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DEVELOPING A SCALE FOR SOCIAL-EMOTIONAL FOREIGN LANGUAGE LEARNING IN UNIVERSITY CONTEXTS

THESIS BY
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DEDICATION

To my beloved daughters, IRMAK and NEHİR,

ETHICS DECLARATION

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Senem ZAİMOĞLU

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Senem ZAİMOĞLU

ABSTRACT

DEVELOPING A SCALE FOR SOCIAL-EMOTIONAL FOREIGN LANGUAGE LEARNING IN UNIVERSITY CONTEXTS

Senem ZAİMOĞLU

Ph.D. Dissertation, Department of English Language Education
Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
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A growing body of research lays emphasis on the necessity of enhancing the social and emotional skills of students for their successful cognitive and behavioral development (CASEL, 2012; Durlak, Weissberg, Dymnicki, Taylor, & Schellinge, 2011). In line with this, researchers have developed numerous instruments to assess students' social and emotional competences. However, these instruments have been generally designed for children in primary, secondary and high schools, where social and emotional skills are often seen as part of the learning process, not for the young adults at the university level particularly learning a foreign language. From this point of view, the current study tries to fill this gap by developing an appropriate instrument to assess university students' social and emotional competences while learning a foreign language. Data was gathered using four different samples of 1613 preparatory school students from a university in total. Principal component analysis of the Social-Emotional Foreign Language Learning Scale (SEFLLS) yielded a three-factor structure: Self-regulation, Social Relations and Decision-Making. In accordance with confirmatory factor analyses, it was observed that the model fit indices were acceptable. Limitations and directions for future research are discussed.

Key words: Social and Emotional Learning (SEL), Social and Emotional Competence (SEC), scale development, scale validation

ÖZET

ÜNİVERSİTE BAĞLAMINDA SOSYAL-DUYGUSAL YABANCI DİL ÖĞRENİMİ İÇİN ÖLÇEK GELİŞTİRME

Senem ZAİMOĞLU

Ph.D. Dissertation, Department of English Language Education
Tez Danışman: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Aralık 2018 153 Sayfa

Sayısı her geçen gün biraz daha artan araştırmalar, öğrencilerin bilişsel ve davranışsal gelişimi için sosyal ve duygusal becerilerini geliştirmenin gerekliliğine vurgu yapmaktadır (CASEL, 2012; Durlak, Weissberg, Dymnicki, Taylor, & Schellinge, 2011). Bu araştırmalar doğrultusunda, araştırmacılar, öğrencilerin sosyal ve duygusal becerilerini ölçmek için çok sayıda araç geliştirmişlerdir. Ancak, bu araçlar genel olarak, özellikle yabancı bir dil öğrenen üniversite seviyesindeki genç yetişkinler için değil de sosyal ve duygusal becerilerin öğrenme sürecinin bir parçası olarak görüldüğü ilkokul, ortaokul ve liselerdeki çocuklar için tasarlanmıştır. Bu açıdan bakıldığında, bu çalışma, üniversite öğrencilerinin yabancı dil öğrenirken, sosyal ve duygusal yetkinliklerini değerlendirmek için uygun bir araç geliştirerek bu boşluğu doldurmaya çalışmaktadır. Ölçeklerin faktör yapısı ve iç tutarlılığıyla ilgili veriler dört farklı zamanda toplam olarak da bir üniversitenin 1613 hazırlık okulu öğrencisine uygulanarak toplanmıştır. Sosyal-Duygusal Yabancı Dil Öğrenme Ölçeğinin (SEFLLS) temel bileşen analizi, üç faktörlü bir yapı ortaya koymuştur: Öz Düzenleme, Sosyal İlişkiler ve Karar Verme. Cevapların doğrulayıcı faktör analizlerine göre ise, model uyum değerlerinin kabul edilebilir olduğu gözlemlenmiştir. Çalışma sınırlamaları ve gelecekteki araştırmalar için açıklamalar ele alınmıştır.

Anahtar Kelimeler: Sosyal ve Duygusal Öğrenme, Sosyal ve Duygusal Yetkinlik, ölçek geliştirme, ölçek doğrulaması

TABLE OF CONTENTS

Sayfa

COVER i
APPROVAL ii
DEDICATION iii
ETHICS DECLARATION iv
ACKNOWLEDGEMENT v
ABSTRACT vii
ÖZET viii
TABLE OF CONTENTS ix
ABBREVIATIONS xiii
LIST OF TABLES xiv
LIST OF FIGURES xvi
LIST OF APPENDICES xvii

CHAPTER I

1. INTRODUCTION

1.1. Introduction 1
1.2. Background of the Study 1
1.3. Statement of the problem 2
1.4. Significance/Need for the Study 4
1.5. Delimitations 5
1.6. Limitations 5
1.7. Definition of Terms 6

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction 7
2.2. Social and Emotional Learning 7
2.3. The Importance of SEL in the 21st Century 9
2.4. Social-emotional competences (SEC) 13

2.4.1. Self-awareness 13
2.4.2. Self-management 14
2.4.3. Social Awareness 15
2.4.4. Relationship management 16
2.4.5. Responsible decision-making 16
2.5. Theoretical Foundations of SEL 21
2.6. SEL in Foreign Language Learning 23
2.7. Social-Emotional Assessment 26
2.8. Conclusion 31

CHAPTER III

3. METHODOLOGY

3.1. Introduction 33
3.2. Research Design 33
3.3. Instrument Development 33
3.3.1. Identifying Construct Domains 34
3.3.2. Generating the Initial Item Pool 34
3.3.3. Expert Review 34
3.3.4. Instrument Testing 34
3.4. Participants 35
3.4.1. Description of Participants 35
3.5. Data Collection 36
3.5.1. Preliminary study 36
3.5.2. Treatment of Data 36
3.6. Data Analysis 37
3.6.1. Procedures for Data Analysis 37
3.7. Ethical Considerations 38

CHAPTER IV

4. RESULTS
4.1. Overview of this chapter 39
4.2. Phase 1 - Construction of a preliminary instrument 39
4.3. Phase 2 - Implementation of first pilot study 42
4.4. Phase 3 - Implementation of second pilot study 45
4.5. Phase 4 - Reduction to three groups 48
4.5.1. Self-Regulation Subscale 49
4.5.1.1. Curiosity 52
4.5.1.2. Recognition of Strenghts and Emotions 53
4.5.1.3. Self-Efficacy 53
4.5.1.4. Emotional Costs 54
4.5.1.5. Self-Motivation 54
4.5.1.6. Self-Discipline 55
4.5.1.7. Goal-Setting 55
4.5.1.8. Help-Seeking 55
4.5.1.9. Confirmatory Factor Analysis of Self-Regulation Subscale 56
4.5.2. Social Relations Subscale 59
4.5.2.1. Leadership 61
4.5.2.2. Social Integration 62
4.5.2.3. Social Anxiety 62
4.5.2.4. Respect for Others 63
4.5.2.5. Social Capability 63
4.5.2.6. Confirmatory Factor Analysis of Social Relations Subscale 64
4.5.3. Decision Making Subscale 66
4.5.3.1. Value-Based Decision Making 68
4.5.3.2. Future Responsibility 69
4.5.3.3. Scrutiny 70
4.5.3.4. Confirmatory Factor Analysis of Decision Making Subscale 70
4.6. Phase 6 - Model Assessment 76
4.7. Correlations Among Factors and Internal Consistency 78
4.7.1. Concurrent Validity of the scale (SEFLLS) 79
4.7.2. Group differences 80

4.8. Summary 83

CHAPTER V

5. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS
5.1. Introduction 85
5.2. Summary of the Study 85
5.3. Discussion of Findings 86
5.4. Psychometric Properties of the SEFLLS 89
5.4.1. Reliability 89
5.4.2. Validity 89
5.4.3. Relationships among the factors 91
5.5. SEFLLS by Students Demographics 93
5.6. Implications 94
5.7. Recommendations for Further Research 95
5.8. Conclusion 96
6. REFERENCES 98
7. APPENDIX 110
8. CURRICULUM VITAE 136

ABBREVIATIONS

CASEL : Collaborative for Academic, Social and Emotional Learning

SEC : Social Emotional Competence

SEL : Social Emotional Learning

SEFLL : Social Emotional Foreign Language Learning

SEFLLS : Social Emotional Foreign Language Learning Scale

SELSS : Social Emotional Learning Skills Scale

LIST OF TABLES

Page

Table 1. Skills related to each social-emotional competency (Yoder, 2013, p. 16) 17
Table 2. Demographic Characteristics of Participants 35
Table 3. Number of Items under Each Social-Emotional Competence 41
Table 4. Distribution of subscales by number of students 42
Table 5. Cronbach's α-coefficient for the initial subscales of the SEFLLS 43
Table 6. Change in Cronbach's Alpha When Selected Items were Removed 44
Table 7. Change in Cronbach's Alpha When Items were Removed 44
Table 8. Results of initial implementation of pilot study 45
Table 9. Distribution of subscales by number of students 46
Table 10. Cronbach's α-coefficient for the second pilot study 46
Table 11. Change in Cronbach's Alpha When Selected Items were Removed 47
Table 12. Change in Cronbach's Alpha When Items were Removed 47
Table 13. Results of second pilot study 48
Table 14. Cronbach's α-coefficient for the subscales of the SEFLLS 49
Table 15. The relation between factors and SEL Competencies and 21st century skills in Self-Regulation Subscale 51
Table 16. Cronbach's α-coefficient for the factors of the Self-Regulation Subscale 52
Table 17. Factor Loadings of the items in Curiosity 52
Table 18. Factor Loadings of the items in Recognition of Strengths and Emotions 53
Table 19. Factor Loadings of the items in Self-Efficacy 53
Table 20. Factor Loadings of the items in Emotional Costs 54
Table 21. Factor Loadings of the items in Self-Motivation 54
Table 22. Factor Loadings of the items in Self-Discipline 55
Table 23. Factor Loadings of the items in Goal-Setting 55
Table 24. Factor Loadings of the items in Help-Seeking 56
Table 25. Self-Regulation Subscale 57
Table 26. The relation between factors and SEL Competencies and 21st century skills in Social Relations Subscale 60

Table 27. Cronbach's α-coefficient for the factors of the Social-Relations Subscale 61
Table 28. Factor Loadings of the items in Leadership 61
Table 29. Factor Loadings of the items in Social Integration 62
Table 30. Factor Loadings of the items in Social Anxiety 62
Table 31. Factor Loadings of the items in Respect for Others 63
Table 32. Factor Loadings of the items in Social Capability 63
Table 33. Social Relations Subscale 64
Table 34. The relation between factors and SEL Competencies and 21st century skills in Decision Making Subscale 68
Table 35. Cronbach's α-coefficient for the factors of the Decision Making Subscale 68
Table 36. Change in Cronbach's Alpha when two items were removed 69
Table 37. Factor Loadings of the items in Value-Based Decision Making 69
Table 38. Change in Cronbach's Alpha when one item was removed 69
Table 39. Factor Loadings of the items in Future Responsibility 70
Table 40. Factor Loadings of the items in Scrutiny 70
Table 41. Decision Making Subscale 71
Table 42. Change in Cronbach's Alpha when Selected Items were Removed 73
Table 43. The items and factor loadings of SEFLLS 75
Table 44. Scale Items and AVE Results 77
Table 45. Correlation Coefficients between subscales and SEFLLS 78
Table 46. Correlations between Self-report results between SEFLLS and SELLS 79
Table 47. MANOVA Results with respect to Independent Variables 80
Table 48. Tests of Between-Subjects Effects 81
Table 49. Means and Standard Deviations for Self-Regulation, Social Relations, and Decision Making by Age, School, and Gender 82

LIST OF FIGURES

Page

Figure 1. Outcomes Associated with the Five Competencies (CASEL, 2015, p. 7) 13

Figure 2. 16 skills for the 21st century (The World Economic Forum, 2016, p. 1)..... 19

Figure 3 A variety of general and targeted learning strategies related to social and emotional skills (The World Economic Forum, 2016, p. 8; P21, 2016) 20

Figure 4. Subscales of Social Emotional Foreign Language Learning Scale (SEFLLS) 49

Figure 5. Eight Factors of Self-Regulation Subscale 51

Figure 6. Confirmatory factor analysis (CFA) results for the eight-factor Self-Regulation subscale model 58

Figure 7. Five Factors of Social Relations Subscale 60

Figure 8. Confirmatory factor analysis (CFA) results for the five-factor Social Relations subscale model 65

Figure 9. Three factors of Decision Making Subscale 67

Figure 10. Confirmatory factor analysis (CFA) results for the three-factor Decision Making subscale model 72

Figure 11. Confirmatory factor analysis (CFA) results for SEFLLS 74

LIST OF APPENDICES

Page

Appendix 1: Approval of the Ethics Committee 110

Appendix 2: Social Emotional Foreign Language Learning Scale 111

Appendix 3: Phase 2 - Descriptive Statistics for Scale Items (N= 647)..... 116

Appendix 4: Phase 3 - Descriptive Statistics for Scale Items (N= 176)..... 125

Appendix 5: Phase 3 - Exploratory Factor Analysis 128

Appendix 6: Reduction to three groups 131

Appendix 7: Consent Form..... 134

CHAPTER I

1. INTRODUCTION

1.1. Introduction

The first part of this chapter provides a general background to the research topic. It also explains the statement of the problem by emphasizing the research questions and significance of the study, delimitations and limitations of the study and lastly the definition of terms used in the dissertation.

1.2. Background of the Study

There has been a considerable change in society and the life experiences of students during the last century. The economic and social pressures on families, the overuse of internet by the students in tweeting, texting, instant messaging, social networking, music and video downloading are some of the reasons for this change (Greenberg et al., 2003). As a consequence of these, the classrooms include a broad array of students, who come to school from diverse backgrounds, and who have varied abilities, needs and motivations for learning. While some of them are very successful and enthusiastic about participating in both curricular and extracurricular activities, others are so concerned with passing the tests, which only measure their logical, analytic and reasoning capacity but fail at enhancing students' ability to overcome ambiguous situations, manage stress, find ways how to learn or develop their self and social awareness. At this point, it is necessary to tap the importance of students' social and emotional learning, which not only enhances students' performance, but prepares them to cope with the difficulties in their academic life. Collaborative for Academic, Social, and Emotional Learning (CASEL) (2012), an organization that works toward integrated social-emotional learning, defines social and emotional learning (SEL) as a process which enhances students' performance but also prepares them to cope with the difficulties in their academic life such as overcoming ambiguous situations, managing stress, finding ways about how to learn and develop themselves, establishing positive relationships, making effective decisions and successful choices.

In this model of learning, both teachers and the authorities should give priority to not only students' interests but also their developmental and social needs as an

integral part of learning (CASEL, 2012). To be more precise, students are expected to be well-behaved; responsible for their friends, family, school, and community; have basic competencies for their future. Students generally learn how to meet all these social and emotional needs at schools as they spend most of their time at school. It is the place where they find a chance to interact socially, cope with the challenges they face and find opportunities for personal growth. Zins, Bloodworth, Weissberg, and Walberg (2004) state that if students' social and emotional development is given great importance at schools, their academic attitudes, behaviours and performance towards the lessons will improve throughout their academic life. Moreover, with the help of these competences, the next generation can be raised as socially conscious problem solvers, effective communicators, and well-rounded humans.

1.3. Statement of the problem

The transition from high school to university is one of the biggest events in students' life. While most students are excited about the greater freedom they will enjoy, eager to make new friends and explore new and exciting experiences beyond their hometown, the reality of studying at the university quickly emerges for many as an over-excitement, anxiety, confusion, fear, and stress. These negative emotions arise from the emotional and practical challenges students experience associated with university life such as leaving their family, moving to a new area, being a part of a new social network, feeling disconnected with the school, comparing oneself to other students and becoming discouraged, or having difficulty managing relationships and what is more important facing unfamiliar academic studies. Some students overcome their fear of failure to keep moving forward to their goals when they confront these changes in their life. However, far too many students give up striving and coping with the difficulties, challenges, changes, and demands of a new independent life after the comforts of home. On top of that, they try to learn a new language. It is really difficult for them to overcome all these challenges. However, their success in learning a foreign language depends on many interrelated factors such as the language learning context, cultural beliefs, the target language status, and learners' belief system. Based on this view, Schunk (1991) stresses the importance of student's belief in their ability to succeed in language learning. He states that language learners' beliefs shape their feelings, thoughts, motivation and behaviors. For example, if they start an activity with

a strong sense of belief, they will accomplish it successfully. As a result, they lower their stress and prevent themselves from anxiety. In contrast, there are some language learners who are doubtful about their abilities and do not want to face with difficult activities in the classroom. Bandura (1994) calls these kinds of language learners as "victims to stress and anxiety" as they believe that difficult tasks are above their abilities, which means that they have a weak sense of efficacy. In that case, teachers have a significant role to help students overcome these negative feelings through providing emotionally supportive environments that contribute to students' social and emotional development (Cohen, 2011). If students develop social and emotional competences such as recognizing emotions and thoughts, strengths and weaknesses, managing stress, setting and working toward goals, empathizing with others, establishing and maintaining relationships, and making healthy choices (CASEL, 2016), they can find a chance to cope with the challenges that they face in learning a foreign language. When viewed from this aspect, these competences have a great impact on learners' success at the university.

In a university context, it is an important priority to foster knowledgeable, responsible, and caring students. However, when students start their university life, they face various demands in their lives. They do not know how to be successful in their academic life, make wise decisions about their life, cooperate and interact with their peers, acquire the basic skills and values for their future. At this point, teachers can help students develop their skills and competences. However, little is known whether students particularly learning a foreign language at the university level have social and emotional competences.

In fact, when the literature is searched extensively, it is observed that there is a growing body of research lays emphasis on the necessity of enhancing the social and emotional skills of students for their successful cognitive and behavioral development (CASEL, 2012; Durlak, Weissberg, Dymnicki, Taylor, & Schellinge, 2011). In addition to that, a great deal of instruments has been developed to assess students' social and emotional competences (Gresham & Elliott, 1990; Silva & Martorell, 2001; Merrell, 2002; Coryn, Spybrook, Evergreen & Blinkiewicz, 2009; Schmidt et al., 2009; Zhou & Ee, 2012; Coelho, Sousa & Marchante, 2015). However, these instruments have been generally designed for children in primary, secondary and high schools, where social and emotional skills are often seen as part of the learning process, not for the young adults at the university level particularly learning a foreign language. Based on this, this

study tries to fill this gap by developing an appropriate instrument to assess university students' social and emotional competences while learning a foreign language. In this process, the study sought to answer the following research questions:

1. Does the social emotional foreign language learning scale developed in this study yield an appropriate level of reliability and validity?
2. Are there relationships among the factors in the proposed model?
3. Are there significant differences in SEFLLS based upon students' demographic characteristics such as gender, the school they graduated from and age?

1.4. Significance/Need for the Study

University students today are more advanced in technology than their university teachers as they are tech-savvies. In these circumstances, university teachers are trying to integrate technology into their teaching to create a meaningful and useful learning environment. However, technology alone will not provide students with the ability to survive in the thorny path of life as it hinders their ability to think but helps them to reach every kind of information at any time. Lenhart, Ling, Campbell and Purcell (2010) state that students in the 21st century follow the technological improvements closely and they are more exposed to multiprocessing and digital connection with others compared to other generations. As a result, they experience some problems in their academic life such as not being able to give attention to anything as their brain is in overly aroused state all the time (Hoffman, 2010). In this learning context for the 21st century, the need for social and emotional learning (SEL) emerges because this model of learning not only enhances students' performance but also prepares them to cope with the difficulties in their academic life such as overcoming ambiguous situations, managing stress, finding ways about how to learn and develop themselves, establishing positive relationships, making effective decisions and successful choices.

Based on this, the current study focused on the need for a well- designed questionnaire to assess SEL competences in learning a foreign language at the university level because these competences are not common but very necessary at universities. In line with this requirement, the measure of Social Emotional Foreign Language learning Scale was designed, a self-report scale which is based on the CASEL

model (2008) containing within the social and emotional dimensions of SEL and 21st century skills.

1.5. Delimitations

The study was delimited to the following:

1. A sample of university students in the south part of Turkey participated in the study.
2. A total of 1613 subjects participated in the study
3. Operational definitions are social-emotional learning and social-emotional competence.
4. The primary data were collected in the 2016-2017 Academic Year.

1.6. Limitations

This study was limited to the following:

1. The present study focused on a target population consisting of students at a University Preparatory Department. A limited sample population consisting of students from the same university brought out certain limitations that need to be taken into consideration regarding the study and its contributions.
2. The subjects of this study were Turkish university students coming from different social-economic status. Therefore, the results of this study may differ in other cultural groups with different social-economic status.
3. As the single sample was used as a base in terms of the analyses, larger and more diverse samples across different university settings would provide support for the broader use of this instrument.
4. The SEFLLS was limited to 24 items consisting of three factors. A larger pool of items would increase the reliability of the analyses.
5. The results of this study depend on students' self-reported data.
6. The location where the data were collected may limit the generalizability of the study results.

1.7. Definition of Terms

The following terms are defined to clarify their use in the study:

- **Social Emotional Learning (SEL): "**SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2017, p. 1).
- **Social Emotional Competence (SEC):** It is a set of skills which include self-awareness, social awareness, relationship management, responsible decision making and self-management (Zins, Weissberg, Wang, & Walberg, 2004).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

The aim of this chapter is to give an overview of social and emotional learning and its impact on students' personal and academic outcomes. The review begins with a brief description of social and emotional learning, which provides the readers with the core issues in the field of social and emotional aspects of learning. The second heading highlights the importance of social and emotional learning in a rapidly changing society that demands struggling with more complex and stressful situations. The third heading covers social and emotional competences exploring five core interrelated sets of cognitive, affective, and behavioral competencies associated with social and emotional learning. Then, the theoretical background of SEL is summarized along with a review of the well-established theory of human development and learning. The connection between SEL and foreign language learning is also discussed in detail to provide an understanding of the positive effects of SEL on students' academic, behavioral, and emotional outcomes while learning a foreign language. Next, social and emotional assessments are described, associated with the current shifts in the assessment styles because of recent developments in the field of social and emotional aspects of learning. Summaries of research studies are then presented to give information about the current scales. The review of the literature concludes with a rationale for the development of a social emotional foreign language learning scale (SEFLLS) and how this scale may also be useful for the teenagers at the university level particularly learning a foreign language.

2.2. Social and Emotional Learning

The education system in today's world faces many challenges because of the rapid changes in every step of our life. There is a need to overcome these challenges by improving and also promoting students to struggle against the various problems in the complex, highly demanding and continuously changing environment. However, it is not easy to develop students in this environment as they have a wide array of abilities, skills, experiences, diverse cultural backgrounds, interests, ambitions, senses of

responsibility, strengths and weaknesses, and motivations for learning (Durlak, 2010). In order to promote this development not only in their academic life but also throughout their life, it is necessary to emphasize the impact of social and emotional learning (SEL) on their lives. So what exactly is SEL?

The term SEL was first articulated in 1994 at a meeting of professors, researchers and health care professionals at the Fetzer Institute in an attempt to find ways for the improvement of students' social and emotional competences and school performance (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone & Shriver, 1997; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik & Elias, 2003). In that meeting, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded by Daniel Goleman and Eileen Growald with the aim of integrating SEL to the school curriculum as an important part of education (Greenberg et al., 2003). In SEL, students are encouraged to participate in the learning process, to develop analytical communication, and to behave in collaboration (CASEL, 2012; Weissberg, Domitrovich, & Gullotta, 2015). Based on this, many researchers tried to define SEL by underlining its importance in students' life (Elias et al., 1997; Greenberg et al., 2003; Durlak, Weissberg, Dymnicki, Taylor, Schellinger, 2011; Weissberg et al., 2015). SEL is defined by CASEL as the learning processes through which adults and children develop social and emotional competences (Bridgeland, Bruce & Hariharan, 2013, p. 6). In other words, it is the educational process of developing students' knowledge, skills, and behaviors, which has an important role in the recognition and management of emotions, goal-setting and positive goal achievement, empathizing with others, the maintenance of positive relationships, and effective decision-making (Payton et. al, 2000; CASEL, 2003; Zins, Elias, & Greenberg, 2007). Students who possess these key characteristics become successful not only in school but in life; the ones who do not have these skills are less likely to achieve their goals and more likely to become unsuccessful in their life. Therefore, these skills are very important for students' development because they have a great effect on their behaviors with long-term implications. However, many students do not have the necessary social-emotional capacities; as a result they become less interested in the daily interactions in the classrooms and have difficulty in managing their emotions, communicating, and resolving conflicts (Benson, 2006). In order to develop these capacities, both teachers and students need to work together supporting each other because social-emotional competences are necessary not only for students' participation in learning experiences

but also for students' learning capacity enhancement and academic achievement (CASEL, 2003; Brackett, Rivers, Reyes, & Salovey, 2012). In other words, the more students master social-emotional competences, the better they perform in their academic life, which will bring a variety of personal, social, and academic achievements (Brackett et. al, 2012). Elias and Zins (2006) also add that relating a particular group of skills to academic knowledge is very important for the students' achievement in school, family and their future life. For this reason, in order to implement an effective educational system, it is essential to put more emphasis on social and emotional competences in combination with social practices in schools rather than behavioral skill sets and individual assessments (Hoffman, 2009).

In short, SEL is a combination of, cognitions, emotions and behaviors It enables students to acquire and apply the knowledge, skills, and attitudes that promote personal development, build a strong interpersonal relationship, and help them produce effectively in their life. However, it is not easy for students to overcome all these complex situations and become successful alone but rather with the help of their teachers, in the company of their peers, and with the support of their families. With the help of these supportive relationships, social-emotional learning emerges, which is challenging, meaningful and engaging (CASEL, 2013) because relationships and emotional processes have an impact on how and what we learn.

2.3. The Importance of SEL in the 21st Century

To get ahead in the 21st century, students are expected to improve not only academically but also cognitively and emotionally. They are also expected to acquire skills and gain knowledge in different linguistic and cultural environments (Wenden, 1998). This can best be realized with the help of SEL, which gives importance to social and emotional development of students in their life. However, students' social and emotional development is affected by a wide variety of factors such as biological factors, environmental factors and interpersonal relationships.

