and reading comprehension in students with advanced English proficiency (Kamgar & Jadidi, 2016).

#### **4.2.4. Discussion of the Research Question 4**

The fourth research question explored EFL students' attitudes toward distance education, considering demographic factors such as gender, department, and English proficiency level.

Firstly, the association between the ASTDL questionnaire and gender was examined. A T-test was performed to understand this relationship, but no significant relationship was found. Opposite to our findings, a study found that The results indicated that the gender of the participants did not show any difference in their attitudes toward distance education among EFL students. Opposite to our findings, a study found that female students have a more profound learning experience than male students in distance learning (Anderson & Haddad, 2019). Similarly, the study highlighted that female distance learners have higher satisfaction levels, better learning planning, and more active teacher communication (González-Gómez et al., 2012). A study examining distant learning strategies found that although male students tended to avoid learning, female students preferred competitive, participatory, dependent, collaborative, and independent learning styles (Halili et al., 2015). A similar study found that female

students were more motivated, more successful in planning their learning, and more effective in online communication in distance education (McSporran & Young, 2001). In a different study, male students were more proficient in using interactive communication technologies, leading to more significant social presence and satisfaction with online learning (Park & Kim, 2020).

Secondly, the study looked into EFL students' school departments in relation to the ASTDL questionnaire. There was no significant difference between the school departments of the students and their attitudes toward distance education. It can be said that the students' school departments have no impact on the attitude of EFL students toward distance learning.

Finally, the ASTDL questionnaire was used to assess students' English proficiency in EFL. ANOVA was conducted to determine whether their attitudes toward online learning varied according to their English proficiency. No significant differences were found in attitudes toward distance learning among EFL students depending on their English proficiency. No meaningful relationship was observed. Contrary to our study, students with low English proficiency have low learning skills and experience in online education and self-directed learning (Kuama & Intharaksa, 2016). Similarly, a study indicated that it was revealed that intermediate-level EFL students displayed more favorable attitudes toward online learning when compared to beginners and advanced-level students. This suggests that English proficiency level significantly influences student engagement and attitudes toward online learning (Cha et al., 2022).

### **4.3. Implications**

The results of this study showed that the self-regulation skills, strategies, and preferred methods of preparatory class foreign language students during the Covid-19 Pandemic were remarkable and contributed to their awareness of self-regulation. Considering the global threat of the pandemic and the implementations during the quarantine period, these students demonstrated their skills, such as recognizing their own emotions, self-efficacy, help-seeking, goal-setting, and intrinsic motivation, as they were unable to seek external help or participate in class in a physical setting. It can be said that the SRFLLS subheadings direct our attention to the consequences of students' abilities. Each item under the self-regulation header can be a skill that EFL students will develop further and successfully apply to their lives in the future. It can be argued that students may be better able to overcome obstacles when they apply self-regulation

techniques effectively. It can be argued that EFL students in distance education were able to focus on their intrinsic motivation and sustain the learning process despite social constraints and other challenges they faced by using self-regulation skills. It can be suggested that self-regulation awareness is an essential part of the learning process of EFL students. In addition, it can be argued that students can lower their level of affective filter through self-regulation skills when faced with challenges in the learning process.

In addition, moderately positive attitudes toward distance education were clearly expressed in the study. It can be stated that students who were not yet familiar with the distance education model showed moderate attitudes and successfully overcame this difficult stage using their self-regulation skills. A significant relationship was found between students' self-regulation skills and their attitudes toward distance learning, suggesting that a positive increase in self-regulation skills also promotes positive attitudes toward online learning. It can be stated that self-regulation skills play a crucial role in cultivating positive attitudes toward distance learning among students. Considering the Covid-19 pandemic, it can be suggested that self-regulation skills contribute to the learning process in distance education. In order to raise awareness about self-regulation skills, it is recommended that expert instructors offer self-regulation as an elective course for students in distance education or integrate it into the institution's curriculum.

In addition, the study collected demographic data from foreign language students in the preparatory class. Based on this information, both self-regulation skills and attitudes toward distance learning were examined. When analyzing the SRFLLS demographic data, substantial differences in terms of gender and English proficiency were found. It can be argued that female students' more vital help-seeking skills may be due to their temperament and more sociable character. It might also be said that female students are more conscious of collaboration. Compared to male students, female students may also have a more detailed and task-oriented approach. It can be hypothesized that female students actively engaging their help-seeking abilities in the educational process would increase their emotional and social awareness, allowing them to use other self-regulation abilities effectively. According to the results, It is clear that EFL students at the B1 level perform better in the majority of self-regulation abilities when compared to other levels of English proficiency. It can be said that a student at the B1 level has acquired the ability to self-regulate in the target language. It can be assumed that as the

English proficiency of an EFL student increases, their self-regulation dimensions will also improve. It can be anticipated that students with high English proficiency would enhance their academic achievements by effectively utilizing their self-regulation skills. No correlation was found between the EFL students' school departments and their self-regulation dimensions. It can be concluded that school departments do not help EFL students develop their self-regulation. Upon examining the demographic information of ASTDL, no significant relationship was observed between gender, academic department, and English proficiency. It can be said that a student's gender, academic department, or level of English ability do not significantly affect their attitudes toward distance learning.

#### **4.4. Conclusion**

This study examined the attitudes of foreign language students in preparatory schools toward distance education and their self-regulation skills. Their strategies for coping with challenges, emotion management, motivational patterns, self-efficacy, opinions about seeking help, and other sub-dimensions were analyzed detached from the traditional classroom setting. A survey to assess students' attitudes toward distance education was also conducted to examine their general attitudes. The reality of the Covid-19 Pandemic that we suddenly faced has led to significant changes in various aspects of our lives. One of these changes was observed in the field of education. The transition from in-class to distance learning aimed to integrate students into a radically different educational model. This model of learning, with which many students were unfamiliar, quickly became an integral part of their lives. Throughout the Covid-19 Pandemic, students and teachers engaged in and adapted to the distance education model. It is evident that distance education will continue to be an active form of education after the Covid-19 Pandemic ends. At each new stage of life, the importance of self-regulation skills became apparent as the foreign language students in the preparatory class demonstrated how to deal with challenges, control their emotions, and take advantage of opportunities around them.

#### **4.5. Limitations and Recommendations for Further Research**

Future researchers may aim to expand the scope of this research by implementing more comprehensive data collection methods with students. In addition to the SRFL and ASTDL surveys used in this study for foreign language students, interviews and

written expressions of students could be included. The number of participants is also limited due to the Covid-19 pandemic. Furthermore, student demographic information could be expanded. This study focused only on foreign language students' self-regulation levels and attitudes toward distance learning. Therefore, researchers could extend this perspective by including teachers' perspectives in future studies. Moreover, this study was conducted only in a preparatory class at a university in Turkey. Future studies could examine this issue more inclusively using broader contexts.



## REFERENCES

- Adair-Hauck, B., Willingham-McLain, L., and Earnest-Youngs, B.: 1999, 'Evaluating the integration of technology and second language learning', *CALICO Journal*, 17(2): 269–306.
- Adıgüzel, A. O., & Orhan, A. (2017). The Relation between English Learning Students' Levels of Self-Regulation and Metacognitive Skills and Their English Academic Achievements. *Journal of Education and Practice*, 8(9), 115–125. <http://files.eric.ed.gov/fulltext/EJ1138845.pdf>
- Akgün, E., Mede, E., & Saraç, S. (2022). The role of individual differences on epistemic curiosity (EC) and self-regulated learning (SRL) during e-learning: the Turkish context. *International Journal of Assessment Tools in Education*, 565–582. <https://doi.org/10.21449/ijate.907186>
- Al-Amrani, S. N., & Harrington, M. (2020). The impact of online social presence on Omani female students' willingness to communicate in English. *Computer-Assisted Language Learning Electronic Journal*, 21(2), 220-237.
- Alawawdeh, N., & Alshtairi, M. (2020). Foreign Languages E-Learning: Challenges, Obstacles And Behaviours During Covid-19 Pandemic In Jordan. *Palarch's Journal Of Archaeology Of Egypt/Egyptology* .  
File:///C:/Users/Lenovo/Downloads/2983-Article%20text-5761-1-10-20201216.Pdf
- Allo, M. D. G. (2020). Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners. *Jurnal Sinestesia*, 10(1), 1–10. <https://sinestesia.pustaka.my.id/journal/article/download/24/1>
- Alnoori, B. S. M. (2019). Help-seeking strategy for developing reading skills of Iraqi EFL students. *Opción: Revista de Ciencias Humanas y Sociales*, (21), 564-581.
- Alzubaidi, E., Aldridge, J. M., & Khine, M. S. (2016). Learning English as a second language at the university level in Jordan: motivation, self-regulation and learning environment perceptions. *Learning Environments Research*, 19(1), 133–152. <https://doi.org/10.1007/s10984-014-9169-7>
- Anderson, D. E., & Haddad, C. (2019). GENDER, VOICE, AND LEARNING IN ONLINE COURSE ENVIRONMENTS. *Online Learning*, 9(1).  
<https://doi.org/10.24059/olj.v9i1.1799>

- Anohina, A. (2005b). Analysis of the Terminology Used in the Field of Virtual Learning. *Educational Technology & Society*, 8(3), 91–102. [http://www.ifets.info/journals/8\\_3/9.pdf](http://www.ifets.info/journals/8_3/9.pdf)
- Ardasheva, Y., Wang, Z., Adesope, O., & Valentine, J. C. (2017). Exploring Effectiveness and Moderators of Language Learning Strategy Instruction on Second Language and Self-Regulated Learning Outcomes. *Review of Educational Research*, 87(3), 544–582. <https://doi.org/10.3102/0034654316689135>
- Averina, F. E., & Kuswando, P. (2022). High School Students' Motivation and Help-Seeking Strategies in English Language Learning. *Journal of English Language Teaching and Linguistics*, 7(1), 63-81.
- Banisaeid, M., & Huang, J. (2015). The Role of Motivation in Self-regulated Learning and Language Learning Strategy: In the Case of Chinese EFL Learners. *International Journal of Applied Linguistics and English Literature*, 4(5). <https://doi.org/10.7575/aiac.ijalel.v.4n.5p.36>
- Bates AW 1995. Technology, open learning and distance education. London: Routledge
- Barzani, S. H. H., & Jamil, R. J. (2021). Students' Perceptions towards Online Education during COVID-19 Pandemic: An Empirical Study. *International Journal of Social Sciences & Educational Studies*, 8(2). <https://doi.org/10.23918/ijsses.v8i2p28>
- Benadla, D., & Hadji, M. (2021). EFL Students Affective Attitudes towards Distance E-Learning Based on Moodle Platform during the Covid-19the Pandemic: Perspectives from Dr. MoulayTahar University of Saida, Algeria. *Arab World English Journal*, 1, 55–67. <https://doi.org/10.24093/awej/covid.4>
- Birch, D., & Volkov, M. (2007). Assessment of online reflections: Engaging English second language (ESL) students. *Australasian Journal of Educational Technology*, 23(3). <https://doi.org/10.14742/ajet.1254>
- Birol Çelik & Hüseyin Uzunboylu (2020): Developing an attitude scale towards distance learning, *Behaviour & Information Technology*, DOI: 10.1080/0144929X.2020.1832576
- Blake, R. and Delforge, A.: 2006, 'Online language learning: The case of Spanish without walls', in B. Lafford and R. Salaberry (eds.), *Spanish Second Language Acquisition: The Art of Teaching Spanish*, Georgetown University Press. 127–147.