Biological factors include neurological and physical changes in students' developmental period. Waltz (2013) states that there is a gradual change in recognition and naming different emotional states starting from early childhood into middle childhood and adolescence as some skills improve over time and the earlier skills form the basis of later skills. For example, in early childhood they cannot understand the

reason why people have different emotional reactions to the same situation. However, as they grow up and gain experience, they understand that these different emotional reactions result from their own personal experiences and choices. The reason for the change can also be explained neurologically. According to the neurologist, Paul Maclean (1970), human skull holds not one but three separate interconnected brains, each with its own special intelligence, its own subjectivity, its own sense of time and space, and its own memory. Each of the three brains has connections by nerves to the other two, but each of them has different operation systems. For example, the reptilian "deciding" brain which controls muscles, balance, and autonomic functions such as breathing, heartbeat, body temperature, food intake and safety, in turn, affects the "feeling" limbic system which appears to be the primary seat of emotions such as love, hate, loyalty and responsibility and affective memories. If the basic necessities of life are not met in the reptilian brain and limbic system, intelligence, language, and reasoning which are in the "thinking" neocortex cannot be fully realized. It is also worth mentioning that the frontal cortex which is important for abstract thinking, problem solving, long-term planing, imagining the consequences of actions, and understanding another person's feelings or motives is connected to the limbic system. The limbic system tends to be the seat of our value judgements and has a strong influence on our behaviours (MacLean, 1990). This system differs in accordance with the developmental stages of the students. Important neuronal developments take place particularly in the limbic system and in the pre-frontal cortex when they grow up.

Apart from biological factors, environmental factors also have an effect on students' social and emotional development. Bartol (2008) states that these biological factors do not act in isolation but influenced by the environment across the life span. As students grow older, they experience different social environments and the time that they spend together with their parents become shorter. They spend more time with different friends in other contexts such as sports club, cafes, and friends' houses. As a result, their family becomes less central, but their friends and their teachers become more important. This environmental change also affects students' social and emotional development. For example, when students come across with diverse environments, they develop their communication styles from passive to assertive (Karell, 2018). They learn how to express their own needs, desires, ideas and feelings, while also considering the needs of others. On the other side, this situation can also give harm to students' social and emotional development. They can act passively, yielding to others and fail to

express themselves as they are afraid of being in a new environment (Karell, 2018). In addition, Evans (2006) states that the physical environment such as noise level, overcrowding, and housing and neighborhood quality has a significant effect on students' developmental outcomes including academic achievement, cognitive, social and emotional development. For example, students in noisy classes are less patient and more annoyed than students in quieter classes. They are less motivated to perform on challenging language. In overcrowded situations, students are more likely to engage in withdrawal behavior. Housing quality and the neighborhoods in which houses are situated have also effects on students' social-emotional development. Students who live in low-income communities generally face emotional and social instability (Jensen, 2009) as they do not find healthy learning environment where they can improve themselves both socially and emotionally. In many poor households, parental education is inadequate, and warm emotions are in the minimum level —all factors that put the students' social and emotional development at risk (Feldman & Eidelman, 2009).

In addition to biological and environmental factors, relationships also have an impact on students' social and emotional development. Developing and maintaining positive interpersonal relationships is an integral part of students' life. Students have connections with other people in every facet of their lives. The improvement of students' academic motivation, engagement, and achievement is provided with healthy interpersonal relationships (Martin & Dowson, 2009). Students receive help to carry out tasks in shared activities or overcome challenges and emotional difficulties through relationships (Gutman, Sameroff, & Eccles, 2002). Moreover, they internalize the beliefs that were given importance by others when they set good relationships with them. By this way, students transfer these internalized beliefs and values to other settings (Wentzel, 1999). Considering the academic context, if students set good relationships with their teachers, they are affected by teachers' beliefs about school and academic studies. Then, they internalize these beliefs and regulate their behaviors according to these beliefs. This emotional bonding exists not only between students and teachers but also among students, which affects their social and emotional development. The more positive relationships students set with their friends, teachers or parents, the more efforts they make to be successful in their life, to reach their goals and to achieve difficult tasks (Johnson & Johnson, 2003), which fosters their social and emotional development.

To sum up, there are various factors that influence students' social-emotional development. If students take into account the importance of all these factors, they can be more successful in their academic journey. Waltz (2013) states that "strong social-emotional development is a predictor of later academic, social, and emotional success" (p. 1). From this point of view, many researchers lay emphasis on integrating social-emotional learning into the classroom environment to support their social and emotional development (Elias, 1997; Durlak et al., 2011; Bridgeland et al., 2013). When students develop social-emotional skills in SEL programs, they become more connected to school and show positive attitudes towards school such as improved classroom behaviors and increased academic performance (Zins, et al., 2004; Durlak, et al., 2011). Zins and Elias (2007) found out that students show better academic performance when they develop and effectively apply problem-solving and critical thinking skills to the academic studies and to the complex problems that they face, and make responsible decisions with regard to their academic studies.

In addition to academic achievements and improvements in students' life through SEL, it is also worth mentioning the progress in students' attitudes and social behaviors such as collaborating with their peers, communicating their ideas, and taking the perspective of others (Yoder, 2013) and also "demonstrate fewer conduct problems and have lower levels of emotional distress" (Durlak et al., 2011, p. 413) because they know how to regulate their emotions when they become frustrated. Elias et al. (1997) states that students improve these SEL skills over time to overcome more complex situations they face in their academic life, social relationships, citizenship, and health. On the other hand, students who do not have any SEL skills are generally deprived of emotional self-regulations and abilities to process information and solve problems, which results in low academic performance in school (Elias & Weisberg, 2000; Murphy & Alexander, 2006). For this reason, it is important to integrate social and emotional skills to promote higher academic achievement, and an improved ability to function in and out of the school. If students are encouraged to demonstrate respectful attitudes and productive communication skills, they are more likely to continue such behavior, feel more secure and respected in the educational environment and in the wider world. As a result, they can better achieve more academic goals and feel that they can learn without concern for their emotional welfare.

All in all, it is clear that SEL lies at the heart of educational process. However, it is worth mentioning the social and emotional competences together with 21st century skills in this process.

2.4. Social-emotional competences (SEC)

CASEL (2013) identifies five core interrelated sets of cognitive, affective, and behavioral competences associated with SEL, each of which is composed of multiple SEL skills and abilities. Yoder (2013) states that students have a chance to overcome the difficulties of real life by managing their emotions, emphasizing with others, forming meaningful relationships, and making responsible decisions with the help of social and emotional competencies. Greenberg et al. (2003) state that these competences provide a basis for better academic performance such as improved test scores and grades, more positive social behaviors, fewer conduct problems and less emotional distress (shown in Figure 1).

Figure 1. Outcomes Associated with the Five Competencies (CASEL, 2015, p. 7)

Five social-emotional competencies for students can be defined as self-awareness, self-management, social awareness, relationship management and responsible decision making.

2.4.1. Self-awareness

It is the ability to recognize one's emotions, interests, thoughts and their impact on behaviors. Students who are self-aware can describe and understand their own

emotions, strengths and weaknesses (Payton et al., 2000) and have a high sense of self-efficacy.

According to Steiner (2014), self-awareness is "an inwardly focused evaluative process in which individuals use reflection to make self-comparisons to reality and the feedback of others" (p. 1). Through this process, individuals can have a chance to know themselves better, make comparisons with others, identify the problems and make improvements towards their goals. Goleman (1998) also states that a self-aware learner tries to know themselves better by taking into account self-appraisals and feedback from others, reflect on their strengths and weaknesses, express their emotions and treat failures as a step to improve themselves.

Considering the self-aware learners, they have an ability to form relationships with peers, know their learning needs and how to direct their own learning according to their needs, focus on problems and their solutions based on their life experiences and have an internal motivation to learn. If learners are not aware of themselves, they cannot recognize their own personal needs, strengths and weaknesses. As a result, they cannot identify what they need to do to improve themselves and become dependent on others (Steiner, 2014).

2.4.2. Self-management

It is the ability to control one's emotions, behaviors and thoughts under difficult situations. It also includes coping with unmet wants or needs, setting both personal and academic goals and the ability to monitor and reflect on those goals (Yoder, 2013).

Self-management can help students show better performance in school and can reduce unwanted behaviors in their life. For example, in foreign language learning process which requires many of the attributes related to effective self-management, students study hard to achieve their goal. In line with their aim, they manage their time, collaborate with their friends and regulate tasks. At the same time, they try to manage stressors and overcome difficulties until they realize their aim. Joseph and Konrad (2009) state that through self-management ability, students have a chance to complete tasks independently, monitor and reinforce their own behavior. Moreover, it helps students improve their academic performance and productivity, finish their tasks on time, and decrease problem behavior.

It is also worth mentioning the effect of self-management strategies on students' outcomes. If students use their self-management strategies effectively such as self-monitoring, self-evaluation, and self-reinforcement, they become successful not only in their academic life but also in their social life (Trevino-Maack, Kamps, & Wills, 2015) because these strategies are used with the aim of improving academic performance, productivity, time on-task, and decreasing unwanted behavior. For example, in self-monitoring strategies, students observe their own behavior and evaluate it in relation to their goals. Successful students know what they need and want in their life. In line with their needs, they set goals and make plans for themselves, act towards their goals, monitor their progress, and make necessary changes when goals are not achieved. Through self-evaluation strategies, students are motivated to set their own goals and evaluate their progress towards those goals. Both self-monitoring and self-evaluation strategies are important for self-reinforcement strategies as they are used with together. In self-reinforcement strategy, a student decides his progress towards achieving a goal and provides a reinforcer to himself when he reaches his goal. All in all, these strategies aim at decreasing or correcting the problematic behaviors or help students with skill development to manage themselves in their academic life (National Center on Intensive Intervention, 2016)

2.4.3. Social Awareness

It is the ability to take others' perspectives into account and to empathize with others from diverse backgrounds and cultures (CASEL, 2003). Students who are socially aware are capable of recognizing the similarities and differences between others. Social awareness is important for students as they need to take other students' perspectives into consideration during lessons. By this way, they establish strong and constructive relationships with their peers and solve the problems when they arise. It is also an important component of suitable classroom behavior, which has a contribution to effective learning environment. If students become socially aware in their learning process, they will show better behavior and achievement in their academic life. In other words, "they can more easily adapt to their environment, empathize with the perspectives of others, and engage in fewer disruptive classroom behaviors" (Greenberg et al. 2003, p. 466), which supports students' deeper learning.

When students adapt to new environments, they can be more aware of the needs and perspectives of others. Moreover, they can get support if they cannot handle a situation on their own. Thus, they are less inclined to emotional distress and risky behaviors, which affects their school success.

2.4.4. Relationship management

It is the ability to develop and maintain healthy relationships with diverse individuals and groups. This includes finding solutions to interpersonal conflicts, resisting negative social pressures, making clear contacts, and seeking and offering help when needed (Brackett & River, n.d.). These skills are important for students' social, emotional, and behavioral development, which provides a basis for maintaining healthy relationships with their parents, friends, and other adults.

When students start their career life, being able to communicate effectively with others becomes a crucial life skill. For example, when they become managers, experts find that the inability to develop and maintain relationships is listed as the biggest weakness and the biggest hindrance to a company. Therefore, it is important to develop students' interpersonal skills early in life especially at schools by motivating them to work together on projects in groups or with partners. By this way, they will find a chance to work cooperatively, show respect to diverse viewpoints, express their feeling, and manage their emotions in relationships (Brackett & River, n.d.).

2.4.5. Responsible decision-making

It is the ability to make responsible decisions about social interaction and personal behavior considering the ethical standards, social norms, safety concerns, and well-being of self (CASEL, 2013). Students are capable of making appropriate decisions by considering the possible consequences of the problems that they confront (Payton et. al., 2000). In this process, students make use of their cognitive abilities, some of which include systematical or abstract thinking and the appraisal of probable consequences (Fischhoff, Crowell, & Kipke, 1999). However, there are various students who often face conflicting situations in their academic life. They often have difficulty in finding solutions to maximize their goals or they are often in a dilemma on the relative adequacy of different possible solutions. Besides this, some students make their decisions under pressure or conditions of uncertainty without thinking of the

consequences of their choices. At this point, they should make a list with relevant choices and take into consideration the potential consequences of each choice, assess the likelihood of each consequence actually occurring, determine the importance of these consequences, and combine all this information to decide which choice is the most appealing" (Beyth-Marom et al., 1991, p. 6).

Overall, many researchers tap the importance of these five competences on students' life (CASEL, 2003; Elias, 2006; Kress & Elias, 2006, Durlak et al., 2011). Besides these competencies, it is important to mention the multiple skills that each social-emotional competency encompasses as presented in Table 1. These multiple SEL skills and abilities help students overcome the problems that they face in their daily life.

Table 1.

Skills related to each social-emotional competency (Yoder, 2013, p. 16)

SEL competencies	**SEL skills related to each competency**
Self-awareness	• Label and recognize own and others' emotions • Identify what triggers their emotions • Analyze emotions and how they affect others • Accurately recognize own strengths and limitations • Identify own needs and values • Possess self-efficacy and self-esteem
Social-awareness	• Identify social cues (verbal, physical) to determine how others feel • Predict other people's feelings and reactions • Evaluate whether they can empathize with someone • Respect others (e.g., listen carefully and accurately) • Understand other points of view and perspectives • Appreciate diversity (recognize individual and group similarities and differences)
Self-management	• Set plans and work towards goals • Set plans and work towards short term goals • Overcome obstacles and create strategies for long-term goals • Monitor progress to personal and academic short and long term goals • Regulate emotions, such as impulses, aggression and self-destructive behavior • Maintain focus with tasks at hand (maintain optimal work performance) • Use feedback constructively • Exhibit positive motivation, hope, and optimism. • Seek help when needed

Relationship management	• Demonstrate capacity to make friends • Exhibit cooperative learning and working towards group goals • Evaluate own skills to communicate with others • Manage and express emotions in relationships, respecting diverse viewpoints • Communicate effectively • Cultivate relations with those who can be resources when help is needed • Provide help to those who need it • Demonstrate leadership skills when necessary, being assertive and persuasive • Prevent interpersonal conflict, but manages and resolves it when does occur • Resist inappropriate social pressures
Responsible decision making	• Identify decisions they make at school • Discuss strategies used to resist peer pressure • Reflect on how current choices affect future • Identify problems when making decisions, and generate alternatives • Implement problem-solving skills when making decisions when appropriate • Become self-reflective and self-evaluative • Makes decisions thinking of moral, personal, and ethical standards, • Makes responsible decisions that affect the individual, school, and community.

As it is clear from the table, SEL is one of the effective ways of influencing student outcomes. By the help of SEL competences, students can regulate their emotions, make responsible decisions and control their behaviors (Durlak et. al, 2011). If students learn how to use these skills in their life or apply these skills to multiple settings and situations, they can show better performance both in their academic and social life by removing the barriers against their learning.

It is also worth mentioning the effect of 21st century skills, a part of SEL, on student outcomes. According to the report published by the World Economic Forum in 2015, a set of 16 crucial proficiencies for education in the 21st century were defined. While six of them were related to “foundational literacies”, such as literacy, numeracy and scientific literacy, 10 of them were related to “competencies” such as collaboration, communication and critical thinking and problem-solving or “character qualities” such as curiosity, adaptability and social and cultural awareness (shown in Figure 2).

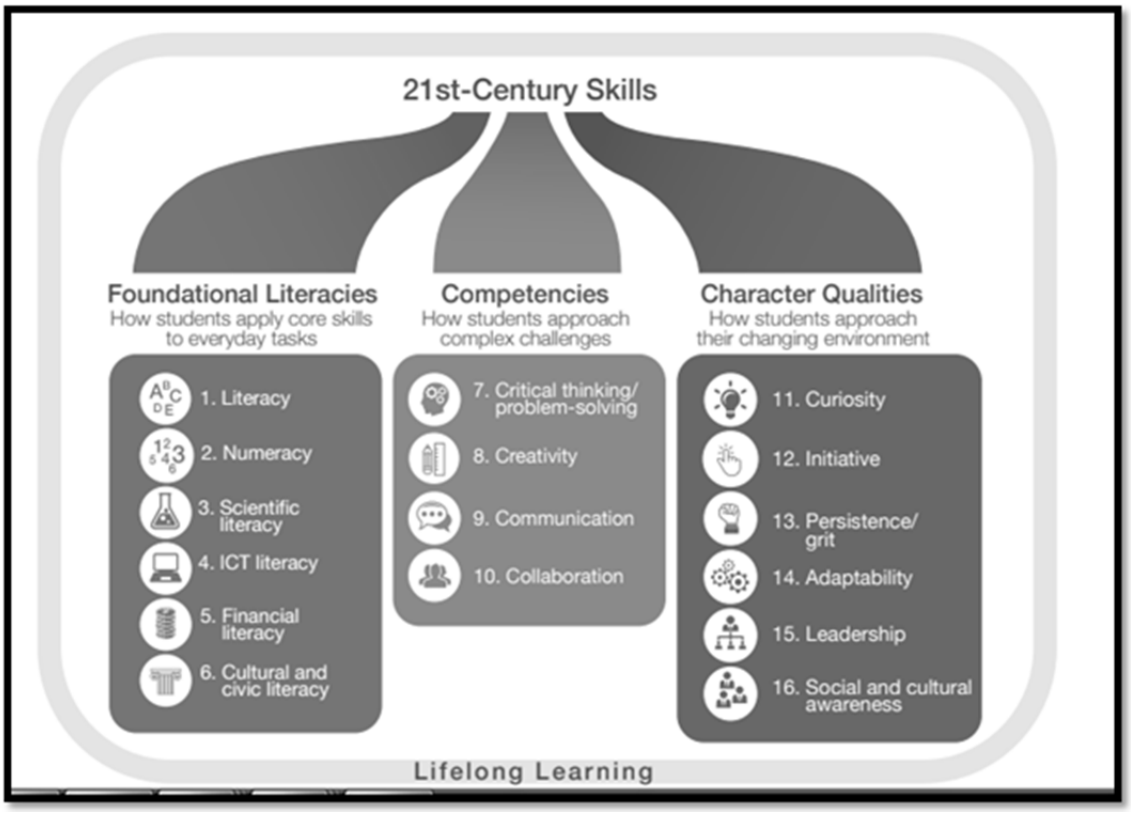

Figure 2. 16 skills for the 21st century (The World Economic Forum, 2016, p. 1)

When these skills are taken into account, they all lie at the heart of SEL and are very important and necessary for learning process. In terms of the development of these competences and character qualities that are related to SEL, different learning strategies were defined (The World Economic Forum, 2015). While some of the strategies were related to creating an environment to develop SEL skills, some of them were related to the development of individual social and emotional skills (shown in Figure 3).

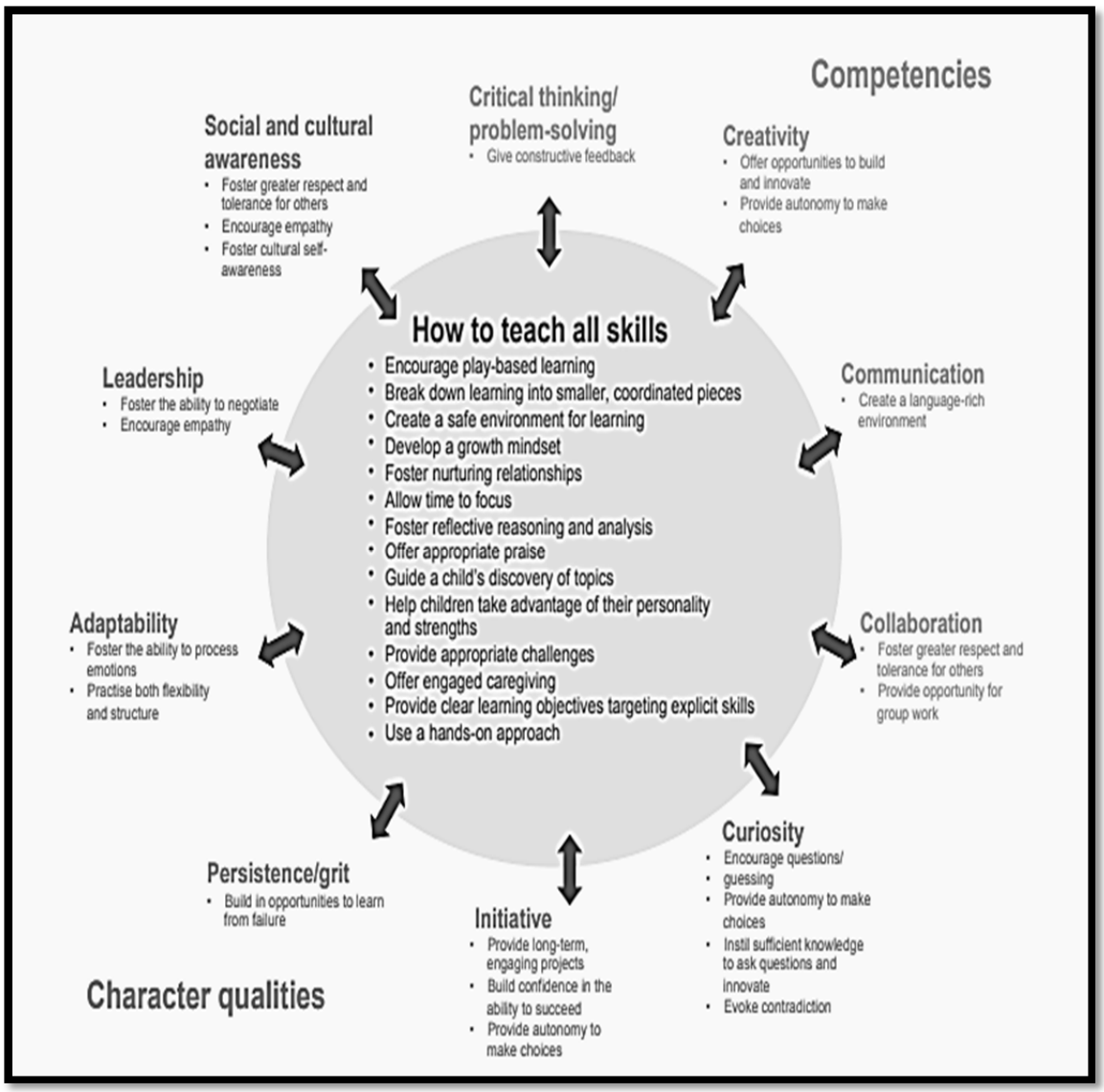

Figure 3 A variety of general and targeted learning strategies related to social and emotional skills (The World Economic Forum, 2016, p. 8; P21, 2016)

For example, fostering a "growth mindset", one of the general learning strategies that is related to creating an environment, has a positive effect on students' academic performance. If a growth mindset is taught, students become more motivated and more productive. Moreover, a different classroom atmosphere can be created where students are encouraged to take risks, overcome the problems, and learn from their mistakes. On the other side, developing leadership which is related to the development of individual social and emotional skills helps students to negotiate and empathize with others. Another strategy is creativity which provides students with the autonomy to create and produce an innovative idea. In addition, collaboration is an effective strategy when students need to solve problems and work effectively in groups and have

communication with others, which leads to better academic outcomes (Brindley, Walti & Blaschke, 2009).

These strategies, a part of SEL, can be used both inside and outside the classroom to improve students' academic learning. Through a combination of these strategies, students can find a chance to foster social and emotional skills in a variety of settings, including at school, at home and in the community. Durlak and his colleagues (2011) state that SEL and skill-building in both inside and outside the school context affects various skills and academic outcomes such as improved behaviors towards others and themselves, better performance at school, and fewer emotional problems. In other words, the more they engage in these skills, the more they become successful while dealing with the responsibilities and challenges of life.

2.5. Theoretical Foundations of SEL

The concept of SEL is built on the theory of satisfying students' social and emotional needs not only to be successful in their academic life but also attain lifelong success. To accomplish this, there is a need to create caring, empowering, safe, and supportive cultural settings that help students develop their problem solving skills, establish supportive relationships, make responsible decisions, set both personal and academic goals, and regulate emotions (Greenberg et al., 2003). This premise has roots in a well-grounded theory of human development and learning, which is *social psychology*.

Social psychology lays emphasis on students' feelings and thoughts about and behaviors towards the people around them and how their feelings, thoughts, and behaviors are influenced by those people (Allport, 1954) and the social context in which this occurs. According to social psychology, the social contexts like school develop students' relationships with their friends and teachers, and also their attitudes and characteristics that impact interpersonal relationships. Brackett and Rivers (2013) state that students are more likely to develop in social settings where they can meet their social and emotional needs such as maintaining healthy relationships, regulating emotions, relying on their abilities, making responsible decisions in terms of academic and social situations. Moreover, their behaviors are also affected by the social environment where they usually have interactions with their friends, family or teachers. Fiske and Haslam (1996) state that the social situations lead to social influence, the

process through which thoughts, feelings, and behaviors are influenced and get changed by other people and through which in turn the others' are changed.

This circle is also observed in the language learning process. In a language classroom, students' feelings, thoughts, beliefs, intentions and goals are constructed under the influence of different stimuli that belong to another cultural community and students show different reactions against the stimuli in the form of happiness, interest, curiosity, boredom or frustration (Gardner, 1983). These psychological factors influence students and their interactions with their peers (McLeod, 2007), which in turn affects the behavior of their peers in language learning. However, the rate of the influence varies depending on the student as each student is different from each other with his or her own individual characteristics, personality traits, desires, motivations, and emotions, which have an effect on their social behavior. For example, students may have good relationships with other students. They may help them when they need. On the other hand, they may show aggressive behaviors or become unfriendly despite the cost of being lonely if they lack social-emotional competences.

Gardner (1983) tried to explain the psychological state of students in language classes in relation to social psychology by focusing on the task facing the student of a foreign language class. When the other classes such as geography, history, or philosophy are taken into account, students do not find themselves in a frustrating situation because the knowledge or skill that they need to acquire through the tasks reflect the students' cultural community. For this reason, they do not have difficulty in acquiring the knowledge. However, in foreign language classrooms, the knowledge that they need to acquire through the task is the reflections of another cultural group. Moreover, they are expected to interiorize this knowledge and use it in their communication contexts, which affects their psychological state. As they interiorize the new language, their beliefs, feelings, and thoughts are constructed again and accordingly their personality develops because of cultural and community influences. At this point, the importance of SEL comes into prominence. If students are encouraged to maintain good relationships with their friends and teachers; manage their emotions and behaviors; and rely on their abilities, they can easily adapt to this new environment without being psychologically affected (Jennings & Greenberg, 2009).

All in all, it is important to understand the nature and causes of students' behavior while learning a foreign language with the help of SEL. If students are aware of the cultural differences and consider the effects of these differences on their behavior

and in turn their behavior toward others, it will be easier for them to overcome all social and emotional problems in their language learning. Gardner (1985) states that language has an important impact on students' identification of themselves in a social linguistic context; and learning another language involves a re-evaluation of that self-image. He also adds that the way in which a student speaks (style, intonation, accent, vocabulary knowledge, stress) not only serves a direct communicative function, but also gives some clues about the student's background and that student's self-image. If all these are ascertained, it will be easier for "students to reach deep understanding and for teachers to specify what leads to effective teaching, and to evaluate the conditions that lead to supportive environments for teaching and learning" (National Research Council, 2000, p. 233).