- Bowen, V. S. (1996). The relationship of locus of control and cognitive style to self-instructional strategies, sequencing, and outcomes in a learner-controlled multimedia environment. *Dissertation Abstracts International Section A: Humanities & Social Sciences*, 56
- Bozavli, E. (2021). Is Foreign Language Teaching Possible Without School? Distance Learning Experiences of Foreign Language Students at Ataturk University During the Covid-19 Pandemic. *Arab World English Journal*, 12(1), 3–18. <https://doi.org/10.24093/awej/vol12no1.1>
- Budiman, R. (2018). Factors Related to Students' Drop Out of a Distance Language Learning Programme. *Journal of Curriculum and Teaching*, 7(2), 12. <https://doi.org/10.5430/jct.v7n2p12>
- Bursali, N., & Oz, H. (2018). The role of goal setting in metacognitive awareness as a self-regulatory behavior in foreign language learning. *International Online Journal of Education and Teaching*, 5(3). 662-671. <https://doi.org/2148-225X>
- Cabangcala, R., Alieto, E., Estigoy, E. B., De Deus Santos, M. R., & Torres, J. P. (2021). When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners' (ELLs) Attitude and Technological Competence. *TESOL International Journal*, 16, 122–138. <https://search.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/en/covidwho-1273909>
- Cadime, I. M. D., Cruz, J., Silva, C., & Ribeiro, I. (2017). Homework self-regulation strategies: a gender and educational-level invariance analysis. *Psicologia: Reflexão E Crítica*, 30(1). <https://doi.org/10.1186/s41155-017-0062-z>
- Cai, R., Wang, Q., Xu, J., & Zhou, L. (2020). Effectiveness of Students' Self-Regulated Learning during the COVID-19 Pandemic. *Science Insights*, 34(1), 175–182. <https://doi.org/10.15354/si.20.ar011>
- Çelik, B., Bilgin, R., & Yıldız, Y. (2022). The views of instructors in foreign language teaching with distance education model during the Covid-19 Pandemic Process: A study at Tishk International University in Erbil, Iraq. *International Journal of Social Sciences & Educational Studies*, 9(1). <https://doi.org/10.23918/ijsses.v9i1p148>
- Cha, Y., Kim, N. K., & Kim, H. (2022). Effects of EFL Learners' Perspectives on Online English Classes: Gender, Major, and Proficiency. *STEM Journal*, 23(1), 42–57. <https://doi.org/10.16875/stem.2022.23.1.42>

- Chang, M. (2005). Applying self-regulated learning strategies in a web-based instruction-An investigation of motivation perception. *Computer Assisted Language Learning*, 18(3), 217-230. <https://doi:10.1080/09588220500178939>
- Chen, W. (2020). A study on college students' self-regulated online learning in the home study context. In *Technology in Education. Innovations for Online Teaching and Learning: 5th International Conference, ICTE 2020, Macau, China, August 19-22, 2020, Revised Selected Papers 5* (pp. 189-200). Springer Singapore.
- Cho, M., & Shen, D. (2013). Self-regulation in online learning. *Distance Education*, 34(3), 290–301. <https://doi.org/10.1080/01587919.2013.835770>
- Cubukcu, F. (2008). A Study On The Correlation Between Self Efficacy And Foreign Language Learning Anxiety. *Journal of Theory and Practice in Education*, 4(1), 148–158. <http://files.eric.ed.gov/fulltext/ED502016.pdf>
- Cunningham, U. M., & Watson, K. (2018). The relationship between willingness to communicate and social presence in an online English language course.
- De La Fuente, J. M., Paoloni, P. V. R., Kauffman, D. R., Soyulu, M. Y., Sander, P., & Zapata, L. (2020). Big Five, Self-Regulation, and Coping Strategies as Predictors of Achievement Emotions in Undergraduate Students. *International Journal of Environmental Research and Public Health*, 17(10), 3602. <https://doi.org/10.3390/ijerph17103602>
- Dewi, P., & Muhid, A. (2021). Students' Attitudes towards Collaborative Learning through E-Learning During Covid-19: A Male and Female Students. *English Teaching Journal : A Journal of English Literature, Language, and Education*, 9(1), 26. <https://doi.org/10.25273/etj.v9i1.9046>
- Diasti, K. S., & Hartono, H. (2023). EFL Students' Self-Regulation in Online Learning during the Covid-19 Pandemic. *PANYONARA: Journal of English Education*, 5(1), 90-100.
- Elcin, D. (2018). *Self-Regulatory Capacities of Students with Differing Proficiency Levels In Terms of Vocabulary Acquisition* (Doctoral dissertation, Cag University). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi>
- Erdogan, K. E. (2020). Foreign Language Education During Covid-19 Pandemic: An Evaluation from the Perspectives of Preparatory Class Students. *Milli Eğitim*, 49(1), 1079–1090. <https://doi.org/10.37669/milliegitim.788274>

- Evişen, N., Akyılmaz, Ö., & Torun, Y. (2020). A Case Study of University EFL Preparatory Class Students' Attitudes towards Online Learning during Covid-19 in Turkey. *Gaziantep University Journal and Educational Sciences*, 4(2), 73–93. <https://dergipark.org.tr/tr/download/article-file/1319991>
- Gilakjani, A. P., Leong, L., & Sabouri, N. B. (2012). A Study on the Role of Motivation in Foreign Language Learning and Teaching. *International Journal of Modern Education and Computer Science*, 4(7), 9–16. <https://doi.org/10.5815/ijmeecs.2012.07.02>
- González-Gómez, F., Guardiola, J., Rodríguez, Í. M., & Alonso, M. A. (2012). Gender differences in e-learning satisfaction. *Computers & Education*, 58(1), 283–290. <https://doi.org/10.1016/j.compedu.2011.08.017>
- Hacker, D. J., Dunlosky, J., & Graesser, A. C. (2009). Handbook of Metacognition in Education. In *Routledge eBooks*. <https://doi.org/10.4324/9780203876428>
- Hall, N. C., & Goetz, T. (2013b). *Emotion, Motivation, and Self-Regulation: A Handbook for Teachers*. [https://www.emeraldgrouppublishing.com/products/books/pdf/chapters/ems\\_toc.pdf](https://www.emeraldgrouppublishing.com/products/books/pdf/chapters/ems_toc.pdf)
- Halili, S. H., Naimie, Z., Sira, S., AhmedAbuzaid, R., & Leng, C. H. (2015). Exploring the Link Between Learning Styles and Gender Among Distance Learners. *Procedia - Social and Behavioral Sciences*, 191, 1082–1086. <https://doi.org/10.1016/j.sbspro.2015.04.238>
- Han, J., DiGiacomo, D. K., & Usher, E. L. (2023). College students' self-regulation in asynchronous online courses during COVID-19. *Studies in Higher Education*, 1–15. <https://doi.org/10.1080/03075079.2023.2201608>
- Hijazi, D., & Al-Natour, A. (2021). Online Learning Challenges Affecting Students of English in an EFL Context During Covid-19 Pandemic. *International Journal of Education and Practice*, 9(2), 379–395. <https://doi.org/10.18488/journal.61.2021.92.379.395>
- Hurd, S. (2006). Towards a Better Understanding of the Dynamic Role of the Distance Language Learner: Learner perceptions of personality, motivation, roles, and approaches. *Distance Education*, 27(3), 303–329. <https://doi.org/10.1080/01587910600940406>
- Irwandi, I. (2020). Implementing Eclectic Method for ELT through Distance Learning during the Covid-19 Pandemic. *Educatio: Media Penelitian Pendidikan Dan Inovasi Pembelajaran*, 15(2), 31–43. <https://doi.org/10.29408/edc.v15i2.2799>

- Istifci, I. (2016). Perceptions of Turkish EFL Students on Online Language Learning Platforms and Blended Language Learning. *Journal of Education and Learning*, 6(1), 113. <https://doi.org/10.5539/jel.v6n1p113>
- Jurišević, M., Lavrih, L., Lišić, A., Podlogar, N., & Žerak, U. (2021). Higher Education Students' Experience of Emergency Remote Teaching during the Covid-19 Pandemic in Relation to Self-Regulation and Positivity. *CEPS Journal : Center for Educational Policy Studies Journal*, 11(Sp.Issue). <https://doi.org/10.26529/cepsj.1147>
- Kamgar, N., & Jadidi, E. (2016). Exploring the Relationship of Iranian EFL Learners Critical Thinking and Self-regulation with their Reading Comprehension Ability. *Procedia - Social and Behavioral Sciences*, 232, 776–783. <https://doi.org/10.1016/j.sbspro.2016.10.105>
- Karimi, M. N., Hashemi, M., & Oghyanous, P. A. (2022). L2 Learners' Understanding of Achievement Emotions and Emotion Regulation Strategies: Contributions of a Longitudinal Emotion Regulation Initiative. *TESL-EJ*, 26(4). <https://doi.org/10.55593/ej.26102a4>
- Kassem, H. (2022). THE IMPACT OF THE SHIFT TO ONLINE EDUCATION DURING THE COVID-19 PANDEMIC ON EFL LEARNERS' AUTONOMY. *European Journal of English Language Teaching*, 7(2). <https://doi.org/10.46827/ejel.v7i2.4206>
- Khanum, F., & Alam, M. M. (2021). Tertiary level learners' perceptions of learning English through online class during Covid-19 pandemic: A quantitative approach. *A Res. J. Engl. Stud*, 1, 3-13.
- Kiatkheeree, P. (2018). Learning Environment for Second Language Acquisition: Through the Eyes of English Teachers in Thailand. *International Journal of Information and Education Technology*, 8(5), 391–395. <https://doi.org/10.18178/ijiet.2018.8.5.1069>
- King, F. W., Young, M., Drivere-Richmond, K., & Schrader, P. G. (2001). Defining Distance Learning and Distance Education. *AACE Journal*, 9(1), 1–14. [https://www.learntechlib.org/primary/p/17786/article\\_17786.pdf](https://www.learntechlib.org/primary/p/17786/article_17786.pdf)
- Klimova, B. (2021). An Insight into Online Foreign Language Learning and Teaching in the Era of COVID-19 Pandemic. *Procedia Computer Science*, 192, 1787–1794. <https://doi.org/10.1016/j.procs.2021.08.183>

- Kolyada, N., Shapovalova, L., Guz, Y., & Melkonyan, A. (2021). Distance Learning of a Foreign Language – Necessity or Future. *International Journal of Emerging Technologies in Learning (Ijet)*, 16(04), 167. <https://doi.org/10.3991/ijet.v16i04.18299>
- Kuama, S., & Intharaksa, U. (2016). Is Online Learning Suitable for All English Language Students. *PASAA: Journal of Language Teaching and Learning in Thailand*, 52, 53–82. <http://files.eric.ed.gov/fulltext/EJ1134684.pdf>
- Kudryavtseva, M. G. (2014). Possibilities of Distance Learning as a Means of Foreign Language Learning Motivation among Students of Economics. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2014.09.301>
- Lai, C., & Kritsonis, W. A. (2006). The Advantages and Disadvantages of Computer Technology in Second Language Acquisition. *National*, 3(1). <http://faculty.ksu.edu.sa/saad/Documents/CALL%20Advantages%20and%20disadvantages.pdf>
- Macklem, G. L. (2015a). *Boredom in the Classroom: Addressing Student Motivation, Self-Regulation, and Engagement in Learning*. Springer.
- Mahmoodi, M. R., Kalantari, B., & Ghaslani, R. (2014). Self-Regulated Learning (SRL), Motivation and Language Achievement of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 1062–1068. <https://doi.org/10.1016/j.sbspro.2014.03.517>
- Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal*, 11(4), 351–362. <https://doi.org/10.24093/awej/vol11no4.23>
- McSporran, M., & Young, S. W. (2001). Does gender matter in online learning? *ALT-J*, 9(2), 3–15. <https://doi.org/10.1080/0968776010090202>
- Megan M. McClelland & Shannon B. Wanless (2012): Growing Up With Assets and Risks: The Importance of Self-Regulation for Academic Achievement, *Research in Human Development*, 9:4, 278-297. <http://dx.doi.org/10.1080/15427609.2012.729907>
- Melvina, Lengkanawati, N. S., Wirza, Y., Alicia, D., & Yulmiati. (2021). EFL Learners' View on Online Learning Implementation During Covid-19 Outbreaks. In *Proceedings of the 4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)*. <https://doi.org/10.2991/assehr.k.201230.130>

- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2010). e-Learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*, 14(2), 129–135. <https://doi.org/10.1016/j.iheduc.2010.10.001>
- Mou, T. (2021). Online learning in the time of the COVID-19 crisis: Implications for the self-regulated learning of university design students. *Active Learning in Higher Education*, 24(2), 185–205. <https://doi.org/10.1177/14697874211051226>
- Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Using Zoom to Support English Learning during Covid-19 Pandemic: Strengths and Challenges. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 222. <https://doi.org/10.23887/jisd.v5i2.35006>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nenakhova, E. (2021). Distance learning practices on the example of second language learning during coronavirus epidemic in Russia. *International Journal of Instruction*, 14(3), 807–826. <https://doi.org/10.29333/iji.2021.14347a>
- Nilson, L. (2013). *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*. Stylus Publishing, LLC.
- Nota, L., Soresi, S., & Zimmerman, B. J. (2004). Self-regulation and academic achievement and resilience: A longitudinal study. *International Journal of Educational Research*, 41(3), 198-215. <https://doi:10.1016/j.ijer.2005.07.001>
- Oettingen, G., Pak, H., & Schnetter, K. (2001). Self-regulation of goal-setting: Turning free fantasies about the future into binding goals. *Journal of Personality and Social Psychology*, 80(5), 736–753. <https://doi.org/10.1037/0022-3514.80.5.736>
- Oxford, R. L. (1999). Relationships between Second Language Learning Strategies and Language Proficiency in the Context of learner Autonomy and Selfregulation. *Revista Canaria De Estudios Ingleses*, 38, 109–126. <https://dialnet.unirioja.es/servlet/articulo?codigo=80113>
- Özer, Ö. & Akcayoglu, D. İ. (2021). Examining the Roles of Self-Efficacy Beliefs, Self-Regulated Learning and Foreign Language Anxiety in the Academic Achievement of Tertiary EFL Learners. *Participatory Educational Research*, 8(2), 357–372. <https://doi.org/10.17275/per.21.43.8.2>
- Park, C. R., & Kim, D. (2020). Exploring the Roles of Social Presence and Gender Difference in Online Learning. *Decision Sciences Journal of Innovative Education*, 18(2), 291–312. <https://doi.org/10.1111/dsji.12207>



- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. *Educational Psychologist*, 37(2), 91–105. [https://doi.org/10.1207/s15326985ep3702\\_4](https://doi.org/10.1207/s15326985ep3702_4)
- Pham, M. T., Luu, T. X. T., Uyen, T. T., DO, Thai, T. N., & Ngo, T. H. (2022b). EFL Students' Challenges of Online Courses at Van Lang University during the COVID-19 Pandemic. *International Journal of TESOL & Education*, 2(2), 1–26. <https://doi.org/10.54855/ijte.22221>
- Pintrich, P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31(6), 459–470. [https://doi.org/10.1016/s0883-0355\(99\)00015-4](https://doi.org/10.1016/s0883-0355(99)00015-4)
- Pluck, G., & Johnson, H. L. (2011). Stimulating curiosity to enhance learning. *GESJ: Education Sciences and Psychology*, 2.(19).ISSN 1512-1801
- Puntularb, P., Yippikun, C., & Pinchunsri, P. (2021). The Characteristics and Self-Regulation of Undergraduate Students in Online English Learning: A Case Study of A Private University in Thailand. *International Journal of Higher Education*, 10(7), 34. <https://doi.org/10.5430/ijhe.v10n7p34>
- Rahardja, U., Budiarto, M., & Putra, P. O. H. (2020). Exploring E-learning Challenges During the Global COVID-19 Pandemic: A Review. *Jurnal Sistem Informasi*, 16(2), 57–65. <https://doi.org/10.21609/jsi.v16i2.1011>
- Ridley, D. S., Schutz, P. A., Glanz, R. S., & Weinstein, C. E. (1992). Self-Regulated Learning: The Interactive Influence of Metacognitive Awareness and Goal-Setting. *Journal of Experimental Education*, 60(4), 293–306. <https://doi.org/10.1080/00220973.1992.9943867>
- Sadeghi, M. (2019). A Shift from Classroom to Distance Learning: Advantages and Limitations. *International Journal of Research in English Education*, 4(1), 80–88. <https://doi.org/10.29252/ijree.4.1.80>
- Sahbaz, A. (2020). Views and Evaluations of University Students about Distance Education During the COVID-19 Pandemic. *Educational Process: International Journal*, 9(3), 185–198. <https://doi.org/10.22521/edupij.2020.93.5>
- Semmar, Y. (2006). Distance learners and academic achievement: The roles of self-efficacy, self-regulation and motivation. *Journal of Adult and Continuing Education*, 12(2), 244-256.