2.6. SEL in Foreign Language Learning

As the world evolves and changes around us, great efforts are being made for the improvement and development of learning all around the world. However, these efforts give more importance to students' creativity by problem solving and critical thinking activities. As a result of these, new learning styles that give importance to knowledge, skills and cognition have emerged to raise the profile of learners. Yet, thinking that learning only consists of an array of skills and sub-skills, an evaluation of knowledge, and cognition is not enough because there are also "social and emotional practices" (CASEL, 2003, Durlak et. al., 2011).

Considering foreign language learning, many factors have a great influence on this process such as individual differences among learners, language learning contexts, affective states of learners (especially learners' feelings towards the language), and the social settings in which the students interact. These factors may improve or hinder language learners' progress in learning a new language. Moreover, they have an impact on students' understanding, processing information, and more importantly their thinking. For instance, if students feel secure, happy or excited about the subject, they learn more easily. On the contrary, negative emotions such anger, anxiety, and sadness put a barrier against students' learning. Anxious students in terms of learning do not rely on themselves and in case of exams, they control their paper again and again before handing it in to their teacher. Moreover, they may waste all their time solving a problem or understanding a concept until they are convinced in the exam. At this point, teachers

should provide a comfortable learning environment that helps reduce their students' performance anxieties and encourage them not to give up because of their failures. In fact, if these students know that they are not graded based on only one project or an exam by their teacher or feel that the teacher really gives importance to them both as a person and as a learner, they will develop positive emotions towards learning. At this point, SEL becomes prominent.

Apart from this, it is important to emphasize that foreign language learning is much more different than other learnings because while learning a language, there is a need to learn the culture of the language. Gardner (1985) states that learning does not mean only the acquisition of new language structures but also the assimilation of new cultural and social ideas. In other words, learning a foreign language does not mean only practicing linguistic forms but also becoming familiar with the culture of target language. If a student does not understand the cultural setting and social behavior of a language use, it can cause some misunderstandings and breakdowns in the communication with others because language is not simply sending or receiving information but it functions as a social behavior in certain cultural context. However, there are still lots of foreign language learners who have difficulty in interpreting and communicating with native speakers in real life situations (Emmitt & Komesaroff, 2003). Therefore, it is necessary to provide learners to be aware of the cultural context to obtain proficiency in intercultural communication of target language through social and emotional learning. In fact, it is not easy for students to adapt this intercultural approach because in this approach, students are expected to behave appropriately in the social context and mediate between cultures, which seems difficult for them to achieve. However, if students are supported by social and emotional learning in their academic life, it will not be difficult for them to be proficient in intercultural communication of target language. Kramsch (1998) states that if students want to be successful in intercultural communication, they should have the awareness about self and others, have the ability to interact with others, respect others' perception of the world, appreciate and mediate the differences. Actually, these are all related to social and emotional competences. For example, students whose self-awareness is promoted can adapt and select appropriate forms and norms in a culture context as they have a well-grounded sense of self-confidence. Kramsch (1998) adds that if students become aware of the cultural context, they can build a sense of connectedness with the language and become more successful in learning. This awareness can be realized with the activities in the

classroom context. When the activities based on real life situation such as role plays, and discussion are integrated as a part of classroom instruction, students will find it easy to develop communicative competence in intercultural communication. With the help of simulations and role-play, students will get background knowledge about other countries and cultures (Byram, Gribkova & Starkey, 2002). This kind of learning enables learners to develop social- emotional competences and perceptions of other countries. As a result, learners feel themselves more secure and prepared enough to communicate with other intercultural speakers. Moreover, they can show tolerance towards the differences and overcome everyday situations or obstacles they may encounter in a foreign country.

The ability to communicate effectively in English is essential for students who wish to be integrated into classroom context. However, some students particularly university students may have difficulty in learning and using English and may show very little progress over time. Knowles (1980) states that learners at the university level bring a reservoir of life and educational experiences to the classroom as they have complex psychology and multi-layered personalities, which affects on the social aspects of language learning both inside and outside the classroom. For example, anxiety, a fear of failure and embarrassment can be a barrier to success for the students at the university. These students can easily exclude himself or herself from the language learning by avoiding speaking if they are not motivated to participate in the communicative activity. These difficulties in learning the new language can have an effect on their success even on their happiness. At this point, EFL instructors help university students overcome the barriers to learning by determining the reasons for their learning difficulties (Comstock & Kamara, 2003; Schwarz, 2003). It is important to find out the possible causes of these difficulties to develop university students' self-confidence and self-motivation in learning a language. SEL activities have a great contribution to this effort. Schonert-Reichl (2017) states that if teachers organize SEL activities in the classrooms, students at the university will find more chance to grapple with challenging material and persist at difficult language learning tasks. For example, creating safe and comfortable classroom atmosphere fosters deep language learning and social emotional development among university students. Besides this, providing the social tools help university students to successfully communicate with their friends.

All in all, many factors have an impact on language learning such as individual differences among students, language learning contexts, affective states of students, the

social settings that the students interact, the culture of the language and the teacher-student relationships. These factors influence university students' approaches, interests, and motivations towards foreign-language learning to a great extent. Creating a positive learning environment for the university student changes their attitudes towards language learning and reduces the effects of these factors. This can be realized through promoting SEL activities. With the help of SEL activities, university students will find a chance to establish good relationships with their friends and teachers in a confident and motivating learning environment, manage stressful situations using their learned skills, cope with their emotional states in the language learning process. Moreover, these activities will also help university students reduce the sense of "otherness" that they often feel in classrooms.

It is clear that SEL activities have a great importance in university students' social and emotional development in foreign language learning. However, there are few usable assessment tools to assess university students' SEL development. McKown (2017) states that with the help of good assessments, teachers can get the information they need to make good decisions about SEL. From this point of view, it is important explain social-emotional assessments.

2.7. Social-Emotional Assessment

Students' social and emotional development plays an important role in their transition from high school to university life and in their direct interactions and communication with other students. These students need a range of skills to be successful in these interactions as they confront a new and unfamiliar environment, which makes them feel stressed. Social and emotional competences provide a foundation for the mastery of these skills which lead to independent, socially skilled students who demonstrate successful behaviors and achievement in their academic life (Denham et al., 2002). However, measuring these skills is not easy as it includes a set of skills which seem apart from each other but in fact interwoven and mutually influence one another (Jones & Bouffard, 2012). Therefore, many researchers have tried to create various instruments to measure social and emotional skills, which are specific to their circumstances and have some deficiencies in the operationalization issues (Coryn et. al, 2009).

In terms of existing measures of social and emotional competence, Humphrey and his colleagues (2011) reviewed the literature in depth to understand their implementation characteristics and psychometric properties. As a result of their filtering process, they found that some measures were too long, some of them were designed to identify problematic behaviors and ignore important aspects of children's well-being, and some of them failed in both their implementation characteristics and psychometric properties. It is believed that the more well-established measures have been developed, the easier it becomes to assess the social emotional development in students (Humphrey et al., 2011). By this way, teachers can decide how and what to teach considering students' social and emotional needs utilizing these measures. Likewise, students have the chance to realize what and how much they have learned, which raises their awareness and helps them realize their own needs, interests, learning styles, and achievements. In a nutshell, these measures are important in order to improve and enhance students' learning and development effectively and efficiently.

However, it is not easy to develop or use an instrument to assess students' social and emotional development and needs. Merrell (2008) states that it would be wrong to rely on only one assessment method to get a clear picture of a student not only within the school but also outside the school. For this reason, he adds that it is important to use a multi-method, multi-source, multi-setting assessment to understand the students and remove the error margin that often occurs when relying on only one assessment method. Stormshak and Dishion (2002) also add that multi informant rating scales obtained from multiple areas and sources provide researchers with the information related to students' development, life experiences, and needs. Moreover, the results of the scales help teachers respond more positively to children (Denham & Weissberg, 2004). Besides teachers, it has a great contribution to students themselves in creating a sense of personal, social, and academic accomplishment, improving relationship with family members and peers, and coping with adversity (Epstein & Sharma, 1998).

Although the importance of assessment is widely accepted, there is a lack of psychometrically sound assessment tools designed to measure university students' social and emotional competencies. For instance, most researchers have used several instruments including direct assessments, rating scales, observations, and interviews to assess primary, secondary or high school students' social-emotional competence (Denham et al. 2010; Haggerty et al. 2011; Denham 2015; Elliot et al. 2015; McKown et al. 2015). By this way, they have tried to identify the individual students who are lack

in social-emotional competence. However, there is one thing that needs to be taken into account, which is the practical utility of these instruments in assessing students' SEL needs. Manz et al. (2016) state that if a scale is considered as a high practical utility, it needs to be clear enough for the students to understand better, inexpensive to conduct to large numbers of students, and little instruction time is required; and the items should interrelate with the social-emotional competencies. These properties are generally found in self-reporting scales which have some advantages both for the students and the teachers. This kind of scales has a great contribution to the understanding of students' characteristics and capabilities. As these scales are completed by the students, they reflect students' personal strengths and weaknesses, which provides an accurate picture of students' insights. Moreover, they are not time consuming and taking not more than 15 minutes to complete. In this style, students become the accurate reporters of their own progress and they can easily evaluate themselves without worrying about the school or teachers' success. Mantz, Bear, Yang and Harris (2016) underlined the properties of a good rating scale. According to them, a scale should be brief, inexpensive and require little instruction time. Taking into account all of these, it is obvious that there is not a high practical, inexpensive, little-time-required, eloquently designed assessment tool that can identify university students' social-emotional competence in learning a foreign language.

Therefore, it is necessary to design such a tool for the university students in many aspects. For example, through a good social-emotional foreign language learning (SEFLL) assessment tool, teachers can make correct decisions about their language teaching style, students' development in learning a language and SEFLL programs. Apart from this, a well-designed SEFLL assessment tool could explain university students' needs and inadequacies in curriculum and teachers' instruction, which are all related to formative assessment. It could explain whether SEL programs work or not, which is related to evaluating the program. It could also give information about university students' social and emotional development in response to instructions, which is related to monitoring university students' progress. It could be helpful to decide whether SEL standards are met by university students or not, which is standards-based assessment. Lastly, it could be used to make important decisions about university students, teachers, or schools, commonly for the purpose of accountability such as graduation from the school, which is related to high-stakes-testing (McKown, 2017)

In the light of this information, when the scales in the literature are reviewed, it is observed that the existing instruments only measure one or more dimensions of SEL or they do not generally include 21st century skills in their measurements. Apart from this, the current good measures generally assess children's development in the social and emotional domain, which is available for use in kindergarden, primary school or secondary school not at the universities. For example, *the Strengths and Difficulties Questionnaire* (LeBuffe et al. 2009) and *the Behavioral and Emotional Rating Scale* (Benner et al. 2008). ,widely used in New York and California, count on behavioral checklists completed by teachers or parents. Respondents are asked to rate themselves or a child on a scale. When these scales are completed for each individual student to understand whether the programs are effective or not, they are very time-consuming. Furthermore, these measures have been generally designed to understand these students' social emotional competences in their learning process not in their language learning journey.

Despite the proliferation of the measurement models in terms of SEL, the availability of tools that cover all areas is extremely limited. Several scales are quite lengthy as they include different constructs apart from the multiple dimensions of social-emotional competence, which are not related to CASEL's competences. For example, *The Developmental Assets Profile (*Search Search Institute, 2014), *The Comprehensive School Climate Inventory* (National School Climate Center, 2014) and *The Social Skills Improvement System* (Gresham and Elliott 2007) include additional constructs such as family and community support, school climate, and students' academic competence. which are not aligned with CASEL's competences.

When examining the other instruments, they are too narrow in scope as they only include a few of CASEL's social-emotional competences. For example, *the Assessment of Children's Emotion Skills* (Schultz et al., 2010) only assesses children's ability to understand their emotions and *the Prosocial Tendencies Measure – Revised* (Carlo et al., 2003) only assesses students' prosocial behaviors to use with early adolescents and middle adolescents.

Other scales which try to measure SEL differ by age groups. They can be accurate, predictive and their internal consistency as well as convergent and discriminant validity can be proved but they cannot be used for every age groups. Statistical adjustments are required in order to use them for different age groups. For example, *Social-Emotional Learning Scale* developed by Coryn, Spybrook, Evergreen

and Blinkiewicz (2009) is designed for elementary-aged students to evaluate their social-emotional learning needs. Although data was collected from a large and reasonably diverse sample, the participants were from fourth, fifth, and sixth grade elementary school. *The Social and Emotional Competences Evaluation Questionnaire (QACSE)* developed by Coelho, Sausa and Marchante (2015) focused on the high middle school students' social and emotional competences. Although the scale assesses most of the key competences identified by CASEL (2012) and it is easy to fill, it is difficult to adopt and scale for different age groups. Another scale was *Social Emotional Competence Questionnaire (SECQ)* developed by Zhou and Ee (2012), which aimed to measure children's and adolescents' social emotional competences (SEC). Although the scale has value in assessing individuals who need a valid appraisal of their SEC, it is not appropriate for older groups such as students at the university level. *The Social-Emotional and Character Development Scale (SECDS)* developed by Ji, Flay and Dubois (2013) aimed to measure social-emotional skills and character for elementary school-age children. The data was collected from third to fifth grades of elementary schools. It was found out that the SECDS can be used for the assessment of the social-emotional skills and character development during elementary grades but not the other grades. *The Social-Emotional Assets and Resiliency Scale for Preschool (SEARS-Pre)* developed by Ravitch (2013) focused on a behavior rating scale designed to measure SEL skills in preschool-age children. As this scale was designed for pre-school children, the items in the behaviour rating scale were asked to fill by pre-school instructors about the students in their classrooms. *The Delaware Social-Emotional Competency Scale (DSECS-S)* developed by Mantz et. al (2016) was designed to assess elementary, middle, and high school students' social-emotional competences. On the other hand, *Social Emotional Learning Skills Scale* developed by Kabakçı and Owen aimed to evaluate the social and emotional learning competences of students. While it can be used for different age groups including university students, it has not yet proven its usefulness in examining social and emotional needs of students in foreign language learning.

Apart from all these scales, there are also other scales that can be used for social and emotional development of students. However, these scales have various types of assessment system and cost a lot. For example, *The Behavioral and Emotional Rating Scale (BERS)* helps to assess the emotional and behavioral strengths and competences of children with the ages of 5:0 through 18:11. As it is a multi-modal assessment

system, it measures several aspects of a child's strength by getting information from different scales such as Youth Rating Scale, Parent Rating Scale, and Teacher Rating Scale. *The Social Skills Improvement System (SSIS)* program is a social skills promotion program that focuses on three domains of social skills, problem behaviors, and academic competence. Moreover, it is designed for students in preschool through eighth grade. Like BERS, it has a multirater assessment method that includes ratings from teachers, parents, and students. *The Holistic Student Assessment* is also related to social-emotional development in young people in school and afterschool settings. It assesses a student's social-emotional strengths and challenges and it can be used with the students in grades 5 to 8. *The Social-Emotional Assets and Resiliency Scales (SEARS)* are cross-informant assessment of students' social and emotional behavior. It has different assessment forms for children from 8 to 12 years and for adolescents from 13 to 18 years including teacher report forms and parent report forms.

All in all, it is clear that there have been continuous improvements in the field of SEL measurements. However, some topics should be given great importance in selecting the proper assessment in SEL. For example, the selected assessment system should measure the certain constructs related to SEL. Moreover, it should be suitable for the intended population considering their age, social status, and interests. As participants do not like spending a lot of time with the measuring methods, the assessment should be as short as possible and also the questions should be clear to understand and interesting to answer. By this way, it would be easy to administer to the students. However, researchers generally do not arrive at a consensus on the accurate measurement methods of SEL skills. Moreover, they may have difficulty in interpreting results or they may introduce incorrect information as they do not have a proper training in terms of the analysis. Taking all these into consideration, teachers should be very careful while using any measurement tool for the students

2.8. Conclusion

Developing social and emotional learning in the educational context is very important as there is an intense competition and uncertainty because of the rapid changes that the students face in the globalized World (Fu, 2008). From this viewpoint, the authorities are trying to implement SEL programs across schools in most parts of the World. The more schools begin to adopt SEL programs, the more research on SEL

programming will be carried out, which will be helpful in understanding the strengths and weaknesses in SEL programs. Measurement of these programs in terms of social and emotional competences also plays a crucial role for both researchers and practitioners in the field to understand students' social and emotional needs. From this point of view, the current study about the development of the SEFLLS is unique in that it builds on current research in the literature and reflects best practice by including the SEL competences and 21st century skills. The study aims to develop a psychometrically sound measurement for university students to assess their SEL competences in foreign language learning. In other words, the purpose of the current study is to extend the current SEL measurement tools in the literature by developing a new instrument that targets all university students in learning a foreign language.

When the other tools that are available today are examined, they have generally been designed for the children who are at the kindergarden, primary or secondary school. There are very few adequate measures in the assessment field that can measure university students' SEL needs but not social and emotional foreign language learning needs. The development of such a tool will let teachers and educators identify their students' social and emotional needs in foreign language learning. It will also help them to prepare their curriculum or choose the best method in accordance with their students' weaknesses. Thanks to these efforts, students will be ready for social and emotional success in their life.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

Social-Emotional Foreign Language Learning Scale (SEFLLS) was developed as a student self-report measure in order to identify those students who may be in need of developing their social-emotional skills while learning a foreign language. In addition to assessment purposes, researchers can use this scale to improve students' language learning capacity. This chapter is organized to introduce the design and methodology for this study. The method of this study included research design, the procedures for instrument development, participants, data collection procedures, and data analysis.

3.2. Research Design

It was decided to employ a cross-sectional non-experimental design using a survey questionnaire in this study. In refinement and verification of the Social Emotional Foreign Language Learning Scale, the number of the sample varied in each phase. However, in total, 1613 students participated in the study. In testing an explicative model of Social Emotional Foreign Language Learning Scale, the dependent variables of the study were *Self-Regulation, Social Relations* and *Decision-Making,* the independent variables of the study were students' age, gender and the school they graduated from.

3.3. Instrument Development

In developing a measurement for Social Emotional Foreign Language Learning, a multi-staged development study was conducted. In order to guide this multi-staged research, it was decided to apply some processes in scale development recommended by Hinkin's (1995). In this section, the stages with regard to the development of a scale were discussed, which were identifying construct domains, generating the initial item pool, and expert review.

3.3.1. Identifying Construct Domains

An extended literature review on social emotional learning was performed to find out construct domains for this study. Five construct domains, *self-awareness, self-management, relationship skills, social awareness, and responsible decision making* emerged from the literature review.

3.3.2. Generating the Initial Item Pool

A set of 179 social emotional foreign language learning items was developed from a review of literature and preliminary qualitative research (see Appendix 1). It was thought that these items would be the most suitable ones for measuring students' social emotional foreign language learning competences.

3.3.3. Expert Review

Four teachers experienced in language teaching and two native teachers who were familiar with the competences reviewed the initial set of 179 items in an iterative process. Each construct domain was defined clearly at the beginning of a questionnaire to avoid the ambiguity. They were asked to provide comments and suggestions with regard to item clarification and reinforcement of a construct domain. After the experts' comments on the scale, ten items were deleted from the initial scale (see 4.2). At the end of second piloting, the items which had low Cronbach's Alphas were reviewed by teachers who are experts in their field (see 4.2). After revision of the suggestions, five items were revised (see 4.2). Any decision to refine the scale was made based on not only statistical procedures but also teachers' comments.

3.3.4. Instrument Testing

The social emotional foreign language learning scale was revised after the teachers' review. Then, this revised instrument was examined by performing confirmatory and exploratory factor analyses with the data collected from the students to refine the scale. By means of these processes, some items were deleted from the scale.

3.4. Participants

To evaluate the developed instrument, this study aimed at university students at the Preparatory School. During the academic semesters between 2016 and 2018, data were collected from preparatory students at a Turkish university. In order to intensify the generalizability of study findings, students who were registered in thirty-one different classes recruited in this study.

3.4.1. Description of Participants

Descriptive statistics of the participants including students' gender, age, and the school they graduated from were obtained to get further information about the profile of university students who were learning a foreign language (see Table 2).

As shown in Table 2, there were 1613 participants, 865 of whom were female (54 %) and 748 were male students (46 %). Female participants outnumbered male participants (54% vs. 46%). As the sampling frame was designed to get information from university students, the age range of the respondents was limited. In other words, the gap between age groups was not wide. An examination of the age of the respondents showed that 76% of the sample fell into the range of 18-21 (See Table2), followed by the age range of 22-25 (24 %). It is clear that the participants who were at the range of 18-21 made up the majority of the respondents. Regarding their school, the vast majority of the participants graduated from state school (77 %) compared to private school (23 %) (see Table 2).

Table 2.

Demographic Characteristics of Participants

Characteristic	Frequency	Percentage
Gender		
Male	748	46
Female	865	54
School		
State	1248	77
Private	365	23
Age		
18-21	1233	76
22-25	380	24

3.5. Data Collection

The researcher completed the official requirements to measure students' social emotional foreign language learning competences at a University Preparatory School. In each pilot study, the researcher took necessary permission from the Head of the University Preparatory School to conduct a questionnaire to students. Afterwards, the classes were arranged for the surveys to be given and the researcher gave information to the instructors about the study. In the first pilot study, the questionnaire was given to a total of 647 students in the 2016-2017 Academic Year. In the second pilot study, data was collected from 176 students who were enrolled in 2016-2017 Summer School. In the third pilot study, data was collected from 610 students in the 2017-2018 Academic Year. The final version was conducted to 180 students who were at the summer school in 2017-2018 Academic Year. All the students were provided with information about the study and how to fill in the instrument.

3.5.1. Preliminary study

At the beginning of semester in 2016, the researcher interviewed 25 students utilizing twenty-five open-ended questions (see Appendix 1). As there were some deficiencies in terms of scales that measure university students' social emotional foreign language learning competences, it was hard to generate scale items only from literature review. For this reason, as a supplementary to literature review, this exploratory study was used as a preliminary step for developing social emotional foreign language learning items. The main purposes of this study were to specify themes or constructs in terms of students' social emotional foreign language learning competences and to ensure the construct domains, which were determined from the literature review before.

3.5.2. Treatment of Data

All the questionnaires were manually controlled to understand if there are any unanswered items and the same response patterns. As a result of this screening process, some of the questionnaires were removed from the data set.

3.6. Data Analysis

Taking into consideration that this study was a multiphase study, development and validation of research instrument for measuring university students' social emotional foreign language learning competences (Phase 1, Phase 2, Phase 3, Phase 4, and Phase 5) and model assessment (Phase 6) were all discussed in section 3.6.1.

3.6.1. Procedures for Data Analysis

Both factor analyses (confirmatory –CFA and exploratory factor analyses -EFA) and reliability analyses were performed to refine the scale. In EFA, any item that had a factor loading of lower than .4 was removed during the analysis. Moreover, any item that loaded on more than one factor with a loading score of equal to or greater than .4 on each factor was examined qualitatively and placed under the correct factors in line with their item descriptions. Considering the internal consistency of the developed items, the reliability of scales was assessed using Cronbach's alpha score. Some items were omitted from the scales as they reduced the internal consistency of a scale before the implementation of further analytical procedures. After these processes such as identification of the number of factors and removal of the problematic items, confirmatory factor analysis was conducted.

In this study, in terms of CFA, the measurement model was evaluated in two steps. First of all, CFA was conducted for each identified factor of the measurement model. Secondly, CFA was conducted for all factors at the same time to get the final measurement model. The evaluation of the measurement model was carried out by taking into account the model fit indices as proposed by Hair, Anderson, Tatham, and Black (1998), which are chi square to the degrees of freedom ratio, comparative fit index (CFI), goodness-of-fit Index (GFI), and root mean square error of approximation (RMSEA). In terms of Social Emotional Foreign Language Learning Scale (SEFLLS), the model would be declared as being fit as the value of CFI is above .80 and other indices such as GFI as well (Bentler, 1992). In addition, root mean square error of approximation (RMSEA) was also used in the assessment of model fit.

Average variance extracted (AVE) were also computed to check whether the items measured were reliable in evaluating each construct. In addition, convergent validity and discriminant validity of the model were tested using AVE.

Further, one-way Multivariate Analysis of Variance (MANOVA) was run to understand the differences in Self-Regulation, Social Relations and Decision Making based on students' demographic characteristics.

3.7. Ethical Considerations

The following ethical guidelines were put into place for the research period:

1. The students' dignity and well-being was protected at all times.
2. The research data remained secure during the study
3. The participants were told about the general nature of the study. They were also told that they were free to decline participation.
4. The necessary permission to conduct a questionnaire at the university was taken from the Institutite and the Head of Preparatory School (see Appendix 2).

CHAPTER IV

4. RESULTS

4.1. Overview of this chapter

The primary purpose of this study was to develop and validate a Social and Emotional Foreign Language Learning Scale (SEFLLS) for the university students. This scale was specifically designed to assess university students' social and emotional competences while learning a foreign language. Based on this, multiple analyses were implemented to get a proper scale. This chapter includes a description of the analyses used to evaluate the data for this study and the results of these analyses, which were told in different phases.

4.2. Phase 1 - Construction of a preliminary instrument

A number of phases are needed to develop a psychological measure such as planning, assembling, item analysis, and standardization of procedures and evaluation of the psychometric properties of the measure (Foxcroft & Roodt, 2005). In the item generation, all skills related to self-awareness, self-management, social awareness, relationship skills and responsible decision-making competences in SEL and 21st century skills were searched extensively in the literature. Besides this, 25 students were asked to fill out an open-ended questionnaire consisting of 25 questions related to students' social and emotional competencies (see Appendix 1). Students' answers to the open-ended questionnaire were categorized and also written as an item addition to the findings in the literature. Four teachers who are experienced in language teaching revised all items in an iterative process and then the items were sent to two native teachers who are familiar with the competencies. Using these constructs as a guide, a comprehensive list of 179 items was generated. These teachers were also encouraged to provide comments and suggestions for each item. They stated that some items had similar or the same meanings. In line with their suggestions, the researcher made the necessary revisions by converting 10 items that have the same or similar meaning into five items. For example, they stated that these two statements "I can understand the expression of anger on people's face" and "I can understand how people feel by looking

at their facial expressions" had similar meanings. Therefore, they converted these items into one item, "I can understand how people feel by looking at their facial expressions".