- Siegert, R. J., McPherson, K. M., & Taylor, W. R. (2004). Toward a cognitive-affective model of goal-setting in rehabilitation: is self-regulation theory a key step? *Disability and Rehabilitation*, 26(20), 1175–1183. <https://doi.org/10.1080/09638280410001724834>
- Soureshjani, K. H. (2013). Self-Regulation and Motivation reconsideration through Persian EFL Learners' Writing Achievement (11060301). *Journal of Research*, 55-80.
- Su, Y. N., Zheng, C., Liang, J. C., & Tsai, C. C. (2018). Examining the relationship between English language learners' online self-regulation and their self-efficacy. *Australasian Journal of Educational Technology*, 34(3). <https://doi.org/10.14742/ajet.3548>
- Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1(3), 1-20.
- Sutanapong, C., & Louangrath, P. I. (2015). Descriptive and inferential statistics. *International Journal of Research & Methodology in Social Science*, 1(1), 22-35.
- Ta'amneh, M. a. a. A. (2021). Attitudes and Challenges Towards Virtual Classes in Learning English Language Courses From Students' Perspectives at Taibah University During COVID-19 Pandemic. *Journal of Language Teaching and Research*, 12(3), 419–428. <https://doi.org/10.17507/jltr.1203.12>
- Tanjung, F. Z., & Utomo, A. (2021). INVESTIGATING EFL STUDENTS' PERCEPTION ON ONLINE LEARNING AMIDST COVID-19 PANDEMIC. *IJIET (International Journal of Indonesian Education and Teaching)*, 5(1), 102–115. <https://doi.org/10.24071/ijiet.v5i1.3053>
- Tajudin, A., Maulida, C., & Vransiska, N. R. D. (2022). Self-regulated learning in online classes: A comparative study between Malaysian and Indonesian students. *Journal of Educational Management and Instruction*, 2(1), 1–11. <https://doi.org/10.22515/jemin.v2i1.4965>
- Teng, L., & Zhang, L. J. (2016). A Questionnaire-Based Validation of Multidimensional Models of Self-Regulated Learning Strategies. *The Modern Language Journal*, 100(3), 674–701. <https://doi.org/10.1111/modl.12339>
- Tilfarlioglu, F. Y., & Delbesoglugil, A. B. Ö. (2014). Questioning academic success through self-regulation, self-esteem and attitude in foreign language learning (a case study). *Theory and Practice in Language Studies*, 4(11), 2223.

- Tsai, S., & Machado, P. P. P. (2002). E-Learning Basics: Essay. *E-LEARN MAGAZINE*, 2002(7), 3. <https://doi.org/10.1145/566778.568597>
- Tulgar, A. T. (2018). The Effects of Curiosity on Second Language Learning in terms of Linguistic, Social-cultural and Pragmatic Development. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 9(2), 59–72. <https://dergipark.org.tr/tr/download/article-file/614710>
- Utami, A. R., Oktaviani, L., & Emaliana, I. (2021). The use of video for distance learning during covid-19 pandemic: Students' voice. *JET ADI BUANA*, 6(02), 153–161. <https://doi.org/10.36456/jet.v6.n02.2021.4047>
- Valentine, D. (2002). Distance Learning: Promises, Problems, and Possibilities. *Online Journal of Distance Learning Administration*, 5(3). <http://distance.westga.edu/~distance/ojdla/fall53/valentine53.html>
- Warschauer, M. (1996), 'Comparing face-to-face and electronic discussion in the
- Weis, M., Heikamp, T., & Trommsdorff, G. (2013). Gender differences in school achievement: The role of self-regulation. *Frontiers in Psychology*, 4. <https://doi.org/10.3389/fpsyg.2013.00442>
- Whipp, J. L., & Chiarelli, S. (2004). Self-regulation in a web-based course: A case study. *Educational Technology Research and Development*, 52(4), 5-21. <https://doi:10.1007/bf02504714>
- Williams, P. E., & Hellman, C. M. (2004). Differences in Self-Regulation for Online Learning Between First- and Second-Generation College Students. *Research in Higher Education*, 45(1), 71–82. <https://doi.org/10.1023/b:rihe.0000010047.46814.78>
- Xu, J, & Wu, H. (2013). Self-regulation of homework behaviour: Homework management at the secondary school level. *The Journal of Educational Research*, 106, 1–13.
- Yunus, M. M., Ang, W. H., & Hashim, H. (2021). Factors Affecting Teaching English as a Second Language (TESL) Postgraduate Students' Behavioural Intention for Online Learning during the COVID-19 Pandemic. *Sustainability*, 13(6), 3524. <https://doi.org/10.3390/su13063524>
- Yusny, R., Rizki, F. N., Trisnawati, I. K., & Mulia, M. (2021). Offline or online?: EFL students' perceptions on working in face-to-face and virtual learning modes. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 113. <https://doi.org/10.22373/ej.v9i1.10364>

- Zaimoglu, S. & Sahinkarakas, S. (2019). Development of a Self- Regulation Foreign Language Learning Scale Within the Framework of Social Emotional Learning. In F., Silman (Ed.). *Folklore-Literature*, 402-417. doi: 10.22559/folklor.950.
- Zaimoglu, S. (2018). *Developing a Scale for Social-Emotional Foreign Language Learning in University Contexts* (Doctoral dissertation, Cag University). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi>.
- Zhang, D., & Zhang, L. J. (2019). Metacognition and Self-Regulated Learning (SRL) in Second/Foreign Language Teaching. In *Springer international handbooks of education* (pp. 883–897). Springer Nature (Netherlands). [https://doi.org/10.1007/978-3-030-02899-2\\_47](https://doi.org/10.1007/978-3-030-02899-2_47)
- Zhang, X., & Cui, G. (2010). Learning beliefs of distance foreign language learners in China: A survey study. *System*, 38(1), 30–40. <https://doi.org/10.1016/j.system.2009.12.003>
- Zheng, C., Liang, J.-C., Yang, Y.-F., & Tsai, C.-C. (2016). The relationship between Chinese university students' conceptions of language learning and their online self-regulation. *System*, 57, 66–78. <http://doi:/10.1016/j.system.2016.01.005>
- Zheng, C., Liang, J., Chai, C. S., Chen, X., & Liu, H. (2023). Comparing high school students' online self-regulation and engagement in English language learning. *System*, 115, 103037. <https://doi.org/10.1016/j.system.2023.103037>
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.
- Zimmerman, B.J. (1998). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models. In *Self-regulated learning: From teaching to self-reflective practice*, 1-19.