Moreover, they stated that five items in the scale were unclear. Therefore, the respondents may not interpret these items in the same way. For example, "I am shy". In this statement, the reason for being shy was not mentioned. The other example was "I am generally afraid". In this statement, what you are afraid of was ambiguous. According to DeCoster (2005), "Unclear questions can cause respondents to interpret the items in different ways, reducing the likelihood that they will answer in ways that are related to the theoretical construct of interest" (p. 2).

All in all, based on teachers' suggestions and comments, a total of 10 items were deleted from the initial pool and in the first phase, the instrument contained 169 items for assessing university students' social-emotional competences in keeping with CASEL categorizations, which are *self-awareness, social-awareness, self-management, relationship skills and responsible decision making.* It is worth mentioning that 21st century skills were also included under these categories, some of which are *critical thinking, problem solving, self-direction, adaptability, leading by influence, initiative and entrepreneurialism, creativity, curiosity, imagination, social and cultural awareness.* What is more important is that these categories also formed the basis for item development.

In terms of the language of the items, the chosen items were translated into Turkish by two different faculty members who are experienced in their fields. Su-ju (2006) states that it is important to translate the words from one language to another, and meet the cultural and linguistic requirements of the receptors. Therefore, the translators were chosen very carefully to provide the equivalence of the translation with the original text. Then, two experts in English who are specialized in the field of language translation made back-translation from Turkish to English. Moreover, the revision of the translations was carefully made by taking the opinions of two different English teachers. Then, the wording of the items was controlled to understand if there were any negative statements in the tool. The negatively worded 11 statements were recorded before calculating the composite scale scores. For example, "English is not one of my best subjects" or "I cannot express my feelings in proper ways".

These 169 items anchored by five response options from strongly disagree to strongly agree was designed to tap into five aspects of social-emotional learning. As the number of items was much more than expected for one instrument, items were placed

under the five competences by reviewing the literature. As a result, five different questionnaires were developed under the headings of self-awareness, social-awareness, self-management, relationship skills and responsible decision making as shown in Table 3.

Table 3.

Number of Items under Each Social-Emotional Competence

Social-Emotional Competences	Number of Items
Self-Awareness	40
Social-Awareness	26
Self-Management	42
Relationship Skills	30
Responsible Decision Making	31

These items related to these five competences were developed in line with their explanations. Instruments also included items addressing demographic information such as gender, age and the school they graduated from. A group of teachers were again asked to review the items to assess whether the constructs were sufficiently tapped in the SEFLLS and necessary modifications were made. For example, the item “I stay away from dangerous and harmful things” was deleted as it was not related to social-emotional competences while learning English. The item, “I always try and comfort my friends when they are sad” was modified as “I always try to comfort my friends when they are sad”.

DeCoster (2005) states that in item generation, double-barreled questions should not be used, which means that two different questions are combined into one. Taking this into consideration, items which included two different items were separated. For example, the item “I ignore my feelings while learning English and force myself to learn it” was converted into two items, “I ignore my own feelings about learning English” and “I force myself to learn English”. As a result, five items were deleted from the scale. However, five more items were added to the scale. After all these processes, the initial scale was ready for implementation to 647 students enrolled at a University Preparatory School context in the 2016-2017 Academic Year.

4.3. Phase 2 - Implementation of first pilot study

According to the documents provided by the Preparatory School Secretary, there were 650 students in the academic year. However, three students were absent on the implementation day. The students who were taking English lessons in the Preparatory school during that academic year were mainly the new-comers to the university. There were a few students who were repeating the preparatory class. The entire number of these students was more or less equally divided into five categories as the number of students was not equal to each other as shown in Table 4. The reason for not giving all the subscales to all students was to get more reliable responses from students because a total of 169 items were included in SEFLLS. It was thought that the multiplicity of items might cause students not to give their true responses to items, which would have a big impact on the reliability of the scale. It is also worth mentioning the duration of time. It was so hard for students to answer all these 169 items in one lesson hour as the duration of the scale was limited to one lesson hour. Taking all these issues into account, it was decided to conduct each subscale to different group of students at the Preparatory School.

Table 4.

Distribution of subscales by number of students

Subscales	Number of students
Self-Awareness	135
Self-Management	133
Social Awareness	128
Relationship Skills	121
Responsible Decision Making	130

Basic statistics calculations were performed after administering the results of initial scales. Quantitative research methods were implemented in order to assess the extent of the validity and reliability of the instruments. The researcher assessed each social and emotional competence domain subscale for internal consistency using Cronbach's alpha reliability technique as shown in Table 5. The reliability estimate for the forty-item *Self-Awareness* subscale was α = .66, for the forty-two-item *Self-Management* subscale was α = .89, for the twenty-six-item *Social Awareness* subscale

was α = .76, for the thirty-item *Relationship Skills* subscale was α = .71, and for the thirty-one-item *Responsible Decision Making* subscale was α = .84.

Table 5.

Cronbach's α-coefficient for the initial subscales of the SEFLLS

SEFLLS subscales	**Number of items**	**α**
Self-Awareness	40	.66
Self-Management	42	.89
Social Awareness	26	.76
Relationship Skills	30	.71
Responsible Decision Making	31	.84

Considering the ordinal nature of the data in the first-pilot-phase, these reliability coefficients for the sample are within acceptable limits. However, it was decided to improve the subscales particularly the reliability of forty-item *Self-Awareness* subscale. Therefore, the descriptive statistics of the scale items were examined in order to eliminate those demonstrating inadequate psychometric properties. The mean, standard deviation, skewness, and kurtosis of each item were reported in Appendix 3.

As shown in Appendix 3, the skewness of thirty-four items (i.e.,thirteen items from *Self-Awareness*, seven items from *Self-Management*, three items from *Social Awareness*, seven items from *Relationship Skills*, and four items from *Responsible Decision Making*) had the opposite sign of those in the other items within the same constructs. Moreover, one item in *Responsible Decision Making* exhibited elevated skewness statistics. All these thirty-four items which were deleted were highlighted in Appendix 3. In order to make sure that the deleted items did not contribute significantly to the SEFLLS, it was decided to perform two statistical procedures. The first one was to examine the change of Cronbach's α value when these items were removed (Table 5). As it was shown in Table 5, Cronbach's α values of each subscales increased. This supports the idea that the deleted items accounted for a small proportion of the variance attributable to the SEFLLS. The second one is to perform exploratory factor analysis (EFA) to confirm these findings and to obtain a better understanding of the factor structure of the SEFLLS.

Table 6.

Change in Cronbach's Alpha When Selected Items were Removed

SEFLLS subscales	Number of items		α	
	Before	After	Before	After
Self-Awareness	40	27	.66	.88
Self-Management	42	35	.89	.91
Social Awareness	26	23	.76	.81
Relationship Skills	30	23	.71	.72
ResponsibleDecision Making	31	27	.84	.86

Then, the researcher investigated each knowledge domain subscale using initial field testing (exploratory factor analysis) with varimax rotation within each knowledge domain and Kaiser normalization. In the factor analysis, a series of analyses were used for each instrument to develop a rigorous instrument. For this analysis, the first step involved running a factor analysis on the items within each subscale to ascertain the covariation among the items. The Kaiser-Guttman rule was used, which states that factors with Eigen values greater than 1 should be accepted to identify a number of factors and their constitution, based on the data analysis. As a result of factor analysis, numerous factors were identified. In addition, reliability statistics for items in each subscale were calculated to identify problematic items. Questionable items for each domain subscale were examined. All in all, one item from *Relationship Skills* was deleted. As a result of this deletion, the change in its Cronbach's Alpha was observed, which was shown in Table 6.

Table 7.

Change in Cronbach's Alpha When Items were Removed

SEFLLS subscales	Number of items		α	
	Before	After	Before	After
Relationship Skills	23	22	.72	.74

Table 8.

Results of initial implementation of pilot study

SEFLLS subscales	Number of items	α
Self-Awareness	27	.88
Self-Management	35	.91
Social Awareness	23	.81
Relationship Skills	22	.74
Responsible Decision Making	27	.86

As shown in Table 7, the results of initial implementation of pilot study were satisfactory. However, it was necessary to conduct a second pilot study to determine whether the errors and issues with items were effectively solved (Sincero, 2012). From this point of view, the second phase of pilot study was carried out with the students in the 2016-2017 Summer School.

4.4. Phase 3 - Implementation of second pilot study

In the second phase of the pilot study, the researcher collected data from 176 students who were enrolled at Cag University Preparatory Summer School in the 2016-2017 Academic Year. As 35 out of 169 items were deleted from the questionnaire at the end of the first phase of the study, there were only 134 items left to be conducted to the students for the second pilot study. The items which had low Cronbach's Alphas were reviewed by teachers who are experts in their field and then these teachers were asked to rate the extent to which each item measured what it claimed to measure using a 5-point scale (with 1 being to the least extent and 5 being to the greatest extent). The reason for taking teachers' opinions for these items was to have clear items for the participants (Dornyei, 2003). After revision of the ratings and suggestions, five items were revised. For example, the item "I am curious about everything that I can get a new point of view" was modified as "I am curious about everything that leads me to get a new point of view".

Afterwards, the entire number of students in the summer school was more or less equally divided into five categories as the total number of items was much more than students could answer in one lesson hour. Then, each subscale was given to different group of students at the Preparatory Summer School as shown in Table 8.

Table 9.

Distribution of subscales by number of students

Subscales	Number of students
Self-Awareness	39
Self-Management	35
Social Awareness	32
Relationship Skills	33
Responsible Decision Making	37

Basic statistics calculations were again performed after administering the results of second pilot study. First of all, each social and emotional competence domain subscale was assessed for internal consistency using Cronbach's alpha reliability technique as shown in Table 9. The reliability estimate for the twenty-seven Self-Awareness subscale was α = .87, for the thirty-five-item Self-Management subscale was α = .84, for the twenty-three-item Social Awareness subscale was α = .90, for the twenty-two Relationship Skills subscale was α = .82, and for the twenty-seven-item Responsible Decision Making subscale was α = .89.

Table 10.

Cronbach's α-coefficient for the second pilot study

SEFLLS subscales	**Number of items**	**α**
Self-Awareness	27	.87
Self-Management	35	.84
Social Awareness	23	.90
Relationship Skills	22	.82
Responsible Decision Making	27	.89

As it was seen in Table 9, these results indicate high reliability but still the descriptive statistics of the scale items were examined to find out if there were any items demonstrating inadequate psychometric properties. The mean, standard deviation, skewness, and kurtosis of each item were reported in Appendix 4.

As a result of this descriptive statistics, the skewness of seventeen items (i.e.,nine items from *Self-Awareness*, one item from *Self-Management*, five items from

Relationship Skills, and one item from *Responsible Decision Making*) had the opposite sign of those in the other items within the same constructs. Moreover, one item in *Relationship Skills* exhibited elevated skewness statistics, which shows similarity with Phase 1. All these deleted items were highlighted in Appendix 3. Then, the change of Cronbach's α value was examined when these items were removed (Table 10).

Table 11.

Change in Cronbach's Alpha When Selected Items were Removed

SEFLLS subscales	Number of items		α	
	Before	After	Before	After
Self-Awareness	27	18	.87	.91
Self-Management	35	34	.84	.85
Social Awareness	23	23	.90	.90
Relationship Skills	22	16	.82	.83
ResponsibleDecision Making	27	26	.89	.89

As it was shown in Table 10, Cronbach's α values of each subscale generally increased, which supported the idea that the deleted items affected the small proportion of the variance. The next step was to perform Exploratory factor analysis (EFA) with varimax rotation within each knowledge domain and Kaiser normalization to confirm these findings. As a result of factor analysis, two items were deleted from *Self-Management* subscale because their factor loadings were lower than 0.4. The change in its Cronbach's Alpha when items were removed was shown in Table 10. After this round of item reduction, the second round SEFLLS included 115 items.

Table 12.

Change in Cronbach's Alpha When Items were Removed

SEFLLS subscales	Number of items		α	
	Before	After	Before	After
Self-Management	34	32	.85	.92

Table 13.

Results of second pilot study

SEFLLS subscales	Number of items	α
Self-Awareness	18	.91
Self-Management	32	.92
Social Awareness	23	.90
Relationship Skills	16	.83
Responsible Decision Making	26	.89

4.5. Phase 4 - Reduction to three groups

As a result of factor analysis in Phase 3, items in *Self-Awareness* and *Self-Management* subscales were generally grouped in Factor 1 and Factor 2. Items in *Social Awareness* and *Relationship Skills* were generally grouped in Factor 3 and Factor 4. Items in *Responsible Decision Making* were grouped in Factor 5 and Factor 6. Based on these groupings in factor analysis (see Appendix 5) and the related literature (Coryn et. al, 2009), the researcher decided to collect these items under three aspects of social-emotional learning: *Self-Regulation, Social Relations and Decision Making*.

In keeping with CASEL categorizations, items in the *Self-Regulation* subscale are related to *self-awareness and self-management*, items in the *Social Relations* are related to *social awareness and relationships skills* and items in the *Decision Making* are related to *Responsible Decision Making* as shown in Figure 4. Then, these three subscales were again assessed using Cronbach's alpha reliability technique and initial field testing (exploratory factor analysis) with varimax rotation within each knowledge domain and Kaiser normalization. As a result of these analyses, 7 items i.e., two items from Self-Regulation and five items from Decision making, were deleted from the scale as their factor loadings were lower than 0.4. There were 108 items left in SEFLLS. The Cronbach's α-coefficient for the subscales of the SEFLLS were shown in Table 13.

Table 14.

Cronbach's α-coefficient for the subscales of the SEFLLS

SEFLLS subscales	Number of items		α	
	Before	After	Before	After
Self-Regulation	50	48	.80	.81
Social Relations	39	39	.84	.84
ResponsibleDecision Making	26	21	.81	.86

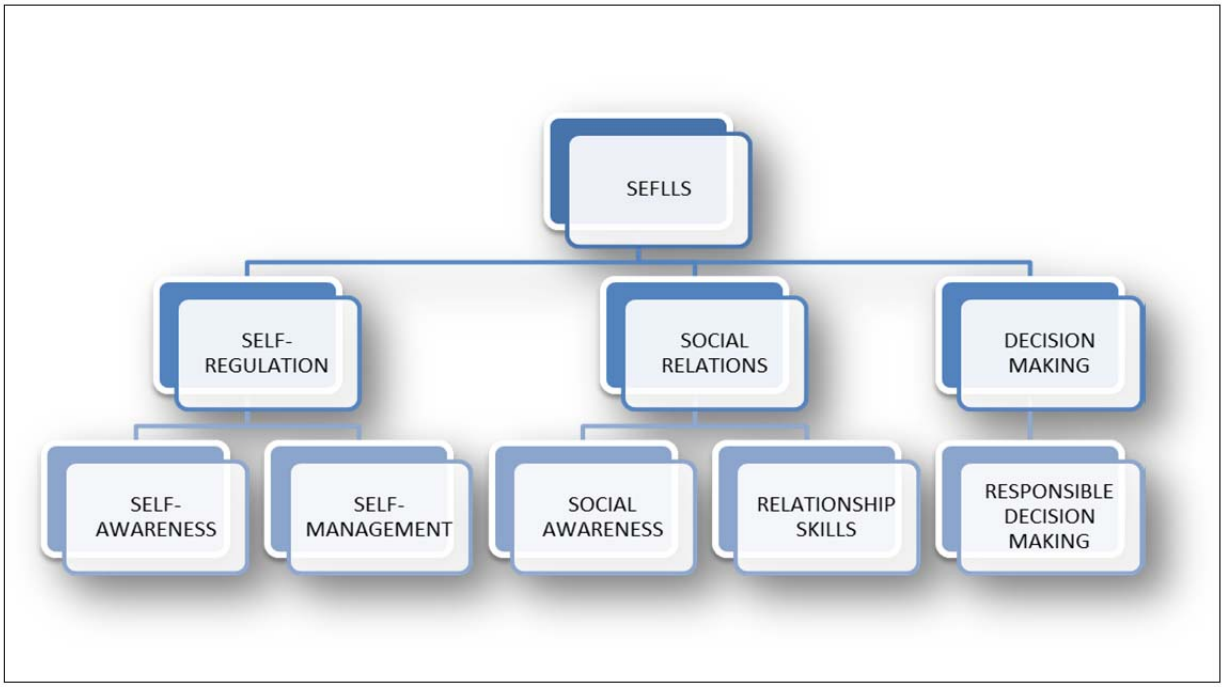

Figure 4. Subscales of Social Emotional Foreign Language Learning Scale (SEFLLS)

4.5.1. Self-Regulation Subscale

In the Self-Regulation subscale, the items embrace cognitive, behavioral and affective aspects of learning (Kızıl & Savran, 2018). In other words, students are metacognitively, motivationally and behaviorally active participants in their own learning process. Self-regulated learners have high self-efficacy beliefs, self-monitoring, strategy attribution (select appropriate strategies), positive self-reactions and control their own learning.

When SEL competencies are taken into account, self-regulation overlaps extensively with the competencies of self-awareness and self-management as self-

regulated learners take an active role in learning by setting goals and they overcome obstacles by using the most suitable strategies to realize these goals. Moreover, they can recognize own strengths, needs and seek help when they need to maximize their learning (Zimmerman, 1986), which are all related to self-awareness and self-management competencies. From this point of view, it can be said that self-regulation harbors two competencies of SEL. In terms of the 21st century skills, Wolters (2010) states that self-regulated learning also overlaps with the 21st century skills of initiation, self-direction and adaptability. For example, a self-regulated learner sets learning goals, self-manages the effective pursuit of these goals and works independently to accomplish the goals as in the 21st skills of initiation and self-direction. The 21st century skill of adaptability including the ability to make use of the feedback effectively shows similarities with the monitoring and reflection phases of self-regulated learning. Self-regulated learners are capable of using different forms of feedback to be successful in learning activities (Wolters, 2010). All in all, self-regulation has an important role in SEL as it comprises some SEL competencies and 21st century skills, which enables learners to progress in their foreign language learning.

Considering SEL competencies and 21st century skills, the items were grouped under eight factors: *Curiosity, Recognition of Strengths and Emotions, Self-Efficacy, Emotional Costs, Self-Motivation, Self-Discipline, Goal-Setting* and *Help-Seeking* as shown in Figure 5.

SEL Core Competencies developed by CASEL (2016) designated the relation between the factors and SEL competencies. According to CASEL (2016), "Identifying emotions, accurate self-perception, recognizing strengths, self-confidence and self-efficacy are under the competence of self-awareness; impulse control, stress management, self-discipline, self-motivation, goal-setting and organizational skills are under the competence of self-management" (p. 1). Apart from these, curiosity and help-seeking are related to students' own efforts to improve themselves or solve problems, which are fostered in the 21st century skills of creativity, critical thinking, communication, and collaboration. The relation between the factors and SEL competencies and 21st skills were shown in Table 14.

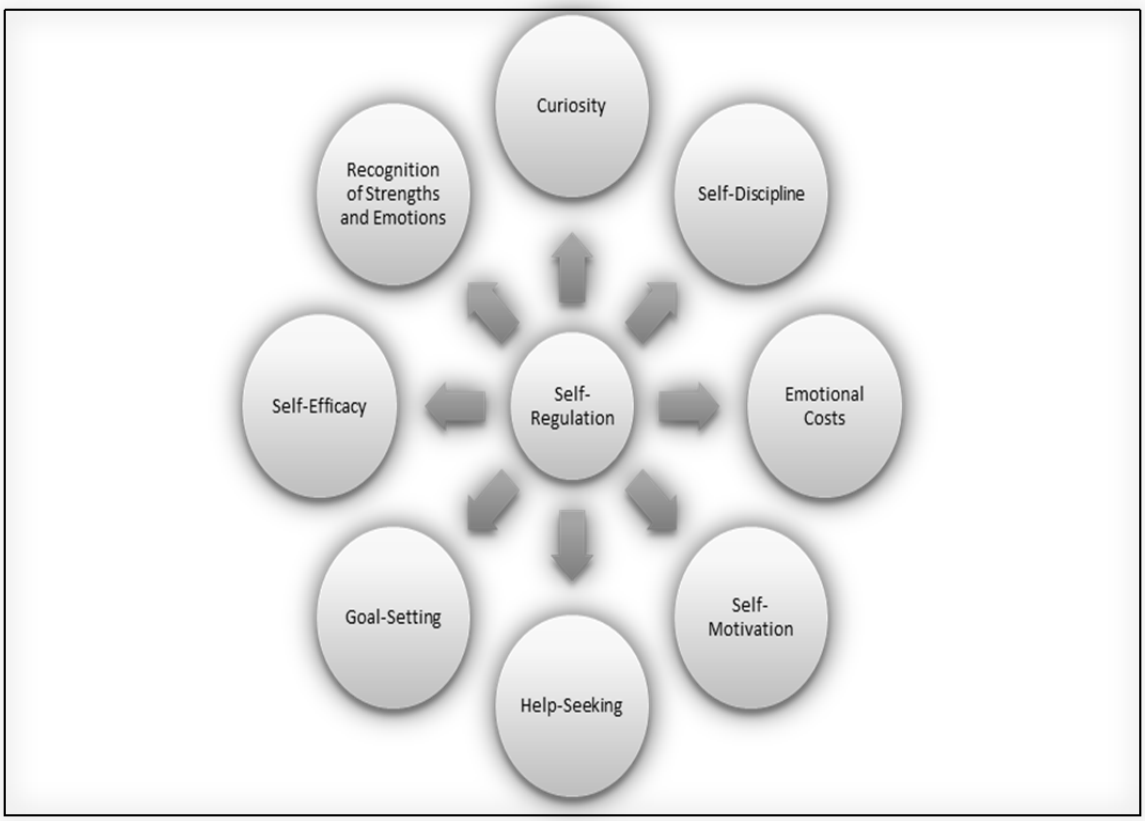

Figure 5. Eight Factors of Self-Regulation Subscale

Table 15.

The relation between factors and SEL Competencies and 21st century skills in Self-Regulation Subscale

Factors	Self-Awareness	Self-Management	21st century skills
Curiosity	✓		✓
Self-Discipline		✓	
Emotional Costs	✓		
Self-Motivation		✓	
Help-Seeking	✓		✓
Goal Setting		✓	
Self-Efficacy	✓		
Recognition of Strenghts and Emotions	✓		

The Cronbach's α-coefficient for the factors of the Self-Regulation subscale were shown in Table 15. The items under these factors were grouped in line with SEL Core competencies and 21st century skills.

Table 16.
Cronbach's α-coefficient for the factors of the Self-Regulation Subscale

Factors of Self-Regulation subscale	Number of items	α
Curiosity	6	.75
Recognition of Strengths & Emotions	7	.70
Self-Efficacy	8	.80
Emotional Costs	5	.75
Self-Motivation	5	.71
Self-Discipline	5	.66
Goal-Setting	7	.90
Help-Seeking	5	.69

4.5.1.1. Curiosity

It includes items representing students' desire for new information and knowledge, their general interest in gaining new information to improve themselves. The factor loadings of the items in this factor were shown in Table 16.

Table 17.
Factor Loadings of the items in Curiosity

Items	Factor Loadings
1. I am curious about new cultures	.67
2. I am curious about discovering new things	.85
3. I am curious about generating new ideas	.47
4. I am curious about learning new information	.72
5. I am curious about learning new languages	.41
6. I am curious about everything that leads me to get a new point of view	.63

4.5.1.2. Recognition of Strenghts and Emotions

It includes items representing students' ability to accurately assess their strengths, emotions, limitations with a well-grounded sense of confidence and optimism. The factor loadings of the items in this factor were shown in Table 17.

Table 18.

Factor Loadings of the items in Recognition of Strengths and Emotions

Items	Factor Loadings
1. I can recognize my own emotions	.81
2. I reflect my feelings too much while learning English	.84
3. I do not hesitate to reflect my feelings while learning English	.45
4. I am unkind when I get angry	.88
5. I cannot control myself when I get angry	.88
6. I cannot control my feelings when I get angry	.86
7. When I get angry, I can break the heart of people around	.87

4.5.1.3. Self-Efficacy

It includes items representing "the belief of students about their capabilities to produce designated levels of performance that affect their lives" (Bandura, 1994, p. 2). The factor loadings of the items in this factor were shown in Table 18.

Table 19.

Factor Loadings of the items in Self-Efficacy

Items	Factor Loadings
1. I know what I need to do to improve my learning.	.61
2. If I try, I can do even the hardest work in the class.	.84
3. If I try, I can do even the hardest homework	.85
4. English is one of my best subjects	.85
5. I get good marks in English	.79
6. I can learn easily what is taught in English classes	.79
7. I have an idea of what I can do in my class	.79
8. I can describe what I am able to do about coursework	.68

4.5.1.4. Emotional Costs

It includes items representing the potential negative emotional impacts of being more aware of oneself, such as fear, vulnerability and shyness. The factor loadings of the items in this factor were shown in Table 19.

Table 20.

Factor Loadings of the items in Emotional Costs

Items	Factor Loadings
. I have difficulty in expressing myself in the lesson	-.73
. I am afraid when facing new situations or activities	.73
. I am scared when I do not know how to do something.	.80
. I am not sure what I do	.59
5. Asking questions in the class makes me feel uncomfortable	.43

4.5.1.5. Self-Motivation

It includes items representing students' positive energy that triggers their involvement in learning activities when faced with negative situations in their learning. The factor loadings of the items in this factor were shown in Table 20.

Table 21.

Factor Loadings of the items in Self-Motivation

Items	Factor Loadings
1. I can easily motivate myself when I feel bad	.79
2. I can easily motivate myself when I fail	.84
3. I can motivate myself when I face a difficult situation	.75
4. I can motivate myself to study even if I find the subject absolutely boring	.82
5. I can motivate myself to study even if I do not feel like it	.77

4.5.1.6. Self-Discipline

It includes items representing the ability to control desires and impulses to stay focused on what needs to get done to successfully achieve that goal. The factor loadings of the items in this factor were shown in Table 21.

Table 22.
Factor Loadings of the items in Self-Discipline

Items	Factor Loadings
1. I always concentrate on school subjects during class	.43
1. I overcome difficulties	.67
2. I can solve the problems without hurting anyone	.50
3. I do something for the things that are not going well	.52
4. I concentrate on learning new skills while learning English	.41

4.5.1.7. Goal-Setting

It includes items representing the ability to set, work and behave toward personal and academic goals. The factor loadings of the items in this factor were shown in Table 22.

Table 23.
Factor Loadings of the items in Goal-Setting

Items	Factor Loadings
1. I overcome every difficulties to achieve my goals	.68
2. I shape my life in accordance with my goals	.84
3. I never give up until I achieve my goals	.74
4. I never give up making progress until I achieve my goals	.84
5. I set long term goals	.78
6. I make plans to reach my goals	.72
7. I have a purpose in my life	.76

4.5.1.8. Help-Seeking

It includes items representing students' need for help when they have problems. . The factor loadings of the items in this factor were shown in Table 23.

Table 24.

Factor Loadings of the items in Help-Seeking

Items	Factor Loadi
1. I get my family to help me when I have social problems	.44
2. I get my friends to help me when I have social problems	.83
3. I get my friends to help me when I do not solve the problem on my own	.71
4. I get my teachers to help me when I do not understand the lesson	.43
5. I get my friends to help me when I do not understand the lesson	.87

4.5.1.9. Confirmatory Factor Analysis of Self-Regulation Subscale

The 48-item Self-Regulation subscale was evaluated through confirmatory factor analysis. After examining of the modification indices of the CFA analysis for each dimension, four items from the "Goal-Setting" dimension, three items from the "Recognition of Emotions and Strengths" dimension, five items from the "Self-Efficacy" dimension, two items from the "Help-Seeking" dimension, three items from the "Curiosity" dimension, two items from the "Self-Motivation" dimension, two items from the "Self-Discipline" dimension and two items from the "Emotional Costs" dimension were deleted. The Self-regulation Subscale included 25 items as shown in Table 24. The CFA was re-examined on the remaining 25 items which resulted in sound fitness of the model as shown in Figure 3. The factor loadings ranged from .54 to .89 as shown in Figure 6.

Table 25.

Self-Regulation Subscale

Items	Factor Loadings
1. I am curious about learning new information	.86
2. I am curious about learning new languages	.80
3. I am curious about everything that leads me to get a new point of view	.55
4. I can recognize my own emotions	.68
5. I reflect my feelings too much while learning English	.81
6. I do not hesitate to reflect my feelings while learning English	.62
7. I am unkind when I get angry	.66
8. I know what I need to do to improve my learning.	.54
9. If I try, I can do even the hardest work in the class.	.88
10. I have an idea of what I can do in my class	.89
11. I have difficulty in expressing myself in the lesson	.66
12. I am afraid when facing new situations or activities	.75
13. I am scared when I do not know how to do something.	.68
14. I can easily motivate myself when I feel bad	.82
15. I can easily motivate myself when I fail	.86
16. I can motivate myself when I face a difficult situation	.77
17. I always concentrate on school subjects during class	.69
18. I can solve the problems without hurting anyone	.58
19. I do something for the things that are not going well	.73
20. I overcome every difficulties to achieve my goals	.86
21. I shape my life in accordance with my goals	.85
22. I never give up until I achieve my goals	.88
23. I get my family to help me when I have social problems	.55
24. I get my friends to help me when I do not solve the problem on my own	.84
25. I get my teachers to help me when I do not understand the lesson	.79

In order to confirm the prior findings of internal consistency, this 25-item subscale was conducted to 610 students at a University Preparatory School in the 2017-2018 Academic Year together with the other subscales. The crosscheck of internal consistency revealed Cronbach's alpha being .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.

As shown in Figure 6, testing of the model for this group yielded a marginally good fit as indicated by the following criteria: ($\chi 2/df$ = 4,17 , RMSEA = .072, CFI = .96, GFI = .93). The reliability for this scale as calculated by Cronbach's alpha was found .87, which indicated that the items had relatively high internal consistency.

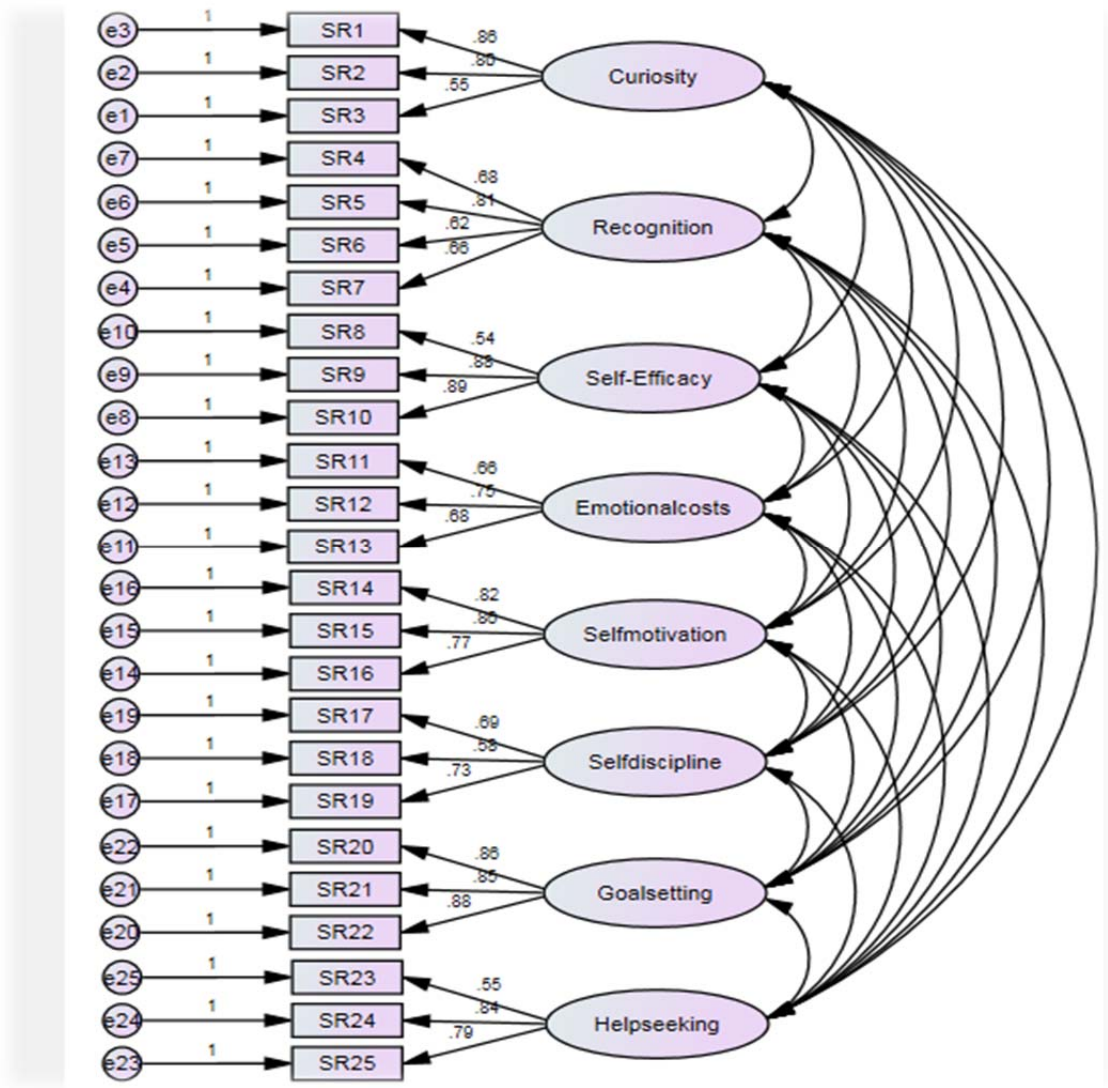

Figure 6. Confirmatory factor analysis (CFA) results for the eight-factor Self-Regulation subscale model

4.5.2. Social Relations Subscale

In the Social Relations subscale, the items represent students' social, physical and verbal interactions that create a climate for the exchange of feelings and ideas in their language learning journey (Hurst, Wallace & Nixon, 2013). When students' interactions are considered in the school environment, social relations are an important predictor of students' academic success. As students have connection with other students and teachers, any kind of negative or positive feedback from others leads either to reducing or enhancing change in their lives. Therefore, teachers who are expected to promote positive relations in the classroom should be very careful in their teaching as "these social competences are key components of effective classroom management" (Gkonou & Mercer, 2017, p. 5). If students set up effective social relations, they can easily "co-operate and collaborate with others, and create and participate in healthy, positive and caring social interactions" (Gkonou & Mercer, 2017, p. 5). As a result, their motivation for classroom participation will increase and they will no longer avoid classes or disconnect from school. Therefore, social relations have an important impact on students' success.

In terms of SEL competences, social relations overlap extensively with the competencies of social awareness and relationship skills as social relations ground on maintaining healthy and rewarding relationships with individuals and groups regardless of their diverse backgrounds, cultures and empathize with them (CASEL, 2017). Considering 21st century skills, social relations also harbors 21st century skills of collaboration, communication, leadership and social responsibility. For example, students who have these skills can communicate effectively with his or her peers by respecting their own values particularly while learning a foreign language. All in all, it is clear that social relations have an important role in students' academic and social achievement in foreign language learning.

Taking all this information into account, five factors were grouped under this subscale, which were *Leadership, Social Integration, Social Anxiety, Respect for Others* and *Social Capability* as shown in Figure 7.

Figure 7. Five Factors of Social Relations Subscale

The relation between these factors and SEL competences and 21st century skills were also shown in Table 25. The items under these factors were also grouped based on SEL Core Competences and 21st Century Skills.

Table 26.

The relation between factors and SEL Competencies and 21st century skills in Social Relations Subscale

Factors	Social Awareness	Relationship Skills	21st century skills
Leadership		✓	✓
Social Integration	✓	✓	✓
Social Anxiety	✓	✓	✓
Respect for Others	✓	✓	✓
Social Capability	✓	✓	✓

The Cronbach's α-coefficient for the factors of the Social Relations subscale were shown in Table 26.

Table 27.
Cronbach's α-coefficient for the factors of the Social-Relations Subscale

Factors of Social Relations subscale	Number of items	α
Leadership	10	.88
Social Integration	9	.83
Social Anxiety	7	.73
Respect for Others	9	.90
Social Capability	4	.82

4.5.2.1. Leadership

It includes items representing popularity, initiative, self-confidence, cooperation, motivation and availability towards others. The factor loadings of the items in this factor were shown in Table 27.

Table 28.
Factor Loadings of the items in Leadership

Items	Factor Loadings
1. I organize group activities	.74
2. I take initiative when starting new activities	.80
3. When problems arise, I am chosen as judge	.75
4. I propose new ideas	.74
5. I cooperate in group activities	.63
6. I have self-confidence in leadership	.65
7. I resolve a disagreement	.56
8. I cooperate with my friends	.50
9. I can motivate my friends to do their best in group work	.55
10. When I have problems with mu friends, I try to solve the problems among us.	.63

4.5.2.2. Social Integration

It includes items representing the quality of one's relations with society and community, the degree of sensitivity, concern and tolerance for others. The factor loadings of the items in this factor were shown in Table 28.

Table 29.
Factor Loadings of the items in Social Integration

Items	Factor Loadings
1. I try not to criticise my friend when we argue.	.72
2. I show tolerance towards my friends' faults	.53
3. When someone is rejected by a group, I try to help them	.77
4. I try to prevent others to be alineated	.81
5. I worry when someone has a problem	.47
6. I accept the alineated as friends	.50
7. I defend those who have problems	.81
8. I help others when they have problems	.49
9. I defend those who are criticized	.87

4.5.2.3. Social Anxiety

It includes items representing the fear of being negatively judged and evaluated by others and as a result leads to avoidance. The factor loadings in this factor were shown in Table 29.

Table 30.
Factor Loadings of the items in Social Anxiety

Items	Factor Loadings
1. I feel nervous while waiting to speak in front of others	.83
2. I step aside when there are many people together	.51
3. I am embarrassed among students of the opposite sex	.57
4. I seem unwilling to talk to my friends by keeping distance	.75
5. I prefer to have fun alone, away from the group	.83
6. When I talk to my teachers, I feel excited and forget everything	.74
7. I spend time without contacting with others	.78

4.5.2.4. Respect for Others

It includes items representing the acceptance of others' feelings, recognition of individual differences, listening to others, showing empathy and feeling positive about others providing being respected by them. The factor loadings of the items in this factor were shown in Table 30.

Table 31.
Factor Loadings of the items in Respect for Others

Items	Factor Loadings
1. I respect my friends	.77
2. I respect my teachers	.76
3. I respect other students' property	.74
4. I can listen to others	.73
5. I respect others' thoughts	.84
6. I can empathize with others	.69
7. I respect different opinions	.74
8. I respect different views as long as they do not abridge my freedom of speech	.64
9. I respect different views as long as my views are respected	.49

4.5.2.5. Social Capability

It includes items representing students' ability to understand themselves and others, manage their relationships and maintain positive relationships. The factor loadings of the items in this factor were shown in Table 31.

Table 32.
Factor Loadings of the items in Social Capability

Items	Factor Loadings
1. I recognise how people feel by looking at their facial expressior	.87
2. It is easy for me to understand how people feel	.87
3. I can understand why people react the way they do	.80
4. I am sensitive to others' feelings	.52

4.5.2.6. Confirmatory Factor Analysis of Social Relations Subscale

The 39-item Social Relations subscale was evaluated through confirmatory factor analysis. After examining of the modification indices of the CFA analysis for each dimension, five items from the "Respect for Others" dimension, six items from the "Leadership" dimension, five items from the "Social Integration" dimension, three items from the "Social Anxiety" dimension, and one item from the "Social Capability" dimension were deleted. The last version of the Social Relations Subscale included 19 items as shown in Table 32. The CFA was re-examined on the remaining 19 items which resulted in sound fitness of the model as shown in Figure 8. In addition to them, exploratory factor analysis was conducted again with 19-item scale. The factor loadings ranged from .42 to .90 as shown in Figure 8.

Table 33.

Social Relations Subscale

Items		Factor loadings
1.	I organize group activities	.73
2.	I take initiative when starting new activities	.78
3.	I cooperate with my friends	.69
4.	I can motivate my friends to do their best in group work	.58
5.	I try not to criticise my friend when we argue.	.89
6.	I show tolerance towards my friends' faults	.89
7.	I try to prevent others to be alineated	.90
8.	I help others when they have problems	.68
9.	I feel nervous while waiting to speak in front of others	.78
10.	I prefer to have fun alone, away from the group	.66
11.	When I talk to my teachers, I feel excited and forget everything	.83
12.	I spend time without contacting with others	.78
13.	I respect my friends	.60
14.	I respect my teachers	.84
15.	I respect others' thoughts	.82
16.	I can empathize with others	.42
17.	I recognise how people feel by looking at their facial expressions	.67
18.	I can understand why people react the way they do	.75
19.	I am sensitive to others' feelings	.81

In order to confirm the prior findings of internal consistency, this 19-item subscale was conducted to 610 students at a University Preparatory School in the 2017-2018 Academic Year together with the other subscales. The crosscheck of internal consistency revealed Cronbach's alpha being .85, .81, .73, .80 and .90 for Respect for Others, Leadership, Social Integration, Social Anxiety and Social Capability respectively.

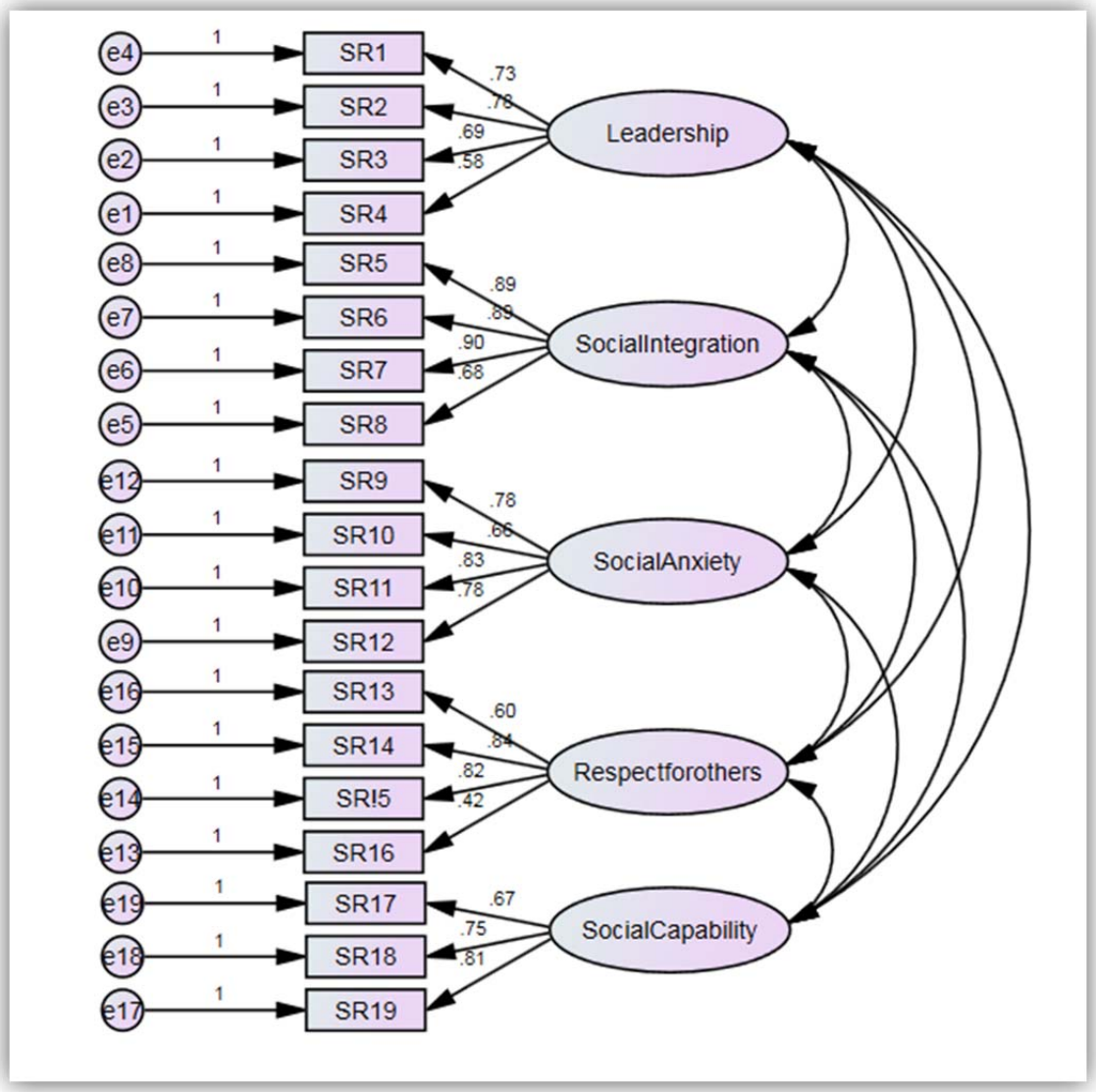

Figure 8. Confirmatory factor analysis (CFA) results for the five-factor Social Relations subscale model

As shown in Figure 8, testing of the model for this group yielded a marginally good fit as indicated by the following criteria: ($\chi 2/df$ = 4,51 , RMSEA = .076, CFI = .90, GFI = .90). The reliability for this scale as calculated by Cronbach's alpha was found .82, which indicated that the items had relatively high internal consistency.

4.5.3. Decision Making Subscale

Decision Making subscale as its name implies overlaps SEL competences of Responsible Decision Making. Collaborative for Academic, Social, and Emotional Learning (CASEL, 2013) defines decision making as "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms" (p. 3). However, in order for students to be successful in this process, they need to learn how to evaluate the situation, analyze their options, and consider the potential consequences of each of those options for themselves and others. In other words, before each student makes a choice, they must consider all consequences of their decision rigorously. According to Mann, Burnett, Radford, and Ford (1997), a good decision maker is a person who is aware of the serious risks with regard to their choices, generates alternative solutions when they face problems, anticipates the consequences of their decisions, evaluates and reflects on what happened, which are all related to 21st century skills of problem solving and creativity.

All in all, it is clear that besides developing good interpersonal skills, collaborating with peers and communicating effectively with individuals, students should also learn how to make good decisions autonomously to be successful in their language learning process.

Based on them, this subscale is grouped into three factors, which are *Value-Based Decision Making, Future Responsibility* and *Scrutiny* as shown in Figure 9.

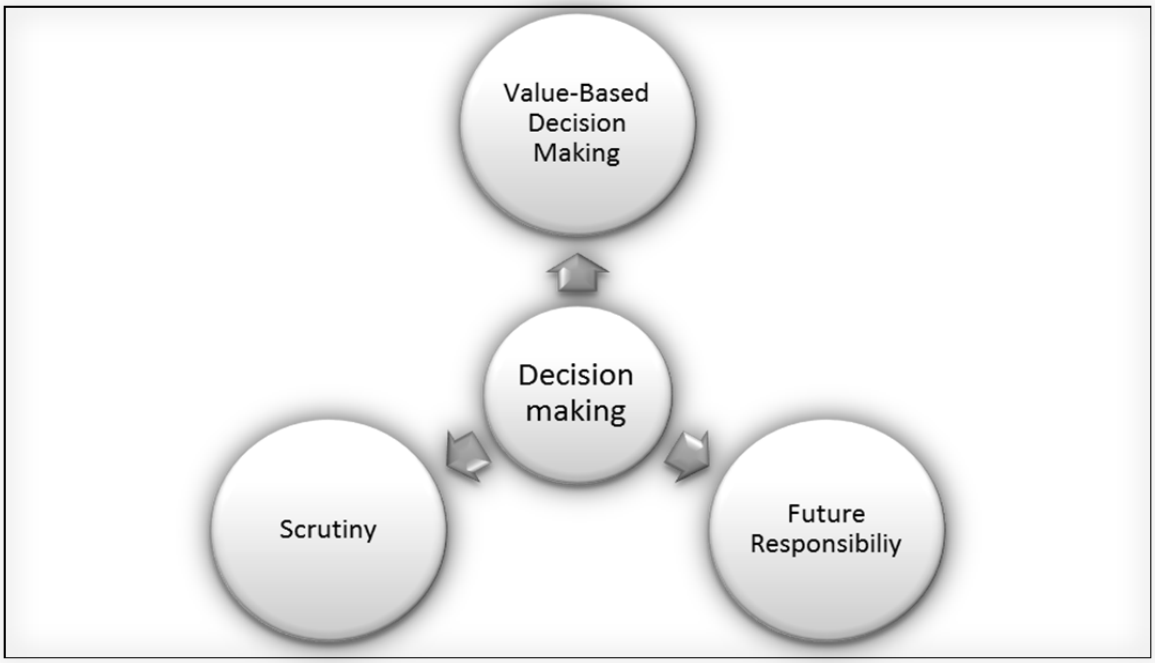

Figure 9. Three factors of Decision Making Subscale

The items under these factors were grouped in line with SEL Core Competencies and 21st century skills. The relation between these factors and SEL competences and 21st century skills were shown in Table 33. In SEL Core Competencies developed by CASEL (2017), "Making constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, evaluating the consequences of various actions, and considering the well-being of oneself and others" are all related to Responsible Decision Making. Moreover, identifying problems, analyzing situations and solving problems are also given great importance both in Responsible Decision Making and in 21st Century Skills. Dunham (2017) states that in order to be successful and survive in today's world, it is necessary for students to have "strong critical-thinking, problem-solving, and analytical skills, as well as the ability to collaborate, communicate and quickly adapt to changing situations" (p. 2).

Table 34.

The relation between factors and SEL Competencies and 21st century skills in Decision Making Subscale

Factors	Responsible Decision Making	21st century skills
Value-Based Decision Making	✓	✓
Future Responsibility	✓	✓
Scrutiny	✓	✓

In fact, there were 21 items in this subscale. However, in order to provide its internal consistency, three items were deleted from the scale. The Cronbach's α-coefficient for the factors of the Decision Making subscale were shown in Table 34.

Table 35.

Cronbach's α-coefficient for the factors of the Decision Making Subscale

Factors of Decision Making subscale	Number of items	α
Value-Based Decision Making	7	.80
Future Responsibility	6	.81
Scrutiny	5	.82

4.5.3.1. Value-Based Decision Making

It includes items with regard to students' individuation. To be more precise, students "develop a new guidance system based on their deeply held values by throwing away their rule books. Every decision they make is sourced by what is deeply meaningful to them" (Barrett, 2010, p. 5). While making decisions, they reflect on their values which also affect their action. The decisions that they make are not related to their past experiences but their future they want to create. For example, if they value honesty, they should make decisions that allow them to display honesty (Barrett, 2010). In fact, there were nine items in this factor. However, two items were deleted as a result of reliability analysis of the factor as shown in Table 35. The factor loadings of the items in this factor were shown in Table 36.

Table 36.

Change in Cronbach's Alpha when two items were removed

Decision Making	Number of items		α	
Factor	Before	After	Before	After
Value-Based Decision Making	9	7	.75	.81

Table 37.

Factor Loadings of the items in Value-Based Decision Making

Items		Factor Loadings
1.	I evaluate myself while making decisions	.47
2.	I make decisions that are appropriate for my personal values	.81
3.	I can decide between right or wrong	.79
4.	I make logical choices with regard to personal	.56
5.	I make logical choices with regard to social issues	.60
6.	I can discuss the rules that I consider unfair	.63
7.	I make the right decisions for my own happiness	.53

4.5.3.2. Future Responsibility

It includes items representing students' ability to take personal responsibility for the future consequences of their own decisions and behaviors. If students have future responsibility, they can make responsible decisions that affect their lives. In fact, there were seven items in this factor. However, one item was deleted as a result of reliability analysis of the factor as shown in Table 42. The factor loadings of the items in this factor were shown in Table 37.

Table 38.

Change in Cronbach's Alpha when one item was removed

Decision Making	Number of items		α	
Factor	Before	After	Before	After
Future Responsibility	7	6	.67	.81

Table 39.

Factor Loadings of the items in Future Responsibility

Items	Factor Loadings
1. I make responsible decisions that affect my life	.72
2. I plan ahead and make good choices.	.65
3. I search a lot while making decisions about my future	.58
4. I take the responsibility for my own actions	.54
5. I think about the future consequences of my actions	.72
6. I deeply reflect on how current choices affect my future	.52

4.5.3.3. Scrutiny

It includes items representing a careful, unbiased, thorough evaluation of alternatives and future consequences of various actions and rational responsible decision making. The factor loadings of the items in this factor were shown in Table 39.

Table 40.

Factor Loadings of the items in Scrutiny

Items	Factor Loadings
1. I weigh the strengths of the situation before deciding on my action.	.63
2. I select the one with positive outcomes while making a choice	.44
3. I think for a while before deciding on my action	.86
4. I consider the strengths and weaknesses of the strategy before deciding to use it,	.85
5. I consider several alternatives before making a decision	.70

4.5.3.4. Confirmatory Factor Analysis of Decision Making Subscale

The 18-item Decision Making subscale was evaluated through confirmatory factor analysis. After examining of the modification indices of the CFA analysis for each dimension, two items from the “Scrutiny” dimension, four items from the “Value-Based Decision Making” dimension, and three items from the “Future Responsibility”

dimension, were deleted. The CFA was re-examined on the remaining 9 items which resulted in sound fitness of the model as shown in Figure 10. In addition to them, exploratory factor analysis was conducted again with 9-item scale. The factor loadings ranged from .56 to .85 as shown in Figure 10. The items in Decision Making Subscale were shown in Table 40.