## APPENDICES

## Appendix 1. Ethics Committee Approval Document

T.C	
<b>ÇAĞ ÜNİVERSİTESİ</b>	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>	
<b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b>	
<b>ÖĞRENCİ BİLGİLERİ</b>	
T.C. NOSU	
ADI VE SOYADI	Beyza Köse
ÖĞRENCİ NO	20198014
TEL. NO.	
E-MAIL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili ve Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 GÜZ DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
TEZİN KONUSU	Yüksek Öğrenim Gören Yabancı Dil Öğrencilerinin KOVID 19 Pandemisi Boyunca Uzaktan Eğitim Sürecindeki Öz-Düzenlemelerinin İncelenmesi
TEZİN AMACI	Bu tezin amacı yüksek öğrenim gören yabancı dil öğrencilerinin kovid 19 pandemisi boyunca uzaktan eğitimindeki öz-düzenlemelerinin yabancı dil öğreniminde öz düzenleme ve uzaktan eğitim tutum ölçek anketlerinin öğrencilere uygulanarak ve bu öğrencilerin cinsiyeti, bölümü ve yabancı dil seviyelerinin de göz önünde tutularak incelenmesidir.
TEZİN TÜRKÇE ÖZETİ	Bu araştırma Kovid 19 pandemisi boyunca yüksek öğrenim gören yabancı dil öğrencilerinin uzaktan eğitimindeki öz-düzenlemelerinin incelenmesine dayalıdır.Çalışma nicel bir çalışma olup, iki adet anket uygulanacaktır. Bu anketler yabancı dil öğreniminde öz-düzenleme anketi ve uzaktan eğitim tutum anketidir.Çalışmada yüksek öğrenim gören yabancı dil öğrencilerinin öz-düzenlenmesi ile uzaktan eğitim arasındaki ilişkiye bakılacak ve öğrencilerin cinsiyeti bölümü ve yabancı dil seviyelerinin bu ilişkideki farkları gözlemlenecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Çağ Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi - YABANCI DİLLER YÜKSEK OKULU- HAZIRLIK OKULU Anklı, Karayolu Üzeri, Adana - Mersin Otoyolu, 33800 Tarsus/Mersin

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesindeki yüksek öğrenim gören hazırlık okulundaki yabancı dil öğrencilerine anketler online uygulanacaktır.		
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1)Yabancı Dil öğreniminde Öz-Düzenleme ölçeği 2) Uzaktan Eğitime Karşı Tutum ölçeği		
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	Yabancı Dil öğreniminde Öz-Düzenleme ölçeği (4) Sayfa Uzaktan Eğitime karşı Tutum Ölçeği (2) Sayfa		
ÖĞRENCİNİN ADI - SOYADI: Beyza Köse		ÖĞRENCİNİN İMZASI TARİH: 04 / 01/ 2021	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu Eğitim ve Öğretim 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: Seden Tuyan	Adı - Soyadı: .....	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAS
Unvanı : Dr. Öğr. Üyesi	Unvanı: .....	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: .....	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>			
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA
		Adı - Soyadı: Mustafa Tevfik ODMAN	

Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
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
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 12/ 01/ 2021 - 27 /02 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE	<input type="radio"/>			
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				

## Appendix 2. Consent Form

### ÇAĞ ÜNİVERSİTESİ

#### YÜKSEK ÖĞRENİM GÖREN YABANCI DİL ÖĞRENCİLERİNİN COVID 19 PANDEMİSİ BOYUNCA UZAKTAN EĞİTİM SÜRECİNDEKİ ÖZ-DÜZENLEMELERİNİN İNCELENMESİ RIZA FORMU

Sayın katılımcı,

Araştırma, araştırmacının yüksek lisans tezi dahilinde olup, amacı EFL öğrencilerinin covid 19 pandemisi boyunca uzaktan eğitim sürecindeki öz-düzenleme becerilerinin belirli faktörlere göre saptanmasıdır. Lütfen aşağıdaki rıza formunu dikkatlice okuyunuz. Sorularınız için ve/veya ekstra açıklamaya ihtiyaç duyduğunuz takdirde araştırmacıya aşağıda verilen iletişim adresinden ulaşabilirsiniz.

1. Bu rıza formunu ibraz ederek çalışmaya gönüllü olarak katılmayı kabul ediyorum.
2. Bu çalışmadaki katılımının yalnızca araştırma amaçlı olduğunu anladım.
3. Bu çalışma için vermiş olduğum tüm bilgilerin saklı tutulacağını anladım.

Eğer çalışma için gerekli olabilecek röportajlara gönüllü olarak dahil olmak isterseniz, lütfen araştırmacıya iletişim bilgilerinizi belirtiniz.

Bu araştırmanın bir parçası olduğunuz ve değerli katkılarınız için teşekkür ederim.

BEYZA KÖSE

*Sosyal Bilimler Enstitüsü*



### Appendix 3. Self-Regulation Foreign Language Learning Scale (SRFLLS)

**Açıklama:** Aşağıda EFL öğrencilerinin yabancı dil öğreniminde öz-yeterlilik becerilerini ölçmeye dayalı bir anket bulunmaktadır.