In order to confirm the prior findings of internal consistency, this 9-item subscale was conducted to 610 students at a University Preparatory School in the 2017-2018 Academic Year together with the other subscales. The crosscheck of internal consistency revealed Cronbach's alpha being .77, .77 and .71 for Scrutiny, Value-Based Decision Making and Future Responsibility respectively.

Table 41.
Decision Making Subscale

Items	Factor Loadings
1. I select the one with positive outcomes while making a choice	.44
2. I think for a while before deciding on my action	.86
3. I consider several alternatives before making a decision	.70
4. I make responsible decisions that affect my life	.72
5. I search a lot while making decisions about my future	.58
6. I think about the future consequences of my actions	.72
7. I make decisions that are appropriate for my personal values	.81
8. I can decide between right or wrong	.79
9. I can discuss the rules that I consider unfair	.63

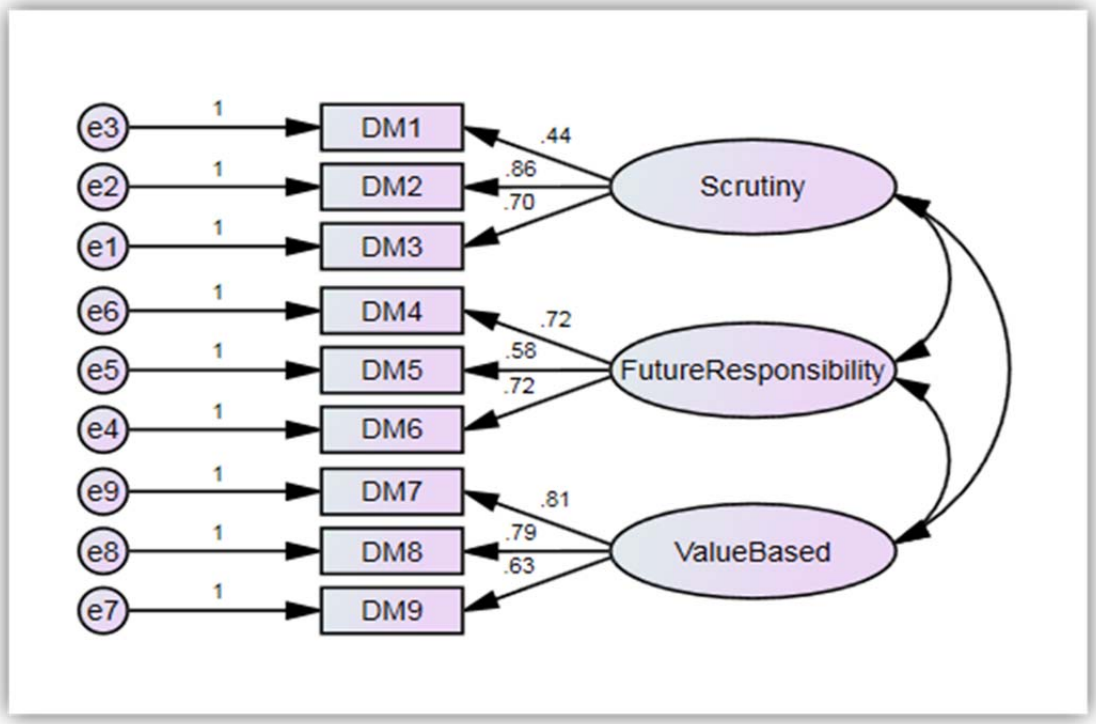

Figure 10. Confirmatory factor analysis (CFA) results for the three-factor Decision Making subscale model

As shown in Figure 10, testing of the model for this group yielded a marginally good fit as indicated by the following criteria: ($\chi 2/df$ = 3,99 , RMSEA = .070, CFI = .96, GFI = .96). The reliability for this scale as calculated by Cronbach's alpha was found .86, which indicated that the items had relatively high internal consistency.

Phase 5 - Implementation of third pilot study

In the third phase of the pilot study, the researcher collected data from 610 students who were enrolled at Cag University Preparatory School in the 2017-2018 Academic Year. Following deletion of 51 items out of 104 items on the basis of the refinement criteria (see Phase 1, 2, 3, and 4), 53 items remained, which loaded on three substantive constructs: *self-regulation, social relations,* and *decision making.* These 53 remained items, which consisted one scale, were conducted to the students again in the 2017-2018 Academic Year.

A series of analyses were made to establish the extent of the validity and reliability of the instrument. SEFLLS, which included 53 items, was assessed for internal consistency using Cronbach's alpha reliability technique and for factor analysis

using initial field testing (exploratory factor analysis) with varimax rotation and Kaiser normalization. Item-to-total correlations were also examined and those calculated at less than 0.40 were identified for possible deletion. This was followed by an examination of items that did not load strongly (i.e. loadings of <0.40) from factor analysis results. As a result of these analyses, three items in the Self-Regulation subscale and four items in the Social Relations subscale were deleted. The change in Cronbach's Alpha was shown in Table 41.

Table 42.

Change in Cronbach's Alpha when Selected Items were Removed

SEFLLS subscales	Number of items		α	
	Before	After	Before	After
Self-Regulation	25	22	.74	.81
Social Relations	19	15	.70	.84
Decision Making	9	9	.85	.85

After this round of item reduction, SEFLLS included 46 items. The factor loadings ranged from 0.41 to 0.90. Furthermore, Cronbach's alpha was computed at 0.91, which indicated strong internal consistency of the scale. Then, the 46-item SEFLLS was evaluated through confirmatory factor analysis. AMOS program was used for that purpose. When the goodness-of-fit indices were analyzed, poor fit statistics was found with SEFLLS. After examination of the modification indices of the CFA analysis; twelve items from the Self-Regulation subscale, seven items from the Social Relations subscale and three items from the Decision Making Subscale were removed. The CFA was re-examined on the remaining 24 items, resulting in sound fitness of the model as shown in Figure 11.

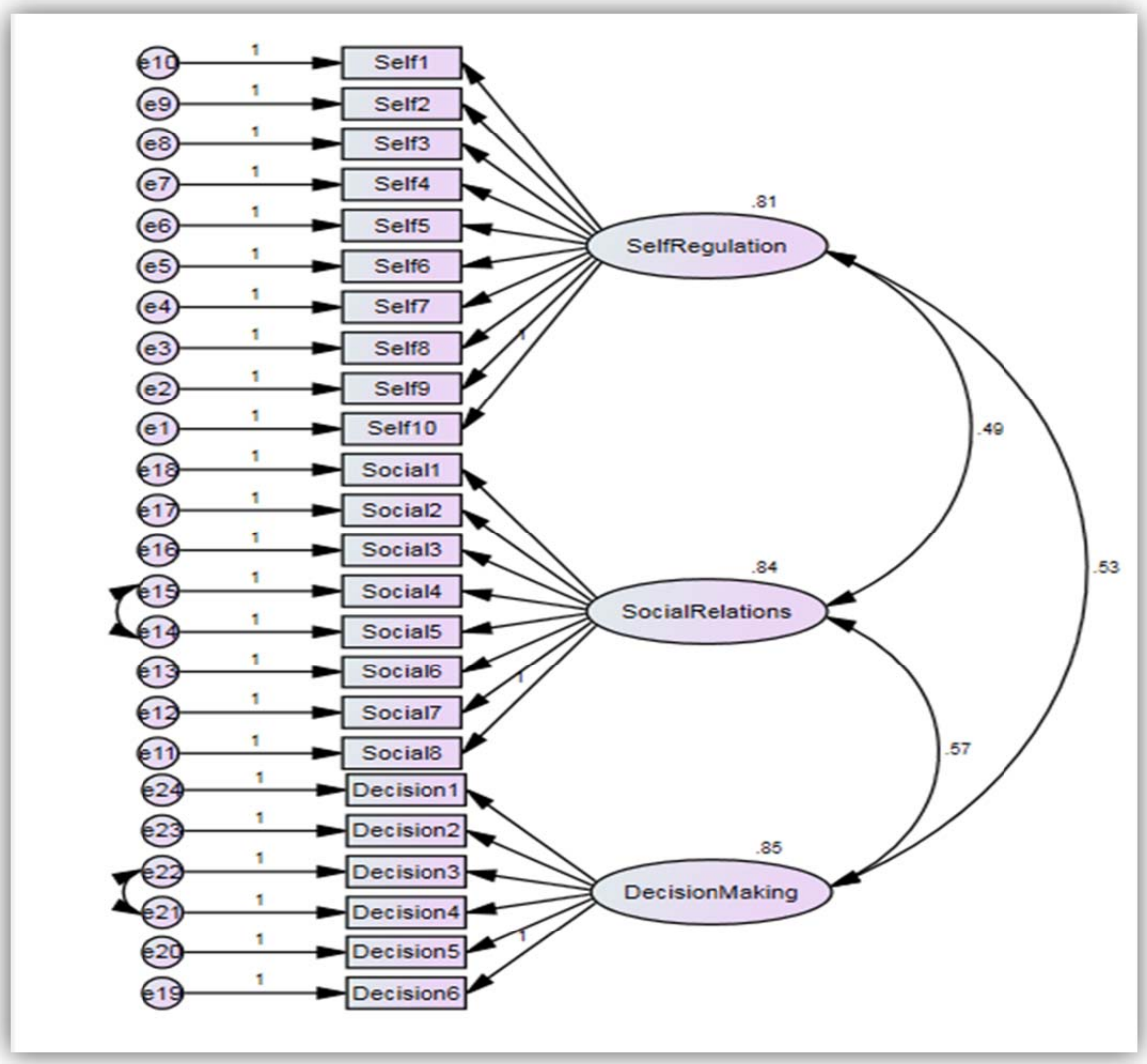

Figure 11. Confirmatory factor analysis (CFA) results for SEFLLS

As shown in Figure 11, testing of the model yielded a marginally good fit as indicated by the following criteria: ($\chi 2/df$ = 4.90, RMSEA = .080, CFI = .90, GFI = .80). The reliability for this scale as calculated by Cronbach's alpha was found .85.Exploratory factor analysis was conducted again with the 24-item SEFLLS. The factor loadings ranged from 0.50 to 0.92 as shown in Table 42 for the factor loadings.

Table 43.

The items and factor loadings of SEFLLS

Items	Factor Loadings
Self-Regulation	
1. I am curious about learning new languages	.79
2. I can recognize my own emotions	.51
3. I do not hesitate to reflect my feelings while learning English	.50
4. If I try, I can do even the hardest work in the class	.82
5. I can easily motivate myself when I feel bad	.71
6. I always concentrate on school subjects during English class	.55
7. I shape my life in accordance with my goals	.50
8. I overcome every difficulties to achieve my goals	.66
9. I get my family to help me when I have social problems	.72
10. I get my friends to help me when I do not solve the problem on my own	.80
Social Relations	
11. I cooperate with my friends	.74
12. I can motivate my friends to do their best in group work	.70
13. I try not to criticize my friends when we argue	.70
14. I try to prevent others to be alienated	.50
15. I help others when they have problems	.56
16. I respect others' thoughts	.66
17. I recognize how people feel by looking at their facial expressions	.88
18. I am sensitive to others' feelings	.92
Decision-Making	
19. I can discuss the decisions that I consider unfair	.58
20. While making decisions, I think about the future consequences of my actions	.60
21. While making decisions, I select the one with positive outcomes	.68
22. I can decide between right or wrong	.84
23. While making decisions about my future, I search a lot	.67
24. I make decisions that are appropriate for my personal values	.68

4.6. Phase 6 - Model Assessment

Byrne (1998) states that the model assessment can be done by taking into account the statistical significance and the feasibility of parameter estimates along with appropriateness of standard errors, squared multiple correlations for each indicator observed and model fit indices.

In this model, Cronbach's alpha of each construct and standardized factor loadings were examined. However, when there are a large number of variables on a scale, Cronbach's alpha (CA) may not be sufficient by itself. In these cases, the construct reliability calculated as the CR value is used as an alternative or as a control tool to the CA value (Fornel & Larcker, 1981). The CR value is also expected to be greater than 0.7 as observed in the CA value (Nunally, 1978; Fornel & Larcker, 1981; Hair et al., 1998; Yaşlıoğlu, 2017). On the other hand, The AVE value is obtained by dividing the sum of the squares of covariances by the number of expressions and the AVE value is calculated separately for each factor structure (Yaşlıoğlu, 2017). If the AVE values of the scales are greater than 0.50, it can be shown as a proof of convergence validity (Fornel & Larcker, 1981). According to Fornel and Larcker (1981), although the value of AVE is below 0.50, if the CR value is above 0.70, the analyzed AVE value can be accepted.

Based on this, the composite construct reliabilities and average variance extracted (AVE) were calculated as shown in Table 43. The reason for computing composite construct reliabilities and average variance extracted (AVE) were to prove that the items measured were reliable in evaluating each construct. In addition, convergent validity and discriminant validity were tested using AVE.

Table 44.

Scale Items and AVE Results

Factors (Cronbach's Alphas)	Standardized Factor loading	Composite Reliabilities	AVE
Self-Regulation (.81)		.78	.72
I am curious about learning new languages	.79		
I can recognize my own emotions	.51		
I do not hesitate to reflect my feelings while learning English	.50		
If I try, I can do even the hardest work in the class	.82		
I can easily motivate myself when I feel bad	.71		
I always concentrate on school subjects during English class	.55		
I shape my life in accordance with my goals	.50		
I overcome every difficulties to achieve my goals	.66		
I get my family to help me when I have social problems	.72		
I get my friends to help me when I do not solve the problem on my own	.80		
Social Relations (.84)		.89	.52
I cooperate with my friends	.74		
I can motivate my friends to do their best in group work	.70		
I try not to criticize my friends when we argue	.70		
I try to prevent others to be alienated	.50		
I help others when they have problems	.56		
I respect others' thoughts	.66		
I recognize how people feel by looking at their facial expressions	.88		
I am sensitive to others' feelings	.92		
Decision-Making (.85)		.84	.46
I can discuss the decisions that I consider unfair	.58		
While making decisions, I think about the future consequences of my actions	.60		
While making decisions, I select the one with positive outcomes	.68		
While making decisions about my future, I search a lot	.67		
I make decisions that are appropriate for my personal values	.68		
I can decide between right or wrong	.84		

As shown in Table 43, Cronbach's alphas (.81 -.85) indicated acceptable internal consistency across the items in the constructs (Hair et al., 1998). Moreover, as shown in Table 42, the composite reliability estimates, ranging from .78 to .89, indicated a good internal consistency of multiple indicators for each construct in the model (i.e., composite reliabilities > .7, Hair et al., 1998).

As observed in Table 43, the estimated values of Fornell and Larcker's (1981) Average variance extracted (AVE) of all three constructs were greater than unexplained variances (i.e., AVE > .5). Moreover, all the factor loadings for individual items were significant (>.5).

4.7. Correlations Among Factors and Internal Consistency

In order to confirm the internal consistency, this 24-item scale was conducted to 180 students who were at the summer school in 2017-2018 Academic Year. The crosscheck of internal consistency revealed Cronbach's alpha being .83, which indicated strong internal consistency of the scale. Based on these findings, it can be said that the model fit the sample data, or in other words, matched the observed data as recommended by Hair et al. (2010).

Additionally, to examine the relationship between the subscales and SEFLLS, their correlations were calculated. As seen in Table 44, moderate to high correlations between subscales and SEFLLS were found, with coefficients ranging from .49 to .84. It is also worth mentioning that all correlations were also significant at .001 level. These correlations indicate that the three factors are interrelated and share a large portion of common characteristics of the general construct of social emotional foreign language learning scale.

Table 45.

Correlation Coefficients between subscales and SEFLLS

	1	2	3	4
1. Self-Regulation	1			
2. Social Relations	.49**	1		
3. Decision Making	.53**	.57**	1	
4. SEFLLS	.84**	.83**	.81**	1

** Correlation is significant at the 0.01level

4.7.1. Concurrent Validity of the scale (SEFLLS)

In this phase, the concurrent validity of SEFLLS was assessed with another well-established scale, The Social Emotional Learning Skills Scale (SELSS) developed by Kabakçı and Korkut Owen (2010) to 180 university students who were in 2017-2018 summer school. In fact, SELLS was developed specifically for the evaluation of 6th-8th grade students' SEL skills. However, Kocakülah and Ad (2015) proved in their study that this scale can also be applied to university students. Considering this, it was decided to carry out SEFLLS and SELLS at the same time to establish the concurrent validity. Salkind (2010) states that "the degree of concurrent validity is established via correlation coefficient, usually the Pearson product-moment correlation coefficient" (p. 210). Based on this, the relationship between two scales was measured with the Pearson product-moment correlation coefficient as shown in Table 45.

Table 46.
Correlations between Self-report results between SEFLLS and SELLS

SELLS	SEFLLS		
	Self-Regulation	Social Relations	Decision Making
Communication Skills	[1].18*	[2].35**	.05
Problem Solving	[2].59**	[1].28*	.06
Coping with Stress	[2].40**	[1].22*	[1].13*
Self-Esteem Enhancing	.09	.08	[2].37**

*Note. *Correlation is significant at the 0.01 level,*
[1] a weak effect (r=0.30 to 0.00)
[2] a moderate effect (r=0.70-0.30)

As it can be observed in Table 45, the results from *SEFLLS* are positively and significantly correlated with the results of the *SELLS* in the correspondent scales. In other words, there is a relationship between the scores from the two measurement procedures. In terms of the correlation coefficient, Büyüköztürk (2008) states that if the correlation coefficient is 1.00, it demonstrates a perfect positive relationship; if it is -1.00, a perfect negative relationship; if it is 0.00, it means that there is no relation. Although there is no full consensus in the literature in terms the interpretation of the greatness of the correlation coefficient; the absolute value of the correlation coefficient between 0.70-1.00 can be defined as high; between 0.70-0.30 can be defined as moderate; and between 0.30 to 0.00 can be defined as weak (Büyüköztürk, 2008). Based

on these scores, it can be said that there is a moderate relationship between SEFLLS and SELLS (*r*= 37). This can be explained by various reasons. Firstly, this scale was developed for the teenagers or young adults at the university level. However, the other scale was developed to assess 6th and 8th grade primary school students' social and emotional learning (SEL) skills, which was later adapted to university students. Secondly, SEFLLS was developed to assess university students' social and emotional competencies particularly learning a foreign language, which made the scale much more different than SELLS. In SELLS, students' social and emotional learning skills came into prominence, not their social and emotional foreign language learning skills. All in all, these reasons explain the value of the correlation coefficient between the scales.

4.7.2. Group differences

A multiple analysis of variance (MANOVA) was performed to investigate if there was any significant effect for the independent variables of participants' age, school and gender on the dependent variables which are Self-Regulation, Social Relations, and Decision Making.

Table 47.
MANOVA Results with respect to Independent Variables

	Pillai's Trace	*F*	*df*	*p*
Age	.006	1.36	3	.25
School	.046	9.58	3	.00
Gender	.011	2.09	3	.10

Results given in Table 46 revealed that there was no statistically significant difference among students' age (18-21, 22-25) and gender with respect to dependent variables (Pillai's Trace = .006, F = 1.36, p= .25) (Pillai's Trace = .011, F = 2.09, p= .10) (p>0.05). However, a statistically significant difference was found among students' school (Private or State) in regard to dependent variables (Pillai's Trace = .046, F= 9.58, p = .00) (p>0.05). These observed differences in multivariate test were investigated further in relation to each of the dependent variable in Table 47.

Table 48.

Tests of Between-Subjects Effects

	Dependent variables	*df*	*F*	*p*
Age	Self-Regulation	1	.28	.60
	Social Relations	1	1.91	.17
	Decision Making	1	.02	.88
School	Self-Regulation	1	12.99	.00
	Social Relations	1	.46	.50
	Decision Making	1	8.19	.00
Gender	Self-Regulation	1	2.79	.10
	Social Relations	1	4.25	.04
	Decision Making	1	.18	.67

As the results of the follow up analysis display (Table 47), students' school is the only independent variable that causes significant differences in two dependent variables, Self-Regulation (F=12.99, p=.00) and Decision Making (F = 8.19, p =.00), which means that there are differences between the participants from different schools regarding the *Self-Regulation dimension*, such as being curious, recognizing their strengths and emotions, motivating themselves, setting goals and seeking help, and *Decision Making dimension*. Moreover, it was observed that there is a statistically significant difference between students' gender with regard to *Social Relations* dimension (F= 4.25, p = .04). In other words, male and female students do not have the same thoughts regarding *Social Relations* dimension. As for the other independent variable, there was not any significant difference among the students' age with respect to *Self-Regulation, Social Relations and Decision Making* dimensions, which means that participants from different ages have similar thoughts about the necessity and importance of social and emotional competences. Means and standard deviations for each of the three SEFLLS subscales by age, school, and gender were given in Table 48.

Table 49.

Means and Standard Deviations for Self-Regulation, Social Relations, and Decision Making by Age, School, and Gender

				Self-Regulation		Social Relations		Decision Making	
				M	SD	M	SD	M	SD
Gender	School	Age	N:180						
Male	State	18-21	38	3.68	.52	3.67	.69	4.03	.55
Male	State	22-25	21	3.59	.55	3.94	.58	4.08	.63
Male	Private	18-21	12	3.42	.51	3.90	.43	3.90	.65
Male	Private	22-25	5	3.49	.39	3.94	.51	3.81	.52
Female	State	18-21	52	3.75	.44	3.98	.53	4.04	.53
Female	State	22-25	29	3.70	.45	4.01	.54	4.06	.57
Female	Private	18-21	15	3.56	.52	3.97	.37	3.87	.57
Female	Private	22-25	8	3.51	.52	3.96	.26	3.96	.52

As it is observed in Table 48, male students, who graduated from state school and who were between 22-25 years old, presented higher levels in Decision Making (M= 4.08). These results show similarities for female students as well. Female students who graduated from state school and who were between 22-25 years old also presented higher levels in Decision Making (M= 4.06). This can be explained by the age factor. The older they become, the more experienced they gain, which has a big impact on their decisions. In terms of the other dimensions, the results show that the highest mean score in Self-Regulation dimension is observed in female students who graduated from State school and who were between 18-21 years old (M= 3.75). Regarding Social Relations dimension, female students who graduated from state school and who were between 22-25 years old presented the highest mean score in Social Relations (M= 4.01). It was also observed that female students' mean scores were considerably higher than male students except for Decision Making dimension.

4.8. Summary

SEFLLS was designed to assess university students' social emotional competences while learning a foreign language. However, it was not easy to construct such a scale. Various steps were involved in the construction of SEFLLS.

In Phase 1, the preliminary instrument was formed, which included 179 items. These 179 items harboring *Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making competences* were prepared by taking 25 university students' opinions and reviewing the literature. For item clarity, 10 items were deleted from the scale as they were not related to social and emotional competences.

In Phase 2, the first pilot study was implemented. 169 items were conducted to 647 university students who were having their education at a University Preparatory School in 2016-2017 Academic Year. As a result of quantitative research methods, 35 items were deleted from the scale at the end of first pilot study.

In Phase 3, as a second pilot study, the remained 134 items were conducted to 176 students who were enrolled at a University Preparatory Summer School in the 2016-2017 Academic Year. As a result of quantitative research methods, 23 items were deleted from the scale. This time, SEFLLLS included 115 items. These 115 items were reviewed by the experts again for item clarity and 7 items were deleted from the scale.

In phase 4, the remained 108 items were grouped under 3 subscales, which were *Self-Regulation, Social Relations and Decision Making*. Then, 4 items were also deleted because they could not provide the internal consistency of the scale. Moreover, a total of 51 items were deleted from the scale as a result of confirmatory factor analysis.

In Phase 5, the remained 53 items were conducted to 610 students who were enrolled at a University Preparatory School in the 2017-2018 Academic Year. As a result of analyses (Cronbach's alpha reliability technique and exploratory factor analysis), 7 items were deleted from the scale. After this round of item reduction, SEFLLS included 46 items. Then, the 46-item SEFLLS was evaluated through confirmatory factor analysis. After examination of the modification indices of the CFA analysis, 22 items were removed.

In Phase 6, this 24-item scale was conducted to 180 university students who were at the summer school in 2017-2018 Academic Year to confirm the internal consistency. Moreover, the composite construct reliabilities (CR) and average variance

extracted (AVE) were calculated to prove that the items measured were reliable in evaluating each construct. It was found that the CR estimates indicated a good internal consistency of multiple indicators for each construct in the model and AVE of all three constructs were greater than unexplained variances. As for the correlations between the subscales and SEFLLS, it was found that the correlations between subscales and SEFLLS were moderate to high.

SEFLLS was also assessed with another well-established scale, SELSS, to establish the concurrent validity. The relationship between these two scales was measured with the Pearson product-moment correlation coefficient. It was found that the results from SEFLLS are positively and significantly correlated with the results of the SELLS.

The effects of the independent variables of participants' age, school and gender on the dependent variables, *Self-Regulation, Social Relations, and Decision Making*, were also investigated by using MANOVA. It was found that there was no statistically significant difference among *students' age* with respect to dependent variables but a statistically significant difference among *students' school* with regard to two dependent variables, which are *Self-Regulation and Decision Making* and students' gender with regard to one dependent variable, which is *Social Relations*. Considering means and standard deviations of subscales by age, school, and gender, it was found that male students, who graduated from state school and who were between 22-25 years old, presented higher levels in *Decision Making* than female students. In terms of the other subscales, *Self-Regulation and Social Relations*, female students presented higher levels than male students. The highest mean score both for females and males is in *Decision Making*.

Within the next chapter, these results were further discussed in relation to how they raise questions for future research. Additionally, this study's findings were discussed in relation to SEL along with the merits of SEFLLS for university students and its limitations.

CHAPTER V

5. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

5.1. Introduction

The transition from high school to university is an important period in students' lives as students' emotions and social relationships have a great impact on their schooling and success. This study tapped the importance of these social-emotional competences at universities. Furthermore, it explored the nature of social-emotional assessment measures while learning a foreign language and identified a need for evaluating social emotional competences in foreign language learning at universities. In order to meet this need, SEFLLS was developed. What makes SEFLLS more advantageous than alternative practices is that it provides a pool of behaviors that are associated with social emotional foreign language learning.

In this chapter, the main findings with regard to the SEFLLS development were summarized and general conclusions based on the findings of the studies were described. Furthermore, the strengths of this thesis were considered and suggestions for further research were presented. This chapter concluded with recommendations for further research based on the collected data.

5.2. Summary of the Study

The purpose of this study was to develop and evaluate an instrument intended to measure university students' social-emotional status and learning needs while learning a foreign language. In this process, the study sought to answer the following research questions:

1. Does the social emotional foreign language learning scale developed in this study yield an appropriate level of reliability and validity?
2. Are there relationships among the factors in the proposed model?
3. Are there significant differences in SEFLLS based upon students' demographic characteristics such as gender, the school they graduated from and age?

Data were collected from preparatory school students at a university to provide evidence for an adequate model fit for the scale. Hinkin's suggestions (1995) with regard to the scale development procedure were followed. To be more precise, a pool of items was generated, the items were reviewed by the experts and item elimination procedures were implemented. In addition to these, numerous quantitative research methods were implemented to provide the scale's factor structure by the results of exploratory factor analysis (EFA) using SPSS and confirmatory factor analysis (CFA) using AMOS, and its variance across student groups, and more importantly provide evidence of reliability, concurrent validity, and construct validity. The findings indicated a good fit of model to the data.

5.3. Discussion of Findings

A convenience sample of students completed the SEFLLS as well as additional scale to provide data to address research question one, "Does the social emotional foreign language learning scale developed in this study yield an appropriate level of reliability and validity?". The results of the analyses indicated that the social-emotional foreign language learning scale was reliable and demonstrated construct validity by achieving both convergent and discriminant validity. These findings were also empirically supported in the literature by assessing SEFLLS with another well-established scale, The Social Emotional Learning Skills Scale (SELSS) developed by Kabakçı and Korkut Owen (2010).

Considering the results of analyses, the revealed three factors are thought as important foreign language learning factors and are likely to have an impact on students' language learning process. For example, Factor 1, *Self-Regulation* which overlaps extensively with the *SEL* competences of *self-awareness and self-management*, appeared to be the ability to change and draw one's attention to a social situation when needed, enliven and forbid behavior when required, and regulate the behaviors and emotions to realize goals. For example, a learner can refrain himself or herself from interrupting others while they are speaking or they can seek help if they need or they can set objectives for learning to be successful in their academic life. Zimmerman (1990) states that self-regulated learners embrace learning tasks confidentially and as they have the necessary learning skills and responsibility in reaching their goals.

At university contexts, if language learners are aware of their weaknesses and strengths, they can display a systematic and controlled approach to overcome their deficiencies and obstacles that they face in their learning environment. Briefly, they do their best to maximize their own learning, which are all related to *self-awareness and self-management competences*. Practices in terms of these competences enable language learners to manage requirements throughout their lifetime such as improving learning capacity, maintaining meaningful relationships, and adapting to the world. However, these practices are often neglected at universities as students at the university level are thought to have the needed skills necessary for their future. However, some students still do not recognize their own emotions, interests, thoughts and their impact on behaviors. Therefore, they cannot describe and understand their own emotions, strengths and weaknesses (Payton et al., 2000). Moreover, they cannot control their emotions, behaviors and thoughts under difficult situations. From this perspective, self-regulation has a great impact on learners' progress not only academically but also socially and emotionally at the university. Pintrich (1999) states that if learners internalize these competences, they may be more motivated to learn the subject matter easily against the unfavorable situations. Zimmerman (2011) also adds that when learners face such unfavorable situations, they control their thoughts and behaviors to reach their goals. As a result, they become successful in their foreign language learning journey.

Factor 2, *Social Relations* which overlaps with the SEL competences of *social awareness and relationship skills*, contained items that represented students' social, verbal and physical interactions with their peers, teachers and people around them to exchange ideas and feelings with regard to their language learning (Hurst, Wallace & Nixon, 2013). Lobatón (2011) states that when students have interactions with their peers, they gain an opportunity to contribute something to their own knowledge by making comparisons and contrasts with the concepts they already have. By this way, they find a chance to co-operate, communicate with others by respecting their own values and maintain good relationships regardless of their cultures and backgrounds (CASEL, 2017), which increases their success in language learning. Moreover, thanks to students' relations with their peers and teachers while learning a language, students feel themselves as part of a specific community as the language brings students a new identity which is different from what they constructed from their own beliefs and experiences before.

Considering the language learning classrooms, at the beginning, it is really difficult to break the ice between the students. With the help of activities which need collaboration, interaction and negotiation, students become more aware of the importance of sharing ideas and opinions in order to be successful in their learning process. They start helping each other to reach their goals.

In the university context, forming meaningful social relationships with peers provides a better adjustment to university life (Kantanis 2000; Pittman and Richmond 2008). Scanlon, Rowling, and Weber (2007) also state that starting university can stimulate the need for students to set up social connections, which will help them find their place in the new environment, and have the feeling of integrity. For example, if students participate in group activities during classes, and organized social events at university, they will find a chance to communicate with their peers and have strong relationships with them. With the help of this strong relationship, these students will demonstrate higher levels of academic performance.

Therefore, institutions need to seek ways of promoting students' membership and support for university teams and societies to help them establish social relations, which provides students' smooth transition to university life and results in better academic performance.

Factor 3, *Decision-Making* which overlaps with the SEL competence of *Responsible Decision Making,* contained items that were related to students' decision making process in accordance with their personal values and its potential consequences. This process plays a vital role in the life of students. It can either cause students to fall into the trap or save their career life as Hargreaves Heap et al. (1992) state, "Life is experienced as a series of choices" (p. vii).

Students should be very careful while making decisions as the decisions they have made have a big impact on their lives and the results may be much more different than they have thought. Then, they may regret the choices they have made. For example, choosing their universities can be a life-changing decision. When students do not have any ideas about what they want to do, they may imitate their friends, which means they simply do what their friends do or they may become under the influence their parents. These all result from students' lack of motivation to make a decision. On the other hand, they may be confused with the options which are presented to them. At this position, students feel stressed and make decisions on impulse as a "desire to end the pain of indecision without proper evaluation of the consequences" (Drummond,

1996, p. 129). In order to prevent this situation, it is necessary to develop students' ability to make responsible decisions that affect their lives thorough evaluation of alternatives and future consequences of various actions.

In a university context especially while learning a foreign language, students can practice decision skills in every step of their learning (Woods, 1997) as they have "the management of their own learning" (Allwright, 1981). Allwright (1981) clarifies this term by stating that there is an actual learning which cannot be seen but observed with the help of actions decided by the learner. For example, in classroom activities and in collaborative activities with peers, they make some choices in terms of their learning by taking into account their own values, finding ways to cope with conflicting situations, and thinking through the consequences of their choices.

All in all, items under these three factors, *Self-Regulation, Social Relations, Decision Making*, provide students' social-emotional foreign language learning state inclusively. If students are assessed related to these three factors, it will be easier for teachers, administrators and authorities to identify students' specific strengths and weaknesses and accordingly they will find a chance to deliver the suitable programming or curricula to develop students' social-emotional state. With the help of these programs, students will improve their social and emotional foreign language learning capacity and they will get the key to success in their foreign language learning journey.

5.4. Psychometric Properties of the SEFLLS

5.4.1. Reliability

Churchill (1979) stated that scale reliability provides a measure of the internal consistency and homogeneity of the items comprising a scale. Analyses investigating internal consistency reliability of the SEFLLS suggest adequate reliability for three factors ranging from 0.81 to 0.85. and the total score (α = 91), which indicated a high level of internal consistency. Fraenkel and Wallen (1996) stated that the reliability item can be accepted if the alpha is .70 to .99.

5.4.2. Validity

Validity is also an important factor in establishing the psychometric properties of an assessment. Results from the validity analyses showed that SEFLLS is a valid scale as it obtained significant, positive correlations with another well-established scale, The

Social Emotional Learning Skills Scale (SELSS) developed by Kabakçı and Korkut Owen (2010).

When the correlation results between SEFLLS and SELLS are taken into account, it is observed that *Communication Skills Factor* in SELLS has the highest correlation result with *Social Relations Factor* in SEFLLS (α = 35). In fact, it is an expected result as some items in Social Relations Factor such as *"I cooperate with my friends"* are related to the communication skills that students use while trying to have connections with others particularly at universities. When students start their university education, they have some worries about the relationships they need to build during their college experience. The more students have relationships with their peers, the more they get used to the university life. Therefore, the value of close relations cannot be disregarded for university students who try to deal with change in their lives. To be more precise, students study a lot in a context where they are used to before entering the university. After attending the university, they experience lots of changes in their life such as the social context, longing for family, financial problems, unfamiliar academic subjects and learning a different language. At this point, they need peers to communicate, share their problems and overcome all the difficulties that they face in that period.

As for the other factors, *Problem Solving and Coping with Stress* in SELLS, they have the highest correlations with *Self-Regulation* Factor in SEFLLS (α =59), (α =40). In *Self-Regulation* Factor, while some items are related to students' ability to overcome obstacles to achieve their goals such as *"I overcome every difficulties to achieve my goals"*, which overlaps *Problem Solving* Factor, some items are related to students' positive energy to cope with negative situations in their learning such as *"I can easily motivate myself when I feel bad"*, which overlaps *Coping with Stress* Factor. It is also worth mentioning that *Coping with Stress* in SELLS is the only factor that has correlations with all the factors in SEFLLS although there is a weak correlation with *Social Relations* and *Decision Making* (α =.22) (α = 13). This can result from students' possibility of being under stress in every step of their life. If university students have self-regulatory skills, they can cope with challenges or stress in their academic life especially learning a new language. They use their abilities to control their emotions, behaviors and thoughts, which improves their academic performance and productivity.

Moreover, as they know their learning needs, they direct their own learning according to their own needs and use their problem solving skills.

When the last factor, *Self-Esteem Enhancing Skill* in SELLS, is taken into consideration, it has the highest correlation with *Decision Making* Factor in SEFLLS (α = 37). In fact, items in *Self-Esteem Enhancing Skill* Factor in SELLS are about how students give importance to themselves and their own values. In *Decision-Making* Factor in SEFLLS, some items are also about how students give importance their personal values but in the process of decision making, which makes difference between two factors. Regarding the university context, university students have difficulty in making decisions in terms of their personal values as they are not aware of their strengths and weaknesses. Therefore, they may make wrong decisions that affect their future success. In order for them to be successful in this process, they should evaluate the situation, analyze the options and take into account the consequences of the options by giving importance to their personal values.

5.4.3. Relationships among the factors

The analyses demonstrated that all three subscales comprising Social-Emotional Foreign Language Learning Scale had satisfactory measurement properties.

In relation to the relationships among the factors (Self-Regulation, Social Relations and Decision Making), which is asked in the second research question, the correlation analysis was conducted. The results showed that there was a moderate to high correlations, with coefficients ranging from .49 to .84, which means that these three factors are interrelated and have big share in the general construct of social emotional foreign language learning scale. Regarding their relationships, all three factors, *Self-Regulation, Social Relations and Decision Making*, are multifaceted and multidimensional processes which are affected by various factors such as personal, social, situational and environmental. These factors play a vital role in university students' lives.

Locke and Latham (2002) state that good self-regulators are the ones who can resist temptations and overcome obstacles to achieve success in their life. Considering university students, they set goals, manage stress and recognize their emotions, strengths and weaknesses to be successful in every step of their life. As students become aware of their strengths and weaknesses and manage their emotions, they also become

successful in their social relations. Fitzsimons and Finkel (2010) state that these self-regulatory strategies extend beyond self-directed accomplishments to social and interpersonal relationships as well" (p. 407).

It is also necessary to emphasize the relationship between *Decision-Making* and *Social Relations*. Students' behaviors are affected by others' behaviors. The traces of others' feelings are observed in their decisions. For example, some students do not want to participate in classroom activities for the fear that they make mistakes. They do not want their friends to tease about the mistakes they make. Therefore, they decide to be silent instead of taking part in the lesson. In this situation, how others think becomes much more important than their own thoughts. In some situations, some students do not want to attend some events organized by others. However, in order not to upset their friends, they decide to join these activities. In that situation, social relations have an impact on the neural processes underlying decision-making process (Fitzsimons & Finkel, 2010).

It is also worth mentioning the relationship between *Self-Regulation and Decision-Making*. University students' life is a critical period of life as they need to make various decisions that affect their whole life. In the long run, these decisions have an effect on their life satisfaction. Riaz , Riaz and Batool (2012) state that decisions are the outcomes of the basic personality traits, beliefs and abilities of these young adults. These beliefs determine the approaches in decision-making process. For example, when university students start their university education, they experience different situations that affect their sense of well-being and try to make decisions in accordance with the situations. In these cases, some students only trust their own values and beliefs ignoring others, whereas some students compile and evaluate the options, seek advice from others and come to conclusion. Byrnes, Miller and Reynolds (1999) state that "In order for an individual to be consistently successful, his or her beliefs about options and strategies have to be accurate" (p. 1122). To illustrate, university students become very anxious before the upcoming exams and they consider various studying options. Some students follow the advice of counselors who have accurate knowledge of the best ways to study, whereas some students ignore their advice and study in accordance with their own beliefs. Regarding self-regulated learners, before making decisions, they identify the problems, generate alternative solutions, rank the alternatives and select the most suitable solution in accordance with their beliefs and values, which opens the door to success.

All in all, it is observed that all these factors are intertwined with each other. It is really hard to separate from each other. Therefore, it can be said that the findings in the analyses are consistent with what would be expected.

5.5. SEFLLS by Students Demographics

A multiple analysis of variance (MANOVA) was conducted to examine the effects of the independent variables of participants' age, school and gender on the dependent variables which are *Self-Regulation, Social Relations, and Decision Making.* It was found out that that there was no statistically significant difference among students' age (18-21, 22-25) and gender with respect to dependent variables (p= .25) (p= .10) (p>0.05) but a statistically significant difference among students' school (Private or State) in regard to dependent variables (p = .00) (p>0.05). The results of follow-up analysis showed that this difference emerged only in *Self-Regulation* dimension and *Decision Making* dimension not in the *Social Relations* dimension. This difference can be explained by the educational system in Turkey. In Turkey, after students graduate from high schools, they get into universities in accordance with the results of central examinations implemented by Measuring, Selection and Placement Center (ÖSYM). Students who become successful in the first stage of the examination, can deserve a chance to move onto the second phase. If students get a passing score in the second stage of the examination, they can prefer undergraduate programs of universities. In order to be successful in these exams, students spend most of their time studying but not spending enough time with their friends, parents, hobbies or sports. However, these activities have positive effects on students' sense of well-being like getting rid of the exam stress. On the other hand, in dealing with the stress of exams, they improve their *Self-Regulation* and *Decision-Making* skills. They become more aware of their emotions, strengths, weaknesses and learn how to manage their stress and regulate their emotions. Moreover, they take into account the consequences of various actions by giving importance to personal values.

Regarding students' gender, it was found in the follow-up analysis that there is a statistically significant difference between students' gender with regard to *Social Relations* dimension (p = .04) which means that male and female students do not have the same thoughts regarding *Social Relations* dimension. In accordance with the results, female students give more importance to *Social Relations* than male students in foreign

language learning. This can be explained by the fact that female students communicate more and prioritize communication more than male students. They use social strategies such as asking questions, cooperating and empathizing with others more in language learning (Oxford, 1990). As a result, they become more successful in language learning than male students. These findings were also supported by Bar-on's study (2005) with regard to gender. In his study, it was found out that female students are more aware of their emotions, more successful in interpersonal relations and more socially responsible than male students.

In addition, both female and male students who graduated from state school and who were between 22-25 years old had the highest mean values in *Decision-Making* dimension. This can be explained by the age factor. When they get older as they become more experienced, they become more advantageous in decision-making. Worthy et al. (2011) state that when we age, we become good at evaluating and analyzing each option and select the most appropriate one. At university context, the older students make good choices with regard to their life as they know the consequences about their decisions.

5.6. Implications

Social-Emotional Foreign Language Learning Scale, developed with the aim of investigating university students' social-emotional foreign language learning competences while learning a foreign language, offers some meaningful and practical pedagogical implications for teachers, administrators and authorities to consider. Included in this section are suggestions for teachers as well as highlighted information that teachers and administration should think about when designing and implementing policies, curriculum, and programs for students.

As the data with regard to SEFLLS was based on learners' perspectives, it can present further information to English instructors and teacher educators about the effectiveness of the language programs used in English classrooms. It also depicts the students' strengths and weaknesses in ELT learning contexts.

The items included in Social-Emotional Scale are all attempts to reflect the wide range of students' social-emotional competences in ELT contexts and can guide administrators about what qualities might be considered to improve students' social-emotional competences in foreign language learning. It can also be used as an

instructive in teacher education programs, which may bring innovations to ELT teaching.

It is also worth mentioning the impact of SEFLLS on students. With the help of SEFLLS, students will possess greater awareness of their weaknesses and strengths in their language learning journey, which enables them to cope with the challenges they face in language learning. As they experience the pleasure of success in language learning, the sense of belonging and attachment to teachers and classmates at university will get stronger.

In an era where technological improvements dominate the country, taking time to understand the students' social-emotional foreign language learning competences and making some changes in the programs according to students' needs becomes hard work for teachers to do. Based on this, it is believed that this study can make a valuable contribution to the literature as it has attempted to raise educators' awareness of the importance of SEL for university students while learning a foreign language.

All in all, results from this study show that students' social-emotional competences are an invaluable source for researchers and teachers to gather further information about students' foreign language learning process. With the help of this easily obtained information, teachers could find a chance to refocus their teaching practices and to develop students' social-emotional foreign language learning competences. The use of this survey together with other techniques such as interviews and observations could provide researchers a more detailed picture of SEFLL.

Consequently, understanding students' social-emotional foreign language learning competences can make language educators understand how their learners deal with the target language. Based on learners' need, new language education programs can be prepared.

5.7. Recommendations for Further Research

1. Future studies should be conducted to understand university students' social-emotional foreign language learning. Future research should be deeply interested in how these social-emotional competences have an impact on student learning and teachers' approach to teaching within different contexts.
2. This study was limited with the sample being selected only from a university preparatory school context. In further studies, it is possible to include a larger

sample of students from other cities of Turkey in order to increase the generalizability of the results.

3. Besides students' social-emotional foreign language learning competences, teachers' SEFLL competences could also be taken into consideration to make a comparison with the results of students' SEFLL competences.
4. SEFLLS could be conducted in different universities to the same age level of students to understand the differences and similarities between students.
5. As SEFLLS is a context-sensitive measurement, it could be conducted in other states or countries to see if there are cultural, regional or environmental differences in students' SEFLL competences.
6. Although the SEFLLS was validated by extensive quantitative methods, further qualitative methods can be used to verify and enrich the findings. Therefore, it is believed that using a multi-method approach in data collection which includes case studies, classroom observations, and in-depth interviews with students and teachers might provide valuable insights into improving the survey.
7. Based on the findings of the scale, the number of seminars or workshops related to SEFLL should be increased to make teachers understand students' SEFLL competences and change their teaching methods in accordance with students' needs.
8. Although the scale was reduced to 24 items, the items which were generated at the beginning of the scale development could be conducted in other states or countries to see if there are differences and similarities between the scale items.

5.8. Conclusion

Social Emotional Foreign Language Learning is still an under-researched area. It is possible to search a broad range of topics in this field especially when today's conditions are taken into consideration. The new technological developments are available for each student so it is impossible for parents and teachers to ignore the use of technology in children's foreign language learning. Undoubtedly, in such case, there is a need to promote learners' SEL skills as they are not aware of their own social-emotional competences while learning a foreign language. Therefore, it is believed that this instrument will be useful for both teachers who want to understand students' social-emotional competences while learning foreign language and individuals who are in need

of a valid appraisal of their social emotional competences in terms of foreign language learning such as solving problems, obtaining a better understanding of self or others, finding the reasons for their poor academic performance, cooperating with others, making responsible decisions, making use of the power of technology and so on. Moreover, students will find a chance to identify their, strengths and weaknesses, which will improve their social-emotional competences. By this way, they will maximize their learning and accomplish their goals. At the same time, teachers will make necessary changes in language teaching programs in accordance with students' needs. All in all, it is hoped this research will provide some guidance for those interested in exploring self-regulation, social relations, decision-making processes and contribute to a clearer understanding of the social-emotional foreign language learning within the framework of SEL.

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7. APPENDIX

Appendix 1: Approval of the Ethics Committee

T.C.
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

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HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP YAPILMADIĞI	2017 / 2018 - Bahar DÖNEMİ KAYDINI YENİLEDİM

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	Üniversitenin Hazırlık Okulu Bölümünde Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği Geliştirme
TEZİN AMACI	Bu çalışmada üniversitenin hazırlık okulu bölümünde eğitim gören öğrencilerin İngilizce öğrenirken sosyal ve duygusal becerilerini değerlendirmek amacıyla bir sosyal ve duygusal öğrenme ölçeği hazırlanmıştır.
TEZİN TÜRKÇE ÖZETİ	Yapılan araştırmalar öğrencilerin bilişsel ve davranışsal gelişimi için sosyal ve duygusal becerileri geliştirmenin gerekliliğine vurgu yapmaktadır Bu doğrultuda, birçok araştırmacı sosyal ve duygusal yeterlikleri değerlendirmek için çok sayıda ölçek geliştirmektedir Ancak, bu araçlar genel olarak, yabancı bir dil öğrenen gençler ya da yetişkinler için değil sosyal ve duygusal becerilerin genellikle öğrenme sürecinin bir parçası olarak görüldüğü ilkokul, ortaokul ve liselerdeki çocuklar için tasarlanmıştır. Bu açıdan bakıldığında, bu çalışma üniversite öğrencilerinin yabancı dil öğrenirken, sosyal ve duygusal yetkinliklerini değerlendirmek amacıyla uygun bir araç geliştirerek bu boşluğu doldurmaya çalışmaktadır. Birbirleriyle ilişkili üç faktörlü (Öz-Düzenleme, Sosyal İlişkiler ve Karar Verme) bir modeli temsil eden Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği (SEFLLS) için 113 maddeden oluşan bir havuz oluşturulmuştur. Ölçeğin açıklayıcı ve doğrulayıcı bir şekilde değerlendirilmesi için üniversitenin hazırlık okulu bölümünde eğitim gören farklı öğrenci gruplarıyla ön çalışmalar yapılması planlanmıştır. Çalışmalar sonucu ortaya çıkacak ölçeğin, öğrencilerin yabancı dil öğrenirken, sosyal ve duygusal becerilerini kapsamlı ve geçerli bir şekilde ölçeceği düşünülmüştür. Üç faktörlü model, üniversite öğrencilerinin sosyal ve duygusal becerilerini tanımlamak ve geliştirmek isteyen öğretmenler ve idareciler için de bir tanı aracı olarak kullanılabilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Çağ Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İL - İLÇESİ)	Çağ Üniversitesi Hazırlık Okulu Bölümü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ ORUBA/ KİŞİLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesi Hazırlık Okulu Bölümünde eğitim gören tüm Hazırlık Okulu öğrencilerine
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği (Öz-düzenleme, Sosyal İlişkiler, Karar Verme)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Öz-düzenleme (2 sayfa) 2) Sosyal İlişkiler (2 sayfa) 3) Karar Verme (1 sayfa)

ÖĞRENCİNİN ADI - SOYADI: Senem ZAİMOĞLU | ÖĞRENCİNİN İMZASI: | TARİH: 21/03/2018

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

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

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

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D.BAŞKANININ ONAYI
Adı - Soyadı: Şehnaz Şahinkarakaş	Adı - Soyadı:	Adı - Soyadı: Murat Kaç	Adı - Soyadı: Şehnaz Şahinkarakaş
Ünvanı: Prof. Dr.	Ünvanı:	Ünvanı: Doç. Dr.	Ünvanı: Prof. Dr.
İmzası:	İmzası:	İmzası:	İmzası:
..../..../20....	..../..../20....	..../..../20....	..../..../20....

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı:
Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı: Prof. Dr.	Ünvanı:
İmzası:	İmzası:	İmzası:	İmzası:	İmzası:	İmzası:
..../..../20....	..../..../20....	..../..../20....	..../..../20....	..../..../20....	..../..../20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı: .....
Ünvanı: .....
İmzası: .....
..../..../20....
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ○
OY ÇOKLUĞU İLE ✓

Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, 21 / 03 / 2018 - 31 / 05 / 2018 tarihleri arasında uygulanmak üzere gerekli izinin verilmesi tarafımızca uygundur.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ: ..... (.....) Sayfa ..... Ölçeği.
..... (.....) Sayfa ..... Anket.
..... (.....) Sayfa ..... Formları.

SOBE - 611

Appendix 2: Social Emotional Foreign Language Learning Scale

SOSYAL VE DUYGUSAL ÖĞRENME ANKETİ

Bu anket sizin İngilizce öğrenirken hem sınıf içinde hem de sınıf dışında gösterdiğiniz sosyal ve duygusal becerileri öğrenmek amacıyla hazırlanmıştır. Doldurduğunuz cümleler yoruma açık olduğundan doğru ya da yanlış cevap yoktur.

Yardımınız için şimdiden çok teşekkür ediyorum.

Senem Zaimoğlu

1. İngilizce öğrenirken duygularımı …….
2. …… …….. yaratıcıyımdır.
3. …… …….motive edebilirim.
4. Sınıfta bir problem olduğunda …….
5. Başkalarının düşünceleri …….. çünkü ……
6. …… ……... durumlarında girişimci bir ruha sahibimdir.
7. ……meraklıyı mdır.
8. …….. cesaretim vardır.
9. Grup çalışmalarında ……
10. Yaşadığım problemleri ……

……

11. Arkadaşlarımla iletişim kurmak için
……
12. Öğretmenlerimle konuştuğum zaman
……..
……..
13. Derste bir konuyu anlamadığım zaman
……
……..
14. Ahlaki değerlere göre yaşamak
……
15. Sorumluluk verildiğinde
……..
16. Ders çalışırken
……..
17. Arkadaşlarımla bir problem yaşadığım zaman
……
……
18. Öğretmenlerimle bir problem yaşadığım zaman
……..
19. Farklı görüşlere
……
20. ……..umudum var.
21. Koyduğum hedefler doğrultusunda
……
22. İngilizce öğrenmek benim için
……..
çünkü …….
23. Geleceğimle ilgili karar verirken
……
24. Başkalarının nasıl hissettiği
…….
25. Sinirlendiğim zaman
……

1. Cinsiyetiniz: A)Erkek B) Kadın
2. Doğum yılınız: ……
3. Mezun olduğunuz okul: .....

Bu anket sizin **İngilizce öğrenirken** hem sınıf içinde hem de sınıf dışında gösterdiğiniz sosyal ve duygusal becerilerinizi öğrenmek amacıyla hazırlanmıştır.