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

- Kesinlikle katılmıyorum
- Katılmıyorum
- Fikrim Yok
- Katılıyorum
- Kesinlikle katılıyorum

Items
1. I am curious about learning new information (Yeni bilgiler öğrenmeye meraklıyım.)
2. I am curious about learning new languages (Yeni diller öğrenmeye meraklıyım.)
3. I am curious about everything that leads me to get a new point of view (Yeni bir bakış açısı kazanabileceğim her konuya karşı meraklıyım.)
4. I can recognize my own emotions (Duygularımı tanıyabilirim)
5. I reflect my feelings too much while learning English (İngilizce öğrenirken duygularımı çok fazla yansıtırım)
6. I do not mind reflecting my feelings while learning English (İngilizce öğrenirken duygularımı dile getirmekten çekinmem)
7. I am unkind when I get angry (Sinirlendiğim zaman kırıncı olurum)
8. I know what I need to do to improve my learning (Öğrenmemi geliştirmek için ne yapmam gerektiğini biliyorum)
9. If I try, I can do even the hardest work in the class. (Eğer dersenem sınıftaki en zor çalışmayı bile yapabilirim)
10. I have an idea of what I can do in my class (Sınıfta ne yapabileceğimle ilgili bir fikrim var)

- 
11. I have difficulty in expressing myself in the lesson  
(Derste kendimi ifade etmekte zorlanıyorum)
  12. I am afraid when facing new situations or activities  
(Yeni durumlarla veya aktivitelerle karşılaştığım zaman korkarım)
  13. I am scared when I do not know how to do something  
(Bir şeyin nasıl yapılacağını bilmediğim zaman korkarım)
  14. I can easily motivate myself when I feel bad  
(Kötü hissettiğim zaman kendimi kolayca motive edebilirim)
  15. I can easily motivate myself when I fail  
(Başarısız olduğum zaman kendimi kolayca motive edebilirim)
  16. I can motivate myself when I face a difficult situation  
(Zor bir durumla karşılaştığım zaman kendimi motive edebilirim)
  17. I always concentrate on school subjects during class  
(Sınıfta daima derslerime odaklanırım)
  18. I can solve the problems without hurting anyone  
(Kimseyi incitmeden sorunları çözebilirim)
  19. I do something for the things that are not going well  
(Yolunda gitmeyen şeyleri görür görmez bir şeyler yaparım)
  20. I overcome every difficulties to achieve my goals  
(Hedeflerime ulaşmak için her türlü zorluğun üstesinden gelirim)
  21. I shape my life in accordance with my goals  
(Koyduğum hedefler doğrultusunda hayatıma yön veririm)
  22. I never give up until I achieve my goals  
(Hedeflerime ulaşana kadar asla vazgeçmem)
  23. I get my family to help me when I have social problems  
(Sosyal sorunlarım olduğu zaman ailemden yardım alırım)
  24. I get my friends to help me when I do not solve the problem on my own  
(Sorunu kendi başıma çözemediğim zaman arkadaşlarımdan yardım alırım)
  25. I get my teachers to help me when I do not understand the lesson  
(Dersi anlamadığım zaman öğretmenlerimden yardım alırım)
-

**Appendix 4. Attitude Scale Towards Distance Learning (ASTDL)**

**Açıklama:** Aşağıda EFL öğrencilerinin uzaktan eğitime karşı tutumlarını ölçen bir anket bulunmaktadır.

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

- Kesinlikle katılmıyorum
- Katılmıyorum
- Fikrim Yok
- Katılıyorum
- Kesinlikle katılıyorum

MADDELER		Kesinlikle Katılmıyorum	Katılmıyorum	Fikrim Yok	Katılıyorum	Kesinlikle Katılıyorum
		1	2	3	4	5
1	Uzaktan eğitim, eğitimde fırsat eşitliği sağlar.					
2	Uzaktan eğitimde alınan sertifikalar/diplomalar ile yüz yüze eğitimde alınan sertifikalar/diplomalar birbirinden farksızdır.					
3	Uzaktan eğitim kendi öğrenme hızımda çalışma olanağı sağlar.					
4	Tek başıma ders dinlemek sıkıcıdır.					
5	Uzaktan eğitim ile çalışma saatlerimi kendim belirlemek isterim.					
6	Çalışma disiplini açısından ders programının sabit olması çalışma motivasyonumu artırır.					
7	Kendime uygun öğretim stili/stratejisi ile çalışmak başarıyı artırır.					
8	Uzaktan eğitimde ders öğretmenine/sorumlusuna ulaşamamaktan endişe duyuyorum.					
9	Uzaktan eğitim zaman tasarrufu sağlar.					
10	Yüz yüze eğitimdeki gibi sabit ders programı düzenli çalışmama yardımcı olur.					
11	Çevremde olmayan kurslara/derslere uzaktan eğitim ile katılmak isterim.					
12	Sanal bir ortamda kendimi daha rahat ifade ederim.					
13	Uzaktan eğitimde ders öğretmeni ile sağlıklı iletişim kurmakta zorlanırım.					
14	Uzaktan eğitimle öğrenmek daha kolaydır.					
15	Sanal sınıf arkadaşlarımla arkadaşlık kurmakta zorlanırım.					
16	Uzaktan eğitim daha ekonomiktir.					

## Appendix 5. Permission from Rectorate of Çağ University for the Questionnaire



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000233

12.01.2021

Konu : Beyza KÖSE'ye Ait Tez Anket İzni  
Hakkında

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198014 numaralı öğrencimiz olan Beyza KÖSE, "Yüksek Öğrenim Gören Yabancı Dil Öğrencilerinin KOVID-19 Pandemisi Boyunca Uzakta Eğitim Sürecindeki Öz-Düzenlemelerinin İncelenmesi" konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi Dr. Öğr. Üyesi Seden TUYAN danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında Üniversitemiz Yabancı Diller Yüksek Okulu Müdürlüğü bünyesinde halen yabancı dilde eğitim görmekte olan öğrencileri kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını online olarak yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler  
Enstitüsü Müdürü

Ek : 3 sayfa tez etik kurul izin formu, 7 sayfa ölçek ve formlar, 4 sayfa tez etik kurul izin onay e-posta yazıları.

Dağıtım:

Gereği:

Yabancı Diller Yüksekokulu Müdürlüğüne

Bilgi:

Rektörlük Makamına

**Appendix 6. Official Permission from Çağ University Preparatory School**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100000423  
Konu : Tez Anket İzni

19.01.2021

**REKTÖRLÜK MAKAMINA**

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

Saygılarımla arz ederim.

Öğr. Gör. Hamdi  
ÖNAL  
Yabancı Diller Yüksek  
Okulu Müdürü