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

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

Anketi doldurduğunuz zaman lütfen öğretmeninize teslim ediniz.

Katıldığınız için teşekkür ederim.

Senem Zaimoğlu

Bu anketi doldurarak bu çalışmaya katılmayı kabul ediyorum.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am curious about learning different languages (Farklı diller öğrenmeye meraklıyımdır)					
2. I can recognize my own emotions (Duygularımı tanıyabilirim)					
3. I do not hesitate to reflect my feelings while learning English (İngilizce öğrenirken duygularımı dile getirmekten çekinmem)					
4. If I try, I can do even the hardest work in the class (Eğer denersem sınıftaki en zor çalışmayı bile yapabilirim)					
5. I can easily motivate myself when I feel bad (Kötü hissettiğim zaman kendimi kolayca motive edebilirim)					
6. I always concentrate on my lessons during English class (Sınıfta daima derslerime odaklanırım)					
7. I shape my life in accordance with my goals (Koyduğum hedefler doğrultusunda hayatıma yön veririm)					
8. I overcome every difficulties to achieve my goals (Hedeflerime ulaşmak için her türlü zorluğun üstesinden gelirim)					
9. I get my family to help me when I have social problems (Sosyal sorunlarım olduğu zaman ailemden yardım alırım)					
10. I get my friends to help me when I do not solve the problem on my own (Bir problemi kendi başıma çözemediğim zaman arkadaşlarımdan yardım alırım.					
11. I cooperate with my friends (Arkadaşlarımla işbirliği yaparım)					
12. I can motivate my friends to do their best in group work (Grup çalışmasında arkadaşlarımı en iyisini yapmaları konusunda motive edebilirim.					
13. I try not to criticize my friends when we argue (Tartıştığımız zaman arkadaşlarımı eleştirmemeye çalışırım					
14. I try to prevent others to be alienated (Başkalarının dışlanmasını engellemeye çalışırım)					
15. I help others when they have problems (Başkalarına problem yaşadıkları zaman yardım ederim)					
16. I respect others' thoughts					

(Başkalarının düşüncelerine saygı duyarım)					
17. I recognize how people feel by looking at their facial expressions (İnsanların ne hissettiklerini yüz ifadelerine bakarak anlayabilirim.					
18. I am sensitive to others' feelings (Başkalarının duygularına karşı duyarlıyımdır.					
19. I can discuss the decisions that I consider unfair (Adil olmadığını düşündüğüm kararları tartışabilirim)					
20. While making decisions, I also think about the future consequences of my actions (Karar verirken, kararlarımın gelecek sonuçlarını da düşünürüm)					
21. While making decisions, I select the one with positive outcomes (Karar verirken olumlu yönleri ağır basan tarafı seçerim)					
22. I can decide between right or wrong (Doğru veya yanlış arasında karar verebilirim)					
23. While making decisions about my future, I search a lot (Geleceğimle ilgili karar verirken çok araştırma yaparım)					
24. I make decisions that are appropriate for my personal values (Kişisel değerlerime uygun kararlar veririm)					

Appendix 3: Phase 2 - Descriptive Statistics for Scale Items (N= 647)

Subscale	Item	Mean	SD	Skewness	Kurtosis
Self-Awareness	S1	4.14	.69	-.60	.66
	S2	4.07	.68	-.22	-.33
	S3	4.04	.85	-.81	.31
	S4	4.43	.74	-1.43	2.12
	S5	3.80	.87	-.66	.53
	S6	3.23	.96	-.47	-.23
	S7	4.12	.80	-.66	-.02
	S8	3.90	.73	-.42	.21
	S9	3.73	.93	-.20	-.59
	S10	3.79	.93	-.56	-.20
	S11	4.35	.55	-.05	-.77
	S12 a	2.73	1.26	.37	-.89
	S13	3.70	1.02	-.77	.40
	S14 a	2.12	1.10	1.02	-.54
	S15	3.78	.83	-.89	1.55
	S16	3.16	1.11	-.19	-.76
	S17 a	1.87	1.02	1.25	-1.19
	S18	4.40	.66	-.65	-.60
	S19	3.70	.84	-.73	1.09
	S20	3.96	.85	-1.18	2.64
	S21	4.08	.85	-.88	1.10
	S22	4.04	.95	-1.13	1.49
	S23	4.41	.82	-2.19	6.65
	S24a	2.32	1.18	.70	-.39
	S25a	2.53	1.15	.42	-.63
	S26a	2.98	1.23	.04	-.94
	S27a	2.40	1.08	.52	-.31
	S28	4.19	1.03	-1.55	2.18
	S29a	2.73	1.27	.11	-.98
	S30 a	2.01	1.01	1.04	-.79
	S31	3.73	1.05	-.96	.72
	S32	4.18	.75	-1.05	2.19
	S33	3.91	.89	-.65	.13
	S34 a	2.04	1.09	.81	-.22
	S35 a	2.28	1.17	.65	-.62
	S36 a	2.77	1.01	.08	-.21
	S37	3.17	.98	-.10	-.54
	S38	3.50	.92	-.43	-.07
	S39	2.80	1.03	-.16	-.79
	S40 a	2.82	.98	.12	-.36
Self-Management	S1	4.06	.65	-.38	.20
	S2	3.77	.96	-.79	.34
	S3 a	2.82	1.12	.06	-.73
	S4	3.31	.94	-.16	.27
	S5	3.48	1.18	-.33	-.74
	S6 a	2.20	.96	.50	-.63

	S7 a	2.68	1.09	.24	-.65
	S8	3.88	1.01	-.68	-.20
	S9	3.75	.96	-.79	.73
	S10	3.29	1.04	-.44	-.28
	S11	3.92	.98	-1.19	1.43
	S12	3.96	1.17	-.98	.09
	S13	3.67	1.05	-.79	.31
	S14 a	2.85	1.46	.17	-1.25
	S15	3.04	1.29	-.25	-1.08
	S16	3.14	1.23	-.17	-.74
	S17	3.04	1.30	-.09	-1.11
	S18	3.46	1.32	-.62	-.74
	S19	3.99	1.01	-.79	.08
	S20	3.92	1.01	-.43	-1.01
	S21	4.07	.99	-.99	.40
	S22	3.90	1.17	-.96	.04
	S23	4.05	1.02	-1.09	.84
	S24	3.53	1.04	-.48	-.17
	S25	4.14	.95	-1.12	1.09
	S26	3.91	.1.0	-.89	.71
	S27	3.95	.99	-1.16	1.34
	S28	3.87	.99	-1.07	1.24
	S29	4.00	.94	-1.09	1.22
	S30	4.27	.77	-1.29	2.53
	S31	4.25	.82	-1.25	2.34
	S32	3.87	.80	-.63	.66
	S33	4.33	.81	-1.35	2.16
	S34	3.88	1.11	-.89	.29
	S35	4.11	.94	-1.19	1.42
	S36	2.97	1.44	-.05	-1.32
	S37	4.37	1.02	-1.82	2.88
	S38	3.19	1.28	-.06	-1.05
	S39	3.25	1.25	-.29	-.81
	S40 a	3.87	1.19	.84	-.15
	S41 a	2.75	1.34	.28	-.95
	S42 a	3.02	1.27	.13	-1.02
			.		
Social Awareness	S1	4.46	573	-.46	-.73
	S2	4.64	.54	-1.19	.44
	S3	4.20	.70	-.30	-.92
	S4	3.75	.90	-.39	-.23
	S5	3.31	.94	-.60	.23
	S6	3.70	.77	-.22	-.25
	S7	4.21	.81	-1.01	1.25
	S8	4.28	.77	-1.04	1.04
	S9	4.66	.67	-2.04	3.60
	S10 a	2.57	1.03	.24	-.21
	S11	3.36	.88	-.37	.29
	S12	4.40	.65	-.96	1.30

	S13	4.42	.76	-1.40	2.42
	S14	4.41	.63	-.97	1.65
	S15	3.74	.94	-.53	-.05
	S16	4.07	.85	-.88	1.14
	S17	4.22	.72	-.85	.95
	S18	4.29	.68	-.46	-.83
	S19	4.22	.71	-.60	.06
	S20	3.88	1.17	-.74	-.26
	S21	3.70	.95	-.60	.15
	S22 a	2.13	1.12	1.03	-.52
	S23	4.23	.72	-.51	-.48
	S24 a	1.92	.94	.65	-.38
	S25	4.44	.77	-1.78	4.69
	S26	4.33	.86	-1.67	3.68
Relationship Skills	S1	3.98	1.01	-.88	.36
	S2	4.35	.68	-.72	.10
	S3	3.03	1.04	-.09	-.38
	S4	3.17	1.06	-.23	-.58
	S5 a	3.11	1.08	.13	-.59
	S6	3.93	.88	-.60	-.21
	S7	4.07	.74	-.36	-.37
	S8	3.53	.97	-.80	.51
	S9 a	3.33	.93	.10	-.33
	S10	3.51	.94	-.20	-.33
	S11	4.02	.75	-1.20	3.37
	S12 a	3.39	.91	.06	-.23
	S13	2.93	1.19	-.02	-.84
	S14	3.96	1.13	-1.27	1.01
	S15	4.19	.92	-1.35	2.10
	S16	3.28	1.16	-.42	-.59
	S17	3.33	1.14	-.40	-.65
	S18	3.14	1.05	-.07	-.44
	S19	4.05	.85	-1.15	1.96
	S20	3.88	1.06	-1.25	1.41
	S21 a	2.72	1.15	.40	-.47
	S22 a	3.50	1.28	.44	-1.00
	S23 a	2.30	1.25	.82	-.28
	S24 a	2.04	1.19	.99	-.08
	S25	4.47	.84	-1.75	3.00
	S26	3.98	1.02	-1.00	.49
	S27	3.52	1.21	-.54	-.55
	S28	3.99	.89	-.77	.73
	S29	4.07	1.07	-1.18	.91
	S30	3.87	.73	-.31	.04
Responsible Decision Making	S1 a	2.59	1.03	.37	-.27
	S2	4.02	.99	-.14	2.25
	S3	3.98	.88	-.70	.25

S4	3.72	.94	-.58	.24
S5	4.06	.82	-.96	1.28
S6 b	4.45	.83	-2.31	6.89
S7	3.24	1.13	-.09	-.99
S8	3.71	1.00	-.99	.81
S9 a	2.58	1.33	.37	-1.03
S10	4.52	.76	-2.18	6.39
S11	3.75	1.07	-.84	.34
S12	3.27	1.58	-.22	-1.50
S13	3.25	1.17	-.42	-.58
S14	3.91	.93	-1.02	1.60
S15	4.00	.82	-.75	.76
S16	4.38	.69	-1.08	1.47
S17	3.58	1.04	-.69	.21
S18	3.89	.75	-.71	1.36
S19	3.95	.87	-.10	1.63
S20	4.03	.96	-.95	.77
S21	4.34	.88	-1.94	4.71
S22	4.07	.95	-1.46	2.57
S23	4.38	.88	-1.93	4.28
S24	3.48	1.16	-.55	-.44
S25	3.32	1.29	-.51	-.85
S26	4.25	.80	-1.69	4.81
S27	3.90	.80	-1.08	2.54
S28	3.68	1.03	-.99	.66
S29	4.10	.74	-.96	2.10
S30	3.79	.92	-.96	1.48
S31 a	2,68	1.22	.26	-.96

Note: The percentages were rounded up to two decimal. 5 point Likert scale was used (1= *Strongly disagree*, 5 = *strongly agree*)

a: opposite skewness; b: elevated skewness

Phase 2 – Exploratory Factor Analysis

Self-Awareness

	1	2	3	4	5	6	7	8
selfawareness1						,827		
s2						,857		
s3				,545				
s4				,572				
s5							,626	
s6				,514				
s7				,816				
s8				,787				
s9			-,743					
s10			,785					
s11			-,799					
s12			,684					
s13			,774					
s14			-,593					
s15					,596			
s16					,642			
s17					,694			
s18	,648							
s19	,692							
s20	,635							
s21	,599							
s22								,857
s23	,769							
S24	,812							
S25					,698			
S26		,611						
S27	,616							

Social Awareness

Rotated Component Matrix[a]								
	Component							
	1	2	3	4	5	6	7	8
Soa1				,514				
Soa2				,802				
Soa3		,802						
Soa4		,818						
Soa5								,542
Soa6		,518						
Soa7					,735			
Soa8					,815			
Soa9				,540				
Soa10							,679	
Soa11								
Soa12				,501				
Soa13	,653							
Soa14	,510							
Soa15	,638							
Soa16	,559							
Soa17								
Soa18			,672					
Soa19			-,788					
Soa20	,847							
Soa21							,550	
Soa22						,779		
Soa23								,769

Self Management

Rotated Component Matrix[a]											
	Component										
	1	2	3	4	5	6	7	8	9	10	11
selfmanagement1		,737									
sm2										,524	
sm3			,655								
sm4			,538								
sm5			,654								
sm7			,693								
sm8			,585								
sm9			,512								
sm10									,817		
sm11				,839							
sm12								,768			
sm13	,848										
sm14	,819										
sm15	,746										
sm16	,736										
sm17	,605										
sm18						,577					
sm19				,839							
sm20					,814						
sm21						,683					
sm22		,620									
sm23		,634									
sm24					,521						
sm25					,542						
sm26							,630				
sm27		,618									
sm28		,604									
sm29		,503									
sm30					,728						
sm31				,725							
sm32											,889
sm33							,763				
sm34	,834										
sm35										,804	

Responsible Decision Making

Rotated Component Matrix[a]									
	Component								
	1	2	3	4	5	6	7	8	9
D1				,761					
D2				,658					
D3								-,532	
D4				,750					
D5								,625	
D6								,798	
D7		,752							
D8						,874			
D9						,739			
D10					,696				
D11							,890		
D12	,671								
D13	,604								
D14	,849								
D15	,645								
D16					,814				
D17	,765								
D18	,551								,592
D19			,915						
D20									-,810
D21			,902						
D22			,542				,549		
D23		,680							
D24		,814							
D25		,759							
D26		,672							
D27			,628						

Relationship Skills

Rotated Component Matrix[a]								
	Component							
	1	2	3	4	5	6	7	8
					,646			
R1					,707			
R2							,846	
R3				,846				
R4				,846				
R5				,675				
R6			,743					
R7			,671					
R8			,732					
R9					,691			
R10	,840							
R11	,819							
R12	,715							
R13	,604							
R14	,617							
R15						,816		
R16		,674						
R17		,720						
R18	,573							
R19								,905
R20		,603						
R21		,736						
R22		,748						

Appendix 4: Phase 3 - Descriptive Statistics for Scale Items (N= 176)

Subscales	Item	Mean	SD	Skewness	Kurtosis
Self-Awareness	S1	3.78	1.10	-1.12	.79
	S2	3.77	1.02	-1.13	1.25
	S3	4.09	.95	-1.51	2.75
	S4	3.92	.96	-1.28	1.98
	S5	4.09	.87	-.90	1.02
	S6	3.93	.90	-.69	.44
	S7	3.49	1.22	-.53	-.57
	S8	3.33	1.14	-.29	-.32
	S9	3.24	1.13	-.33	-.65
	S10 [a]	2.80	1.23	.07	-.80
	S11	3.78	1.04	-.86	.36
	S12	3.21	-.11	-.50	3.21
	S13 [a]	2.48	1.21	.31	-.93
	S14 [a]	3.58	-.46	.15	3.58
	S15 [a]	2.32	1.12	.42	-.71
	S16 [a]	2.32	1.07	.50	-.42
	S17	2.79	-.22	-.82	2.79
	S18 [a]	2.35	1.33	.50	-.99
	S19 [a]	2.06	1.21	.72	-.77
	S20	3.68	1.22	-.85	-.12
	S21	3.81	1.16	-1.05	.53
	S22 [a]	2.33	1.35	.59	-.87
	S23 [a]	2.36	1.34	.49	-1.03
	S24	3.75	1.21	-.92	-.03
	S25	3.89	1.04	-.91	.46
	S26	3.63	1.15	-.52	-.41
	S27	3.89	1.03	-.90	.35
Self-Management	S1	3.48	1.10	-.78	.05
	S2	3.12	.98	-.44	-.18
	S3	3.83	-.88	.35	3.83
	S4	3.47	1.09	-.37	-.51
	S5	3.31	1.02	-.28	-.44
	S6	3.36	-.58	-.40	3.36
	S7	3.90	-1.00	.89	3.90
	S8	2.95	1.42	-.02	-1.27
	S9	3.71	1.13	-.84	.10
	S10	3.77	1.04	-1.07	.89
	S11	3.99	1.03	-1.30	1.54
	S12	3.54	1.12	-.60	-.05
	S13	3.95	.81	-1.32	2.89
	S14	3.83	-.88	.35	3.83
	S15	4.13	.90	-1.31	2.06
	S16	3.98	.91	-1.13	1.804
	S17	3.75	.95	-.74	.617
	S18	3.94	.96	-1.02	1.10
	S19	3.65	1.21	-.53	-.68
	S20	3.35	1.33	-.22	-1.23

	S21	3.39	1.31	-.32	-1.05
	S22	3.50	1.28	-.48	-.89
	S23	3.81	1.05	-.89	.37
	S24	3.38	1.18	-.44	-.49
	S25	3.82	.90	-.46	-.47
	S26	3.99	.92	-1,07	1.58
	S27	3.89	1.08	-,922	.32
	S28	4.06	.99	-1,29	1.78
	S29	3.98	-1.13	1.43	3.98
	S30	4.27	-1.28	2.59	4.27
	S31	4.23	-1.22	2.10	4.23
	S32	3.85	-.66	.73	3.85
	S33	4.31	-1.32	1.94	4.31
	S34	3.88	-.96	.43	3.88
	S35 [a]	3.09	.02	.92	-3.09
Relationship Skills	S1	3.83	1.11	-1.10	.72
	S2	4.22	.765	-1.18	2.60
	S3	3.37	1.11	-.45	-.36
	S4	3.38	1.11	-.44	-.49
	S5	3.84	1.15	-1.11	.72
	S6	3.64	1.12	-.74	.08
	S7	3.41	1.15	-.41	-.41
	S8	3.72	1.24	-.94	.01
	S9	3.62	1.12	-.77	.08
	S10	3.51	1.19	-.60	-.45
	S11	3.34	1.20	-.35	-.57
	S12	3.29	1.34	-.52	-.96
	S13 [a]	2.75	1.30	.136	-1.06
	S14	1.96	1.18	1.02	.11
	S15	3.97	1.06	-1.13	1.05
	S16 [b]	4.45	,870	-2.03	4.55
	S17	3.82	1.05	-1.19	1.30
	S18 [a]	2.43	1.37	.51	-1.05
	S19	3.94	.99	-.93	.74
	S20 [a]	2.71	.33	.25	-1.13
	S21 [a]	2,42	1.15	.73	-.52
	S22 [a]	2,72	1.36	.27	-.97
Responsible Decision Making	S1	3.97	1.08	-1.15	.72
	S2	3.83	1.01	-.97	.67
	S3	3.88	.81	-.97	1.42
	S4	4.11	1.07	-1.29	.98
	S5	3.61	1.22	-.79	-.25
	S6	3.69	1.18	-.75	-.21
	S7	3.25	1.30	-.36	-.90
	S8	3.94	.85	-.96	1.62
	S9	3.91	1.00	-.77	.13
	S10	4.28	.83	-1.49	2.74
	S11	4.05	.87	-.83	.66

S12	4.07	1.08	-1.47	1.81
S13	3.58	1.29	-.64	-.65
S14	4.15	.98	-1.30	1.32
S15	4.16	.86	-.92	.56
S16	3.63	1.00	-.74	.29
S17	2.98	1.25	-.00	-.86
S18	3.80	.98	-.52	-.43
S19	3.97	.78	-.745	1.25
S20	3.52	1.25	-.82	-.25
S21	3.88	1.12	-1.02	.55
S22	4.24	1.00	-1.72	3.03
S23	4.45	.87	-2.03	4.55
S24	4.25	.83	-1.21	1.79
S25	4.11	.94	-.97	.49
S26	4.11	.86	-.69	-.23
S27 a	2.59	1.04	.41	-.91

Note: The percentages were rounded up to two decimal. 5 point Likert scale was used (1= *Strongly disagree*, 5 = *strongly agree*)

a: opposite skewness; b: elevated skewness

Appendix 5: Phase 3 - Exploratory Factor Analysis

		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Self-awareness	S1	,422								
	S2	,528								
	S3	,454								
	S4	,456								
	S5	,415								
	S6		,640							
	S7		,482							
	S8		,431							
	S9		,522							
	S10	,404								
	S11	,480								
	S12	,506								
	S13	,412								
	S14	,444								
	S15		,449							
	S16		,603							
	S17		,716							
	S18		,605							
Self-management	S1						,412			
	S2		,441							
	S3		,416							
	S4	,423								
	S5	,509								
	S6		,410							
	S7	,522								
	S8		,483							
	S9		,552							
	S10						,408			
	S11							,673		
	S12		,464							
	S13									
	S14									
	S15	,461								
	S16	,436								
	S17	,453								
	S18	,628								
	S19	,533								
	S20	,474								
	S21		,402							
	S22		,404							
	S23	,731								
	S24	,734								

	S25	,738						
	S26		,464					
	S27		,441					
	S28		,426					
	S29		,470					
	S30		,483					
	S31		,440					
	S32		,413					
	S33	,417						
	S34	,454						
Social Awareness	S1			,473				
	S2			,524				
	S3			,417				
	S4			,608				
	S5			,515				
	S6			,548				
	S7			,678				
	S8			,605				
	S9			,470				
	S10			,510				
	S11				,423			
	S12				,527			
	S13				,455			
	S14				,463			
	S15			,780				
	S16			,856				
	S17			,515				
	S18			,469				
	S19				,596			
	S20				,799			
	S21					,427		
	S22				,657			
	S23							,535
Relationship Skills	S1			,776				
	S2			,732				
	S3			,532				
	S4			,648				
	S5			,515				
	S6				,687			
	S7				,670			
	S8				,746			
	S9			,573				
	S10			,571				
	S11						,793	
	S12			,686				
	S13				,760			

	S14		,609					
	S15		,495					
	S16	,503						
Responsible Decision Making	S1			,671				
	S2				,524			
	S3			,704				
	S4			,814				
	S5				,731			
	S6			,547				
	S7				,586			
	S8				,729			
	S9					,412		
	S10			,621				
	S11				,586			
	S12				,729			
	S13			,817				
	S14			,731				
	S15			,451				
	S16				,455			
	S17				,528			
	S18				,444			
	S19				,814			
	S20				,587			
	S21					,548		
	S22						,609	
	S23			,455				
	S24			,528				
	S25			,444				
	S26							,511

Appendix 6: Reduction to three groups

Self-Regulation

Rotated Component Matrix[a]															
	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SR1				,709											
SR2				,862											
SR3				,459											
SR4				,680											
SR5				,421											
SR6				,580											
SR7								,776							
SR8								,691							
SR9						,590									
SR10														,793	
SR11													,859		
SR12														,400	
SR13								,401							
SR14		,874													
SR15		,885													
SR16		,860													
SR17		,874													
SR18						,849									
SR19						,846									
SR20			,843												
SR21			,797												
SR22			,787												
SR23											-,780				
SR24									,664						
SR25									,838						
SR26									,555						
SR27											-,625				
SR28					,780										
SR29					,851										
SR30					,768										
SR31										,815					
SR32										,766					
SR33										,514					
SR34												,672			
SR35												,472			
SR36														,467	
SR37	,765														
SR38	,729														
SR39	,846														
SR40	,759														
SR041	,853														
SR42	,751														
SR43	,662														
SR44															,715
SR45							,806								
SR46							,856								
SR47							,742								
SR48													,417		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Social Relations

Rotated Component Matrix[a]									
	Component								
	1	2	3	4	5	6	7	8	9
SoR1		,735							
SoR2		,798							
SoR3		,751							
SoR4		,735							
SoR5		,629							
SoR6		,650							
SoR7		,561							
SoR8		,496							
SoR9		,545							
SoR10								,630	
SoR11						-,679			
SoR12									,724
SoR13			,534						
SoR14			,771						
SoR15			,812						
SoR16			,471						
SoR17							,598		
SoR18							,811		
SoR19							,492		
SoR20							,865		
SoR21						,826			
SoR22						,505			
SoR23						,568			
SoR24					,750				
SoR25					,784				
SoR26					,830				
SoR27						,737			
SoR28	,769								
SoR29	,758								
SoR30	,743								
SoR31	,732								
SoR32	,842								
SoR33	,687								
SoR34	,740								
SoR35	,638								
SoR36	,491								
SoR37				,870					
SoR38				,867					
SoR39				,796					
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.									
a. Rotation converged in 9 iterations.									

Decision Making

Rotated Component Matrix[a]					
	Component				
	1	2	3	4	5
DM1	,632				
DM2	,441				
DM3	,856				
DM4	,854				
DM5	,700				
DM6			,575		
DM7			,544		
DM8			,721		
DM9			,652		
DM10		,473			
DM11		,808			
DM12		,790			
DM13			,720		
DM14		,559			
DM15		,629			
DM16		,603			
DM17				,524	
DM18					,528

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Appendix 7: Consent Form

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1. İngiliz Dili Eğitimi Doktora Programında kaydını yenileyerek halen kaydı tez aşamasında devam etmekte olan 201412003 numaralı **Senem ZAİMOĞLU, "Üniversitenin Hazırlık Okulu Bölümünde Sosyal ve Duygusal Yabancı Dil Öğrenme Ölçeği Geliştirme "** konulu tez çalışmasını Çağ Üniversitesi öğretim üyelerinden olan Tez danışmanı olarak atanan Prof. Dr. Şehnaz ŞAHİNKARAKAŞ ile halen tez çalışması yürütülmektedir.
2. Adı geçen öğrenci bu tez çalışması kapsamında Çağ Üniversitesi Hazırlık Okulu Müdürlüğünde Eğitim Gören tüm Hazırlık Okulu öğrencilerine yönelik Ek' lerde sunulan anketleri 21.03.2018 – 30.05.2018 tarihleri arası uygulanacak şekilde veri toplamak üzere anket uygulamasını yapmak istemektedir.
3. Adı geçen öğrenci bu tez çalışması kapsamında yukarıda belirtilen anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.

Arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitü Müdürü

EKLERİ: 8 (Sekiz) Sayfa Anket Formları.

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3. Adı geçen öğrenci bu tez çalışması kapsamında yukarıda belirtilen anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.

Arz ederim.

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Sosyal Bilimler Enstitü Müdürü

Gönderilmesi sekretarlik
Uygundur
Prof.Dr. ÜNAL AY
Rektör

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